

Washtenaw Community College Comprehensive Report

HST 230 History of the Holocaust Effective Term: Spring/Summer 2020

Course Cover

Division: Humanities, Social and Behavioral Sciences

Department: Social Sciences

Discipline: History

Course Number: 230

Org Number: 11740

Full Course Title: History of the Holocaust

Transcript Title: History of the Holocaust

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission: Three Year Review / Assessment Report

Change Information:

Outcomes/Assessment

Objectives/Evaluation

Rationale: Addition of Student Learning Outcomes and assessment procedures

Proposed Start Semester: Fall 2019

Course Description: In this course, students investigate the origins, development and legacies of the Nazi onslaught against the European Jews from 1933 to 1945. Topics such as anti-Semitism, Nazi ideology and propaganda, Jewish experiences, World War II, and the post-war impact of the Holocaust will be discussed.

Course Credit Hours

Variable hours: No

Credits: 3

Lecture Hours: Instructor: 45 **Student:** 45

Lab: Instructor: 0 **Student:** 0

Clinical: Instructor: 0 **Student:** 0

Total Contact Hours: Instructor: 45 **Student:** 45

Repeatable for Credit: NO

Grading Methods: Letter Grades

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

College-level Reading & Writing

College-Level Math

Requisites

General Education

MACRAO

MACRAO Social Science

General Education

EMU GenEd Diverse World

General Education Area 5 - Social and Behavioral Science

Assoc in Applied Sci - Area 5

Assoc in Science - Area 5

Assoc in Arts - Area 5

Michigan Transfer Agreement - MTA

MTA Social Science

Request Course Transfer

Proposed For:

Eastern Michigan University

Michigan State University

University of Michigan

Student Learning Outcomes

1. Articulate and analyze the causes of the Holocaust.

Assessment 1

Assessment Tool: Departmental exam

Assessment Date: Fall 2019

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will score 70% or higher

Who will score and analyze the data: Departmental faculty

2. Articulate and analyze the main events of the Holocaust.

Assessment 1

Assessment Tool: Departmental exam

Assessment Date: Fall 2019

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will score 70% or higher

Who will score and analyze the data: Departmental faculty

3. Articulate and analyze the impact of the Holocaust.

Assessment 1

Assessment Tool: Departmental exam

Assessment Date: Fall 2019

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will score 70% or higher

Who will score and analyze the data: Departmental faculty

Course Objectives

1. Describe the medieval origins of European anti-Semitism.
2. Describe the rise of anti-Semitism in 19th-century Europe.
3. Describe the rise of Hitler and the Nazis.
4. Identify the causes of World War II.
5. Describe the major events of World War II.

6. Describe the major aspects of Nazi ideology.
7. Describe the various types of Nazi propaganda.
8. Describe the experience of Jews and non-Jews in Nazi-occupied Europe.
9. Describe the experience of Jews in ghettos.
10. Identify non-Jewish groups also targeted by Nazis during the Holocaust.
11. Compare and contrast Nazi policies in eastern and western Europe.
12. Describe the Final Solution.
13. Describe concentration/extermination camps.
14. Describe Jewish efforts to flee Nazi Europe.
15. Describe Jewish efforts to resist the Nazi regime.
16. Describe the post-war efforts to hold the Nazis accountable for their crimes, such as the Nuremberg Trials.
17. Describe the impact of Jewish immigration to Palestine in the wake of the Holocaust.
18. Describe the various efforts to remember the Holocaust.
19. Describe the rise of Holocaust denial.
20. Compare and contrast the Holocaust with more recent atrocities and acts of genocide.

New Resources for Course

Course Textbooks/Resources

Textbooks
Manuals
Periodicals
Software

Equipment/Facilities

Level I classroom
Data projector/computer

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>Ian Rush</i>	<i>Faculty Preparer</i>	<i>Sep 01, 2019</i>
Department Chair/Area Director: <i>Gregg Heidebrink</i>	<i>Recommend Approval</i>	<i>Sep 12, 2019</i>
Dean: <i>Scott Britten</i>	<i>Recommend Approval</i>	<i>Sep 24, 2019</i>
Curriculum Committee Chair: <i>Lisa Veasey</i>	<i>Recommend Approval</i>	<i>Oct 31, 2019</i>
Assessment Committee Chair: <i>Shawn Deron</i>	<i>Recommend Approval</i>	<i>Nov 08, 2019</i>
Vice President for Instruction: <i>Kimberly Hurns</i>	<i>Approve</i>	<i>Nov 08, 2019</i>

