

<p>History of the Holocaust, History 347.99 Meeting Times: Start at 5:00 PM EDST, Mondays and Thursday</p>	<p>Dr. Stallbaumer-Beishline Summer Session II 2017 (22 May-30 June 2017) (syllabus updated 11 May 2017)</p>
<ul style="list-style-type: none"> All communication occurs through your email@huskies.bloomu.edu and BOLT News. Check regularly. I check email daily (except Fridays and Saturdays) and respond within twelve hours. I enter the Synchronous Session by 4:00 PM Also more than willing to visit face-to-face if you are in the area. I teach the online class from my university office to ensure the best internet connection. 	<p>Office 106 OSH OSH Office phone: 570-389-4979 Email: Lstallba@bloomu.edu Skype:lisa.stallbaumer.beishline Office Hours: Mondays and Thursday: 4-5 PM; and 6:30-7:00 PM And by appointment</p> <div style="background-color: yellow; border: 1px solid black; padding: 5px;"> <p>Computer problems? If I am having problems getting connected, I will communicate through email or BOLT News.</p> </div>
<p>Synchronous Sessions:</p> <ul style="list-style-type: none"> Access through BOLT → Content → Synchronous Sessions Everyone is expected to use audio (headset with mic), text chat, and write on the white board when we meet in the Synchronous Sessions. Students are expected to attend Synchronous Sessions (even if they are on holiday, working, etc) If you have genuine, unanticipated computer problems when we are supposed to be in the room, I am unable to help since I am occupied with the class. If you have technical problems, then contact student support through BOLT's log in page. 	

Learning and teaching is a shared responsibility between the professor and the students. My responsibility as the teacher is to provide expert knowledge and a stimulating environment in which to learn, identify learning goals and help you achieve them, and to offer timely, useful feedback on your progress as you test your competencies. Your responsibility as the learner is to always be prepared for class, successfully complete reading and writing assignments in a *timely and thoughtful manner*, and to learn, that is to create new pathways in your brain that allow you to recall lessons and apply to real life situations years into the future.

How can studying the Holocaust be applicable to real life situations in the future? While studying the event in context, we learn more about racism, conformity, non-conformity, and human nature; lessons on these topics are universally applicable across time. Unfortunately, what happened in Nazi Germany is not exceptional. What is more, history offers a disciplinary way of thinking that encourages you to analyze and evaluate evidence and to advance plausible interpretations of the historical record – skills that are useful in many aspects of your life.

My promise: If you fulfill your responsibilities as a learner, upon completion of this course you will be able:

Learning Goals or Outcomes:	How the goals will be accomplished:
To evaluate primary and secondary sources to determine how Germany created a racial state and who all and how	→ →

the decision was made to kill European Jews.

To examine the behavior of perpetrators of the final solution to determine if they were "ordinary men". → →

To comprehend how Jews responded to persecution during the killing years and specifically if they resisted. → →

To arrive at your own conclusions on whether or not Jews could have been rescued during the killing years and specifically contemplate whether or not the US did enough to facilitate rescue. → →

To understand what survivors and victims recall about their experiences usually in the aftermath of destruction. → →

To advance convincing historical interpretations orally and in writing that fulfill the standards of the profession. → →

Lecture; reading, discussing, and evaluating primary and secondary sources; writing to advance plausible interpretations in response to open-ended historical questions.¹

To participate in discussions, develop knowledge through reading and studying recorded lectures, and engage in writing assignments.

Communication:



All course materials are found in **BOLT** <https://bolt.bloomu.edu>. All written communication is completed through your BU email address so you must access that account routinely. Any alterations to the course syllabus, meeting times, etc will be announced as a news item in BOLT and with a group email @huskies.bloomu.edu. Please ask questions if any instruction is ever unclear. I maintain a web site on learning and teaching history: <http://facstaff.bloomu.edu/lstallba>. In addition, I will have the most updated syllabus available there in case you are having difficulty accessing it through BOLT; however, reading materials can only be accessed through BOLT → Content.



Technology Requirements & Policies



- If you struggle accessing material through one browser, try a different one or make sure the browser is not blocking content.
- To enter the Synchronous Sessions, use Google Chrome 54+ or Firefox 49+ (No Safari or Internet Explorer)
- High-speed internet (no dial up). Be aware that wireless connections can be slower.
- You know how and are able to access all course materials from BOLT.
- Some course materials are Flash or pdf and not supported by some Apple products (your problem not mine).
- **Use Microsoft Word to upload all written work to BOLT** (i.e. file extension is a .doc or .docx; odf or pdf also acceptable)
- Sometimes I provide video feedback using Screencast.com; if you have trouble viewing, this is usually due to two issues: impatience with a slow internet connection or browser is blocking the script.

¹ **Primary sources** are documents (i.e. decrees, memos, letters, images, etc) originating from the historical time period or produced by those involved (e.g. trial testimony, diaries, memoirs).

Secondary sources are the historians' interpretations of the past drawing upon primary sources and other historians' essays and books. Secondary sources will include my lectures, several monographs, and additional historical essays or book chapters.

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Required Texts

Please note: You should have the assigned readings readily available when we are discussing. As you contribute to discussion, you are going to be asked to share page numbers, read passages, etc.

Purchase by student:

Levi, Primo. *Survival in Auschwitz: The Nazi Assault on Humanity*. Trans. Stuart Woolf. A Touchstone Book. New York: Simon and Schuster, 1996; New York: Collier Books, 1993.

Recorded Lectures BOLT → Content

- Provides crucial context for readings and essential to thriving in class.
- Content from lectures built into quizzes.
- Lectures last approximately 1 ¼ hours and are divided into shorter segments.
- Create a two-column note-taking system. Right column dedicate to information gained from the lecture; left column is dedicated to your questions or observations.

Deadlines for readings and recorded lectures are closely tied to successfully completing written assignments, online quizzes, and are listed in the calendar below.

Required Readings BOLT → Content

- Doris Bergen, *War and Genocide*, 2nd edition (chapters 1-2)
- Christopher Browning, *Ordinary Men: Story of Police Battalion 101*, 1st ed. (preface, chapters 1, 5-8, 18)
- Claudia Koonz, "Genocide and Eugenics: The Language of Power"
- Documents on Creating a Racial State
- Documents on the Origins of the Final Solution
- Gerald Fleming, "It is the Führer's Wish"
- Christopher Browning, "A Product of Euphoria"
- Words to Outlive Us* Groups A-E (readings will be randomly divided among students)
- Raul Hilberg, "Two Thousand Years of Jewish Appeasement"
- Yehuda Bauer, "Forms of Jewish Resistance"
- David Wyman, "Abandonment of the Jews"
- Yehuda Bauer, "Negotiating for Jewish Lives"
- William Rubinstein, "The Myth of Rescue"

Download or Print PDFs!
During synchronous discussions, have the readings readily available. I will ask you what page numbers, paragraphs, document numbers, so we can all get on the "same page" with you. You need to have easy access to these. In a face-to-face class, I strongly encourage students to have hard copies; this improves reading comprehension by marking up the text.

Optional Material BOLT → Content

- Bergen, *War and Genocide*, chapters 3-4
- Documentary Films organized alphabetically by title.
- Websites that might interest you.

Technology and Course Access

Technology Information

To complete this course online and/or to work through Internet-based activities, assignments, and discussions you will need the following:

- Desktop or laptop computer with a sound card (Mac or PC will be fine);
-  **Headset with microphone** required (when you use built-in laptop mics, we experience an echo effect that is distracting);
- Webcam not necessary (tends to slow down connections especially if you are WiFi);
- Reliable High Speed Internet such as DSL, cable modem (excluding dial-up connection);
- Experience in word processing (**Microsoft Word required to submit assignment**) and introductory **PowerPoint** skills;
- Experience using a Web browsers: Google Chrome and Mozilla Firefox
- Experience using your BU e-mail (all communication will occur through your BU email, and you should be prepared to check it daily);
- For the Synchronous Sessions (real time on Mondays and Thursdays starting at 5 PM), you will **need audio** via a headset with microphone.

