

Assignment Guidelines & Course Policies

History of the Holocaust (History 420)

Fall 2024

Meeting Room:

Meeting Times: Tu & Th, 11:00-12:15 PM

(30983)

Syllabus updated 8 August 2024

[History of the Holocaust Webpage](#)

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Student Drop-in Hours (251 AAB)

Mondays: 1:00-3:00 PM

Tuesdays: 3:00-3:30 PM

Wednesdays: 1:00-3:00 PM

Thursdays: 3:00 PM-3:30 PM

Happy to schedule appointments outside these times as well; just contact me. To meet by Zoom, please request.

Email Etiquette:

- Always include in which course you are enrolled
- Always include the topic of your email in the memo line
- Never assume that I read my email more than once a day, or that I will respond immediately when you send a message
- The lack of planning on your part does not constitute an emergency on my part

Career-Readiness – yes, “even in a history course” 😊

Skills that you can expect to develop in this course if you actively engage with the lectures, readings, discussions, and assessments will make you more career ready. The National Association of Colleges and Employers (NACE), identifies eight career readiness competencies that employers look for in university graduates. In this course, several behaviors that you can develop that improve your career-readiness are “display curiosity; seek out opportunities to learn;” “understand the importance of and demonstrate verbal, written, non-verbal/body language, abilities;” “Employ active listening, persuasion and influencing skills;” “Be present and prepared;” “Plan, initiate, manage, complete and evaluate projects” i.e. assignments; “Consistently meet or exceed goals and expectations;” “Show a high level of dedication toward doing a good job;” “Have an attention to detail, resulting in few if any errors in their work;” and “Accurately summarize and interpret data [i.e. historical evidence and interpretations] with an awareness of personal biases that may impact outcomes.”¹

How can studying the Holocaust be relevant to you? 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. In addition, history offers a disciplinary way of thinking that encourages you to analyze and evaluate evidence in their context and to advance plausible interpretations of the historical record – skills that are useful in many aspects of your life (see Career-Readiness above).

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 assignments in a *timely and thoughtful manner*, and to learn, that is

¹ <https://www.nacweb.org/career-readiness/competencies/career-readiness-defined/> accessed on 23 January 2022

to create new pathways in your brain that allow you to recall facts and concepts that you can apply to your interpretations of the history of the Holocaust.

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. ² To participate in discussions, develop knowledge through reading and studying video lectures, and engage in writing assignments.

Communication:



All course materials are found in **BRIGHTSPACE** <https://BRIGHTSPACE.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 BRIGHTSPACE 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>. You will find useful tutorials about how to write history essays, reading tips, etc. In addition, I will have the most updated syllabus available there in case you are having difficulty accessing it through BRIGHTSPACE.



² **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

Bergen, Doris. *War and Genocide: A Concise History of the Holocaust*. 3rd ed. Lanham, Maryland: Rowman & Littlefield, 2016. **Be sure it is the 3rd edition!**

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.

Browning, Christopher. *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*. Revised Edition. New York: HarperPerennial, 2017. (We will be reading selected chapters of this volume.) Older, used editions of this book will also be fine.

Stallbaumer, L. M. History of Holocaust Workbook (a photocopy packet located in the university store) which has all other readings and study guides:

- Claudia Koonz, "Genocide and Eugenics: The Language of Power"
- Creating a Racial State, Parts I and Part II
- Documents on the Origins of the Final Solution, Parts I and Parts II
- Hayes, "The Perpetrators: 'Generation without Limits'" (will distribute)
- Raul Hilberg, "Two Thousand Years of Jewish Appeasement"
- Yehuda Bauer, "Forms of Jewish Resistance"
- *Words to Outlive Us* is divided into groups that will be randomly distributed to class. Intro in Workbook; group readings distributed in class.
- *Fresh Wounds* includes Introduction, Edith S, Hadassah M, Hildegard F, Lena K, Lena K's Children, Nechama E, Rabbi Solomon, Udel S
- The Politics of Rescue Select Documents
- David Wyman, "Abandonment of the Jews"
- Yehuda Bauer, "Negotiating for Jewish Lives"
- William Rubinstein, "The Myth of Rescue"

Required Recorded Lectures

[The Politics of Rescue, Part 1](#) (9 min)

[The Politics of Rescue, Part 2](#) (26 min)

[What lessons can we learn about human nature from the Holocaust?](#) (23:26)

If you miss a lecture, a version of it will be available in BRIGHTSPACE Content and on my [webpage](#).

Need help with writing? See my YouTube Channel on a variety of topics.