WASHTENAW COMMUNITY COLLEGE
COURSE-SYLLABUS APPROVAL FORM (CSAF)

No changes for 1999

For help screens, select a field and press F1

SECTION I. COURSE SUBMISSION INFORMATION

1. Course: (Enter proposed discipline, number & title here. If changing the number or title of an existing course, give old number or title in box 4 below.)
Discipline/No: HST 230 Title: History of the Holocaust

Division Code: HSS Department Code: SOC Effective Term: Sp/Su 99 Do not publish in Time Schedule
 Do not publish in College Catalog

2. Type of Approval: (applies to both new courses and changes)
 Full Approval
 Conditional Approval

 This proposal previously received conditional approval for the Term: Winter 99

3. Reason for Submission: This Course is being submitted for: (check all that apply)
 New Course Approval (Skip the rest of Section I and go directly to Section II.)
 Five-year Syllabus Review No changes to course
 Major Change(s)
 Minor Change(s) (If not due for review, submit sections I, II, and revised parts of Section III.)
 Reactivation of Inactive Course
 Inactivation (Submit Sections I and II only.)

4. Change Information: (Check all that apply. Make proposed changes in Section III, Course Syllabus.)
Minor Changes
 Course Discipline/Number (was _____)
 Course Title (was _____)
 Course Description
 Capacity (was: _____)
 Pre or Corequisites
 Course Objectives
 Distribution of Contact Hours (contact hours were: lect: _____ lab _____ clin _____ exp _____)
 Distance Learning - minor (Attach Preliminary Approval Form for Distance Learning & the Section Handout.)
 Other _____
Major Changes (Major changes will be reviewed by Curriculum Committee.)
 Credit hours (credits were: _____)
 Core Elements: (Elements to be added: _____ (Elements to be removed: _____)
 Grading
 Course Objectives affecting core elements
 Total Contact Hours (total contact hours were: _____)
 Honors (Attach Honors Section Approval Form.)
 Distance Learning - major (Attach Preliminary Approval Form for Distance Learning & the Student Handout for the Distance Section.)
 Other _____

5. Rationale for changes:

SECTION II. COURSE REVIEW INFORMATION AND SIGNATURES

1. Department Review (To be completed by department chair; if recommendation is no, initial and return to preparer with rationale attached.)
Will significant new resources be required? yes no (If yes, explain _____)
Have departments that may be affected by this course been consulted? yes no (Explain _____)
Does the department support approval of this course? yes no
Print: Daniel Inkelas Faculty/Preparer Signature: [Signature] Date: 1/13/99
Print: Randy W. LaHote Department Chair Signature: [Signature] Date: 1/12/99

2. Division Review (To be completed by division dean; if recommendation is no, initial and return with rationale attached.)
Will significant new resources be required? yes no (If yes, have they been secured? yes no)
Is this a curricular priority for your division? yes no (Comment _____)
What is your estimate of projected enrollment? _____
Recommendation Yes No Richard S. Galant Division Dean's Signature Date: 1-14-99

3. Curriculum Committee Review (Attach additional comments if necessary.)
Recommendation Yes No Maria Shovato Curriculum Committee Chair's Signature Date: 1-25-99

4. Vice President for Instruction and Student Services Approval (Attach additional comments if necessary.)
Approval Yes No [Signature] Vice President's Signature Date: 2/10/99

Data File 2/18/99 MIA ACS Code 1.13 Catalog File Date 2/15/99 Access Date 2/17/99
Core Elements Approved 21, 24 New Syllabus Date 1/13/99

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SECTION III COURSE SYLLABUS

For help screens, select a field and press F1.

