HIS 274: The Holocaust –

Instructor Information

- **Instructor:** Edith Shaked
- **E-mail:** via Blackboard e-mail
- **Web Site:** [http://www.u.arizona.edu/~shaked/](http://www.u.arizona.edu/~shaked/) [http://cc.pima.edu/~eshaked/]

Course Information

- **Format:** 8 week and 14 week - Blackboard Delivery
- **Credit Hours:** 3

Required Texts:

<table>
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<tr>
<th><strong>The History of the Holocaust</strong></th>
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<th><strong>Night</strong></th>
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<tr>
<td>Elie Wiesel, New York: Bantham, 1982 Â</td>
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<tr>
<td>Books can be purchased or rented at the PCC Downtown Campus bookstore (Speedway and Stone). The PCC bookstore can be accessed and books ordered via internet at: <a href="http://www.pima.bkstr.com">http://www.pima.bkstr.com</a></td>
</tr>
<tr>
<td>There are various versions of this book. Here are a few cover designs from recent years.</td>
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Edith Shaked's Online Lectures and Study Guides at: [http://www.u.arizona.edu/~shaked/](http://www.u.arizona.edu/~shaked/) are ancillary resources to the course. Taking the SA on your own will enhance your understanding of the material and facilitate your success in this class. Knowing the answers will help you in writing all of your assignments and pass the tests. I suggest students do the multiple-choice questions, as the tests will be based on them.

Here are some other valuable resources that you may want to explore:
Arizona General Education Curriculum Requirements and Target Audience

This course satisfies the following AGEC requirements: Special requirement "G" - Global Awareness

This course is required for the Diversity Certificate, and is equivalent to HIS 374 at the University of Arizona. The course is also intended to assist teachers in preparing their own courses on the Holocaust. Check with your counselor at Pima Community College or at your university for more details. No prerequisite.

The course assumes no prior knowledge of Jewish history and Judaism, the history of antisemitism, or the Holocaust. Rather, it sets out to provide an introductory historical understanding of these issues.

Course Description

The Holocaust refers to the systematic, bureaucratic, state-sponsored massacre by the Nazi regime and its collaborators, of more than 11 million undesirable ‘others’/Christians/Gentiles and Jews, during the Holocaust era, 1933-45. At the center of the Holocaust was the Shoah. The Hebrew term Sho‘ah is used to describe the murder of approximately six million Jews, including 1,500,000 children, the almost complete destruction of the European Jewish communities, and the attempt to annihilate the Jewish people, from France in the west to the Soviet Union in the east, and from Latvia in the north to French North Africa and Italian Libya in the south. (Sources: Encyclopedia of the Holocaust; web sites of the museums of Yad Vashem, the Museum of Tolerance - Wiesenthal Center, and the United States Holocaust Memorial Museum).

The Holocaust stands as a landmark of man's faculty for evil. It is about the extreme outcome of institutionalized prejudice and policies of exclusion, and violations of human rights of the "other." The Holocaust is considered a watershed event in modern history, a defining moment in European and world history, in its specificity, a symbol for genocide, mass murder, racism, hatred of foreigners, and hatred of the other.

This course will examine and discuss the historical preconditions, ideologies, causes, events and processes, which culminated in the Holocaust - How a society could get to this point. We will attempt to document and analyze this event and what it represents in its proper historical context, and from a variety of disciplines, exploring the inter-
relationships between the perpetrators, victims, and the bystanders. In the view of many commentators, it was the interaction of these categories of people that made possible this unthinkable episode in human history. It is hoped that by the end of the course, you should have a better sense of the context in which the Holocaust must be understood, and have some answers to the question "How did it happen?"

This case study of genocide provides examples of the use of law, medicine, bureaucracy, and modern technology without moral or ethical grounds. It is about ordinary people doing extraordinary evil. "The Holocaust has been seen as an event that fundamentally challenges the foundations upon which human civilization rests. It has generated a credibility crisis of major proportions in our most basic assumptions about the nature of humankind and of society, of the modern state, and of our responsibilities as citizens of the world to speak up and act to stop the unjust suffering of innocent people everywhere."

