Course Description: The goal of this course is to put the Holocaust into historical perspective and reflect on what it reveals about genocide in the twentieth and twenty-first centuries. The course will examine the roots of anti-Semitism, the rise of fascism in Europe as it relates to the ideology of the Nazi Party, and the implementation of the Final Solution. The structure and purpose of the ghettos and death camps will be studied, as well as efforts to resist. The course will conclude by looking at what contemporary representations of the Holocaust mean for a post-Shoah generation. Students who have not had several upper division courses will find this course very challenging.

Course Rationale: Studying the rise of the Nazi Party and their extermination of the Jews other groups deemed "socially undesirable" is an exploration into how ordinary people can--through persuasion, propaganda, or coercion--commit genocide. Examining the voices of the chroniclers, victims, and the perpetrators is essential to understanding what the Holocaust means for contemporary society.

Classroom Policies:

- An atmosphere of mutual trust is essential to the success of this course. We strongly encourage lively debates and urge students to respect each other's opinions. Expressions of intolerance are discouraged. Disagreeing with others intelligently and politely is a skill, one that we will all strive for during the semester.

- Academic Honesty: The high quality of education at Kennesaw State University is reflected in the credits and degrees its students earn. The protection of high standards of academic integrity is crucial since the validity and equity of the University's grades and degrees depend upon it. No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than
the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).

Students suspected of violating the KSU statement of Academic Honesty will meet with the instructor to discuss the violation AND will be reported to the Department of Student Conduct according to the process outlined at the following link: https://web.kennesaw.edu/scai/content/scai-misconduct-procedures. Violations will result in a failing grade on the assignment, and possibly failure of the course.

For more information on what constitutes plagiarism, see the following websites:
http://plagiarism.org/
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
http://www.library.arizona.edu/help/tutorials/plagiarism/index.html

- Cell phones, iPads, and laptops must be turned off during class.

**Evaluation:**

<table>
<thead>
<tr>
<th>Class Participation (Stand and Deliver)</th>
<th>30%</th>
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<tbody>
<tr>
<td>Film Review</td>
<td>20%</td>
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<tr>
<td>Midterm (oral 25% and written 25%)</td>
<td>50%</td>
</tr>
</tbody>
</table>

**Attendance and Stand and Deliver:** This course will be taught by lecture and guided discussion of assigned readings. Because this is an upper-level course, full attendance and active participation are required. Each class session will be guided by “Stand and Deliver,” where students will be required to stand and answer questions randomly assigned in front of the entire group. Students will be graded on the quality of their comments. Students are required to read all assignments prior to class and to engage in an analytical discussion over the material. Anyone found to be unprepared will be asked to leave and will be counted absent that day. Do not be shy about asking questions. Class discussion is the place to organize your thoughts, discover answers, and make comparisons between the readings and films.

Students are expected to arrive on time and will not be admitted late. Students engaged in inappropriate behavior (texting, studying for another exam, reading the newspaper, using their cell phones) will be counted absent, as will any student who leaves before class is dismissed. After two absences, your final grade will drop a letter. Any student who exceeds three absences will fail the course. Cell phones, iPads, and computers are not permitted in class.

**Film Review:** For this assignment, students will write a 1,000-1,250-word film review that assesses the significance of a Holocaust-themed film from the list below. The goal is to analyze the work, focusing on how and why the director made certain arguments or claims, not simply summarizing the plot. The review should analyze the cinematography, performance, themes and issues raised, and its relationship to other films in this genre. It is also important examine the
film’s connections to the themes and issues raised in the course. Students should research the film and must use *Chicago Manual of Style* and should include footnotes when appropriate. A minimum of 5 sources should be consulted and cited for this assignment.