Keeping it lively

[Writing a Thesis](#) (4:43)

[Writing Lively Sentences](#) (5:08)

All about Paragraphs

[Writing Paragraphs: A Definition](#) (1:59)

[Writing Paragraphs: Unity and Coherency](#) (1:49)

[Writing Paragraphs: Segues](#) (1:26)

[Writing Paragraphs: Proving Claims](#) (1:49)

[Writing Paragraph: Concluding a Paragraph](#) (0:37)

[Writing Paragraphs: Proofreading](#) (1:18)

[Writing Paragraph: Diagnosing Problems](#) (3:23)

Citing & Quoting

[Citing Sources](#) (2:45)

[Quotations: When and How](#) (4:31)

[Quotations: Framing](#) (1:44)

History Writing Conventions

[Epistemology and Writing Conventions](#) (1:27)

[Writing Conventions: Avoid First Person](#) (1:56)

[Writing Conventions: Personal Pronouns](#) (0:40)

[Writing Conventions: Past Tense](#) (1:26)

[Writing Conventions: Avoid Vernacular](#) (2:36)

[Writing Conventions: Sweeping Generalizations](#) (0:49)

[Writing Conventions: Global Statements](#) (1:15)

Assessment of Student Learning

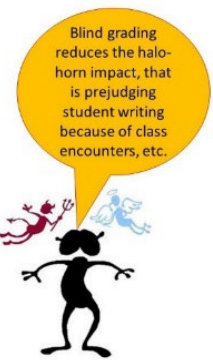
"...knowing how to read something results almost automatically from knowing why we are reading, and without some purpose, reading is an aimless activity."

~ Katherine Gottschalk and Keith Hjortshoj¹



So, be sure to look ahead at assignments





Blind grading reduces the halo-horn impact, that is prejudging student writing because of class encounters, etc.

Deadlines are listed in the Calendar of Learning & Teaching Activities

- Submit all assignments as a hard copy and upload to the BRIGHTSPACE assignment folders.
- Never write your name on the pages that I read.
- Do not waste paper with a cover page.

Attendance

You are expected to attend class in-person but you earn no points simply for being present. Consult the policies section for more about attendance and excused absences. Students should have no expectation of being able to remote in.

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

Purpose and Task:

Before we begin the course, please describe or explain what you know or your perceptions, about the following topics. There are no wrong answers, and if you struggle to know how to respond, discuss that. **DO NOT** CONSULT GOOGLE OR chatbots to explore ideas!!! The goal is to get your initial knowledge (which may even be a blank slate) or perceptions on paper, then you are encouraged to revisit during the semester as we study the topics. At the end of the semester, part of your final exam will ask you to re-evaluate your responses to three of the five questions and write about what you have learned (see below for these details).

1. What does it mean to "do history," that is put together a historical interpretation?
2. What is your interpretation of the origins of the Holocaust? (People who made the decision, timing of a decision, etc.)
3. What motivated the perpetrators?

4. What do we learn about human nature, choice, and self-preservation from the perspectives of victims/survivors and perpetrators?
5. How would you characterize Jewish resistance during the Holocaust?
6. 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 BRIGHTSPACE (i.e. file extension is a .doc or .docx; NO PDFs)
- Submit a copy to **BRIGHTSPACE → Assignment Folder** by the time indicated in the course calendar.

How will this be graded?

Not graded for being 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).

If you add the course after the due date, you should still submit within a few days of joining. This assignment folder has a 29 August deadline, but submissions will be allowed until 5 September.

**Participation 3 points each Day
(approximately 36 points)**

Purpose and Task

- Historians build a community of knowledge by engaging in dialogue about the subject matter. We are not usually trying to reach consensus. We are trying to develop plausible interpretations of the past given the information (documents from the past; other historical interpretations) available. Plausibility is outlined by the standards of the profession. Through discussion, we have an opportunity to test our ideas and raise questions. Discussing textual and visual evidence in class allows you to engage in a similar dialogue and to test your understanding.
- To prepare for discussions, you must be mentally present and engage in the reading in advance. Study guides for all readings help you to stay focused on the goals for reading and discussion. Each reading and lecture topic is framed with questions.
- An excellent way to review is to revisit the questions and attempt to answer them without looking at notes. This forces you to dig into long-term memory. If nothing comes to mind, then you had only processed the information through short-term memory. Amazingly, even failed attempts at retrieval will improve recall the next time. Every reading assignment is linked to a writing assignment. In advance see what that assignment requires.
- The dialogue should be respectful and constructive.
- You are expected not only to have read, but to have made notes and thought about the readings.
- You are expected to bring the texts to class to make reference to what you have read. You cannot participate effectively and meaningfully otherwise.
- **Criteria**
 - Active participation in discussions includes offering interpretations, responding to questions, and asking meaningful questions informed by the readings and lectures.
 - 0 points if you are not attending; if your contributions are irrelevant or clearly not informed by the assigned readings and lecture.
 - 2 points if you attend in-person discussion but never contribute.

- 2.5 if you attend and contributions are relevant and informed by the readings and lecture.
- 2.8 if you make at least two relevant contributions by offering interpretations, raising informed questions, pointing to evidence, supporting others in their responses, informed by secondary sources and lectures
- 3 points if you contribute four or more 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 two lowest discussion grades will be dropped at the end of the semester. If you miss a discussion, this will be dropped as a lowest grade. So, it is better to attend and be ill-prepared, than not to attend.

Online Quizzes (5 points per Quiz)

Purpose and Task

The study of history is not merely the memorization of facts, but we do need a factual foundation to help us think critically about course content, analyze primary and secondary sources, and to write about the content using correct vocabulary and providing sufficient detail. The science of learning informs the practice of quizzing. To help move information from working memory into long-term memory, we must practice retrieving that information, and quizzes will contribute to this; self-quizzing is also essential. In preparation for the quizzes, if you **periodically** take time to review notes, create timelines to make sense of the sequence of events, memorize essential names or events, and test your ability to recall, you will likely do well on your quizzes, and more importantly, learn the content which in turn improves your ability to write about and discuss course topics.