A. COURSE DETAILS (discipline # and title will automatically be entered in 1 and 2 below upon saving or previewing)

1. Course Discipline & No.: <u>HST230</u>		2. Course Title: <u>History of the Holocaust</u>	
3. Course Description: This course investigates the origins, development, and legacies of the Nazi onslaught against the European Jews from 1933 to 1945.			
4. Credit Hours: <u>3</u> If Variable credit, Give Range: <u> </u> to <u> </u> If repeatable for credit, how many times? <u> </u>		5. Class Capacity: <u>30</u> (If nonstandard, attach Class Capacity Exception form.)	
7. Contact Hours per Semester in: Lecture: <u>3</u> Lab: <u> </u> Clinical: <u> </u> Experiential: <u> </u> Total Contact Hrs: <u>45</u>		8. Prerequisite(s): <u>None</u>	
10. a. Course Purpose: <input type="checkbox"/> Program Specialty <input type="checkbox"/> Program Support <input type="checkbox"/> Nonprogram Specialty <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> Enrichment <input type="checkbox"/> Basic Skills		6. Course Options: <input type="checkbox"/> Distance learning (Attach preliminary distance approval form and Section Handout.) <input type="checkbox"/> Honors (Complete Part G.) <input type="checkbox"/> P/NP Grading (Attach rationale.)	
		9. Corequisite(s): (limit to 2) <u>None</u>	
		b. Is this course a requirement for a program? <input type="checkbox"/> Yes (specify the program(s) below) <u> </u> <input checked="" type="checkbox"/> No	
		c. Indicate schools to which you want Curriculum Services to send syllabus: (If transfer is approved, attach documentation.) <input checked="" type="checkbox"/> EMU <input checked="" type="checkbox"/> UM <input type="checkbox"/> Other <u> </u>	

B. MAJOR INSTRUCTIONAL UNITS A major instructional unit is a grouping of topics that naturally relate to one another. List in order the major instructional units. Add additional numbers as needed.

1. Origins of anti-Semitism
2. Germans and Jews, 1792-1932
3. Ideology and the Rise of Nazism
4. Nazi Policy Towards the Jews, 1933-1939
5. World War II and Nazi Genocide
6. The Decision for the "Final Solution", 1939-1942
7. The Victims: Circumstances and Behavior
8. The Home Countries
9. The On-Lookers
10. Aftermath and Legacies

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COURSE-SYLLABUS APPROVAL FORM (CSAF)**

C. CORE ELEMENT INFORMATION**1. Core Element Submission Information:** (Please check all that apply)

- This course has been previously approved for core elements. List previously approved core elements: _____
- Please review this course for core elements marked in part 2 below. (Mark only core elements being added or those needing review because of proposed major changes to the course.)
- This course does not meet any core elements. Explain _____

2. Proposed Core Element(s): (Mark the boxes of only the elements to be reviewed at this time. For detailed information on the criteria for determining whether a course meets a core element, refer to the Core Element Annotations in the Curriculum Manual.)

- | | |
|---|--|
| <input type="checkbox"/> 1. To read and listen in a critical and perceptive way; to speak in an organized, clear, and effective manner. | <input type="checkbox"/> 14. To be aware of the nature and variety of the human experience through the methods and applications of the humanities |
| <input type="checkbox"/> 2. To use information sources and information gathering techniques; to cite sources when producing written communications. | <input type="checkbox"/> 15. To understand the basic principles of scientific inquiry. |
| <input type="checkbox"/> 3. To develop, organize, and express thoughts in writing using Standard English. | <input type="checkbox"/> 16. To have a knowledge of basic human biological principles, including those related to wellness. |
| <input type="checkbox"/> 4. To apply basic mathematics through the level of elementary algebra. | <input type="checkbox"/> 17. To understand the basic principles of the natural sciences, and their relationship to the environment. |
| <input type="checkbox"/> 5. To represent and solve problems using mathematical techniques. | <input type="checkbox"/> 18. To understand the basic principles and applications of technology. |
| <input type="checkbox"/> 6. To interpret elementary descriptive statistics. | <input type="checkbox"/> 19. To understand the principle of integrating technological elements into systems. |
| <input type="checkbox"/> 7. To comprehend and use concepts and ideas. | <input type="checkbox"/> 20. To understand the relationship of technology to individuals, society, and the environment. |
| <input type="checkbox"/> 8. To develop, express, test, and evaluate ideas. | <input checked="" type="checkbox"/> 21. To understand the methods and applications of the social sciences in exploring the dynamics of human behavior. |
| <input type="checkbox"/> 9. To analyze problems, develop solutions, and evaluate results in a clear, logical, and consistent manner. | <input type="checkbox"/> 22. To understand those principles and values, including individual rights and civic responsibilities, which maintain and enhance democracy and freedom in a pluralistic society. |
| <input type="checkbox"/> 10. To distinguish between fact and opinion; to recognize biases and fallacies in reasoning. | <input type="checkbox"/> 23. To have a working knowledge of the history, structure, and function of American social, political, and economic institutions. |
| <input type="checkbox"/> 11. To use computer systems to achieve professional, educational, and personal objectives. | <input checked="" type="checkbox"/> 24. To be aware of the contemporary global community, especially its geographical, cultural, economic, and historical dimensions. |
| <input type="checkbox"/> 12. To apply the protocols of computer use and respect the legal and other rights of individuals or organizations. | |
| <input type="checkbox"/> 13. To be aware of the artistic experience in personal and cultural enrichment, growth, and communication. | |

DIRECTIONS: Each core element marked above must be included in the appropriate core element boxes next to the course objectives in SECTION D which directly support that core element.