(Yad Vashem - why teach the Holocaust.)

The meaning and impact of the Holocaust on our society and our world will be explored through history, with emphasis on equal dignity, ethics, tolerance, equity in diversity and pluralism, democratic inclusion and human understanding. Through movies, readings, documents, electronic discussions, and writings, we will discuss the behavior and perspectives of perpetrators, collaborators, bystanders, victims, resisters, rescuers, survivors, and ourselves as students, while seeking to understand the nature of this twentieth century event and its significance. Through study of works by survivor-memoirists, we will encounter the lived experience of individuals who survived the concentration camp world.

Understanding the Holocaust leads to understanding hate. Studying the rise of the Nazis and their extermination of the Jews and other undesirables is an exploration into how ordinary people can, through mass persuasion and social structural constraints, be led into committing genocide. Milton Meltzer observes, "that it happened once, unbelievable, as it seems, means that it could happen again. Hitler made it a possibility for anyone. Neither the Jews nor any other group on earth can feel safe from that crime in the future."

The Holocaust, ultimately, teaches valuable lessons about human nature and society. The educational and moral lessons of the Holocaust have been summed up by Professor Yehuda Bauer, Academic Advisor to the task Force for International Cooperation on Holocaust Education, in the following memorable three-point prohibition:

"Do not be a perpetrator - Do not be a victim - Do not be a bystander. Be vigilant and speak-up."

Our understanding of genocide leads us to an appreciation of the necessity for equal dignity and equal rights for everyone, for maintaining tolerance of people diversity, and a refusal to let hate-based policies of small groups become the policy of a nation. It is crucial that, through the examination of the extreme results of prejudice, intolerance of "the others," ethnocentrism, we begin to understand our individual and corporate responsibilities for moral and ethical acceptance of diverse peoples and perspectives.
**Objectives**

Upon completion of the course, the student will be able to do the following:

1. Describe and explain the history of hate in Europe, modern antisemitism in the 19th century, the origins of racism, and the social, political, economic and cultural developments that helped create a climate in which the Holocaust could occur (Describe and explain how the Holocaust is the extreme outcome of institutionalized prejudice, antisemitism and racism).

2. Describe and explain the rise of the Nazi Party, Hitler's synthesis, the creation of the racial state—the Third Reich, and the responses to its actions, during the prewar period (1933-1939).

3. Describe and explain the processes which culminated in genocide—from isolation to the "Final Solution," and the reactions to the Holocaust, exploring the inter-relationships between the perpetrators, the victims, the rescuers, the bystanders and the resisters (1939-45).

4. Describe and explain the aftermath (post 1945) i.e., the death marches, the Nuremberg War Crimes Trials, the United Nation's Genocide Convention, and the return or resettlement of the Jews.

5. Describe and explain the implications of the Holocaust for relevant events i.e. the contemporary episodes of "ethnic cleansing" such as Bosnia-Herzegovina, American Indian Genocide, etc., racism, value of diversity, and the legacy for the future.

The information below gives an overview of how coursework will be scheduled. This information may change as the semester progresses. For current details about assignments and deadlines, please see the Course Schedule in the "Table of Contents for Course Syllabus." Work starts in the course on the very first class day of the semester.

**Course Organization**

The content of this course is organized into 8 modules that are thematically and chronologically related. Each module includes instructional objectives that will help you write your requirements and pass your tests.

**Requirements and Responsibilities**

In order to complete HIS 274 successfully, every student MUST complete or pass:

- reading assignments and the multiple-choice in the self-assessment tests
- web discussions/posting responses (deadlines as per Course Schedule) 27%
- submitting Assignment/Response Papers (deadlines as per Course Schedule) 23%
- four tests (in Blackboard; (as per Course Schedule) 40%
- one video quiz (as per Course Schedule) 10%

**Guidance will be given on all assignments to help you achieve your best.**
Assessment/Evaluation and Grading

Your final grade will be based upon participating in discussion questions, submitting the assignments, writing a memoir essay, taking and passing one short video quiz and four short tests. See the Course Schedule for details and specific due dates.

