

COURSE OUTLINE SPRING 2009

<u>HIS 215</u> Course Number	<u>Holocaust and other Genocides</u> Course Title	<u>3</u> Credits
<u>3</u> Class or Lecture Hours		<u>15 weeks</u> Course Length

Catalog Description:

Analyzes the Holocaust and other genocides of the 20th and 21st centuries from an historical perspective. Specific topics include anti-Semitism in Europe, Nazism, the Final Solution, Armenian nationalism, the Khmer Rouge, and African genocides. Texts, testimonies, films, and other resources contribute to understanding events and responses. Particular attention is given to universal themes including prejudice, racism, evil, and moral responsibility.

Required Materials (not all titles will be used each time the course is offered, but one or more texts will be selected from the following list):

Dawidowicz, Lucy, **The War Against the Jews, 1933-1945**, Bantam, 1975.

Yahil, Leni, **The Holocaust: The Fate of European Jewry**, Oxford University Press, 1990.

Bergen, D.L, **A Concise History of the Holocaust**, Rowan and Littlefield, 2003.

Gourevitch, Philip, **We Wish to Inform You That Tomorrow We Will Be Killed with Our Families: Stories from Rwanda**, Straus, 2002.

Power, Samantha, **"A Problem from Hell"-America and the Age of Genocide**. Basic Books, 2002

Rubenstein, Richard, **The Cunning of History**, Harper Collins Publishers, New York, 1978.

Wiesel, Elie **Night**, Bantam, 1960.

Ringelblum, Emmanuel, **Notes from the Warsaw Ghetto**, Schocken Books, 1958.

DesPres, Terrence, **The Survivor: An Anatomy of Life in the Death Camps**, Oxford University Press, 1976.

Dwork, Deborah, **Children With a Star: Jewish Youth in Nazi Europe**, Yale University Press, 1991.

Steiner, Jean-Francois, **Treblinka**, Meridian, 1979.

Goldhagen, Daniel Jonah, **Hitler's Willing Executioners: Ordinary Germans and the Holocaust**, Vintage, 1997.

Lookstein, Haskel, **Were We Our Brothers' Keepers?: The American Response to the Holocaust, 1938-1944**, Vintage, 1985.

Segev, Tom, **The Seventh Million: the Israelis and the Holocaust**, Hill and Wang, 1993.

Nyiszli, Miklos, **Auschwitz**, Fawcett, 1960.

Bonhoeffer, Emmi, **Auschwitz Trials**, Chime Paperbacks, 1967.

Kogon, Eugen, **The Theory and Practice of Hell**, Berkley Books, 1950.

Totten, Samuel, ed. **Century of Genocide: Critical Essays and Eyewitness Accounts**, Routledge, 2004.

Complementary Consulting Texts and Websites

Harran, Marilyn, et al., eds, **The Holocaust Chronicle: A History in Pictures and Words**, Publications International, 2000.

Adelson, Alan, et al., eds, **Lodz Ghetto: Inside a Community Under Siege**, Viking, 1989.

Facing History and Ourselves, Resource Book, National Foundation Publication Brookline, Massachusetts, 2004

Rosenbaum, Ron, **Explaining Hitler: The Search For the Origins of His Evil**, Random House, New York, 1999

N.J. Commission on Holocaust Education, **The Holocaust and Genocide: The Betrayal of Humanity**, NJ Commission on Holocaust Education, Trenton, N.J., 2002.
House, New York, 1999.

Holocaust and Genocide Studies, Oxford University Press, 1987-

http://www.state.nj.us/njded/holocaust	NJ Commission on Holocaust Education
http://www.ushmm.org	US Holocaust Memorial Museum
http://www.facing.org	Facing History and Ourselves, National Foundation
http://www.gofer.com/top/423935375.shtml	Hate Crimes
http://www.splcenter.org	Southern Poverty Law Center
http://publiceye.org/hate/hate99ASA-10.html	American Sociological Association

Prerequisites:

None required, HIS 102 or
HIS 113 recommended.

Corequisites:

None

Latest Review: Fall 2008

Course Coordinators: Craig R. Coenen, coenenc@mccc.edu x3533

Available Library Resources:, The Holocaust/Genocide Center in the MCCC library has numerous reference materials (books, videos, electronic media, artifacts) pertaining to this topic. Specific titles are available on request.

Learning Center Resources:

No tutors or study groups as of this time.

Course Objectives.