3. Courses That Partially Satisfy A Core Element In Combination With Other Courses:

- If this course is part of a combination of courses that together meet a core element, mark this box. The courses must all be submitted and reviewed together for core element approval.

Other course(s) required _____

Dean's Comments:

Curriculum Committee's Comments:

Rec

Vice President's Comments:

OK # 21 + 24
JA

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 COURSE-SYLLABUS APPROVAL FORM (CSAF)

D. INSTRUCTIONAL OBJECTIVES AND CORE ELEMENTS SUPPORTED

DIRECTIONS: (These Units should match those listed in Section B.) Use student outcome based language. (Example: The student will develop and support a thesis in an essay.) If the objective is being used to directly support a core element, write the core element number in the box to the right. If needed, additional information on how the core element is to be met and/or assessed for accomplishment can be included under the objective. If desired you may add a section of "overall course objectives" which are not associated with a specific unit. This may be particularly helpful for addressing core elements.

Unit Objectives

Core Elements

Unit #1 Origins of anti-Semitism

- | | |
|---|------------|
| # 1. The student will identify the basic patterns of European-Jewish existence. | 24 |
| # 2. The student will identify and describe the cause of Christian-Jewish hostility. | 21 &
24 |
| # 3. The student will identify and explain the evolving justifications for Jew-hatred. | 21 |
| # 4. The student will analyze racial theories of anti-Semitism. | 21 |
| # 5. The student will describe the transformation of anti-Semitism into a political agenda. | 21 &
24 |

Unit #2 Germans and Jews, 1792-1932

- | | |
|--|------------|
| # 1. The student will discuss the dual promise and threat of emancipation. | [] |
| # 2. The student will identify and describe the effects of emancipation on Jews. | 21 |
| # 3. The student will describe the changing roles of Jews in 19 th c Germany. | 24 |
| # 4. The student will identify the major characteristics of German nationalism. | 21 &
24 |
| # 5. The student will analyze the position of the Jews in German society by 1930. | 24 |

WASHTENAW COMMUNITY COLLEGE
COURSE-SYLLABUS APPROVAL FORM (CSAF)

Unit #3 Ideology and the Rise of Nazism

- | | |
|---|------------|
| # 1. The student will describe the conditions in Germany that led to Nazism. | 21 &
24 |
| # 2. The student will outline the basic elements of Hitler's world view. | 24 |
| # 3. The student will describe the attitude of non-Jewish-Germans towards Jews. | 21 |
| # 4. The student will explain the reasons for the Nazis' success & rise to power. | 21 &
24 |

Unit #4 Nazi Policy towards the Jews, 1933-1939

- | | |
|---|------------|
| # 1. The student will outline the major policies adopted by the Nazis towards Jews. | 24 |
| # 2. The student will describe the character of the Nazi regime. | 24 |
| # 3. The student will describe and discuss the responses of Jews and non-Jews. | 21 &
24 |
| # 4. The student will compare Nazism to previous anti-Semitism. | 21 |

Unit #5 World War II and Nazi Genocide

- | | |
|--|------------|
| # 1. The student will identify the causes of World War II. | 24 |
| # 2. The student will describe Nazi intentions in Eastern Europe. | 24 |
| # 3. The student will compare Nazi policies in West and East Europe. | 24 |
| # 4. The student will describe Nazi policies towards national and ethnic minorities. | 21 &
24 |
| # 5. The student will define and discuss the concept of "genocide". | 21 &
24 |
| # 6. The student will identify the major events of the European theater in WWII. | 24 |

Unit #6 The Decision for the "Final Solution", 1939-1942

- | | |
|---|------------|
| # 1. The student will discuss the failure of the Nazis to solve their "Jewish problem". | 24 |
| # 2. The student will outline the basic features of Nazi policy, 1939-1941. | 21 &
24 |
| # 3. The student will identify the techniques of mass murder adopted by the Nazis. | 24 |
| # 4. The student will discuss the behavior and motivations of perpetrators. | 21 |