Assignment: Memoir Paper/Analysis and Reaction Paper to Night

The purpose of the reaction paper is to provide you with the opportunity to explore the perpetration of the Holocaust from a historical/psychological/sociological perspective in depth. Your paper will deal with how the book helps you understand the nature and reality of the Holocaust. You may submit for my approval the title of another memoir if you discover one you would rather read. More specific instructions will be provided.

Writing Requirements, Grading, and Late Work

Microsoft Word: All papers must be submitted in Microsoft Word (.doc) or Rich Text (.rtf) format. It is your responsibility to discover how your word processor creates .doc or .rtf files. Keep a copy of all your work/requirements in a disk.

All of your work must express your own views, thoughts, ideas, and/or evaluation of the readings.

Due Dates: Check the Course Schedule because it reflects the assignments and test dates. All requirements, papers and all assignments must be submitted on or before the due date. The only possible exception will be if you can prove that you had a serious medical emergency. Changes in work schedules, holidays, and the like, are not acceptable excuses.

Late and missing assignments and exams: This will be dealt with on a case by case basis.

One Brief Video Quiz

You are required to take a short quiz with multiple-choice questions on Schindler's List, demonstrating that you have seen the movie.

Four Online Tests

The tests will consist of multiple-choice questions. The multiple-choice questions are drawn directly from the multiple-choice questions in the Self-Assessments tests (SA) in “Assessments” in Course Tools. Students who take the time to do the multiple-choice
questions are rewarded with familiar test questions. Tests are time limited, so please don't rely on finding information in the text as you take the test.

All tests must be taken on the dates scheduled, as listed in the “Course Schedule.” In case of an emergency, the instructor must be notified. No make-up tests will be given if you fail to notify and discuss your situation with the instructor. It is up to the instructor's discretion whether to offer or not offer an alternative to the test.

Any student caught cheating or collaborating will be given a zero on the exam and placed on academic probation.

**Course Policies**

**Academic Integrity**

1. Pima Community College policies are in effect. Violations of scholastic ethics are considered serious offenses by Pima Community College, the History Department and by your instructor. Students are responsible to read all relevant college documents, the Scholastic Code of Ethics, and the Student Code of Conduct, and to comply with them. Students may consult the PCC Student Handbook sections on student code of conduct, on scholastic ethics and on the grade appeal procedure. Copies are available at PCC campus libraries and a [http://www.pima.edu/~coadmissions/studresp.htm](http://www.pima.edu/~coadmissions/studresp.htm).

2. All work done for this class must be your own. While you may discuss assignments with other class members, the final written project must clearly be your own. You may use work from books and other materials if it is properly cited. Copying from a book without proper reference or from a person will result in zero point for the assignment/work, and at the instructor's discretion, possibly an “F” for the course. A second incident will result in a grade of “F” for the course. If you have any questions on your rights and responsibilities as a student refer to the Pima website on this topic.

3. Plagiarism (attempting to pass off the work of another as one's own) is not acceptable, will result in a grade of 0 for that assignment, and will be turned over to the appropriate college source for disciplinary action. In addition, cheating on exams will also result in the same fate.

4. Privacy: Your work may be used anonymously as an example in other classes, workshops, or scholarly publications, for educational or scholarly research purposes only. If you do not wish your writing to be used in this manner, let me know via class mail by the second week of the semester.

**ADA Compliance**

Pima County Community College District strives to comply with the provisions of the Americans with Disabilities Act and Section 508 of the Rehabilitation Act. Students with disabilities requiring special accommodations must notify the instructor of this need at
the beginning of the term, so that reasonable accommodations can be made; students can also directly contact the Disabled Student Resources Office on their campus at the beginning of the semester.

Pima Community College is an equal opportunity, affirmative action employer and educational institution committed to excellence through diversity. Reasonable accommodations including material format, will be made for individuals with disabilities when a minimum of five working days advance notice is given. Contact the appropriate campus Disabled Student Resources Office.