How?

- To write quiz questions, I refer to study guides and skeletal lecture notes.
- Most quizzes will offer bonus "Throw-Back Questions" that ask you to recall earlier weeks.
- Each quiz will be made available for 5 days, opening at 1 PM and closing at 11:59 PM.
- Consult the Calendar of Learning and Teaching Activities and BRIGHTSPACE calendar for the frequency.
- Time limits are set to discourage students from relying heavily upon their notes and encourage you to retrieve from your memory.
- Quiz Timer: 10 minutes with a 5-minute grace period
- **NO MAKEUP for missed quizzes**
- You can drop the lowest quiz score (or non-submission); YET, if you take all quizzes and earn at least 75% on each quiz, you will earn 3 bonus points.
- Quizzes will include any combination of matching; true/false that requires explanation; multiple choice; ordering events; fill-in-the-blank; and short answers.

Quiz Topics

Quiz 1: Bergen, *War & Genocide*, Introduction, Chapters 1-2 and Koonz, "Genocide and Eugenics"

Quiz 2: Bergen, *War & Genocide*, chapter 3; Lecture: Antisemitism, Racism, and Prejudice

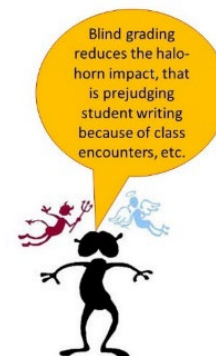
Quiz 3: Bergen, *War & Genocide*, chapter 4-5; Lecture: The Search for a "Solution" to the "Racial Problems" of Germany

- Quiz 4:** Bergen, *War & Genocide*, chapter 6; Lecture: Decision to Kill
- Quiz 5:** Bergen, *War & Genocide*, chapter 7; Browning, *Ordinary Men*; Peter Hayes, "Perpetrators"; Lecture: Have the ghettos been ghettoized?
- Quiz 6:** Bergen, *War & Genocide*, pp. 260-273; Hilberg, "Two Thousand Years,"; Bauer, "Forms of Jewish Resistance"; Lecture: Jewish Responses to Persecution
- Quiz 7:** Levi, *Survival in Auschwitz*; Lecture: Politics of Rescue, Parts 1 and 2
- Quiz 8:** Wyman, "Abandonment of the Jews;" Yehuda Bauer, "Negotiating for Jewish Lives;" Rubinstein, "The Myth of Rescue"

Document Log Entries (DLEs) 10 points each; total of 50 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**, avoid writing introductory and concluding paragraphs, thesis, and body paragraphs built around topic sentences. **By informal**, avoid stream of consciousness and a collection of random thoughts. **I expect** that you support your claims with evidence from the assigned relevant sources. I expect that you write in complete sentences (no bullet pointed phrases).
Suggestion: Number your responses to the questions and organize your responses that way.
- **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 sources you had at your disposal to support your claims and the larger context, that not all evidence is equally persuasive, useful, or relevant.
- 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 claims with evidence from the assigned documents. Moreover, summarizing lecture notes, secondary sources, discussion, etc. is unacceptable. I am judging your ability to work through evidence. However, you could reference a secondary source (reading or lecture), if it helped shaped your understanding of the context.
- You are not necessarily required to discuss every single document. 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?** Because this is informal, I am not asking for you to follow Turabian style of citation. However, you must provide page number (and document number if relevant) in parentheses when you are summarizing, paraphrasing, quoting verbatim, or when ideas are not your own. In addition, you must put verbatim passages into quotation marks to signal to the reader these are not your words.
- **Inauthentic paraphrasing** (video 3:36) **is a violation of academic integrity.**
- Please see AI/Chatbot policy below in Academic Integrity.



- Your log entries should be typed, single-spaced, and not to exceed 2 pages.
- **Grading Blindly:** Leave your name out of the header, footer, or the page of your DLE.
- Use Microsoft Word to upload all written work to BRIGHTSPACE (i.e. file extension is a .doc or .docx)
- Bring a hard copy to class and submit a copy to **BRIGHTSPACE → Assignment Folder** by the time indicated in the course calendar
- **Bonus Point Possibility:** if you earn at least 8 points on each DLE, you will earn 2 bonus points

Document Log Entry #1

Draw upon the **Creating a Racial State Documents, Parts 1 & 2** to respond to the questions below. Provide specific examples to illustrate your responses; incorporating details is essential to demonstrating comprehension and will improve recall. Because the documents are a tiny sample, the date of the document does not inherently mean the first time something happened. Be mindful of sequence of events and be sure to understand the documents in context. Now's a good time to review Doris Bergen's Chapters 1 and 3. The largest number of documents are dedicated to the persecution of Jews, so one would expect more discussion here.