The student will be able to:

- describe the social, economic, and political forces behind the Holocaust and other genocides.
- describe major movements, trends, and developments in the Holocaust and other genocides of the twentieth century.
- discuss with authority, either in writing or verbally, the historical forces (e.g., religion, economics, politics, social stratification, gender, individual actors, technology, intellectual and aesthetic thought, etc.) behind the major movements, trends, and developments of the Holocaust and other genocides.
- describe and analyze the important role of the Holocaust and other genocides in shaping the modern world.
- use information technologies in acquiring new knowledge and perspective.
- construct an historical essay that presents a clear thesis, a persuasive argument, and well-researched supporting data.
- apply the historic lessons learned from this course in their lives and share that consciousness with those around them.

General Education Objectives.

- Students will be competent in critical...thinking;
- Students will be immersed in the critical study of what it means to be human;
- Students read, evaluate, appreciate and write about a wide range of texts and experiences;
- Students will learn how to integrate their learning into a lifelong process of understanding themselves, others, and the world

Communication Objectives:

- 1.1 Students will comprehend and evaluate what they read, hear and see.
- 1.2 Students will state and evaluate the views and findings of others.
- 1.3 Students will write and speak clearly and effectively in standard American English.
- 1.4 Students will logically and persuasively state and support orally or in writing their points of view or findings.
- 1.5. Students will evaluate, revise and edit their communication.

Critical Thinking and Information Literacy:

- 3.1. Students will identify a problem and analyze it in terms of its significant parts and the information needed to solve it.
- 3.2 Students will use appropriate library tools to access information in reference publications, periodicals, bibliographies, and data bases.
- 3.4. Students will formulate and evaluate possible solutions to problems, and select and defend the chosen solutions.
- 3.5 Students will recognize weaknesses (and bias) in arguments such as the use of false or disputable premises, suppression or contrary evidence, faulty reasoning, and emotional loading.

Ethical Dimension:

- 4.1 Students will identify ethical implications of an issue or a situation.
- 4.2 Students will analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue or situation.
- 4.3 Students will integrate their knowledge, take a position on an ethical issue or a situation and defend it with logical arguments.

Society and Human Behavior:

- 7.1 Students will analyze and discuss behavioral or societal issues using theories and concepts from social science.
- 7.2 Students will explain how social institutions and organizations influence individual behavior.

Humanities:

- 8.1. Students will describe commonly used approaches and criteria for analyzing a work of art.

8.2. Students will recognize, analyze and assess works of art with commonly used approaches and criteria.

Historical Perspective:

- 9.1 Students will state the causes of a major historical event and analyze the impact of that event on a nation or civilization.
- 9.2 Students will show how writers' interpretation of historical events are influenced by their time, culture, and perspective.
- 9.3 Students will discuss a major idea, movement, invention or discovery, and how it affected the world or American society.

Diversity and Global Perspective:

- 10.1 Students will link cultural practices and practices with geographical and/or historical conditions from which they arose.
- 10.2 Students will explain why an understanding of differences in people's backgrounds is particularly important to American society.
- 10.3 Students will recognize and explain the consequences of prejudicial attitudes and discriminatory actions.
- 10.4 Students will recognize the needs and concerns common to culturally diverse peoples.
- 10.5 Students will recognize contributions made by people from various cultures.

Units of Study in Detail.

Unit 1. Introduction to the course: Genocide and its place and meaning in the modern world

The student will be able to

- Demonstrate an understanding of the periodization and chronology of the course.
- Identify primary vs. secondary sources and discuss the uses and limitations of each.
- Explain the historical meaning and characteristics of modern genocide.
- Understand that genocide is not solely an historic term connoting one specific group of people against another but lives in our world and has the potential develop anytime, anywhere given the "right" circumstances.

Unit 2. The nineteenth century foundations of modern racism, anti-Semitism, and hate

The student will be able to

- Critically assess the impact of the Enlightenment in easing ethnic tensions and religious intolerance in Europe.
- Reveal the ideas and actions tied to Industrialism, Imperialism, and Nationalism that rekindled racism and anti-Semitism in the nineteenth century.
- Define a pogrom and examine how and why state-sponsored violence against particular groups of people was instituted in Europe in the nineteenth century.
- Explain how modern science was used to reinforce and develop "proof" that certain peoples were inferior to others.
- Analyze the Dreyfuss affair as a case study in modern anti-Semitism.

- Assess figures such as Wagner and Nietzsche and their thoughts and words as a groundwork for modern hate.

Unit 3. The Great War and the Armenian Genocide

The student will be able to

- Appraise the nationalist desires of the Armenians in the political and social context of the late Ottoman Empire.
- Define the state-sponsored activities to persecute and eliminate the Armenian peoples in the Ottoman Empire.
- Describe the experiences of Armenians who were “deported” and “relocated” and those who lived and died in the concentration camps.
- Analyze the impact of the military trials after World War I that sought to bring the perpetrators of the Armenian genocide to justice.
- Scrutinize the positions taken on this horrific historic incident by the Turkish government and intellectuals since the conclusion of the Armenian genocide.