WASHTENAW COMMUNITY COLLEGE
 COURSE-SYLLABUS APPROVAL FORM (CSAF)

Unit #7 The Victims: Circumstances and Behavior

- # 1. The student will identify and describe Nazi-imposed Jewish ghettos. 24
- # 2. The student will identify and describe Nazi extermination camps. 24
- # 3. The student will describe and discuss Jewish behavior in camps and ghettos. 21 &
24
- # 4. The student will define and describe instances of Jewish resistance. 21 &
24
- # 5. The student will identify and discuss the dilemmas of Jewish leadership. 21

Unit #8 The Home Countries

- # 1. The student will identify and describe the circumstances in various countries. 24
- # 2. The student will describe the attitude of governments, towards their Jewish citizens. 24
- # 3. The student will discuss the motives for collaboration with the Nazis 21

Unit #9 The On-Lookers

- # 1. The student will outline the actions taken by the Allies to aid Jews. 24
- # 2. The student will describe the nature of anti-Semitism in the US in the 1940s. 21 &
24
- # 3. The student will discuss the role of morality in foreign policymaking. 21
- # 4. The student will describe the willingness of Americans to accept immigration.

Unit #10

- # 1. The student will describe the situation in displaced persons' camps after WWII. 24
- # 2. The student will explain the inability of Americans to recognize the plight of Jews. 21 &
24
- # 3. The student will discuss the implications of the Holocaust for Western society. 21 &
24
- # 4. The student will analyze and explain the rising popularity of Holocaust denial. 21 &
24

WASHTENAW COMMUNITY COLLEGE
 COURSE-SYLLABUS APPROVAL FORM (CSAF)

E. INSTRUCTIONAL METHODS AND EVALUATION

1. Instructional Methods: (Check the appropriate boxes and describe as needed.)

- Lecture/Discussion _____ Field Trips _____
- Clinical Instruction _____ Team Assignments _____
- Self-Paced Learning _____ Telecourse _____
- Internet Instruction _____ Video Seminar _____
- Computer Simulations _____ Laboratory Assignments _____
- On-Site Work Experience _____ Interactive TV _____
- Other _____

2. Evaluation Criteria:

- Attendance _____ Quizzes _____
- Class Discussion _____ Tests _____
- Papers _____ Midterm _____
- Portfolio _____ Final Exam _____
- Projects _____ Home Work _____
- Reports _____ Presentations _____
- Clinical/Work _____ Performances _____
- Other _____

3. Attendance Requirements: (For Certification or nonevaluative purposes.)

F. EQUIPMENT, FACILITIES, TEXTS, MATERIALS, AND SUPPLIES

1. Special Equipment/Facilities : (Check the appropriate boxes and describe as needed.)

- Lab equipment _____ Testing Center _____
- LRC Reserves _____ Student Competitions _____
- Computers _____ Off-Campus Sites _____
- CD ROM _____ Student Tutors _____
- Field Trips _____ Distance Learning Classroom _____
- Other _____

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 COURSE-SYLLABUS APPROVAL FORM (CSAF)

2. Texts: (Please indicate if no text is required.)

Title: A History of the Holocaust
 Author: Yehuda Bauer
 Publisher: Franklin Watts Copyright Yr: 1982
 Est. Cost: \$15

Title: The Holocaust
 Author: Donald Niewyk
 Publisher: D. C. Heath Copyright Yr: 1998
 Est. Cost: \$15

Title: Course Pack
 Author: _____
 Publisher: _____ Copyright Yr: _____
 Est. Cost: \$20

Title: _____
 Author: _____
 Publisher: _____ Copyright Yr: _____
 Est. Cost: _____

Title: _____
 Author: _____
 Publisher: _____ Copyright Yr: _____
 Est. Cost: _____

Other Texts: _____

3. Supplies and/or Uniforms Student will have to Own or Acquire for Course:
 (e.g. calculators, uniforms, tools, and software, etc., excluding pen, pencil, paper, or textbooks.)

Descriptions	Cost Estimates
_____	_____
_____	_____
_____	_____

4. Reference Materials Students Will Use:
 (e.g. journals, books, manuals, maps, LRC reserves, etc.)

5. Audio/Visual and Computer Materials Students Will Use:
 (e.g. films, video tapes, slides, audio tapes, software, CDs, etc.)

Title	Source
<u>Documentaries (video)</u>	<u>WCC LRC, personal</u>
_____	_____
_____	_____
_____	_____
_____	_____