Course Access Information

You will access your course at <https://bolt.bloomu.edu> using your BU email address and network password (not your email password).

Technology issues are not acceptable excuses for failing to complete course work or attending Synchronous Sessions. In BOLT Content, I have included several PDFs that are Resources to Access Synchronous Sessions.

The course instructor is not the technical support individual.

Synchronous Sessions (Ultra - Blackboard/Collaborate): 1-877-382-2293 (24x7)

<https://help.blackboard.com/Collaborate/Ultra/Participant>

BOLT Hotline: 1-866-921-0473 (24x7)

<http://www.bloomu.edu/imdc-bolt-student>

On very rare occasions, your connection or mine could get dropped. Return to the Synchronous Session as soon as possible; sometimes it helps to close out BOLT and log in again, or restart your computer. If the connection fails from my end, I will use the huskies email address to contact everyone in the class as soon as possible.

Accommodative Services

If you need accommodative services, please contact me as soon as possible so proper arrangements can be made.



Course Calendar – has the detailed schedule of all assignment deadlines

**Tips for
Successful Online
Learning**

Participate! Be willing to contribute to discussions, group activities, asking questions, and so forth. We increase the potential for learning if we engage with the material in these ways.

Communicate! If you have questions or concerns, ask them. Speak up if problems arise! If you are having troubles downloading materials, participating in online activities, get help from tech support.

Be self-motivated and self-disciplined! As an online learner, you have some flexibility on when you listen to recorded lectures, upload assignments, and take quizzes. Yet, with this freedom comes

shared responsibility to study the reading materials, complete assignments in a timely manner, and participate in discussions. If you fall behind, it is difficult to catch up.

Do not procrastinate! In between class meetings, you not only have to read, but you will need to study recorded lectures which would normally occur during a face-to-face class meeting. Use the course calendar as a check list, and set aside times in your personal schedule to complete the out-of-class work.

By the first day of class, 22 May 2017, please:

- Login to BOLT and complete your User Profile on the My Home page. **Note:** This profile is available to all your instructors and fellow-students in your courses. Only share information you feel comfortable sharing!
- Send me a headshot** (selfie is fine) that you are willing to share with others throughout the semester that allows us to put a name to the face. (If you would like to protect your privacy, then send me a g-rated image that reflects something about your personality.)
- If you would like to test drive the Synchronous Session please feel free to schedule a practice; just email me.
- Read the Syllabus found in **BOLT →Content** (it is loooong because it has every policy, assignment guidelines, rubrics, and calendar of all six weeks)
- Purchase the required book.
- Review the syllabus, especially making note of the assignments (guidelines and rubrics) and deadlines so that questions can be answered on the first day.
- Read Bergen, *War and Genocide*, chapters 1-2.
- Look ahead to the next assignment and start preparing.

“...knowing how to read something results almost automatically from knowing why we are reading, and without some purpose, reading is an aimless activity.”

In advance, look at the questions posed for the Synchronous Session, DLEs, and TASSs to make your reading effective.

Assessment of Student Learning

Prior Knowledge and Perception Response Paper (0 or 5 points)

Before we begin the course, please describe or explain what you know or your perceptions, about the following topics. The goal is to get your initial knowledge or perceptions on paper that you will revisit during the semester. During the semester, you will study these topics in more depth through documentary evidence (aka primary sources) and/or historical interpretations (secondary sources in the form of readings and recorded lectures). At the end of the semester, your final exam will ask you to revisit and write about three of the five questions (see below for these details).

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1. What is your interpretation of the origins of the Holocaust? (People who made the decision, timing of a decision, etc.)
2. What motivated the perpetrators?
3. What do we learn about human nature, choice, and self-preservation from the perspectives of victims/survivors and perpetrators?
4. How would you characterize Jewish resistance during the Holocaust?
5. Did the United States do enough to aid or rescue Jews during the Holocaust?

Submission:

- typed, single-spaced, and not to exceed 2 pages.
 - **Use Microsoft Word** to upload all written work to BOLT (i.e. file extension is a .doc or .docx; odf or pdf also acceptable)
- Submit a copy to **BOLT → Assignment Folder** by the time indicated in the course calendar.

How will this be graded?

- Not graded by whether or not you are correct, but whether or not you have attempted to answer each question or explain what your struggles are in answering the questions (it is possible that even the questions might not yet make sense).
- 5 points if submitted by the beginning of the class (5 PM, Monday, 22 May) or if you submit within 24 hours of having accessed the course. (Exceptions will be made for individuals who sign up for the course late.)

Online Quizzes (total of 8; estimated 40 points)

- The Quiz opens 24 hours before the deadline; results released after deadline passes.
- Deadlines are **by 4:30 PM on days when we meet in Synchronous Sessions**; quiz is set on a timer to close.
- Point values on each quiz vary from 4-5 points per quiz.
- On content from readings and recorded lectures to encourage retrieval, an effort that improves learning.
- Time limits set to discourage students from looking at notes for answers, and encouraging students to attempt to retrieve from studies that increases the potential for learning.
- Quiz Timer: 10 minutes with a 5 minute grace period so begin no later than 4:10 PM; late results are tagged, but you are not closed out unless you have hit 4:30 PM.
- **NO MAKEUP for missed quizzes.**
- Quizzes will include any combination of matching; true/false that requires explanation; multiple choice; ordering events; fill-in-the-blank; and short answers.

Discussion (3 points each session; approximately 30 points)

Active participation in the Synchronous Sessions by offering interpretations, responding to questions, asking meaningful questions. If you consistently and simply respond to others with a thumbs up or a "yes" typed into chat is

0 points if you are not present in the Synchronous Session; fail to respond consistently when we are polling; or if your contributions are irrelevant or clearly not informed by the primary and secondary sources;

2.5 points if you attend discussion; never speak up or ask questions; or if you limit yourself to agreeing with others through the thumbs up or type yes into chat.

2.75 if you make at least two relevant contributions by offering interpretations or raising informed questions

3 points if you contribute more than four times with relevant contributions by offering interpretations or raising informed questions.

Stuff happens option for discussion: we all have bad days, fail to engage or get overwhelmed with work, and cannot prepare adequately. Your lowest discussion grade will be dropped at the end of the semester. If you miss a discussion, this will be the lowest grade dropped. So it is better to attend and be ill-prepared, than not to attend.

Tips on Preparing for Discussion:

If the discussion centers on primary sources (e.g. diaries, memoirs, memos, correspondence, speeches, etc.), you should do the following:

- Allow time to read the documents more than once. The ideas and vocabulary may be quite alien to you, and a single reading will not allow you genuinely to contemplate their meaning, let alone think about the documents in the context of the other documents and the secondary sources. Subsequently, the quality of your written work and discussion participation will undoubtedly suffer.
- Take notes to determine the **context** of the document: Who wrote/spoke it? Why? When? What are the major points/ideas contained in the document? How reliable is the primary source? How does it help us address the discussion questions (listed in the syllabus or posed in the document log entries)? Which sources are more reliable and why?
- Use study guides to keep track of notes.
- When taking notes, cite page numbers so that during discussion you can refer to them and encourage the class to consider the evidence with you. Also you can reference those page numbers later for writing assignments.
- Be certain that when you take notes that you authentically paraphrase or summarize so that you do not unintentionally plagiarize sources if you then draw upon those notes to write assignments.

