

Course Enhancement Rationale

Course Dept/Number: Hist 225
Instructor: Pereboom
Total Credits: 4

Course Name: Holocaust
Gen Ed Cr: x Yes or No

Indicate which enhancement(s) will be used for this course by checking the appropriate box.

Enhancement	COMAR Requirements
<input checked="" type="checkbox"/> Increased course content and/or collateral readings	Additional 45 hours per semester of supervised, documented learning.
<input type="checkbox"/> Undergraduate Research and Information Literacy	Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate technology mediums.
<input type="checkbox"/> Technology	Supervised instruction and documented learning through appropriate technology mediums.
<input type="checkbox"/> Higher Level Critical Thinking Exercises	Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate technology mediums.
<input type="checkbox"/> Service Learning/Civic Engagement	Additional 45 hours per semester of supervised, document learning.
<input type="checkbox"/> International Education/Cultural Enrichment	Additional 45 hours per semester of supervised, documented learning.
<input checked="" type="checkbox"/> Additional hour(s) in class	Additional 15 hours per semester of supervised, documented learning. (Complete only questions #1 below)
Additional hour(s) in lab or studio	Additional 30 hours per semester of supervised, documented learning.

1. Describe the enhancement(s) for this course. Discuss how this enhanced course will differ from the current 3 credit course. Especially address what makes it a more rigorous, focused and engaging learning experience.

The enhancement essentially is to create a film module (18+ hours of meeting time) focused on the specific problem of treating the subject of the Holocaust in narrative film: “movies” as opposed to documentary films. I have used relatively little narrative film in this course, except for *The Pianist* and *Conspiracy* (a docudrama). Moving these to the film module will free up regular class time for additional material and discussion, allowing me to expand presentations on such topics as the Holocaust in the Soviet Union, the role of neutral countries and the role of the church. The place of movies in our society as a form of entertainment creates certain problems for the portrayal of history, and the Holocaust presents particular challenges.

2. Discuss what the faculty member will do to provide appropriate guidance and feedback for the enhancement activity.

As always, I am available in class and during office hours to provide appropriate guidance and feedback, in addition to the feedback they receive on the work submitted.

3. Discuss the estimated time expected for students to complete the enhancement (COMAR requires approximately 45 hours per 1 credit):

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There is an additional book required, which I would estimate to take ten hours to read; additionally I will schedule six film screenings of 3.5 hours each: I would provide an introduction, then screen the film, then lead a discussion afterward total 21 hours). For each film the student would write an additional journal entry of 500 words (12 hours). That totals 43 hours, but my enhancement is a hybrid of additional hours in class, lab and required work outside of class. If you convert the class hours (non-film screening class time) to “outside work” hours to reach the goal of forty-five hours, we start with eighteen, add the screening time of fifteen hours, ten hours to read the book, and twelve hours of writing, for a total of fifty-five hours.

4. Discuss how the enhancement will be assessed.

Students are responsible for the readings and viewings and will be tested on them. Plus their journals will include at least twelve pages of writing specifically on the films. A final exam essay question will address the problem of presenting the Holocaust in narrative film.

Holocaust: The Devastation of Jewish Life in Europe

Dr. Maarten L. Pereboom

338a Holloway Hall

543-6454 (phone)/ 677-5038 (fax)/ mlpereboom@salisbury.edu (e-mail)

Office hours: MW 1-1:50; TR 12:30-1:45; or by appointment

Class meets Monday evenings, 7:00 - 9:45 pm, in Fulton Hall 111

Overview

During World War Two, the Germans, with the help of accomplices across occupied Europe, murdered up to eleven million civilians, including about six million Jews. Persecution of the Jews began in Germany as soon as the National Socialists, or Nazis, took power in 1933, but the war Hitler launched in 1939 set the stage for mass murder. Thousands perished in Poland's ghettos – essentially urban prison camps. As German troops invaded in 1941, special killing squads shot to death more than one million people outside communities in Poland and the western Soviet Union. But the Nazis came to prefer more "efficient" slave labor and death camps, in which they adapted the methods and technologies of mass production to their genocidal purposes. While Jews were the principal targets of this mass murder, millions of other Europeans, including large numbers of Poles, gypsies, homosexuals, communists, Jehovah's Witnesses and other "undesirables" (including those who spoke or acted out against this brutality) faced persecution and death.