Unit 4. The Rise of Fascism and Nazism in Europe

The student will be able to

- Explain anti-Semitism in modern Germany.
- Describe the impact of events and actions that made the peoples of Europe open to racist and extreme right-wing ideologies in the 1920s and 1930s.
- Assess the impact of Hitler’s childhood and early life in Vienna in shaping his anti-Semitic views.
- Reveal the origins of fascism and define the ideology.
- Compare and contrast fascist ideology with that of Nazism.
- Analyze the impact of violence, rhetoric, and propaganda in cultivating anti-Semitism.

Unit 5. The Road to War and Genocide: Germany in the 1930s

The student will be able to

- Describe the anti-Jewish legislation enacted in Nazi Germany from 1933 through the Nuremberg Laws.
- Explain the impact of anti-Jewish legislation on the lives of Jews in Germany during the 1930s.
- Reveal the importance of the SS and propaganda minister Joseph Goebbels in carrying out and instilling anti-Semitism in Nazi Germany.
- Analyze the reactions of average Germans to anti-Jewish legislation and propaganda.
- Understand the reasons for and impact of Kristallnacht.
- Assess the international responses to German policies toward Jews.
- Appreciate the plight of those in German concentration camps during the 1930s.

Unit 6. From Persecution to the Ghettos

The student will be able to

- Describe the impact of the early stages of World War II on expanding the scope of
- Explain the reasoning for the creation of ghettos
- Evaluate the process of moving from Kehilla to Judenrat in the Jewish Ghettos of occupied Europe.
- Discuss daily and religious life in the ghettos.

- Describe the relationship of Jews with the non-German, non-Jewish communities in occupied Europe.
- Assess the controversial role of the Judenrat in the Ghettos

Unit 7. The Final Solution and Life in the Death Camps

The student will be able to

- Assess the varying ideas coming out of the Wannsee conference and the “reasoning” to institute the Final Solution.
- Describe the process of becoming a prisoner and living and dying in the death camps.
- Assess the controversial role of the Sonderkommando in the death camps.
- Discuss the strategies for survival
- Compare and contrast life in the camps with that in the ghettos.
- Analyze the impact of irrationally operating the death camps on the German ability to make and sustain war.

Unit 8. Resistance and the will to survive the Holocaust

The student will be able to

- Analyze the successes and failures of ghetto uprisings
- Examine the life of Anne Frank and her family.
- Assess ways in which religious and social gatherings added to the quality of life in the midst of genocide.
- Explain the efforts taken to fight back in the extermination camps.
- Assess the multiple meanings of surviving.

Unit 9. Survivors, survivor guilt, and the need to remember

The student will be able to

- Describe importance of surviving as a collective, not individual, experience.
- Understand why it is so important to hear and chronicle the stories of those who survived the Holocaust.
- Address the reasons for the persistence of anti-Semites and other racists to deny that the Holocaust occurred and to combat that wrong-headed notion with the truth.
- Analyze the psychological impact surviving has held for those who endured the Holocaust.
- Assess the Holocaust’s impact of forging and influencing the policies of modern Israel.

Unit 10. Bringing the guilty to justice: Nazi Hunting

The student will be able to

- Discuss the reasons why so many people aided perpetrators of the Holocaust as they fled justice.
- Assess the degree of guilt for individual perpetrators of the Holocaust.
- Describe the efforts taken by so much of the world community to bring war criminals to justice.
- Explain the psychological need to face those who carried out atrocities during the Holocaust and see them punished for their crimes against humanity
- Analyze the proceedings and impact of the Nuremberg Trials and other war crimes trials.
- Recount the efforts and actions of Simon Wiesenthal.
- Critically evaluate the actions taken by the United States and Soviet Union to protect Nazis who were helpful in their efforts to fight the Cold War.

Unit 11. Dominoes and the Khmer Rouge

The student will be able to

- Discuss the United States' role in destabilizing and undermining Prince Sihanouk's government.
- Reveal the course of the civil war in Cambodia between General Lon Nol's regime and the Khmer Rouge.
- Evaluate the political, economic, and social ideology of Pol Pot and the Khmer Rouge.
- Analyze the effects of making the entire nation of Cambodia a "re-education" labor camp.
- Assess the Killing Fields.
- Understand Vietnam's impact on ending genocide in Cambodia.
- Explain why no members of the Khmer Rouge have been tried for war crimes.
- Describe the impact of the Khmer Rouge and the Killing Field on Cambodians since the late 1970s.