If the discussion revolves around secondary sources, then you must consider how convincing historians are in presenting their arguments.

- Familiarize yourself with the author's thesis and the major points of his/her arguments or interpretation.
- Identify transitions between major points in essays or book chapters.
- Identify what evidence (primary or secondary) or factual details that the author uses to support his/her interpretations.
- Determine if the author places his/her interpretations into any historiographic context that should provide clues to his/her working assumptions and research methods.
- Markup the text, take notes and cite page numbers so that during discussion, you can refer to them.
- Consider how convincing the author's interpretation of an event or historical question is. While you may be a novice, trust your instincts and ability to judge the merits of secondary sources. No interpretation is without flaws and some are outright controversial.
- What are the author's qualifications, working assumptions, and potential biases? Historians cannot avoid being shaped by their environment (time period in which they live, socio-economic background, ethnicity, gender, etc), what primary sources were accessible, previous research by other scholars, and so forth. You must try to read between the lines because two or more scholars can look at the same document and not necessarily arrive at the same conclusions.
- Ultimately, you will be partially relying upon the secondary sources to compose formal essays assigned during the semester.
- Allow time to study the secondary sources, at least portions of them, more than once for the same reasons that you should read documents more than once.
- Be certain that when you take notes that you authentically paraphrase or summarize so that you do not unintentionally plagiarize sources.

Four Document Log Entries (DLEs) 0-10 points each; total of 40 points

General Guidelines for DLEs

- These are informal writing assignments in which you should attempt to write your tentative interpretations of primary sources.
- **Informal does not mean slipshod work thrown together at the last minute. By informal**, I am not expecting an essay with introductory and concluding paragraphs, thesis, and body paragraphs built around topic sentences. In fact, I discourage this because it might inhibit your thinking. **By informal**, I am not suggesting that you write a creative essay that is a stream of consciousness and a collection of random thoughts. **I expect** that you support your interpretations with evidence from the assigned relevant sources. **Suggestion**: organize your responses clearly around each of the questions.
- **Know your Audience?** Your responses should be written so that any intelligent person, having a limited understanding of the subject matter, could comprehend. In short, do not assume the reader knows the course or course content. On another level, understand that the primary reader of your DLE, me, knows what kind of primary or secondary sources you had at your disposal to support your interpretation.
- This assignment is based on the premise that writing about what you have read is a means of thinking through the material. Often the process of writing generates new thoughts.
- You are expected to answer the questions listed with the document log entry. You are not expected to have completely mastered the meaning of the documents, and you should also raise questions if you have any.
- You are not being assessed upon your writing skills but your ability to advance plausible interpretations and raise informed questions about their content. You are expected to support your interpretation of the questions with evidence from the assigned documents. Moreover, summarizing what you read from recorded lectures or Doris Bergen's *War and Genocide* is unacceptable. However, you may want to make appropriate comparisons to these sources.
- You are not necessarily required to discuss every single document, yet you should also not avoid documents that you struggle with understanding or ignore documents that might undermine your interpretation. Indeed, if you struggle with a particular document discuss that. At least attempt to understand and raise questions.
- **Should you cite your sources?** BE SURE TO MAKE SPECIFIC REFERENCES TO THE DOCUMENTS within your writing either through footnotes, parenthetical citations, or in the text. For example, when discussing a document or group of documents put the document numbers in parentheses so that your ideas can be retraced. So you might write a sentence that reads like this, "Documents 1, 5 and 6 suggest to me . . ." then follow with the relevant page numbers. Or a sentence reads like this, "My understanding of the 31 July 1941 Göring memo is ... (#6, p. 10). (These crude references to documents are not allowed in more conventional historical essays, but for the log entries, they are acceptable.)
- Your log entries should be typed, single-spaced, and not to exceed 2 pages.
 - **Use Microsoft Word** to upload all written work to BOLT (i.e. file extension is a .doc or .docx; odf or pdf also acceptable)
 - Submit a copy to **BOLT → Assignment** by the time indicated in the course calendar.

Document Log Entry #1

In the primary source collection **Documents on Creating a Racial State**, you are reading documents about how several groups were targeted by the Nazi racial state: the "genetically defective," Roma and Sinti, homosexuals, and Jews. When responding to the questions below, provide specific examples to illustrate your responses; incorporating details is essential to demonstrating that you have actually studied the documents. The questions that you should specifically address:

1. Claudia Koonz raised the question, "How does it happen that people become things?" Or put in other terms, how does the "in-group" scapegoat or marginalize the "out-

group"? Locate and explain examples of how this happened to the four persecuted groups referenced in the documents: Jews, homosexuals, disabled, and Roma and Sinti. (Acknowledging that these documents are a small sampling heavily weighted to the Jewish experience, I would expect that your discussion of Jews will be more lengthy; that you should distinguish and provide examples that reveal different groups persecuting e.g. top government leaders; local party or government officials; German citizens).

2. To what extent do the experiences of Jews, homosexuals, disabled, and Roman and Sinti support the claim that Germany was turned into a racial state by 1939-1940? Be specific and explain.

Reading Tips for this edited collection:

- Before reading each document, note the date and source/author.
- Try to determine the context in which the document was produced (e.g. what events have shaped the document or visa-versa, why was it written, what was the author's motives, etc).
- Consider using note cards or some other note-taking system so you can create concept maps or chart out what is happening on a timeline.
- Locate specific examples from each group's experience that documents how they were turned into objects.
- When interpreting, realize that these documents represent only a very small amount so do not assume that when you read about the persecution of the Roma & Sinti in 1936 that this was the first time they were victimized. Doris Bergen's *War on Genocide* and many websites can be consulted to get a sense of the larger context.



Document Log Entry # 2

In the **Documents on the Origins of the Final Solution**, you should attempt to answer the following questions supporting your interpretations with specific reference to the documents (be careful, do not ignore evidence that could undermine the plausibility of your interpretation!):

1. When the phrase "final aim" and "final solution" are used, what did they mean in the context of the documents in which they appear?
2. Was the decision to kill all of Europe's Jews made incrementally or intended from the time the Nazis came to power?
3. Given the documents in this set, arrive at your own conclusions about **when** (not looking for an exact date, but be as specific as your interpretation allows) the decision was made to kill European Jews and **who or who all** made that decision.

Reading Tips for this edited collection:

- Before reading each document, note the date and source/author.
- Try to determine the context in which the document was produced (e.g. what events have shaped the document or visa-versa, why was it written, what was the author's motives, etc).
- Develop a timeline that will allow you to note specific events being mentioned in the documents and compare this timeline to what you have read in Doris Bergen and heard in class.
- Consider using note cards or some other note-taking system so you can create concept maps.
- Make note of specific language that may appear ominous given the fact that we know what happened and try to interpret this ominous language in the context in which it was used.



Document Log Entry #3

Imagine that you are employed by the United States Holocaust Memorial Museum, and you are contributing to a museum exhibit about the Warsaw Ghetto.

1. What are **three essential** experiences, observations, events, themes, or patterns that should be highlighted from your diarist/memoirist experiences? (patterns may exist within one person's experience or across all three persons, exception being Mawult).

Remember that the goal of the exhibit is to offer an interpretation about the Warsaw Ghetto that does not oversimplify but allows audiences to understand the challenges confronting the inmates/inhabitants of the Warsaw Ghetto. (one question, but you should have three paragraphs)

Group of Readings		Reason for the grouping:
A	Anonymous Woman Helena Gutman-Staszewska Stefania Staszewska	Gender is what led me to group these three authors together. Helena and Stefania do not appear to have been related.
B	Adolf Berman Stefan Ernst Henryk Slobodzki	Two of these three men were employed by the Jewish Council, the third is a bit of a stretch but he witnesses the inside of Pawiak prison
C	Jan Mawult	Given the length of this excerpt and what appeared to be a highly placed position in the Jewish Police, Mawult not be accompanied by others.
D	Henryk Bryskier Natan Zelichower Samuel Zylbersztejn	All three men have at least one thing in common: they were involved in some form of resistance.
E	Chaim Hasenfus Samuel Puterman Marek Stok	Bring the male perspective into the accounts, but each had different roles within the ghetto so not much unites them otherwise.



