Official Course Description
An inquiry into the causes, course, and impact of the Holocaust. The general theme of anti-Semitism in European history is explored for background. Topics discussed for comparative purposes include anti-Semitism in American history; other episodes of mass murder in the 20th century. (OSU Course Catalog)

This course may fulfill the following requirements:
- Core, Synthesis: Global Issues
- Liberal Arts Humanities Core

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 dwindling. 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.

“The Holocaust in Its History” has been taught at Oregon State University since 1982. Originally an Honors seminar, it has been in the History curriculum since 1990, and in 1998 it received its current designator, History 425/525, and was added to the OSU Baccalaureate Core. Since 2006, it has been offered as a distance learning course, through OSU’s Ecampus program. Every effort has been undertaken to make this course as similar as possible to the version that is taught on campus in Corvallis. All lectures have been recorded and are made available to students, as are the PowerPoint slides that augment each lecture. A film, Zegota: A Time to Remember, will be streamed. That film, as well as readings and lecture material, will be the basis for on-line discussions.

While this course deals in depth with the Holocaust, the subject that it addresses is significantly broader than that. The first third 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 four to five weeks. The closing weeks of the course will deal with the issues of comparative
genocide and of what (if anything) humankind has learned from the Holocaust. (Course Overview
courtesy of Professor Paul Kopperman)

Contemporary Global Issues Requirement. In HST/REL 425, the global problem addressed is genocide
and mass murder. The twentieth century saw genocidal episodes become commonplace and far more
large-scale and violent than they had been previously, and early indicators in this century suggest that
the tendency toward such violence has not abated. In the context of HST/REL 425, the primary example
of genocide is, of course, the Holocaust itself. However, the course also provides an overview of several
other episodes of genocide or mass murder that occurred during the twentieth century, episodes that
suggest patterns in causes, course, and local and international reaction. While HST/REL 425 provides a
central pool of knowledge, students are also encouraged to tailor it to their own particular interests.
They may find it useful to choose a research-paper topic that relates to their majors or their chosen
vocations. The assigned books are intended to approach the broad issue of genocide from a number of
angles, and should likewise speak to the respective interests of each student.

Student learning outcomes for Contemporary Global Issues (CGI) requirement:
By the end of HST 425, a student may expect to be able to:
• Analyze the origins, historical contexts, and implications of contemporary global issues.
• Explain the complex nature and interdependence of contemporary global issues using a multi-
disciplinary approach.
• Articulate in writing a critical perspective on contemporary global issues using evidence as
support.

Course Specific Student learning outcomes for HST/REL 425/525:
1. Assess the origins, historical contexts, and social, political, and cultural implications of anti-
Semitism.
2. Explain and evaluate the origins, events, impacts, and broader legacies of the Holocaust
within a global context.
3. Analyze the confluence of factors that have contributed to genocides of the modern era, as
well as efforts to prevent future genocide.
4. Compose an original research paper that critically analyzes a distinct aspect of anti-Semitism,
the Holocaust, or modern genocide.

Graduate Students: Students who are taking this course for graduate credit (i.e. as HST/REL 525) are
expected to use mainly primary sources in preparing their research papers. In addition to the reading
assignments for HST/REL 425, they should 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?”

Canvas
This course will be delivered via Canvas where you will interact with your classmates and with your
instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.

To all intents and purposes, students in HST/REL 425/525 must be able to access Canvas, and to make significant use of the materials provided there. For this course, Canvas provides: (1) syllabus; (2) course schedule [i.e., the lecture and reading assignments for each week]; (3) all lecture outlines; (4) study aids; (5) past exams; (6) notes on the paper [required reading]; (7) bibliography [useful in preliminary research for paper]; (8) model progress report; (9) model research paper; (10) Levy, Antisemitism (text); (11) Zegota: A Time to Remember (film); (12) all Power Point presentations [students are strongly encouraged to print out the Power Point and to take their lecture notes in the space provided next to each respective slide].

Learning Resources
The following textbooks are required for HST/REL 425/525:

1. Thomas Blatt, From the Ashes of Sobibor
2. J. K Roth & Michael Berenbaum, eds., Holocaust: Religious and Philosophical Implications

Evaluation of Student Performance
1. Midterm (25% of course grade): short essay section, based on lecture (write on 6 of the 12 questions presented); long essay, based on Levy, readings 1-15, 17-21 (1 of 2)
2. Final (35%): short essay section, based on lecture (post-midterm), Zegota, and Levy, readings 16, 22-25 (5 of 10); long essay, based on From the Ashes of Sobibor (1 of 2); long essay, based on assigned reading selections in Roth and Berenbaum (1 of 2) [note: the R&B selections are specified on this syllabus]
3. Research Paper (30%): A progress report on the paper (which will be graded and will account for 10% of the paper grade) is due by Friday of the fifth week of term, and the paper itself is due on the Monday of Week Nine. Instructions for the progress report and for the paper are included in the file entitled, “Notes on the Research Paper Assignment for HST/REL 425/525, The Holocaust in Its History.” In addition, students will have access to a “model” progress report and a “model” paper, if they feel that these may help them frame their own assignments (however, checking these is entirely optional).
4. Discussion Board (10%): These points are assigned on the basis of student participation in weekly discussions. Quality as well as quantity of input will be considered.