How could this happen? Adolf Hitler, Germany's leader between 1933 and 1945, envisioned a Third Reich expanding across eastern Europe, creating "Lebensraum," or living space for the Germans, who he asserted to be "Aryans" at the top of a racial hierarchy. This expansion was to take place largely at the expense of the Slavic peoples, claimed to be racially inferior and therefore destined to serve their "Aryan masters." But Hitler reserved a special hatred for the Jews. Drawing on centuries of anti-Jewish prejudice and persecution, Hitler blamed the Jews specifically for Germany's problems and cited them as a peril to the "purity" of the master "Aryan" race. In fact, Jews made up less than one percent of Germany's population in 1933. Of course these racial claims were absurd, but they nevertheless drove a powerful nation to horrific acts of destruction that would destroy much of Europe, including Germany itself.

In this course we will examine the Holocaust and its significance. What does this example of genocide reveal about the human experience? How was it different from or similar to acts perpetrated before or since? Obviously it presents humanity at its worst, but as we look more closely we also will discover stories of courage and goodness amidst the savagery.

Requirements (as percentage of final grade)

1. Attendance, participation, reading assignments (20% of grade)
2. Three exams, including final (15%+15%+20% of grade)
3. Journal (30% of grade)

Writing effectively is key to your success in this course. Note taking will be essential to your understanding of the material and to doing well on exams (all written); and you will record your reflections on the course material in a journal.

Attendance

The success of the class depends both on **my** preparation and leadership and on **your** attendance and participation. Since I have to evaluate your performance, think of this class as a commitment similar to work. Making an attendance policy is difficult, because people miss class for a wide variety of reasons — some legitimate, some lame. Under normal circumstances, you may miss one whole session (the equivalent of one week's classes) without penalty; that should take care of any emergencies that arise (of course you are responsible for all material covered). **Absence from more than one complete session drops your maximum**

grade for participation to 70%; absence from more than two sessions drops your course grade a full grade. If factors beyond your control force you to run afoul of this policy, please speak with me.

Required Reading

Botwinick, Rita S. *A History of the Holocaust: From Ideology to Annihilation*. Third edition. Upper Saddle River, NJ: Prentice Hall, 2004.

Botwinick, Rita S. *A Holocaust Reader: From Ideology to Annihilation*. Upper Saddle River, NJ: Prentice Hall, 1998.

Szpilman, Wladyslaw. *The Pianist: The Extraordinary True Story of One Man's Survival in Warsaw, 1939-1945*. New York: Picador, 2003.

Exams

We will have two one-hour exams (October 9 and November 13) and a two-hour final exam (Wednesday, December 13, 7:00-9:30 pm). I will provide study guides for all three exams one week prior. The first two exams will each be in two parts, worth equal amounts:

1. Identify and state the significance of ten terms;
2. Answer one of two questions in essay form.

The final exam will be the same, except for an additional essay section. The final will cover mostly material since the previous exam, but the second essay will be comprehensive.

Journal

The subject of this course demands both your intellectual and emotional engagement. I believe that keeping a journal will enable you both to develop your comprehension of what happened and to express how this knowledge affects you and your understanding of the human experience. Each entry must be typed and at least 250 words (about one page) of analysis of and reflection upon the course material. For example, your second journal entry should be titled "Week of September 11-17" and include your thoughts on the class of September 11, including specific discussion of any film we may have seen, and the readings you have done in preparation for class on September 17, **including specific discussion of the entries in Botwinick's *Holocaust Reader***.

I am looking for thoughtful and intelligent discussion of the course material. Take a film like *Survivors of the Holocaust*, for example: you should tell me what you think of the film, including your ideas about why you think it's a good film or not a good film; you might want to discuss techniques the filmmaker used and why they were or were not effective. What does it tell us about the Holocaust? What doesn't it tell us? I am especially interested in hearing about "clarifying moments": points made in class, experiences portrayed on film, or statements made in readings that really made you think or come to a new realization or understanding.

Support

The Holocaust is an important but depressing subject. If you experience any difficulties in dealing with this subject matter, feel free to call me or stop by my office; or, for professional help, call Student Counseling Services (second floor, University Center) at 410-543-6070.

Academic Integrity

The best learning environment is one based on mutual respect and trust. However, the desire to achieve a good grade without doing the necessary work may tempt some students to cheat on exams or to represent the work of others as their own. As should be obvious to anyone at Salisbury University, **PLAGIARISM AND CHEATING ARE WRONG** and are acts of "academic dishonesty." The term "academic dishonesty" means a deliberate and deceptive misrepresentation of one's own work. Instances of academic dishonesty include all, but are not limited to, the following:

- (1) Plagiarism: presenting as one's own work, whether literally or in paraphrase, the work of another author.

- (2) Turning in the same paper for multiple courses.
- (3) Cheating on exams, tests, and quizzes; the wrongful giving or accepting of unauthorized exam material; and the use of illegitimate sources of information.
- (4) Unsanctioned collaboration with other individuals in the completion of course assignments.
- (5) Falsifying excuses for non-attendance or completion of assignments.