The questions that you must specifically address (number your responses):

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 gay men and women, the disabled, Roma and Sinti, and Jews.
2. What patterns emerge in terms of government-sponsored, party-sponsored, or individual initiatives against Jews? (To answer this question, you have to pay attention to the actors.)
3. To what extent do the experiences of gay men and women, disabled, Roma and Sinti, and Jews support the claim that Germany was turned into a racial state by 1939-1940? Be specific and explain for each group.

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 or the evidence that you struggle to understand).

The questions that you must specifically address (number your responses):

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. Drawing upon all of the documents, what two documents are least reliable and relevant and what two documents are most reliable and relevant to facilitate a plausible interpretation of the origins of the final solution? Explain why.
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.

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).
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.)
2. What have you discovered about human nature studying the accounts?

	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 Ernest Henryk Slobodzki	Two of these three men were employed by the Jewish Council, the third man's experience differs since his witnessing is limited to the inside of Pawiak prison.
C	Henryk Bryskier Natan Zelichower Samuel Zylbersztein	All three men have at least one thing in common: they were involved in some form of resistance.
D	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.

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)?

Document Log Entry #5

You will be reading one of the first-hand accounts of survivors, recorded just months after they were "liberated" from the concentration camps. The survivors include: Lena K. and Lena Ks Children (treated as one), Udel S, Rabbi Solomon, and Nechama E. These were edited for a publication entitled ***Fresh Wounds***. Provide specific examples to support your interpretations.

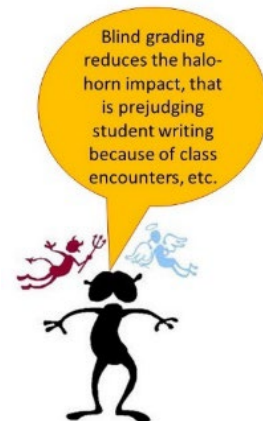
1. What do you learn about the experiences of the survivor?
2. What do you discover about human nature from the survivor's account?
3. Were the survivors behaving "selfishly" or "self-ishly" (see notes about Lawrence Langer)?
4. How do they explain their survival?
5. How, if at all, did the proximity of the event and the method of interviewing influence the interviewee?

Points	DLE Rubric (used as a guide not a calculator)	Updated 9 Aug 2022
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"/> 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	
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	<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
7	<input type="checkbox"/> Corroborates, but an outsider might not be wholly convinced, and an insider knows better evidence is available <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 but concerning	
Below 7	<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 lectures or discussion <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 verbatim passages, ideas, paraphrases or summaries <input type="checkbox"/> Plagiarizes or inauthentically paraphrases <input type="checkbox"/> Fails to place verbatim passages in quotation marks

Two historical essays

General Guidelines that apply to both essays:

- ✘ **Know your Audience.** Your essay should be written so that any intelligent person having a limited understanding of the era could read it and comprehend the content. Do not assume the reader knows the essay question, the assignments, what happened in class. Still understand that the primary reader of your essay, your professor, knows what kind of primary and secondary source evidence you had at your disposal.
- ✘ Understand that writing a historical essay is rhetorical exercise, and the goal is to persuade the reader of your interpretation. Your essays must be plausible. Common factors that undermine plausibility: summarizing or narrating events from lecture notes or textbook; heavy reliance on a small number of sources; ignoring primary or secondary sources that could undermine interpretations; relying more heavily on secondary sources when primary sources are available; failing to contextualize the evidence; dumping data or facts without analyzing it; telling a story or describing what happened chronologically rather than advancing an interpretation.
- ✘ No outside research is required; your assigned readings of primary and secondary sources will provide you with sufficient evidence to advance plausible interpretations.
- ✘ Follow conventions of writing historical essays. (See History Writing Manual and/or YouTube Videos)
- ✘ Your essay should have an introductory paragraph that ends with a thesis (not focus) statement, a body of several paragraphs that begin with paragraph topic sentences that further your thesis, and a conclusion that restates the main points of your thesis. Be sure that your thesis answers fully the question being posed in each essay.
- ✘ Direct quotations should be used yet sparingly and judiciously to reinforce your interpretation. Quotations, paraphrases, and summaries of ideas must be cited unless it is common knowledge.
- ✘ Submit a hard copy as instructed and uploaded to BRIGHTSPACE as a Microsoft Word document, i.e. it should end with a .doc or .docx. Apple users have access to word through the University's Office 365.
- ✘ DO NOT PUT YOUR NAME ON YOUR ESSAY OR IN THE HEADER/FOOTER so that I may grade blindly. Your name should only appear on the back of the last page.
- ✘ Your answer should be in essay format and include page numbers, standard 1-inch margins, typed, double-spaced, and in Verdana 10 point font or Times New Roman 12 point font. Be sure to set your default font!
- ✘ FOOTNOTES are required. **No** parenthetical or endnote citations. Bibliography is unnecessary. See History Writing Manual in Workbook.
- ✘ Please see AI/Chatbot policy below in Academic Integrity.
- ✘ Number of pages are an approximation, but experience with the most effective, plausible essays leads to the suggested page length. There is no penalty, *per se*, if you exceed recommended page lengths, but be certain that the excess is not due to wordiness or to a failure to make choices about what is the most convincing evidence.
- ✘ TWLEVE-HOUR Rule: If you would like feedback, please share drafts (partial or complete) with me at least 12 hours in advance to get feedback. Or at least discuss how you plan to tackle the essay questions. I am here to help, not so much to help you make the grade, but to help you improve your writing skills.