COURSE SCHEDULE

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>1</td>
<td>The Roots of Antisemitism (to 1000 C.E.) Antisemitism becomes Endemic (1000-1500), I</td>
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<td>Discussion board – first post due Thurs, subsequent posts Sunday.</td>
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<td>2</td>
<td>Antisemitism becomes Endemic, II Ebb and Flow of Hatred (1500-1900), I</td>
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<td>Discussion board – first post due Thurs, subsequent posts Sunday.</td>
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<td>4</td>
<td>MIDTERM EXAM</td>
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<td>5</td>
<td>Perpetrators, Rescuers, Bystanders</td>
<td>View <em>Zegota</em></td>
<td>Discussion board – first post due Thurs, subsequent posts Sunday.</td>
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<td></td>
<td>Levy, readings 22-24</td>
<td>Research paper progress report due Friday.</td>
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<td>6</td>
<td>The Reaction of Societies and Institutions</td>
<td>Blatt, entire</td>
<td>Discussion board – first post due Thurs, subsequent posts Sunday.</td>
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<td>7</td>
<td>Confronting the Unthinkable</td>
<td>Roth &amp; Berenbaum, selections</td>
<td>Discussion board – first post due Thurs, subsequent posts Sunday.</td>
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<td>[see last page of syllabus]</td>
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<td>8</td>
<td>Remembering the Holocaust Nazi Persecution of Non-Jews</td>
<td></td>
<td>Discussion board – first post due Thurs, subsequent posts Sunday.</td>
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<td>9</td>
<td>A Century of Mass Murder</td>
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<td>Discussion board – first post due Thurs, subsequent posts Sunday.</td>
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<td>10</td>
<td>Learning from the Holocaust</td>
<td>Levy, readings 16, 25</td>
<td>Discussion board – first post due Thurs, subsequent posts Sunday.</td>
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<td>Finals</td>
<td>FINAL EXAM</td>
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Discussion Participation
Students are expected to participate in all graded discussions. You will need to participate in our discussions on at least two different days each week, with your first post due no later than Thursday evening, and your second and third posts due by the end of each week (Sunday at 10pm).

Proctored Exams
Exams are neither open book nor open notes, and they are proctored. Students who live in or near Corvallis should take their exams on the OSU campus; to arrange this, contact Ecampus (https://secure.oregonstate.edu/ecampus/proctoring); for further information, contact Ecampus Testing, at ecampustesting@oregonstate.edu; 541-737-1281, or 800-667-1465. Students who reside elsewhere should make separate provisions for proctoring. Acceptable proctors include designated personnel at college testing centers, librarians, college instructors, and educational service officers of corporations or military installations (see also http://ecampus.oregonstate.edu/services/proctoring/finding_proctor.htm).

Alternative arrangements are available in some cases, 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 exams (times are restricted to 110 minutes on both the midterm and final).

Guidelines for a Productive and Effective Online Classroom
Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university’s regulations regarding civility.

Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.
Late Work Policy
Late work may be submitted up to one week past the original due date. Any assignment submitted after
the due date is subject to late work penalties. A late work penalty equivalent to 10% of the
assignment’s total possible value will be assessed for each day the assignment is late, up to seven days
week. For example, if you submit an assignment worth 100 points one day late, a 10-point penalty will
be assessed.

Work will NOT be accepted after one week past the assignment’s original due date, resulting in a zero
grade for the assignment.

Incomplete
Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family,
major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible
(in other words, usually everything but the final paper). If you are having any difficulty that might
prevent you completing the coursework, please don’t wait until the end of the term; let me know right
away.

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Statement Regarding Students with Disabilities
Accommodations are collaborative efforts between students, faculty, and Disability Access Services
(DAS). Students with accommodations approved through DAS 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 DAS should contact DAS immediately at 541-737-4098.

Accessibility of Course Materials
All materials used in this course are accessible. If you require accommodations please contact Disability
Access Services (DAS).

Additionally, Canvas, the learning management system through which this course is offered, provides a
vendor statement certifying how the platform is accessible to students with disabilities.

Expectations for Student Conduct
Student conduct is governed by the university’s policies, as explained in the Student Conduct Code.

