SYLLABUS FOR HST 427/527, "TEACHING THE HOLOCAUST"

COURSE OVERVIEW

The Holocaust is considered by many scholars to be the definitive event of the twentieth century. Historians have studied it intensively, while countless films and works of literature have explored its every angle. Impressions of it are woven into the Western psyche. And interest in it has been on the rise, not decreasing. One might expect the opposite, given that the Holocaust ended more than sixty years ago, with the liberation of the last of the death camps in 1945, and that the number of individuals who can personally recall the killing campaign has been diminishing. Nevertheless, college-level courses on the Holocaust, virtually non-existent prior to 1980, are now to be found in the curricula of thousands of institutions of higher learning in the United States and Europe, and the subject is widely taught to school-age children -- this again, in sharp contrast to the situation in past decades.

History 427/527, "Teaching the Holocaust," is a distance-learning hybrid course, taught through the E-Campus program at Oregon State University. It is both an old and a new course. The lectures are similar to those in HST 425/525, "The Holocaust in Its History," which has been taught at Oregon State University since 1982 and which has been, since 2007, offered both on-site and as a distance learning course through E-Campus. Judging from enrollment, from student feedback, and from the quality of work submitted, this course, in both formats, has been highly successful. The objective in HST 427/527 is to recast it in such a way as to make it more useful for teachers.

HST 427/527 is a 4-hour course. It is geared particularly to teacher education, and to this end:

1) It is taught during the summer, when teachers are most likely to be free to undertake it, and all lectures will be available online, which will be of particular benefit to those who live far from Corvallis.
2) Students enrolled in the course are asked to submit an instructional plan for a unit on the Holocaust and related themes;
3) For certified teachers, this course provides a Professional Development Unit (PDU) or Continuing Professional Development (CPD);
4) Throughout the course, lecture and readings focus on topics that should be helpful to teachers who may wish to provide their students with a unit on the Holocaust.
5) A day-long seminar at the conclusion of the course will deal with matters that are relevant to teaching the Holocaust, particularly (though not solely) on the middle-school and high-school levels.

LEARNING OUTCOMES FOR ALL STUDENTS IN HST 427/527:

By the close of this course, students should be able to:

1) Discuss, in meaningful detail, the Holocaust and its root causes, especially Antisemitism and
LEARNING OUTCOMES FOR STUDENTS IN HST 527:
In addition to developing these capabilities, students who are taking this course as HST 527 should on completion of the course have the capacity to prepare a strong and specific plan for teaching Holocaust/genocide issues to schoolchildren who are on the particular age/maturity level and in the particular subject field (e.g. English, Social Studies) that they are teaching or intend to teach.

PREREQUISITES FOR THE COURSE:
There are no formal prerequisites to the course. However, as has been noted, HST 427/527 is directed particularly toward teacher education, and as such it is most useful to certified teachers and to students who are enrolled in an education program, whether at OSU or elsewhere. Students who are interested in a more traditional history course may prefer to take HST 425/525; it might also be noted that this course is Baccalaureate Core, while HST 427/527 is not.

HONOR CODE:
Students in HST 427/527 are expected to uphold OSU’s Student Conduct Code. This code prohibits cheating, fraud and dishonesty (including, but not limited to, plagiarism, buying and stealing course assignments and papers, performing academic assignments by other persons, unauthorized disclosure and receipt of academic information, and other practices commonly understood to be academically dishonest). Any assignments found to be in violation of the code will receive a failing grade, and all participants will be subject to disciplinary action. To fully understand student conduct expectations, please visit this link: http://oregonstate.edu/admin/stucon/achon.htm.

ACCESSIBILITY:
Accommodations are collaborative efforts between students, faculty and Services for Students with Disabilities (SSD). Students with accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD immediately at 737-4098.

LEARNING RESOURCES:

BLACKBOARD:
To all intents and purposes, students in HST 427/527 must be able to access Blackboard and to make significant use of the materials provided there. Any students who have difficulty in accessing it should contact the instructor. For this course, Blackboard provides: (1) syllabus; (2) all lecture outlines; (3) study aids; (4) past exams [Note: the questions on your exam will be different, but reviewing rests given previously may provide you with a sense of the order of difficulty]; (5) a film documentary, Zegota: A Time to
Remember; (6) a second documentary, *Paper Clips*; (7) all lectures, both audio and video (Power Point); (8) Power Point slides alone, without audio (students are strongly encouraged to print out these slides and to take their lecture notes in the space provided next to each respective slide); (9) access to discussion board; (10) further instructions on formatting instructional plan; (11) a packet of readings on modern Antisemitism (c.1700-present).

**LECTURE FRAMEWORK:**

Given that many summer-term students need or prefer that their courses conclude in time for them to prepare for other commitments, **HST 427/527 is designed to fit into a four-week timeframe, aside from the seminar, which takes place shortly afterwards; students will, however, have until the end of summer term to take the final exam and to submit their instructional plan.** While this course deals in depth with the Holocaust, the subject that it addresses is significantly broader than that. The first week of the course is intended to provide background. This component confronts the common question, "How could it have happened?" One cannot intelligently address this issue without being acquainted with the history of Antisemitism and with the fact that Jew-hatred spilled over into large-scale violence many times before the Holocaust was even imagined. After the section of the course that is devoted to the background of the Holocaust, the event itself will be examined during the following two weeks. During the fourth week, lecture will deal with the issues of comparative genocide and of what (if anything) humankind has learned from the Holocaust.