Essay 1: (40 points possible; approximately 7 or more pages)

How do you account for the origins of the “final solution,” that is the extermination of European Jews?

Note: You should advance an interpretation that includes an analysis of who or who all were instrumental in the decision, why Jews were targeted, and when the decision or decisions were made. Support your interpretation with evidence, examples, facts from the primary and secondary sources assigned in this course and do not ignore evidence that can undermine the plausibility of your interpretation.

Essay 2: (30 points possible; approximately 5-7 pages)

Christopher Browning argues that Police Battalion 101 was composed of ordinary men, that the battalion was not pre-selected to kill, and that “only following orders” does not explain why the majority of the men in the battalion killed. Drawing upon Browning’s study, as well as lecture, Doris Bergen, and Peter Hayes arrive at your own conclusions about what motivated the perpetrators. In short, why did they kill?

Note: The most plausible explanations will take into account complex motivations. You are not expected to discuss every single motivation that Browning explores but informed by a knowledgeable reading of the sources.

RUBRIC

Content: _____ Composition: _____ Essay Grade: _____

Commendable:	Room for Improvement:
<input type="checkbox"/> clean copy quality suggests student took time to proofread and edit before submitting; appearance is professional	<input type="checkbox"/> devote more time to proofreading and editing; appearance is unprofessional
<input type="checkbox"/> well-defined thesis (sophisticated, recognizes complexity of the problem) <input type="checkbox"/> thesis present and addresses the question/assignment	<input type="checkbox"/> absent thesis <input type="checkbox"/> thesis present but does not fully or clearly address the question/assignment
<input type="checkbox"/> audience (does not assume audience knows the assignment, sources, explains unconventional terms, events, ideas, people, and provides sense of chronology)	<input type="checkbox"/> audience (assumes audience is professor/grader who knows the assignment, sources, factual content, and dates; fails sometimes/always to explain)
<input type="checkbox"/> effective introduction (knows what background is relevant; explains the essential problem defined by the assignment)	<input type="checkbox"/> rework introduction (insufficient background; does not explain the essential problem found in the essay question)
<input type="checkbox"/> effective conclusion (reminds the reader of the major points of the argument making reference to selected details and the kind of evidence utilized)	<input type="checkbox"/> rework conclusion (does not restate the main points of the argument; does not make reference to select details essential to paragraphs; introduces new evidence or ideas; absent)
<input type="checkbox"/> effective ¶ topic sentences advancing a thesis	<input type="checkbox"/> ¶ topic sentences only describe or not advancing a thesis consistently
<input type="checkbox"/> all content in all paragraphs are dedicated to proving thesis	<input type="checkbox"/> some content in paragraphs not clearly or wholly contributing to proving thesis (suggests the author is struggling with comprehension; inability to prioritize what is essential)
<input type="checkbox"/> interpretation is plausible/convincing (history standards) <input type="checkbox"/> corroborates with at least two pieces of evidence/factual examples to support a single point in the argument <input type="checkbox"/> does not ignore contrary evidence <input type="checkbox"/> in-depth/articulate analysis of evidence <input type="checkbox"/> judicious use of quotations to gain reader’s confidence <input type="checkbox"/> accurately interprets primary & secondary sources in their context <input type="checkbox"/> uses quotations as evidence convincingly <input type="checkbox"/> word choice and use of details such as dates, names, etc is knowledgeable to help the reader understand the context <input type="checkbox"/> accurate use of specialized vocabulary <input type="checkbox"/> avoids overgeneralizations and oversimplifications <input type="checkbox"/> exploits a variety of sources if available/relevant	<input type="checkbox"/> interpretation is not (wholly) plausible/convincing <input type="checkbox"/> does not provide evidence or examples to support claims <input type="checkbox"/> evidence or factual examples are not corroborated <input type="checkbox"/> heavy reliance on limited sources despite availability <input type="checkbox"/> ignores more convincing evidence or ineffectively corroborates <input type="checkbox"/> ignores contrary evidence that could undermine interpretation <input type="checkbox"/> misinterprets or misrepresents sources (primary or secondary) <input type="checkbox"/> unconvincing, poorly articulated, or inarticulate interpretation of evidence <input type="checkbox"/> deeper analysis was necessary <input type="checkbox"/> describes/narrates events but does not interpret <input type="checkbox"/> fails to contextualize or accurately interpret context