Reading tips for this source:

We are going to "crowd source" this collection. And students will be randomly assigned one of the groups of readings (A through E; please note that "Group C" is actually only one author). You are not being asked to coordinate in advance with the other person assigned, but during class discussion, all are expected to share. If you want to coordinate with the other person(s), feel free to do so. If anyone wants to create a **PPT slide** to share with the group, I need it before 4 PM on day of discussion.

Upon completion of the synchronous session, you all should be able to compare your group's experiences with others to fulfill two goals. **Goal 1:** broaden your understanding of experiences by recognizing similarities and differences; **Goal 2:** provide you with additional evidence to respond to the following question on the **final exam**: What do we learn about human nature, choice, and self-preservation from the perspectives of victims/survivors and perpetrators?

Document Log Entry #4

You will be reading a memoir written by Primo Levi entitled *Survival in Auschwitz*. You should address the following questions, provide and explain specific examples to illustrate your answers, and corroborate:

1. How does Levi account for his survival?
2. What is Levi's "law of perspective"?
3. What did Levi learn about the human nature of Auschwitz inmates and German guards from his experience in the camp?
4. Did Levi behave "selfishly" or "self-ishly" while an inmate (see notes from lecture about the meaning of these terms)?

Points	DLE Rubric (used as a guide not a calculator)	Updated 9 May 2016
9-10	<input type="checkbox"/> Corroborates: each question is supported with multiple pieces of documentary evidence (when available or applicable) <input type="checkbox"/> Explains how the documents support his/her interpretation <input type="checkbox"/> Does not ignore evidence that undermines interpretation, but confronts it! <input type="checkbox"/> Acknowledges context by exact word choice, use of names, and dates	<input type="checkbox"/> Answers all questions posed <input type="checkbox"/> Cites ideas, paraphrases, summaries and quotations

	<input type="checkbox"/> Recognizes that not all sources are equally relevant and reliable to answer the questions <input type="checkbox"/> Quotations reveal an ability to recognize what is essential proof <input type="checkbox"/> A stranger, not knowledgeable about the course or assignments, would have no difficulty understanding your answers to the questions	<input type="checkbox"/> Avoids inauthentic paraphrasing or plagiarism. <input type="checkbox"/> Verbatim passages are in quotation marks
8	<input type="checkbox"/> Corroborates with two pieces of convincing evidence but not necessarily the best or most exhaustive <input type="checkbox"/> Explains how the documents support his/her interpretation <input type="checkbox"/> Does not ignore evidence that undermines interpretation <input type="checkbox"/> Acknowledges context by exact word choice, use of names, and dates but not consistently <input type="checkbox"/> Reveals some ability to recognize that not all evidence is equally reliable and relevant <input type="checkbox"/> The reader might ask for clarification or elaboration in isolated places <input type="checkbox"/> Quotations help advance interpretation but not necessarily the most essential proof	
7	<input type="checkbox"/> Corroborates, but a knowledgeable reader will ask questions about the ability of the author to recognize the best evidence <input type="checkbox"/> Context not being acknowledged through the use of dates, names or imprecise word choice <input type="checkbox"/> Fails to acknowledge that not all evidence is equally reliable and relevant <input type="checkbox"/> Equal effort being put forth in answering each question but the reader might suspect that the student is avoiding evidence <input type="checkbox"/> Explains how the evidence supports his/her interpretation but not consistently or thoroughly <input type="checkbox"/> Writer is clearly struggling but aspiring to arrive at an interpretation <input type="checkbox"/> Misrepresentation or errors in interpretation are isolated	
6 or below	<input type="checkbox"/> Submits a DLE, but does not answer all questions posed <input type="checkbox"/> Evidence to support is "cherry picked" or isolated suggesting student wrote in haste or did not complete the readings <input type="checkbox"/> Evidence or factual information is not corroborated <input type="checkbox"/> Patterns of misinterpretation or misrepresentation suggest problems in comprehension or hasty work <input type="checkbox"/> Reporting what the student heard in the recorded lectures <input type="checkbox"/> A knowledgeable reader has several questions. <input type="checkbox"/> Lacks specific dates, names, word choice suggesting student does not understand context <input type="checkbox"/> Identifies evidence but fails to explain <input type="checkbox"/> Strings together quotations, does not interpret	<input type="checkbox"/> Fails to cite <input type="checkbox"/> Plagiarizes or inauthentic paraphrasing <input type="checkbox"/> Fails to place verbatim passages in quotation marks

Thinking about Secondary Sources (TASS) 0-10 points each; total of 50 points

General Guidelines for all TASS

- These are informal writing assignments in which you respond to the questions posed to the separate TASS assignments; not to exceed 2 pages, single spaced; submitted as a Microsoft Word document (ends with a .doc or .docx)!
- **Informal does not mean slipshod work thrown together at the last minute. By informal**, I am not expecting an essay with introductory and concluding paragraphs, thesis, and body paragraphs built around topic sentences. **By informal**, I am not suggesting that you write a creative essay that is a stream of consciousness and a collection of random thoughts. **I expect** that you support your interpretations with evidence from the assigned relevant sources. **Suggestion**: organize your responses clearly around each of the questions.

- The questions encourage you to demonstrate that you have read critically the assigned secondary sources which will prepare you for synchronous discussion.
- These responses are submitted a few hours before we meet in the Synchronous Session so that I have time to read them in preparation for our synchronous discussion.
- This assignment is based on the premise that writing about what you have read is a means of thinking through the material. Often the process of writing generates new thoughts.
- You are expected to answer the questions outlined for each TASS. You are not expected to have completely mastered the meaning of the secondary source(s). If in the process of reading, you are confused, raise informed questions within your TASS.
- **Leave your name out of the header, footer, or the page of your TASS.** When you upload your to BOLT, your identity will be attached. (This allows me to read blindly before grading.)
 - **Use Microsoft Word** to upload all written work to BOLT (i.e. file extension is a .doc or .docx; odf or pdf also acceptable)
- Submit a copy to **BOLT → Assignment Folder** by the time indicated in the course calendar.

TASS #1

1. Claudia Koonz dedicates her essay to answering the question, "How does it happen that people become things?" According to Koonz, in what ways did people get turned into things?
2. Eugenics movements existed throughout western Europe and in the United States, why is it only in Germany, according to Koonz, did it lead to genocide?
3. What groups were especially useful in propagating the "racial utopia" and why?

TASS #2

1. Gerald Fleming and Christopher Browning offer divergent interpretations of the origins of the "final solution". Summarize, in your own words, each historian's interpretations on the origins of the final solution and Hitler's role. Then explain how they each support their thesis (a.k.a. interpretations) by summarizing the major parts of each historian's essay and his use of evidence.
2. Which of these two historians, if either, do you find most convincing? Explain why.
3. Both historians reference some of the same documents, yet offer different interpretations. Select one of these examples and compare their interpretations. Why do they differ in interpretations?

TASS #3

1. In *Ordinary Men*, how does Christopher Browning attempt to convince the reader that the Battalion 101 was composed of "ordinary men." In his interpretation, what made them ordinary?
2. Browning writes, "A number of explanations have been invoked in the past to explain [why most men in Battalion 101 killed]: wartime brutalization, racism, segmentation and routinization of the task, special selection of the perpetrators, careerism, obedience to orders, deference to authority, ideological indoctrination, and conformity." What three factors appear most important to Browning in explaining why Battalion 101 killed Jews?
3. What do you believe was the most important factor? Explain why.
4. What are the implications of Browning's conclusion that the men were ordinary?