**ASSIGNED TEXTS:**

- Nora Levin, *The Holocaust Years*
- Thomas Blatt, *From the Ashes of Sobibor*
- J. K. Roth and Michael Berenbaum, eds., *Holocaust: Religious & Philosophical Implications* [required only of students who are enrolled in HST 527]
- Fergal Keane, *Season of Blood: A Rwandan Journey*

**OPTIONAL TEXT:**

Packet of readings on Antisemitism (available at Blackboard); this is simply a resource for students who seek additional insight into the nature of Antisemitism. No one in the course will be tested on these readings.

**A SPECIAL NOTE TO GRADUATE STUDENTS IN THIS COURSE:**

In addition to the reading assignments for HST 427, students who are taking this course for graduate credit (i.e. as HST 527) are expected to read *Season of Blood: A Rwandan Journey*, by Fergal Keane, and prepare a 1500-2000-word paper in response to the question, "How similar in terms of background and execution were the Holocaust and the Rwandan genocide?" **This assignment provides 10% of the course grade.**

**EXAM:** 50% of course grade for HST 427 students, 40% for HST 527.

The course exam calls for students to demonstrate mastery of all components of the course. It will include: (a): a short essay section, based on lecture, on *Zegota*, and on the day-long seminar (6 essays, to be chosen from among 12 possibilities); (b) a long essay, based on *From the Ashes of Sobibor* (1 of 2); (c) a long essay, based on Roth & Berenbaum (1 of 2)
Note: The exam is neither open book nor open notes. Students who live in or near Corvallis should take their exam on the OSU campus; arrangements may be made through E-campus (https://secure.oregonstate.edu/ecampus/proctoring); for further information, contact Samantha Smith, Testing Coordinator, at 541-737-9281. Students who reside elsewhere should make separate provisions for proctoring, and then inform Samantha. Acceptable proctors include college testing centers, librarians, university instructors or administrators and educational service officers of corporations or military installations (for more details, check this link: http://ecampus.oregonstate.edu/services/proctoring/finding_proctor.htm).

Alternative arrangements are available, and students who encounter difficulty in locating a suitable proctor should contact the instructor, as should anyone who believes that he or she may need extra time on the exam (time is generally restricted to 110 minutes).

**INSTRUCTIONAL PLAN:**

Worth 30% of the course grade for all students; all students in HST 427/527 are expected to complete an instructional plan that is geared to a set format; students will receive additional instructions and will have an opportunity to view model plans before they prepare their own..

**PARTICIPATION IN DISCUSSION BOARD:**

This accounts for 10% of the course grade for all students, and is based on student participation in discussions. Quality as well as quantity of input will be considered. For HST 527 students, expectations as regards quality are higher.

**PARTICIPATION IN SEMINAR:**

Another 10% for all students. In addition to the fact that the material covered in the seminar will be tested on the exam, participation at this event should involve contributing to discussions. HST 527 students will be held to a higher standard in terms of the extent and quality of their participation.

**WEEKLY LECTURE SCHEDULE**

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>READINGS</th>
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<tr>
<td><strong>Week One:</strong></td>
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<tr>
<td>A.</td>
<td>An overview of Antisemitism: origins to 1900</td>
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<td>B.</td>
<td>Europe Approaches the Holocaust (1900-1941)</td>
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<td><strong>Week Two:</strong></td>
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<td>A.</td>
<td>Holocaust Europe, I: Perpetrators, Bystanders, Rescuers</td>
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<td>B.</td>
<td>Holocaust Europe, II: Reaction of Societies &amp; Churches</td>
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<td><strong>Week Three:</strong></td>
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<tr>
<td>A.</td>
<td>Holocaust Europe, III: The Forms of Jewish Reaction</td>
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<td>B.</td>
<td>How the Holocaust is Remembered</td>
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Week Four:
A. Nazi Persecution of Non-Jews
B. A Century of Mass Murder

Seminar:
Preparation: Students should read Roth and Berenbaum, entire; they should view *Paper Clips*
Topics to be addressed:
   - Lecture: "Learning from the Holocaust"
   - Discussion: Roth and Berenbaum
   - Discussion: *Paper Clips*
   - Lecture and discussion: Strategies to teach the Holocaust and genocide

**WEEKLY DISCUSSION SCHEDULE**

Week One: Topics covered in lecture (i.e. the early history of Antisemitism) and in Levin, chs. 1-5; NOTE: all discussions may include issues from lecture and readings assigned for the appropriate week; they will also provide students with an opportunity to raise questions germane to the course, or to share information.

Week Two: The central theme for discussion will be Holocaust perpetrators and rescuers; students should be prepared to analyze *Zegota*, which deals with the theme of rescue in Poland.

Week Three: Jews in the Holocaust, with a focus on Blatt’s memoir.

Week Four: The general issue of genocide and mass murder.

NOTE: During the period between the close of the fourth week and the seminar, students are encouraged to use the discussion board to share insights that they may have gained regarding the Holocaust or genocide