Academic Integrity
Students are expected to comply with all regulations pertaining to academic honesty. For further
information, visit Student Conduct and Community Standards, or contact the office of Student Conduct
and Mediation at 541-737-3656.
OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:
a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim
credit for the work or effort of another person, or uses unauthorized materials or fabricated
information in any academic work or research, either through the Student's own efforts or the
efforts of another.
b) It includes:
   i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act
      of deceit by which a Student attempts to misrepresent mastery of academic effort or
      information. This includes but is not limited to unauthorized copying or collaboration on a test
      or assignment, using prohibited materials and texts, any misuse of an electronic device, or using
      any deceptive means to gain academic credit.
   ii) FABRICATION - falsification or invention of any information including but not limited to falsifying
      research, inventing or exaggerating data, or listing incorrect or fictitious references.
   iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not
      limited to paying or bribing someone to acquire a test or assignment, changing someone's
      grades or academic records, taking a test/doing an assignment for someone else by any means,
      including misuse of an electronic device. It is a violation of Oregon state law to create and offer
      to sell part or all of an educational assignment to another person (ORS 165.114).
   iv) TAMPERING - altering or interfering with evaluation instruments or documents.
   v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's
      words, ideas, artistry or data as one's own, or using one's own previously submitted work.
      Plagiarism includes but is not limited to copying another person's work (including unpublished
      material) without appropriate referencing, presenting someone else's opinions and theories as
      one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process
   outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for
   action under these rules.

Conduct in this Online Classroom
Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings)
in compliance with the university's regulations regarding civility.

Tutoring
NetTutor is a leading provider of online tutoring and learner support services fully staffed by
experienced, trained and monitored tutors. Students connect to live tutors from any computer that has
Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on
problems in a real time environment. They also have an online writing lab where tutors critique and
return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the
NetTutor button in your course menu.
OSU Student Evaluation of Teaching

Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.

SPECIFICS ON READING ASSIGNMENTS:

Selections in Richard Levy, Antisemitism in the Modern World

1. Readings required for the Midterm:
   a. Johann Andreas Eisenmenger, "Judaism Exposed" (1710) (pp. 33-36)
   b. Voltaire, "Philosophical Dictionary" (1764) (pp. 39-46)
   c. Richard Wagner, "Modern" (1878) (pp. 51-55)
   d. Adolf Stoecker, "Our Demands on Modern Jewry" (1879) (pp. 58-66)
   e. Heinrich von Treitschke, "A Word About Our Jews" (1879-80) (pp. 69-73)
   f. Wilhelm Marr, "The Victory of Jewry over German Blood" (1879) (pp. 76-93)
   g. Gyozo Istoczy, "Jews, the Iron Ring Around Our Necks" (1878) (pp. 100-103)
   h. Edouard Drumont, "The Jews Against France" (1899) (pp. 107-112)
   i. Hermann Bielohlawek "Yes, We Want to Annihilate the Jews!" (1902) (pp. 115-120)
   j. Antisemites' Petition (1880-81) (pp. 125-127)
   k. Hamburg Resolutions of the German Social Reform Party (1899) (pp. 127-128)
   l. "In Defense Against Jewish Ritual Murder" (1901) (p. 128)
   m. Proclamation of the Alliance Against the Arrogance of Jewry (1912) (pp. 129-130)
   n. Daniel Frymann, "If I Were the Kaiser" (1912) (pp. 130-133)
   o. "Protocols of the Elders of Zion" (1898?) (pp. 149-165)
   p. Roman Dmowski, "The Jews and the War" (1924) (pp. 182-189)
   q. Theodor Fritsch, "The Desperate Act of a Desperate People" (1922) (pp. 192-199)
   r. Adolf Hitler (pp. 205-223):
      s. The Discovery of Antisemitism in Vienna (1925)
      u. Speech to the Great German Reichstag (1939)

2. Readings required for the Final Exam:
   a. Henry Ford, "The International Jew" (1920) (pp. 169-177)
   b. Gabriel Malglaive, "Jewish or French?" (1942) (pp. 226-234)
   c. Traian Popovici, "My Testimony" (1941) (pp. 238-249)
d. Wannsee Conference on the Final Solution of the Jewish Question (1942) (pp. 252-258)
e. Yevgeny Yevseev, "Fascism Under the Blue Star" (1971) (pp. 261-266)

Selections in Roth and Berenbaum, *Holocaust: Religious and Philosophical Implications*

Neher; Bauer, "The Place of the Holocaust" (pp. 9-42)
Weiss and Berenbaum (pp. 71-79)
Levi (pp. 107-14)
Borowski, Amery, Lifton, Des Pres, Langer (pp. 154-232)
Preface to Part III, Wiesel ("Night"), Rubenstein ("Dean and the Chosen People"), Fackenheim (pp. 259-95)
Rubenstein and Wiesel ("An Exchange"), (pp. 349-69)