TASS #4

1. Raul Hilberg writes that the Jewish reaction pattern was marked by "almost complete lack of resistance". How does he arrive at this conclusion?
2. Summarize in your own words, how Yehuda Bauer arrives at his thesis that given the obstacles, Jews resisted far more than is often presumed and in a variety of ways.
3. Which historian, if either, do you find more convincing? Support with your interpretation of the evidence offered in secondary and primary sources.

TASS #5		
<p>David Wyman argues that the US could have done more to rescue Jews, while William Rubinstein argues the opposite. Both engage in counter-factual history to support their interpretations. Conversely, Yehuda Bauer describes ransom opportunities that were understandably rejected by the US government.</p> <p>1. In your own words, summarize each historian's interpretation and how he supports his interpretations.</p> <p>2. Do you believe that the United States did all it could to aid or rescue Jews during the Holocaust? Explain your response by supporting with examples from the readings and recorded lectures.</p>		
Points	TASS Rubric (used as a guide not a calculator)	Updated 9 May 2016
9-10	<input type="checkbox"/> Supports responses with examples either by quoting, summarizing, or paraphrasing <input type="checkbox"/> Quotations show an ability to recognize what is essential in the historians' thesis or use of evidence <input type="checkbox"/> Goes beyond explaining historians interpretations, by acknowledging strengths and weaknesses in historical interpretations <input type="checkbox"/> Recognizes similarities and differences in interpretations between historians (if relevant) <input type="checkbox"/> Supports own answer to question with the evidence from secondary and primary sources (synthesizing and analyzing) <input type="checkbox"/> Word choice, names, dates and events are referenced with specificity suggesting student comprehends context <input type="checkbox"/> Does not ignore evidence that could undermine answers to questions <input type="checkbox"/> A knowledgeable reader would have few if any questions <input type="checkbox"/> Recognizes the complexity of the problems posed in the questions; does not offer easy answers <input type="checkbox"/> Does not misrepresent the historians' interpretations	<input type="checkbox"/> Answers all questions posed <input type="checkbox"/> Cites ideas, paraphrases, summaries and quotations <input type="checkbox"/> Avoids inauthentic paraphrasing or plagiarism. <input type="checkbox"/> Verbatim passages are in quotation marks.
8	<input type="checkbox"/> Responds evenly and convincingly to the questions posed <input type="checkbox"/> Makes no errors in summarizing historians' interpretations but may struggle with what is essential <input type="checkbox"/> A knowledgeable reader might have isolated questions about whether or not the author fully understands	
7	<input type="checkbox"/> Responds to all questions, but may lack balance <input type="checkbox"/> Makes isolated errors in interpreting the secondary source or events <input type="checkbox"/> May ignore evidence that undermines interpretation <input type="checkbox"/> Fails to acknowledge that not all interpretations are equally convincing <input type="checkbox"/> Context not being acknowledged through the use of dates, names or imprecise word choice <input type="checkbox"/> Recognizes what is important but may struggle with how to explain	
6 or below	<input type="checkbox"/> Submits a TASS, but does not answer all questions posed <input type="checkbox"/> Evidence or factual information is not corroborated <input type="checkbox"/> Patterns of misinterpretation or misrepresentation suggest problems in comprehension or hasty work <input type="checkbox"/> Reporting what student heard in recorded lectures <input type="checkbox"/> A knowledgeable reader has several questions. <input type="checkbox"/> Lacks specific dates, names, word choice suggesting student does not understand context <input type="checkbox"/> Identifies evidence but fails to explain <input type="checkbox"/> Strings together quotations, does not interpret	<input type="checkbox"/> Fails to cite <input type="checkbox"/> Plagiarizes or inauthentic paraphrasing <input type="checkbox"/> Fails to place verbatim passages in quotation marks

Final Exam, 2 Parts (25 points)

Final Exam, Part I: Human Nature PowerPoint Slide and Presentation (0/3.5/5 points)

You must be prepared to explain your answer to the following prompt in less than five minutes during our synchronous session and communicate visually to the online class with a single PowerPoint slide:

- We have studied perpetrators, victims, and survivors of the Holocaust through a variety of primary and secondary sources. What lesson(s) about human nature can mankind draw from the Holocaust?
- Assessment will be based upon how well you explain the lesson(s), avoiding misrepresenting the ideas, and the visual effectiveness of your slide to communicate (avoid making your slides text heavy; images are powerful).
- Submit PowerPoint Slide to BOLT Assignment Folder by 4:00 PM on Thursday, 29 June.

Final Exam, Part II: What have you learned "essay" (20 points)

At the beginning of the course, you were asked to respond to these questions:

1. What is your interpretation of the origins of the Holocaust? (People who made the decision, timing of a decision, etc.)
2. What motivated the perpetrators?
3. What do we learn about human nature, choice, and self-preservation from the perspectives of victims/survivors and perpetrators?
4. How would you characterize Jewish resistance during the Holocaust?
5. Did the United States do enough to aid or rescue Jews during the Holocaust?

During the course, we have examined these topics in depth. Now, it is time to revisit and ponder what you have learned by selecting three of the five questions above. This is not a conventional essay with an introduction and conclusion, but you are expected to communicate clearly and take time to edit.

Here is a template that you could follow to provide structure:

- At the beginning of the semester, this is what I knew or perceived with respect to question (1,2,3,4, 5):
- The evidence that most greatly contributed to my knowledge or challenged my perceptions included: discuss at least two pieces of evidence.
- Here is why my knowledge or perceptions have developed, deepened, changed, evolved (which verb you choose depends upon your starting point) And this is currently what I believe:

How to submit:

- You should not exceed a page (approximate), single-spaced, per question
- **Use Microsoft Word** to upload all written work to BOLT (i.e. file extension is a .doc or .docx; odf or pdf also acceptable)
- Submit a copy to **BOLT → Assignment Folder** by the time indicated in the course calendar.

How will this be graded?

Highest points (16-20) assigned to finals that

- Communicate clearly so the reader rarely stumbles (this includes effective word choice, active voice, simple past tense, limited or no use of first person, with isolated grammar and punctuation errors that can be chalked up to typos not a pattern)
- Corroborates with an analysis of at least two pieces of evidence
- Accurately interprets primary and secondary sources in their context
- Uses quotations as evidence convincingly

- Word choice and use of details such as dates, names, etc reveals knowledge of events and context
- Correctly places events in chronological sequence
- Avoids overgeneralizations and oversimplifications
- Does not ignore contrary evidence, indeed confronts it
- Responds fully to three questions
- Authentically paraphrases, no detectable plagiarism, verbatim passages put in quotation marks.

13.5-15.9 points

Lacking in some of the above qualities, but responds fully to three questions

Grading Scale

Grades are earned and not based on "effort"; the letter grade communicates a level of competency: excellent (A range); above average (B range); average (C range); below average (D range); and unacceptable (F range). Total points are determined at the end of the semester (**150** points approximately **40 points** for online quizzes). A letter grade will be based on the percentage of total points earned. I try to update the BOLT gradebook periodically.