<input type="checkbox"/> relies more on primary sources than secondary sources when available, relevant or assigned <input type="checkbox"/> correctly places/explains events in chronological sequence	<input type="checkbox"/> quotations as evidence are unconvincing, under-utilized, or non-existent <input type="checkbox"/> lacks specificity in word choice or details such as dates, names, etc, or inaccurate use of specialized vocabulary <input type="checkbox"/> mistakes in chronology/sequence undermine interpretation
<input type="checkbox"/> command of topic (factually correct; accurate context & chronology)	<input type="checkbox"/> factual or concept errors (minor errors that do not detract from interpretation; undermines essay partially or completely)
<input type="checkbox"/> well-structured (paragraphs are in logical order; effective paragraph breaking; sentences are in logical order)	<input type="checkbox"/> rethink organization (paragraphs out of order; ineffective paragraph breaking; sentence order within paragraphs)
<input type="checkbox"/> well-documented <input type="checkbox"/> uses footnotes (not parenthetical citations) <input type="checkbox"/> footnotes provide sufficient information to retrace source of ideas and exactly follow guidelines; <input type="checkbox"/> cites ideas, even if paraphrased or summarized, not original to the student; <input type="checkbox"/> authentically paraphrases; <input type="checkbox"/> puts verbatim passages into quotation marks)	<input type="checkbox"/> citing sources incorrectly <input type="checkbox"/> violates academic integrity <input type="checkbox"/> by failing to cite paraphrased or summarized ideas; ideas not your own <input type="checkbox"/> by failing to put quotation marks around verbatim passages (impossible to discern student's words from quoted source) <input type="checkbox"/> by failing to paraphrase authentically <input type="checkbox"/> by failing to cite quoted sources
<input type="checkbox"/> effectively frames quotations (gives attribution to the author; provides context for the quotation; explains how the quotation is evidence for the argument)	<input type="checkbox"/> ineffectively frames quotations (fails to give attribution to the author; fails to contextualize the quotation; fails to explain what the quotation proves)
<input type="checkbox"/> clearly written and convincing (includes appropriate word choice; active voice; uses third person; simple past tense; extensive/sophisticated vocabulary; in short, follows the stylistic conventions for writing history papers) <input type="checkbox"/> not just clearly written; articulate, creative, and convincing	<input type="checkbox"/> fix unclear language (<i>wordy, awkward, clarify</i>) <input type="checkbox"/> fix word choice (<i>wc</i>)/usage (<i>wu</i>)/order (<i>wo</i>) <input type="checkbox"/> fix passive voice (<i>pv</i>) <input type="checkbox"/> fix verb tense (verb-subject agreement; write about the past in the past tense) (<i>v.t.</i>) <input type="checkbox"/> develop vocabulary (word choice is unnecessarily repetitious, inaccurate, or limited) (<i>wc rep, inaccurate, meaning unclear</i>) <input type="checkbox"/> fix the use of personal pronouns (e.g. you) or first person (e.g. I) (<i>pers. pron.</i>) <input type="checkbox"/> pronouns (unclear antecedents; singular/plural agreement) <input type="checkbox"/> fix punctuation (e.g. commas; semicolons; colons; possessive case) (<i>punct</i>) <input type="checkbox"/> fix spelling errors (<i>sp</i>) <input type="checkbox"/> fix paragraph topic sentence (<i>ineff. ¶ ts</i>) <input type="checkbox"/> fix paragraph transitions (chaining ideas b/w paragraphs; jump in logic; not summarizing the evidence in the paragraph) (<i>¶ trans</i>) <input type="checkbox"/> fix sentence segues (chaining ideas b/w sentences; jump in logic) (<i>s.s.</i>)

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Final Examination (tentatively 50 points)

In-Class Portion of Exam will test your ability (30 points)

1. to recall foundational knowledge;
2. to place related events in their correct chronological sequence
3. to identify and explain the significance of critical events and people revolving around resistance and rescue;
4. to identify the author and explain the meaning of essential quotations from secondary sources
 - a. Raul Hilberg, "Two Thousand Years of Jewish Appeasement"
 - b. Yehuda Bauer, "Forms of Jewish Resistance"
 - c. David Wyman, "Abandonment of the Jews"
 - d. Yehuda Bauer, "Negotiating for Jewish Lives"
 - e. William Rubinstein, "The Myth of Rescue"
5. to compose an essay that puts forth a plausible interpretation of the following question:

- a. We have studied perpetrators and victims of the Holocaust in a variety of contexts and through a variety of primary and secondary sources. What lessons about human nature can mankind draw from the Holocaust? (Tip: do not make this essay a one-sided analysis of only victims or only perpetrators. Provide concrete examples from primary and secondary sources to advance a convincing interpretation.)

Take-Home Portion (Due at the time of the in-class exam, 20 Points)

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

1. What does it mean to "do history," that is put together a historical interpretation (support with examples from this course)?
2. What is your interpretation of the origins of the Holocaust? (People who made the decision, timing of a decision, etc.)
3. What motivated the 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):
- 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 BRIGHTSPACE (i.e. file extension is a .doc or .docx)
- Submit a copy to **BRIGHTSPACE → 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 a meaningful deep analysis of 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
- Cites so I can retrace ideas and quotations

13.5-15.9 points

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

Technology Requirements & Policies

- The most reliable internet browsers are Google Chrome and Mozilla Firefox. If you struggle accessing material through one browser, try a different one.
- Be sure you routinely update internet browsers and other apps.
- High-speed internet (no dial up). Be aware that wireless connections can slow up streaming.
- You know how and can access all course materials from BRIGHTSPACE.
- **Use Microsoft Word** to upload all written work to BRIGHTSPACE or to me (i.e. file extension is a .doc or .docx).
- Every student has access to **Office 365** through the University – Even Mac users!