**Online Participation**

This course is offered online, over the Internet and the World Wide Web, using Blackboard Delivery, which allows students to participate at any time, from any location. Students are expected to participate in discussions as per the Course Schedule. You should expect to spend a minimum of five hours per class week online -- the same amount of time you spend in the physical classroom. You will be sending and receiving E-mail, performing online research, and with courtesy, interacting socially and professionally with classmates.

**Online Etiquette:** [http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

Course requirements and assignments should be completed as per the dates in the Course Schedule. Writing assignments should be completed and successfully submitted, so that they are in the instructor’s hands on the due date. If you ever have problems transmitting your assignment to your instructor, contact your instructor by e-mail immediately to solve your problem and always keep a copy of all your work.

**Course Feedback**

In most cases, assignments will be returned within one week. If you have questions about your performance in the course, please email me through Blackboard and I will bring you up to date.

**E-mails:** All classroom e-mails are sent and received using “Mail.” Do not use your personal or office email account.

**Drops and Withdrawals:**

Students may withdraw from class at any time up until the withdrawal date without instructor permission and without incurring any grade penalty. Please, be sure to withdraw yourself by the withdrawal date if you do not expect to complete the class.

* Look at Pima Community College website to see “drop/refund” and withdrawal dates for this class.
**Official Withdrawal**: To withdraw from the course the student must fill out a "Student Schedule Change" form obtainable from the Registrar’s office. If you follow this simple and correct procedure by the official drop date in the academic calendar you will receive the "W" grade. If you are one financial aid or have grants you should check with Financial Aid before changing your class load.

**Instructor/Special Withdrawals**: "Given at the instructor’s discretion at the end of the term when circumstances dictate that no other grade is appropriate." Awarded only for extenuating circumstances beyond the student’s control. To receive an instructor’s withdrawal you must request it in writing, stating the reasons why you cannot complete the course. If you stop participating in class without explanation and are still on my roster at the end of the term you will receive an "F" for the semester.

It is understood that remaining in this course (not dropping or withdrawing from this course) constitutes an agreement to abide by the terms outlined in this syllabus and an acceptance of the requirements outlined in this document.

**Grading Policies**

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<th>Grade</th>
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<tr>
<td>900 - 1,000</td>
<td>A</td>
</tr>
<tr>
<td>800 - 899</td>
<td>B</td>
</tr>
<tr>
<td>700 - 799</td>
<td>C</td>
</tr>
<tr>
<td>600 - 699</td>
<td>D</td>
</tr>
<tr>
<td>0 - 599</td>
<td>F</td>
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**Your Grade/Percent of Grade**

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<tr>
<th>Item</th>
<th>Points</th>
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<tr>
<td>Web discussions</td>
<td>270</td>
</tr>
<tr>
<td>Assignment: Memoir Paper</td>
<td>100</td>
</tr>
<tr>
<td>Assignments/ Response Papers</td>
<td>130</td>
</tr>
<tr>
<td>Four Tests</td>
<td>400</td>
</tr>
<tr>
<td>Video Quiz</td>
<td>100</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1,000</strong></td>
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No extra credit work will be made available.

**Incomplete (I) grade**

A grade of incomplete may not be given in this class. If you cannot complete the work due to circumstances beyond your control, you are advised to withdraw. Incompletes are granted primarily for reasons beyond the student’s control, and only one major assignment (test or paper) may be missing. Any request for an Incomplete grade must be signed by the instructor, with explicit terms as to the work required. The "I" grade is
granted solely at the instructor’s discretion, and automatically will turn into an "F" if not completed within a year.

**Note: The I and W grade can impact financial aid. Contact an advisor.**

**Changes to the Syllabus**

This syllabus is subject to change at the instructor’s discretion, as deemed appropriate and necessary. It will depend on the instructor’s evaluation of the learning process.

**Acknowledgement of Receipt of Syllabus**

Click on the **Course Contract** in Assessments in the Table of Contents to the left. By answering "Yes" to the question, you will be acknowledging that you have read the syllabus, understand what it says, and what is required to successfully complete this course.