A Range

A 94-100%

A- 90-93%

B Range

B+ 87-89%

B 84-86%

B- 80-83%

C Range

C+ 77-79%

C 74-76%

C- 70-73%

D Range

D+ 67-69%

D 60-66%

F Range

F 0-59%

Policies



**Integrity, simply defined, is doing what is right even when no one is looking.
Do not make a mockery of individual achievement.
Take pride in your work and respect others' work.**

You are expected to be familiar with the following university policies:

Academic Integrity

Academic dishonesty includes: cheating, plagiarism, fabrication, misrepresenting circumstances, impersonation, obtaining an unfair advantage, aiding and abetting of academic dishonesty, falsification of records and official documents, and unauthorized access to computerized academic or administrative records or systems. For detailed definitions of these examples of academic dishonesty, consult Bloomsburg University's

http://www.bloomu.edu/policies_procedures/3512

Student Disruptive Behavior Policy

http://www.bloomu.edu/policies_procedures/3881

University Attendance Policy

http://www.bloomu.edu/policies_procedures/3506

Dr. Stallbaumer's Attendance and Assignment Deadlines' Policies

- ✘ Regular Synchronous Session attendance is mandatory.
- ✘ An absence is excused if you have a varsity sports event, funeral, religious holy days, military and military reserve activity, and illness that is documented. You must provide

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documentation that allows me to verify that your excuse is legitimate. **Going on vacation and not having a reliable internet connection is not a valid excuse.**

- ✘ To makeup an excused absence from the online classroom, students will be asked to submit a written summary of what they learned about the discussion topic by studying the archived session that s/he missed. The reaction paper must offer student's response to any questions or problems posed during the synchronous session.
- ✘ There is **no makeup for unexcused absences**; examples include logging in then leaving your computer (I will know), family vacations (you can log in to the Online Classroom wherever you have internet access), even tending to a sick relative, etc. By the way, **falsely representing** why you are absent is a violation of academic integrity. I repeat, logging in to the Synchronous Session then walking away from your computer constitutes an absence. If you fail to respond when I seek a response from all participants, I assume you have logged in and left.
- ✘ It is the **student's responsibility** to contact the professor to make up work promptly if the absence is excused.
- ✘ **Deadlines:** You are required to turn in your assignments on time in the BOLT Assignment Folder. Unless you have an excused absence as defined in the policy above. **Late work will only be accepted within 24 hours of the deadline by submitting to the BOLT Assignment Folder.** You will only receive half credit of the grade that you would have earned for any late work.
- ✘ BOLT Assignment Folder is time-stamped but remains open for 48 hours in case students submit late work knowing the penalty or exercise the stuff happens option. **Quizzes close immediately**, so be sure to allow sufficient time to upload to complete quizzes. Keep an electronic "mail trail" of receipts.

Stuff Happens Option for either a DLE or a TASS: Recognizing that stuff happens that could interfere with submitting written work on time, you are allowed to use the "stuff happens" excuse once. This provides you with an additional 48 hours beyond the assignment deadline to complete your assignment. To use your "stuff happens option," **you need to contact me by email before the assignment deadline passes.** The make up written work must be based upon the readings, and not a summary of our synchronous discussion.



Need help with study skills and writing?

BU Writing Center (BUWC) Online Support for Writing and Reading

The Bloomsburg University Writing Center (BUWC) enjoys easing the writing process for all students of every major. We are a free resource that offers support for undergraduate and graduate writers at any stage of the writing process. We are a diverse staff of Writing Consultants who represent a variety of majors and share the common goal of working with you to develop your skills and help you grow as a writer. You set the agenda for the appointment - whether you're concerned about getting started, or about clarity, grammar, organization, citations or any other aspect of writing or the English language. Appointments are highly recommended, but walk-ins are welcome.

BUWC consultants are available to conduct sessions **online**. Students taking online BU classes, commuting students, or any student who wants to work with a consultant but cannot get to one of our campus locations will be able to reach us online through a link we will provide. Students will be able to speak with consultants and share their documents, usually without having to download any new software. Though it is possible to call our telephone number (570) 389-5232 to request an immediate appointment, it is usually better to email buwc@bloomu.edu at least 24 hours in advance so that we can make an appointment and send you the link at the appointed time.

BUWC hours for Summer 2017

Mon.—Thurs. from 9:00 a.m. to 7:00 p.m.

Fridays from 9:00 a.m. to 1:00 p.m.

Email buwc@bloomu.edu to make an appointment or visit their website (bloomu.edu/writingcenter) for more information.

OTHER SERVICES

Reading Partners

For students who want to improve their approaches to reading material for their courses, the BUWC offers *Reading Partners*. Students can bring a text to us, and we will help use several active reading strategies to help them gain a foothold or improve their understanding of what they read. We will not tell students what the texts mean, but we will work with them to help them improve their comprehension of what they read with us.



Accommodative Services

Any students eligible for classroom accommodations are invited to meet with me to discuss their concerns and to present their disclosure forms from the Office of Accommodative Services.

Our University provides reasonable accommodations to students who have documented disabilities. If you have a documented disability that requires academic accommodations and are not registered with the Accommodative Services Office, please contact this office in the Warren Student Services Center, Room 043 as soon as possible to establish your eligibility.

Reading the Calendar

According to the schedule below, you should have studied, not just read, by the date of the class meeting the assigned readings and be prepared to discuss them. Please note when assignments are due. **I will use BOLT and your school email accounts** to announce any changes that must be made to the syllabus; it is your responsibility to check for these notifications. If in doubt, please do not hesitate to contact me. Of course, if we experience a power outage, communicating becomes virtually impossible but my office phone number is 570-389-4979.

<p>This syllabus is subject to change. All changes will be announced through BOLT News and your email@huskies.bloomu.edu</p>	
<p>Class Meeting Dates</p>	<p>Course Calendar Schedule of Class Meetings, Assignment Deadlines, and Readings (all in BOLT Content except <i>Levi's Survival in Auschwitz</i>)</p> <p>All times are Eastern Daylight Savings Time</p>
<p>In the days leading up to first class meeting</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Read the Syllabus found in BOLT →Content. <input type="checkbox"/> Purchase the required book. <input type="checkbox"/> Review the syllabus, especially making note of the assignments (guidelines and rubrics) and deadlines so that questions can be answered on the first day <input type="checkbox"/> Look ahead to the next assignment and start preparing.

	<ul style="list-style-type: none"> <input type="checkbox"/> Submit Prior Knowledge-Perception Response Sheet by 4:00 PM, Monday 22 May <input type="checkbox"/> Send me a <u>headshot by email</u> (selfie is fine) that I can build into the course PPT slides so individuals can put a name to a face. (If you object to sharing your selfie, then please advise and provide an alternative image.) <input type="checkbox"/> Read and Make Notes: Bergen, <i>War & Genocide</i>, foreword, preface, and chapters 1-2 <p>Optional:</p> <ul style="list-style-type: none"> <input type="checkbox"/> View <i>The Nazis: Helped into Power</i> (50 minutes) describes the political and economic context that popularized the Nazi party, the turmoil of elections between 1929-1933, and how these may have led to Hitler's appointment as chancellor. BOLT → Content → Documentary Films
Monday, 22 May, Synchronous Session, 5:00 PM	<p>Course Introduction</p> <ul style="list-style-type: none"> • What questions do you have about course syllabus, assignments, and expectations? • Practice your synchronous skills. <p>Topics for discussion and Elaboration</p> <ul style="list-style-type: none"> • What is human nature? • How do you effectively read primary and secondary sources?
Between classes do the following	<ul style="list-style-type: none"> <input type="checkbox"/> Study and Make Notes <ul style="list-style-type: none"> ◦ Hitler and the Germans (Recorded Lecture, 70 minutes) <input type="checkbox"/> Read and Make Notes: <ul style="list-style-type: none"> ◦ Claudia Koonz, "Genocide and Eugenics: The Language of Power" <input type="checkbox"/> Compose and Post to BOLT → Assignment Folder: TASS #1 submitted to by 4:00 PM, 25 May <input type="checkbox"/> Complete Online Quiz 1 in BOLT by 4:30 PM on Thursday, 25 May (Bergen, ch 1-2, Koonz, and Recorded Lecture Hitler and the Germans) <p>Optional:</p> <ul style="list-style-type: none"> <input type="checkbox"/> View <i>The Nazis Chaos and Consent</i> (50 minutes) explores how the Nazis ruled. This documentary might challenge preconceptions that you have of dictatorship. The Nazis did not rule solely by terror but also achieving conformity. BOLT → Content → Documentary Films <input type="checkbox"/> Read: Bergen, <i>War and Genocide</i>, chapters 3-4
 Thursday, 25 May Synchronous Session, 5:00 PM	<p>Discussion:</p> <ol style="list-style-type: none"> 1. How does Claudia Koonz answer her question: "How does it that people become things?" 2. How was a "media Blitzkrieg" conducted by the Office of Racial Policy? 3. To what extent did physicians, clergy and women help promote and enforce racial policies? 4. How was "psychic numbing" encouraged by racial programs? 5. What questions do you have about the rise of Nazis, Hitler and the Germans, why the Germans, why the Jews? 6. What were the pre-conditions that may have contributed to the origins of the Holocaust?
Monday, 29 May	No class meeting; Memorial Day