Device Policy and Digital Reading

- **Put your cell phone** in silent mode upon beginning class and squirrel it away somewhere so you won't be tempted to check your phone. Leaving class to answer your phone or text a message is an inappropriate use of class time. The only reason to step out of class to answer the phone is if you are a medical person or volunteer fire-fighter on-call.
- If you bring a laptop, please have a G-rated screen saver.
- Research shows that using a device in class not only distracts you, but also the people around you. If you must have a laptop or tablet to facilitate your learning in this course, close all apps and alerts, so you and others will not be distracted. Distractions are not conducive to learning. Even when our phones buzz in silent mode, some individuals are distracted.
- Accessing reading material through BRIGHTSPACE is an appropriate use of a device, however, research shows that most students read more effectively when they read from hard copy. Why? When we read digital sources, we often follow a pattern to create shortcuts to the information. The reading that you will complete for this course "is ultimately an encounter between [you] and another mind [the author of the text or document]" and making shortcuts undermines your engagement.
- If you read digitally, you need to develop a note-making system that deepens your learning.
- There will be times when I will simply tell you to close your laptop unless you have an accommodation.

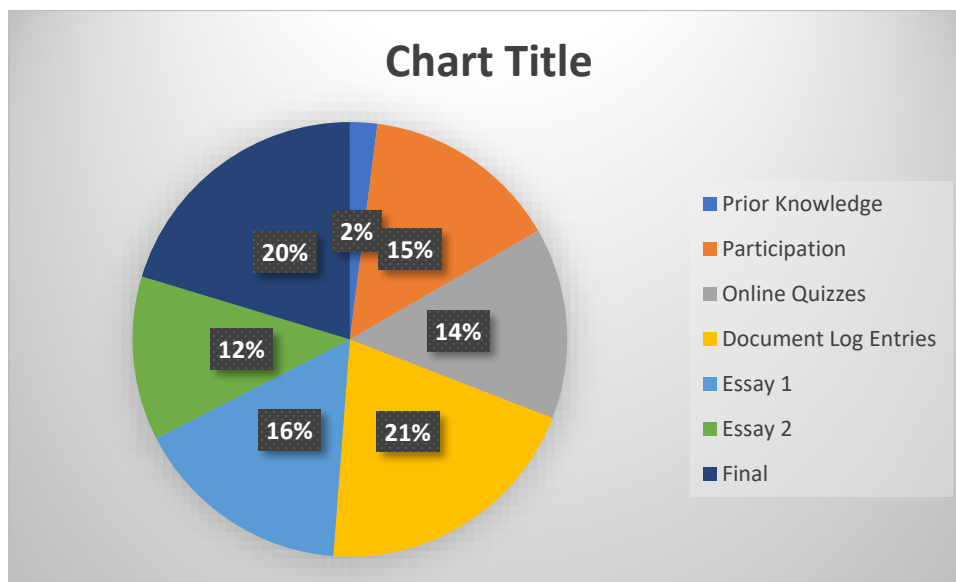
Consequences? You may be asked to leave the class if you are found to be violating the above policies. You will be asked not to bring your laptop to class or to leave if you are making inappropriate use of your laptop or mobile device.

Grading Scale

Copyright 2024 Lisa M. Stallbaumer-Beishline as to this syllabus and all lectures. During this course students are prohibited from selling notes to or being paid for taking notes by any person or commercial firm without the express written permission of the professor teaching this course.

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 (the points will approximately add up to 246 points). A letter grade will be based on the percentage of total points earned.

A Range	B Range	C Range	D Range	F Range
A 94-100%	B+ 87-89%	C+ 77-79%	D+ 67-69%	F 0-59%
A- 90-93%	B 84-86%	C 74-76%	D 60-66%	
	B- 80-83%	C- 70-73%		



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: <https://www.bloomu.edu/prp-3512-academic-integrity-policy>

Artificial Intelligence, Chatbots and Academic Integrity

- I have no interest in reading something created by AI. I want to know what you think. So, do not use it.
- Learning requires struggle, and using AI as a short cut undermines learning.
- Study the assigned sources, watch the films, attend class meetings, and engage with the course material, then you will not need to resort to getting "help" from AI.
- Much like I cannot prevent a student from Googling to look for "inspiration" in their writing, students can also use Chat GPT, Google Bard, etc. If students are resorting to these web-based tools because they have not been engaged in the course readings and discussion, missing class meetings and lecture, or are desperately completing work in haste, then drawing upon AI is a violation of academic integrity. You are not engaged in the learning process, but simply trying to complete an assignment to earn points.

- Be aware that the material generated by AI may be inaccurate, incomplete, and otherwise problematic. It especially fails to address the assignment prompts for the course using the assigned source materials and films.
- Most written work for the course lacks absolute right or wrong answers, and chatbots and googling do not handle ambiguity well.
- A gray area in the use of AI to improve what you have already written or to help organize your thoughts even though you have engaged with the course content. In these cases, it makes more sense to consult the professor for additional support or visit WALES and seek help on writing, than using AI or Googling. But if you resort to AI or Googling, you must submit the chatbot text as a separate file with the assignment in Brightspace.
- The goal of the course is to get you to think, not to earn a passing grade *per se*, and having played with Chat GPT and Google Bard, the AI results are inferior to the assigned materials. The chat is predictable, common, and does not make effective, persuasive use of the assigned readings, films, and lectures. Indeed, the vocabulary is atypical for most undergraduates.
- Every assignment submission requires that you upload to a Brightspace folder and bring a hard copy to class. If you do not upload your assignment as a word document to Brightspace, you will not be given a grade or have your work returned.
- If I find an AI report of thirty percent or more, I will assume that you have violated my academic integrity policy.
- Every student will be asked to sign a statement indicating that they understand my academic integrity policy.