There are no mitigating circumstances to justify academic dishonesty. **IF you are unclear about what constitutes academic dishonesty or plagiarism, please ask – Ignorance is no excuse.** Discovery of academic dishonesty will bring stiff penalties, including a failing grade for the assignment in question and possibly a grade of F for the course. **The maximum penalty at Salisbury University for plagiarism is possible expulsion from the entire USM system.**

Course Outline and Schedule of Meetings and Assignments

I. Introduction

1. August 28 **Introduction and Overview**
Film: *Survivors of the Holocaust*

September 4 – Labor Day – no class

II. Anti-Semitism, Jewish Life in Europe and Nazi Germany to 1939

2. September 11 **Jewish Life and Anti-Jewish Prejudice from Ancient to Modern Times**
Read Botwinick, *History*, chapters 1 and 2, and *Reader*, chapters 1 and 2
3. September 18 **The Rise of National Socialism in Germany**
Read Botwinick, *History*, chapters 3 and 4, and *Reader*, chapters 4 and 5
4. September 25 **The Nazi Revolution and its Impact**
Read Botwinick, *History*, chapter 5, and *Reader*, chapter 5
Film: *Into the Arms of Strangers: Stories of the Kindertransport*
5. October 2 **Persecution of the Jews in Nazi Germany: Expulsion and Emigration, 1933-1939**
Read Botwinick, *History*, chapter 6, and *Reader*, chapter 6
Film: *Deceit and Indifference: America and the Holocaust*
Submit journals
6. October 9 **First exam, 7-8:00 pm**
Film: *One Survivor Remembers* (starts at 8:05)

III. World War Two and the Destruction of the European Jews, 1939-1945

7. October 16 **The Nazis Strike**
Read Botwinick, *History*, chapter 7, *Reader*, chapter 7.
8. October 23 **The Third “Solution”: Ghettoes**
Read Botwinick, *History*, chapter 8; *Reader*, chapter 8.
Film: *Lodz Ghetto*
9. October 30 **The Fourth “Solution”: Killing Squads**
Read Botwinick, *History*, chapter 9; *Reader*, chapter 9.
Film: *Conspiracy*

10. November 6 **The “Final Solution”: Death by Mass
Production**
Film: *The Grey Zone*
11. November 13 **Second exam, 7-8:00 pm**
Film: *The Last Days* (starts at 8:05)

IV. *The Impact of the Holocaust, Then and Now*

12. November 20 **Resistance and Rescue**
Read Botwinick, *History*, chapter 10 and *Reader*, chapter 10;
start reading Szpilman, *The Pianist*
Film: *Weapons of the Spirit*
13. November 27 **After the War**
Finish reading Szpilman, *the Pianist*
Film: *The Long Way Home*
14. December 4 **Conclusions**
Film: *The Pianist*
Submit journals
16. December 13 **Final exam, 7:00-9:30 pm**
Please note: December 13 is a Wednesday

This syllabus subject to correction and amendment

Holocaust: The Devastation of Jewish Life in Europe

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543-6454 (phone)/ 677-5038 (fax)/ mlpereboom@salisbury.edu (e-mail)

Office hours: MW 1-1:50; TR 12:30-1:45; or by appointment

Class meets MW 3-4:15, in Fulton Hall 111; Film Lab meets every second Monday, beginning Sept. x, from 7-10 in FH 111

NOTE: As part of the Fulton School of Liberal Arts' curriculum reform, this course has been modified from three to four credits, allowing us to explore this subject in greater depth. Earning the extra credit hour will require more work from you both in and outside class.

Overview

During World War Two, the Germans, with the help of accomplices across occupied Europe, murdered up to eleven million civilians, including about six million Jews. Persecution of the Jews began in Germany as soon as the National Socialists, or Nazis, took power in 1933, but the war Hitler launched in 1939 set the stage for mass murder. Thousands perished in Poland's ghettos -- essentially urban prison camps. As German troops invaded in 1941, special killing squads shot to death more than one million people outside communities in Poland and the western Soviet Union. But the Nazis came to prefer more "efficient" slave labor and death camps, in which they adapted the methods and technologies of mass production to their genocidal purposes. While Jews were the principal targets of this mass murder, millions of other Europeans, including large numbers of Poles, gypsies, homosexuals, communists, Jehovah's Witnesses and other "undesirables" (including those who spoke or acted out against this brutality) faced persecution and death.