<p>Between classes do the following</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study and Make Notes: <ul style="list-style-type: none"> ○ Antisemitism, Racism, and Prejudice (Recorded Lecture, 32 minutes) <input type="checkbox"/> Read and Make Notes: <ul style="list-style-type: none"> ○ Documents on Creating a Racial State <input type="checkbox"/> Compose and Upload to BOLT → Assignment Folder: DLE #1; deadline 4:00 PM, 1 June <input type="checkbox"/> Complete Online Quiz 2 in BOLT by 4:30 on Thursday, 1 June (Documents on Creating a Racial State and Recorded Lecture Antisemitism, Racism, and Prejudice) <p>Optional:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read: Bergen, <i>War and Genocide</i>, chapters 3-4 <input type="checkbox"/> View <i>The Nazis: The Wrong War</i> (50 minutes) offers an interpretation of the origins of World War II through August 1939; short segments describe the impact that the invasion of Austria had on Jews living there. BOLT → Content → Documentary Films
 <p>Thursday, 1 June, Synchronous Session, 5:00 PM</p>	<p>Discussion:</p> <ol style="list-style-type: none"> 1. How did Germany create a racial state? 2. What techniques were employed? 3. What groups were targeted? 4. In what ways does the documentary evidence, found in "Creating a Racial State," support Koonz's interpretation that between 1933-1939, "psychic numbing" and binary thinking was encouraged by racial programs?
<p>Between classes do the following</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study and Make Notes: <ul style="list-style-type: none"> ○ Search for a "solution" to the "racial problems of Germany" (Recorded Lecture, 88 minutes) <input type="checkbox"/> Read and Make Notes: <ul style="list-style-type: none"> ○ Documents on the Origins of the Final Solution <input type="checkbox"/> Compose and Upload to BOLT → Assignment Folder: DLE #2; deadline 4:00 PM, Monday, 5 June <input type="checkbox"/> Complete Online Quiz 3 in BOLT by 4:30 on Monday, 5 June (Documents on the Origins of the Final Solution and Recorded Lecture Search for a "solution" to the "racial problems of Germany") <p>Optional:</p> <ul style="list-style-type: none"> <input type="checkbox"/> View <i>The Nazis: The Wild East</i> (50 minutes) examines the military campaign and occupation policies of the German army and SS upon invading Poland in September 1939. It demonstrates that the war in the east was driven by racial theories of "subhumans." BOLT → Content → Documentary Films
 <p>Monday, 5 June, Synchronous Session, 5:00 PM</p>	<p>Discussion:</p> <ol style="list-style-type: none"> 1. What questions do you have about the documentary evidence? 2. Who all made the decision and when to exterminate? 3. When was the phrase "final solution" used and what did it mean in context? 4. Was the decision to kill all of Europe's Jews made incrementally or intended from the time the Nazis came to power?

	<p>5. Given the documents in this set, arrive at your own conclusions about when the decision was made to kill European Jews and who made that decision.</p>
<p>Between classes do the following</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study and Make Notes: <ul style="list-style-type: none"> ○ The Decision to Kill (Recorded Lecture, 50 minutes) <input type="checkbox"/> Read and Make Notes: <ul style="list-style-type: none"> ○ Gerald Fleming, "It is the Führer's Wish" ○ Christopher Browning, "The Product of Euphoria" <input type="checkbox"/> Compose and Upload to BOLT → Assignment Folder: TASS #2; deadline 4:00 PM, Thursday, 8 June <input type="checkbox"/> Complete Online Quiz 4 in BOLT by 4:30 on Thursday, 8 June (Fleming, Browning, and Recorded Lecture The Decision to Kill) <p>Optional:</p> <ul style="list-style-type: none"> <input type="checkbox"/> View <i>The Nazis: The Road To Treblinka</i> (50 minutes) explores the origins of the "final solution" and Jewish experiences. BOLT → Content → Documentary Films
 <p>Thursday, 8 June, Synchronous Session, 5:00 PM</p>	<p>Discussion:</p> <ol style="list-style-type: none"> 1. Why do historians disagree on the origins of the Holocaust? 2. What was Hitler's role in the origins of the Holocaust? 3. What are the differences between a functionalist and intentionalist interpretation? 4. Would you describe yourself as a functionalist, intentionalist, neither, both? 5. Why do Fleming and Browning have such diverse interpretations of the same documents?
<p>Between classes do the following</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Levi, <i>Survival in Auschwitz</i> is an especially long read</p> </div>	<ul style="list-style-type: none"> <input type="checkbox"/> Study and Make Notes: <ul style="list-style-type: none"> ○ Understanding Perpetrator Behaviors (Recorded Lecture, 57 minutes) ○ Human Nature and the Holocaust (24 minutes) <input type="checkbox"/> Read and Make Notes: <ul style="list-style-type: none"> ○ Browning, <i>Ordinary Men</i>, prefaces, chapters 1, 5-8, 18 <input type="checkbox"/> Compose and Upload to BOLT → Assignment Folder: TASS #3; deadline 4:00 PM, 12 June <input type="checkbox"/> Complete Online Quiz 5 in BOLT by 4:30 on Monday, 12 June (Browning, <i>Ordinary Men</i> and Recorded Lecture Understanding Perpetrator Behaviors)
 <p>Monday, 12 June, Synchronous Session, 5:00 PM</p>	<p>Discussion:</p> <ol style="list-style-type: none"> 1. Were the Perpetrators "Ordinary Men"? 2. How did Police Battalion 101 become killers? Why were a minority able to avoid killing? 3. Why does Browning believe that "following orders" does not provide a sufficient explanation for Battalion 101's behavior? 4. What does Browning's research reveal about perpetrator motivations? 5. Browning's work is a micro-history of perpetrators; what generalizations, if any, can we make about perpetrators given his findings? 6. What do you learn about human nature from the experience of Battalion 101?
<p>Between classes do the following</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study and Make Notes: <ul style="list-style-type: none"> ○ Jewish Responses to Persecution in the Killing Years (Recorded Lecture, 69 minutes)