Student Code of Conduct

<https://www.bloomu.edu/documents/student-code-conduct>

Student Disruptive Behavior Policy

<https://www.bloomu.edu/prp-3881-student-disruptive-behavior-policy>

University Attendance Policy

<https://www.bloomu.edu/prp-3506-class-attendance-policy>

Dr. Stallbaumer's Attendance and Assignment Deadlines' Policies

- ✘ Regular in-person classroom attendance is expected.
- ✘ When students have more than three absences during the semester, I find that many of them do not do well. **Why?** In-person class sessions make learning a community effort. You may miss details that cannot be explained in the syllabus. You are not engaged in the learning.
- ✘ An absence is excused if you have a varsity sports event, religious holy days, military and military reserve activity, illness.
- ✘ An absence is excused if you suspect that you may have COVID, or if you suspect having been exposed to COVID and must quarantine.
- ✘ I will not ask for documentation for excused absences. It creates a burden for students to get the documentation, and because I hope that every student will behave honorably. **Falsely representing** your absence is a violation of academic integrity.
- ✘ There is no makeup for unexcused absences; examples include but not limited to court dates, sleeping in, studying for other classes, leaving campus early or arriving late because of ridesharing, family vacations, and seeking to remote in because you

do not feel like walking to class. In short, activities within your control that prompt you to choose to skip class.

- ✘ It is the **student's responsibility** to contact the professor to make up work promptly. **Do not wait until the next class meeting.**
- ✘ **Deadlines for written work.**
 - You are required to turn in hard copies of your assignments and upload to Brightspace on time, unless you have an excused absence as defined in the policies above. In which case, contact me to arrange to print your submission. Another option is to ask a classmate to bring your printed work to class.
 - **Late work** is simply not accepted.
 - Recognizing **stuff happens** that could interfere with submitting written work on time, you are allowed to use the "stuff happens" excuse **once** for a DLE and for an Essay. This provides you with an additional 72 hours beyond the deadline to complete your assignment. To use your "**stuff happens option**," you need to email me before the assignment is due, so that I can keep records.
 - **Note:** 72 hours from the **deadline** listed in the Calendar of Learning and Teaching Activities. This means 11:00 AM three days later.
 - You are required to email the submission as Microsoft word document and upload to Brightspace before the 72-hour deadline. I print your submission since in most cases the deadline extension will hit on a weekend.
- ✘ Online quizzes are open for several days, and so students should have no expectation that they will be re-opened.
- ✘ You should always keep an electronic "mail trail" that indicates you have submitted your assignments to the BRIGHTSPACE Coursework → Assignment Submission Folder.
- ✘ You should always have backup copies of your files, so you do not lose your work.



Need Help with Study Skills and Writing?

BU's Writing and Literacy Engagement Studio (WALEs) Support for Writing and Reading

The Writing and Literacy Engagement Studio (WALEs), supports students' growth as writers and readers. We enjoy easing the writing process for all students from any background working in any major. We also enjoy helping students develop strategies for reading and making sense of research and course material. Students set the agenda for each appointment—whether they're concerned about their reading material, about getting started on a writing project, about improving clarity, grammar, organization, or citations, or about any other aspect of reading, writing, or the English language. Our diverse group of WALEs Consultants represent a variety of majors and share the common goal of working with students to develop skills and strategies that help them grow as readers and writers.

WALEs will be open in BAKELESS 206 and also available online via ZOOM.

To make a WALEs appointment, either come to BCH 206 or use your Huskies email to contact wales@bloomu.edu. You might also be able to just drop in to BCH 206 and work with the first available consultant, often immediately.

Please see the WALEs website <https://www.bloomu.edu/offices-directory/writing-and-literacy-engagement-studio-wales> for more information.

Hours

- WALES Consultants can work in person or via Zoom during most of our hours, but night and weekend hours are available only via Zoom.
- Saturdays and Sundays (Zoom only) 7:00 pm to 11:00 pm
- Mondays - Thursdays (in person or via Zoom) 10:00 am to 9:00 pm
- (Zoom only) from 9:00 pm to 11:00 pm
- Fridays (In person or via Zoom) 10:00 am to 3:30 pm

University Learning Center (formerly Tutorial Services):

If you feel you need extra help to improve your academic performance in this or any of your courses, please consider reaching out to the University Learning Center. The Learning Center offers peer tutoring, supplemental learning, and academic coaching at no charge to Bloomsburg University students. The ULC office is located in Warren Student Services Center, Room 119.

University Disability 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 University Disability 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 University Disability Services, please contact this office in the Warren Student Services Center as soon as possible to establish your eligibility.