In preparing your film review, consider the following questions and tips:

- **How is the theme of the film conveyed through cinematic qualities -- lighting, acting, camera angle or movement, editing, the juxtaposition of images and sound, the role of dialogue, or pace?**
- **What meanings are constructed by the use of certain cinematic features (such as lighting, editing, sound, dialogue, characterization, narrative structure, setting)?**
- **How does the change in narrative progression and/or the characters shape or advance the film’s theme?**
- **What does the film reveal about World War II and the Holocaust?**
- **Do not simply summarize what happened in the film. Condense the summary to a short paragraph to give your reader enough information to understand the review. Make sure you have a clear, arguable thesis.**
- **Do not feel compelled to address everything that happened in the film. Be selective.**
- **Provide concrete evidence to support your argument and assertions about the film.**
  - Do not feel that you have to organize your paper to mimic the action in the film.
  - You should cite at least 5 secondary sources for this review.
  - The strength of your argument will be based on how well it is written and supported.
- **Look at sample film reviews from the *New York Times* and other reputable sources.**

Source: “New German Cinema”
Updated September 28, 2005

Film List:

- *Garden of the Finzi Continis*
- *Life is Beautiful*
- *Schindler’s List*
- *The Boy in the Striped Pajamas*
- *The Pianist*
- *Defiance*
- *Sophie’s Choice*
- *The Reader*
- *Sarah’s Key*
- *Jacob the Liar*

**Midterm:** Each student will complete a midterm, with both oral and written components, in the eighth week of class. Additional information will be provided at the beginning of the semester.

**Evaluation:**
Required Texts (Available in the Campus Bookstore):


Reserve Readings (available on BrightSpace): Many students find it helpful to print all of the readings at the beginning of the semester instead of week-by-week, as BrightSpace can sometimes malfunction.

**Reading Schedule**

**Week 1-3: The Origins of Anti-Semitism and Understanding the Third Reich**

<table>
<thead>
<tr>
<th>1.13</th>
<th>Introduction to the course</th>
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<tbody>
<tr>
<td></td>
<td>Guidelines for Teaching about the Holocaust, visit the United States Holocaust Memorial Museum at <a href="http://www.ushmm.org/educators/teaching-about-the-holocaust/general-teaching-guidelines">http://www.ushmm.org/educators/teaching-about-the-holocaust/general-teaching-guidelines</a></td>
</tr>
<tr>
<td></td>
<td>Film: <em>The Path to Nazi Genocide</em> (USHMM)</td>
</tr>
</tbody>
</table>

|      | (2) Michael Berenbaum, "Before the Holocaust" in *The World Must Know: The History of the Holocaust as Told in the United States Holocaust Memorial Museum*, 10-16. |
|      | Film: *European Anti-semitism From Its Origins to the Holocaust* (USHMM) |

|      | BrightSpace Meet at the KSU Center, 3333 Busbee |

A 90-100
B 80-89
C 70-79
D 60-69
F 59 and below
### Week 4-5: The Holocaust: An Overview

(2) Michael Berenbaum, *The World Must Know*, 64-100. | BrightSpace |
| 2.10 | (1) Michael Berenbaum, *The World Must Know*, 101-155. | BrightSpace |

Film: “Why We Fight,” from *Band of Brothers*

### Week 6-7: War, Terror, and the Final Solution

| 2.17 | (1) Bergen, "Chapter 4: Open Aggression: In Search of War, 1938-1939"  
| 2.24 | (1) Christian Gerlach, "The Wannsee Conference, the Fate of German Jews, and Hitler's Desire to Exterminate All European Jews," in *The Holocaust*, 106-161  
(2) Bergen, "Chapter 7: The Peak Years of Killing, 1942 and 1943" in *War and Genocide*, 161-204.  

Film: *Night and Fog*

### Weeks 8: Midterm

| 3.3 | Midterm |  

### Week 9: Eyewitness Accounts

| 3.10 | Film: *The Last Days* |  

### Weeks 10-11: Eyewitness Accounts

### Weeks 12-13: Resistance, Rescue and Survival

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading and Resources</th>
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</table>
| 3.31 | (1) Lawrence Langer, "Redefining Heroic Behavior" in *The Holocaust*  
(2) Nechama Tec, “Jewish Resistance: Facts, Omissions, and Distortions,” USHMM Occasional Papers  
(3) Michael Berenbaum, *The World Must Know*, 2-5; 158-192  

| Week | Spring Break: No Class |

### Week 14: Contemporary Representations of the Holocaust

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading and Resources</th>
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<tbody>
<tr>
<td>4.14</td>
<td>Art Spiegelman, <em>Maus I</em></td>
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</tbody>
</table>
| 4.21 | Art Spiegelman, *Maus II*  
Film: *Hitler’s Children* |

### Week 15: The Holocaust in a Comparative Perspective

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading and Resources</th>
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<tr>
<th>Course Evaluation</th>
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