Unit 12. Ethnic Cleansing and genocide in Yugoslavia

The student will be able to

- Discuss the background of ethnic and religious conflict in Yugoslavia.
- Describe the problems associated with the disintegration of Yugoslavia and how this exploded into nationalist conflict and genocide.
- Analyze the scope and details of the genocide in the region.
- Assess international response to the genocide in Yugoslavia.
- Explain the war crimes trials and their historical importance.

Unit 13. Rwanda: the undiscovered genocide

The student will be able to

- Discuss the impact of Belgian colonial rule on intensifying Hutu-Tutsi ethnic tensions.
- Describe how the internal politics of independent, Hutu-dominated Rwanda before the Civil War of the 1990s.
- Evaluate the agenda and actions of the Rwanda Patriotic Front, especially the controversial bombings of Kigali and the assassination of President Juvenal Habyarimana.
- Address the plight of the Tutsis and moderate Hutus who were systematically raped and murder in 1994.
- Assess the aftermath of the genocide in Rwanda and how people deal with that time in the nation ever since.
- Analyze why the World refused to do anything to alleviate the suffering in Rwanda and its response since 1994.

Unit 14. Darfur, Sudan: genocide the World denies

The student will be able to

- Discuss the origins of the crisis between the Janjaweed militia and the non-Arab peoples of the Darfur region of Sudan.
- Assess the actions and scope of the crisis in Darfur and relate it to larger problems in the region and the fear that the genocide might spread beyond Darfur and the Sudan.
- Evaluate the ancillary suffering, such as starvation, war, and a fractured economy, caused by the genocide in Darfur.

- Analyze why the United Nations calls the conflict in the Sudan a “humanitarian crisis” and not genocide despite the government-sponsored displacement of nearly 2 million people and the murder of 180,000 human beings.

Unit 15. Lessons learned and not learned from our past: the legacy of hate

The student will be able to

- Discuss the reasons behind the continuing fascination with far-right ideologies and the culture of hate.
- Analyze the varied efforts on behalf of world nations to thwart genocide.
- Evaluate the successes and failures of the Geneva Convention in the modern world.
- Postulate strategies to thwart future genocides by removing the framework for such actions to fester.
- Assess how far we have come and have still to go to eliminate genocide from the human experience.
- Understand the historic and ongoing struggle of good and evil in this world and their civic responsibility to purge racism, prejudice, and inequality.

Examinations and Required Work.

Instructors have some discretion in determining the format and content of required work. However, written and verbal assignments in any history course should be designed to help students develop the General Education skills (historical perspective, critical thinking, information literacy, writing, and public speaking) listed above. Instructors should emphasize these goals in their assignments and should state them in their written and verbal instructions to the students.

History courses should, therefore, utilize essay examinations, written reports and oral presentations as standard methods of assessing student learning. Below are the parameters within which instructors may operate:

Reading Assignments

- ♦ Textbook as well as primary documents should be clearly assigned to the students

Exams & Quizzes

- ♦ At least (2) one-hour exams
- ♦ A Final Exam
- ♦ Exams should include at least a short essay component

Writing Assignments (to assess discipline specific knowledge, communication skills, and critical thinking skills). Students are expected to develop the ability to construct narratives—written or verbal or both—that clearly present their own thesis based on solid evidence that has been thoroughly and critically evaluated. Students are directed in developing competencies in accumulating evidence from a variety of sources, assessing the validity of the evidence, and extracting substantive generalizations from what they have discovered (Information Literacy).

- ♦ At least three, but preferably more writing assignments.
- ♦ At least one assignment should incorporate library and internet research and include reading and assessing primary sources; this assignment may be a term paper or group presentation or some other type of project.

- ♦ At least one assignment should be an ongoing journal or number of brief response papers.
- ♦ At least one assignment should require students to write an historiographical essay.
- ♦ Students should be required to give at least one oral presentation.
- ♦ Length of the essays may be determined by the instructor; short (e.g., two-page) essays are acceptable

Academic Integrity Statement:

Mercer County Community College is committed to academic integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception.

- Students should never:
 - Knowingly represent the work of others as their own
 - Knowingly represent previously completed academic work as current
 - Fabricate data to support academic work
 - Use or obtain unauthorized assistance in the execution of any academic work
 - Give fraudulent assistance to other students
 - Unethically use technological means to gain academic advantages

Violators of the above actions will be penalized. For a single violation the faculty member will determine the course of action. This may include, assigning a lower grade on the assignment, lowering the course grade, failing the student, or another penalty that is appropriate to the violation. The student will be reported to the Academic Integrity Committee, who may impose other penalties for a second (or later) violation. The student has right to a hearing and also to appeal any decisions. These rights are outlined in the student handbook.