How could this happen? Adolf Hitler, Germany's leader between 1933 and 1945, envisioned a Third Reich expanding across eastern Europe, creating "Lebensraum," or living space for the Germans, who he asserted to be "Aryans" at the top of a racial hierarchy. This expansion was to take place largely at the expense of the Slavic peoples, claimed to be racially inferior and therefore destined to serve their "Aryan masters." But Hitler reserved a special hatred for the Jews. Drawing on centuries of anti-Jewish prejudice and persecution, Hitler blamed the Jews specifically for Germany's problems and cited them as a peril to the "purity" of the master "Aryan" race. In fact, Jews made up less than one percent of Germany's population in 1933. Of course these racial claims were absurd, but they nevertheless drove a powerful nation to horrific acts of destruction that would destroy much of Europe, including Germany itself.

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Writing effectively is key to your success in this course. Note taking will be essential to your understanding of the material and to doing well on exams (all written); and you will record your reflections on the course material in a journal.

Writing Across the Curriculum

In support of the University's policy on Writing Across the Curriculum, this course places a heavy emphasis on writing as a means of expression and evaluation. Writing skills are invaluable to your personal and professional development.

Attendance

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Insdorf, Annette. *Indelible Shadows: Film and the Holocaust*. Third Edition. New York: Cambridge University Press, 2002.

Szpilman, Wladyslaw. *The Pianist: The Extraordinary True Story of One Man's Survival in Warsaw, 1939-1945*. New York: Picador, 2003.

Required Viewing

As part of the Fulton School of Liberal Arts curriculum reform, this course has been modified from three to four credits, allowing us to explore this subject in greater depth. The additional component for this class is a film module, a series of six narrative films screened on alternate Monday evenings beginning at 7 pm on September 17 in FH 111. Though I use documentary film during the regular class sessions, time constraints have made it difficult in the past to tap into the wealth of narrative film material available on the Holocaust. Yet for millions of people, movies (and television shows) have provided the introduction to a subject we would all agree is very important for everyone to know about. We will view these films, not for entertainment (though I certainly hope you will find them engaging and compelling), but to determine and discuss the views of the Holocaust that they present.

You will be reading a book (*Indelible Shadows*) that focuses on narrative film portrayals of the Holocaust, and the problems that the Holocaust presents to filmmakers. Each session will begin with an introduction in which I give you some background information on the film, focusing on its production, content and public reception. After the screening, we will have a discussion period in which you are all expected to participate. You also must include reflections on each film in your journals, and, as appropriate, you should be able to make meaningful references to the films in the essays you write for the examinations.

Film Schedule:

9/17: *Conspiracy*

10/1: *The Grey Zone*

10/15: *Amen*

10/29: *Schindler's List*

11/12: *The Pianist*

11/26: *The Revolt of Job*

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Course Outline and Schedule of Meetings and Assignments [schedule of films to be incorporated here once dates established]

I. Introduction

Week 1. Introduction and Overview

Film: Survivors of the Holocaust
Start reading Insdorf

- II. Anti-Semitism, Jewish Life in Europe and Nazi Germany to 1939
2. September xx Jewish Life and Anti-Jewish Prejudice from Ancient to Modern Times
Read Botwinick, History, chapters 1 and 2, and Reader, chapters 1 and 2
 3. September xx The Rise of National Socialism in Germany
Read Botwinick, History, chapters 3 and 4, and Reader, chapters 4 and 5
 4. September xx The Nazi Revolution and its Impact
Read Botwinick, History, chapter 5, and Reader, chapter 5
 5. October xx Persecution of the Jews in Nazi Germany: Expulsion and Emigration, 1933-1939
Read Botwinick, History, chapter 6, and Reader, chapter 6
Submit journals
 6. October xx First exam
- III. World War Two and the Destruction of the European Jews, 1939-1945
7. October xx The Nazis Strike
Read Botwinick, History, chapter 7, Reader, chapter 7.
 8. October xx The Third "Solution": Ghettos
Read Botwinick, History, chapter 8; Reader, chapter 8.
 9. October xx The Fourth "Solution": Killing Squads
Read Botwinick, History, chapter 9; Reader, chapter 9.
 10. November xx The "Final Solution": Death by Mass Production
 11. November xx Second exam
- IV. The Impact of the Holocaust, Then and Now
12. November xx Resistance and Rescue
Read Botwinick, History, chapter 10 and Reader, chapter 10; Start reading Szpilman, The Pianist
 13. November xx After the War
Finish reading Szpilman, the Pianist
 14. December xx The Holocaust in Contemporary World Cultures
Submit journals
 15. December xx Conclusions
Submit journals
 16. December xx Final exam, ?? am/pm

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