<div data-bbox="164 226 339 359" style="border: 1px solid black; padding: 5px;"> Levi, <i>Survival in Auschwitz</i> is an especially long read </div>	<ul style="list-style-type: none"> <input type="checkbox"/> Read and Make Notes: <ul style="list-style-type: none"> ○ Raul Hilberg, "Two Thousand Years of Jewish Appeasement" ○ Yehuda Bauer, "Forms of Jewish Resistance" <input type="checkbox"/> Compose and Upload to BOLT → Assignment Folder: TASS #4; deadline 4:00 PM, 15 June <input type="checkbox"/> Complete Online Quiz 6 in BOLT by 4:30 on Thursday, 15 June (Hilberg, Bauer, and Recorded Lecture Jewish Responses to Persecution in the Killing Years)
<div data-bbox="164 407 232 485" style="text-align: center;">  </div> <p>Thursday, 15 June, Synchronous Session, 5:00 PM</p>	<p>Discussion:</p> <ol style="list-style-type: none"> 1. What are some potential definitions of resistance? 2. What were some of the practical obstacles to resistance? 3. What explains the contradictory interpretations put forth by Raul Hilberg and Yehuda Bauer?
Friday, 16 June is last day to withdraw for this session.	
<p>Between classes do the following</p> <div data-bbox="164 890 339 1022" style="border: 1px solid black; padding: 5px;"> Levi, <i>Survival in Auschwitz</i> is an especially long read </div>	<ul style="list-style-type: none"> <input type="checkbox"/> Study and Make Notes: <ul style="list-style-type: none"> ○ Ghettos in Holocaust History (Recorded Lecture, 16 minutes) ○ Remembering the Holocaust (Recorded Lecture, 105 minutes) <input type="checkbox"/> Read and Make Notes: <ul style="list-style-type: none"> ○ Either Group A, B, C, D, or E from <i>Words to Outlive Us</i>, Voices from the Warsaw Ghetto ○ If anyone wants to create a PPT slide to share during the synchronous session, I need it before 4 PM on Monday. <input type="checkbox"/> Compose and Upload to BOLT → Assignment Folder: DLE #3; deadline 4:00 PM, 19 June <input type="checkbox"/> Complete Online Quiz 7 in BOLT by 4:30 on Monday, 19 June (<i>Words to Outlive Us</i>, Recorded lectures Ghettos in Holocaust History, Remembering the Holocaust)
<div data-bbox="164 1121 232 1199" style="text-align: center;">  </div> <p>Monday, 19 June, Synchronous Session, 5:00 PM</p>	<p>Discussion:</p> <ol style="list-style-type: none"> 1. If you had to write a history of the Warsaw Ghetto, from its creation through the resistance, describe the patterns that emerge from the variety of eyewitnesses (without ignoring contrary evidence or the diversity of experiences). Be sure to provide specific examples. 2. What do you learn about the human nature of victims <u>and</u> perpetrators from the experiences described in <i>Words to Outlive Us</i>? 3. What questions, if any, do you have about the meaning and context of the documents? Be specific and try to ponder why you are confused.
<p>Between classes do the following</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study and Make Notes: <ul style="list-style-type: none"> ○ Auschwitz: Historical Context (27 minutes) <input type="checkbox"/> Read and Make Notes: <ul style="list-style-type: none"> ○ Levi, <i>Survival in Auschwitz</i>, all (187 pages) <input type="checkbox"/> Compose and Upload to BOLT → Assignment Folder: DLE #4; deadline 4:00 PM, 22 June <p>Optional:</p> <ul style="list-style-type: none"> <input type="checkbox"/> View <i>Kitty: Return to Auschwitz</i> (1978, 70 minutes); documentarians follow Kitty Hart-Moxon on her first visit to Auschwitz accompanied by one of her adult sons. BOLT → Content → Documentary Films <input type="checkbox"/> <i>One Day in Auschwitz</i> (2015) documentary about Auschwitz survivor Kitty Hart, who is accompanied by a younger generation. Look for it on YouTube.

	<input type="checkbox"/> History of Auschwitz: Inside the Nazi State (6 part series); tells the history of the camp and interweaves a history of the "final solution". BOLT → Content → Documentary Films. To decide which episodes you might want to watch, check out: http://www.pbs.org/auschwitz/
 Thursday, 22 June, Synchronous Session, 5:00 PM	<p>Discussion: Levi's <i>Survival in Auschwitz</i></p> <ol style="list-style-type: none"> 1. How does Levi account for his survival? 2. What is Levi's "law of perspective"? 3. What did Levi learn about human nature of Auschwitz inmates and German guards from his experience in the camp? 4. Did Levi behave selfishly or "self-ishly" (see notes about Lawrence Langer)?
Between classes do the following	<input type="checkbox"/> Study and Make Notes: <ul style="list-style-type: none"> ○ The Politics of Rescue (Recorded Lecture, 84 minutes) <input type="checkbox"/> Read and Make Notes: <ul style="list-style-type: none"> ○ David Wyman, "The Abandonment of the Jews" ○ Yehuda Bauer, "Negotiating for Jewish Lives" ○ William Rubinstein, "The Myth of Rescue" ○ The Politics of Rescue: Select Documents <input type="checkbox"/> Compose and Upload to BOLT → Assignment Folder: TASS #5; deadline 4:00 PM, 26 June
 Monday, 26 June, Synchronous Session, 5:00 PM	<p>Optional:</p> <input type="checkbox"/> View <i>They Risked Their Lives</i> (60 minutes) documents how individuals throughout Europe risked their lives to save Jews during the Holocaust. Largely based on interviews of rescuers and rescued. BOLT → Content → Documentary Films
	<input type="checkbox"/> Explore the website below to learn more about the St. Louis, an on-line exhibit: http://www.ushmm.org/museum/exhibit/online/stlouis/
	<input type="checkbox"/> Explore the topic of bombing Auschwitz at the following sites (links to these web sites have also been included in BOLT → Content):
	<input type="checkbox"/> http://www.jewishvirtuallibrary.org/jsource/Holocaust/bombau.html
	<input type="checkbox"/> http://news.bbc.co.uk/2/hi/europe/4175045.stm
	<input type="checkbox"/> http://www.pbs.org/wgbh/amex/holocaust/filmmore/reference/primary/index.html#bomb
	<p>Discussion: Could Jews have been aided or rescued in larger numbers by the United States?</p> <ol style="list-style-type: none"> 1. In what ways, if any, could the United States have extended assistance or help rescue European Jews? Be sure to distinguish between the pre-killing and killing years. 2. How does a functionalist or intentionalist approach to interpreting the Holocaust affect how a historian assesses the question of aid or rescue to Jews during the killing years? 3. Is Wyman correct, when he argues that the United States was morally obliged at least to explore rescue options if not attempt to rescue Jews? 4. To what extent, if any, did anti-Semitism in the United States affect how the government responded to news of killings and requests to rescue? 5. What are some challenges in setting forth a counterfactual historical interpretation of the past?

	6. Why do historians find it difficult to reach consensus on the subject of rescue and aid?
Between classes do the following	<input type="checkbox"/> Be composing Final Exam , Part II: What have you learned "essay" <input type="checkbox"/> Submit Final Exam Part I: Human Nature PowerPoint Slide by 4:00 PM, Thursday, 29 June NO LATE WORK ACCEPTED Optional: <input type="checkbox"/> View <i>Long Way Home</i> to learn about Jewish experiences in displaced person camps, a story that is interweaved with the origins of the Israeli state. BOLT → Content → Documentary Films
 Thursday, 29 June, Synchronous Session, 5:00 PM	Discussion: what lessons about human nature does the Holocaust leave for mankind? <ol style="list-style-type: none"> 1. Human Nature PowerPoint Slide Student Presentation 2. Each student is limited to five minutes 3. Answer any questions about the Final Exam, Part II: What have you learned "essay"
Saturday, 1 July, Noon	<input type="checkbox"/> Submit Final Exam, Part II: What you have learned "essay" to BOLT Assignment Folder by noon, Saturday, 1 July. The Assignment Folder will shut you out at noon. NO LATE WORK ACCEPTED
End of summer session II; Grades become available 7 July.	