For general information about Pima Community College: 206-4500

**Professor Biography**

Edith Shaked has been teaching at the college and university level for more than 30 years (with almost 15 years at Pima Community College). She initiated the Holocaust course in response to student’s interest. In 1998, she was selected to participate at "The Summer Institute on The Holocaust and Jewish Civilization," at Northwestern University (a 2-week program to train university and college professors to teach about the Holocaust). Her degree in history and her Master in Teaching have proven to be a good combination. Edith Shaked has always been committed to inspire quality learning experiences, and to empower students with differing learning styles and needs to succeed. She enjoys teaching and interacting with students, who have consistently evaluated her as an excellent teacher. Some biographical notes:

- Invited to present a workshop, Teaching about the Holocaust within the Evolution of the Events of World War II, at the Biannual conference: Lessons and Legacies of the Holocaust IX Conference at Claremont McKenna College; Nov. 3, 2006.
- Contributing Editor, Journal of Hate Studies, Gonzaga University Institute for Action Against Hate, Vol. 1, 2001/02.
  [http://www.u.arizona.edu/~shaked/guide.html]
• Teachers' Trainer. An Educators' In service Training on Prejudice Reduction: Teaching the Holocaust, the Holocaust Education Committee, 14 October, 1999.
• Biannual Lessons & Legacies Conference: Lessons & Legacies of the Holocaust V, Law, Evidence, and Context, Florida Atlantic University, Nov. 6-9, 1998 (grant).
• Certificate of Appreciation, National Council for History Education (NCHE), 1993.
• Lecturer - History of Israel: University of Lyon II, Lyon, France; 1975-1976.
• Edith Shaked's long-standing personal and academic interest in the Holocaust stems from family history. Mrs. Shaked has been an active participant in the Holocaust Education scene in Tucson.

**APS Citations and Reference List**
Always use citations in the text to document any ideas taken from a source. American Psychological Association (APA) format is used for most social and natural sciences. If you do not have a text copy of the APA's Style Guide, 5th ed. please refer to the following websites for assistance with APA formatting:


You may also avail yourself of [http://www.easybib.com/](http://www.easybib.com/), which will assist you in creating an APA style bibliography.

**Recommended Reading**


**Other Links:**

 General Resources  The War Years  World War II  World War II (2)

 The Voice/Vision Holocaust Survivor Oral History Archive

**Resources Pages**
Quotations

"The road to Auschwitz was built by hate, but paved with indifference."

"Understanding the Holocaust leads to understanding hate. Studying the rise of the Nazis and their annihilation of the Jews and other undesirables is an exploration into how ordinary people can, through mass persuasion and social structural constraints, be led into committing genocide." Milton Meltzer observes, “that it happened once, unbelievable as it seems, means that it could happen again. Hitler made it a possibility for anyone. Neither the Jews nor any other group on earth can feel safe from that crime in the future."

"Every Jew that we can lay our hands on is to be destroyed now" - Himmler

"Can we educate? You see, the Holocaust, that extreme, and best-researched case of genocide, turns out to be also the arena for the most amazing examples of the other side of human capability, namely that of self-sacrifice for others, of our ability to stand up for moral values that we and our listeners will admire - rescuers during the Holocaust - teach us of different behavior, though the road to that end is extremely difficult." (www.Holocaust-trc.org/bauer_keynote.htm - The Amsterdam Conference on Remembrance, May 2001).

Credits

I am thankful for all the Holocaust web sites. Professor Alexander Alvarez, Stephen Blumm, and Lewis Fried, and the wonderful staff at Pima Community Campus.

Thoughts on The Holocaust

The Holocaust in Western Civilization - Hatred of the Other. Prejudice Reduction Shoah and The Nazi Assault on Humanity - A Warning, "They let us do it"

May their voice never be silenced
May your voice be heard
Remember and speak up for all-inclusiveness and equal dignity and equality

"I have learned that whenever a community is threatened, all are affected. Whenever a single human being is humiliated, the human image is cheapened. Whenever a person suffers for whatever the reason and no one is there to offer a hand, a smile, a gift, a memory, a smile again, something is wrong with society at large." (Elie Wiesel)