

HIS 414: History of the Holocaust and Antisemitism

Fall, 2025

Instructor: Dr. Sharon Vance-Eliany

Class Time and Place: Online

Office Hours: open and by appointment via Zoom

Phone: x5460 – contact via email best

E-Mail: vances1@nku.edu and via the Canvas Inbox

Some links on Zoom Training:

<https://inside.nku.edu/it/zoom.html#training>

<https://support.zoom.us/hc/en-us/articles/201362193-How-Do-I-Join-A-Meeting->

Please see the following NKU websites regarding COVID19:

- <https://www.nku.edu/covid19.html>
- [Healthy@NKU app](#)

Zoom Office Hours:

Face to face office meetings will take place over web conference meeting using Zoom, which you should be able to access from email. Let me know via email if you would like to schedule a virtual meeting. Once we set a time, I will send you an email with a link for the meeting. See the Instructor Information button on the Home page, for information on using Zoom meeting software or the above links. The Help Desk at 859-572-6911 is also available to help with connecting to virtual meetings.

Course Description

Was the Holocaust an aberration? Was it exclusively the fault of the Germans? Did it start with the rise of the Nazis to power? Or was it the result of a long history of antisemitism, hatred of Jews? In order to answer these questions, one needs to learn about this history. For this reason, our course starts with the beginning of anti-Jewish writings in Antiquity. We will then trace the history of this longest recorded hatred through the Middle Ages and into the modern period, looking at how it was mobilized during the Holocaust. Along the way we will look at the role played by leading religious institutions and secular intellectual trends, as well as visual images and changes in mass communication technologies (from the application of movable type in the 15th century to the rise of mass circulation newspapers in the 19th century, to 20th and 21st century innovations in film and the internet) in disseminating this hatred. We will also consider antisemitism's contradictory content (blaming Jews for deicide and for the rise of

Christianity, for capitalism and for communism, etc.), and the conditions under which it becomes popular and turns into mass violence and genocide. We will also consider the similarities and differences between this defamation and other forms of prejudice and hatred. We will devote the rest of the course to the events of the Final Solution, reading excerpts from autobiographic memoirs of survivors along with historical texts and finally consider its aftermath and current situation, including Holocaust denial.

Student Learning Outcomes (Learning Goals):

If students attend class regularly, carefully read and review the material presented in each topic, incorporating what they have learned in their assignments, participate in all class discussion activities, and successfully complete all assignments; they can expect to accomplish the following:

- Use the perspective of history to analyze and discourage all forms of discrimination, including ethnic, racial, and/or gender by learning about the history of antisemitism and the events of the Holocaust.
- Develop critical thinking skills to understand patterns of prejudicial thinking and the dangers of generalizations about whole groups and peoples.
- Be able to distinguish between generalized statements made about groups of people and the actual historical situation of these groups and individuals within them.
- Be able to describe the different causal factors that led to the Holocaust.
- Know the definition of antisemitism and genocide.
- Know the similarities and differences between antisemitism and other forms of prejudice.
- Be able to recognize and rebut anti-Semitic propaganda and Holocaust denial.
- Identify historical causation, how historical forces influence current events and how contemporary issues have historical antecedents.
- Become familiar with best practices in teaching the Holocaust in the k-12 setting.
- Develop critical thinking skills by learning to analyze various kinds of primary documentary evidence and understanding what different kinds of primary sources can be used as evidence for understanding historical events, historical actors' attitudes towards these events and the history of ideas and mentalities.
- Develop critical thinking skills and the ability to analyze websites sources, asking questions about them in order to be able to detect forgeries & conspiracy theories.
- Practice communication skills by presenting rational arguments and conclusions based on the study of historical evidence through online discussion and debates, and through evaluation of teaching materials.

Texts

The texts for this course are available for download via Canvas.

Recommended Reading

Lucy S. Davidowicz, *The War Against the Jews 1933-1945*

Donald L. Niewyk, *The Holocaust*, 2nd ed.

Irene Shapiro, *Revisiting the Shadows*

Paul Mendes-Flohr and Jehuda Reinharz, "The Holocaust," in *The Jew in the Modern World*

See also the footnotes in the video lectures and our canvas course for further readings.

Videos

Streamed on Canvas. These will consist of video lectures and documentaries available in Canvas.

Each topic covered in the course contains a video lecture that includes a downloadable script and power point. There are also websites and readings available for download or online. Some topics also include documentaries and other short videos from the leading online Holocaust education websites (United States Holocaust Memorial Museum, and Yad Vashem the World Holocaust Remembrance Center and others). All the material needed for the course is available in our Canvas website.

Assignments

The assignments for this course will consist of discussion boards, video quizzes, an essay and a reflection at the end of the semester where you will provide feedback on the course. See the Assignment Description and Evaluation below for further details.

Video Quizzes

The quizzes will be based on the video lectures, which you should watch in their entirety, and read their script and power point *before* taking the quizzes. You will have two opportunities to take the quiz and your last score will be retained. There are study guides for each of the quizzes. If you have any questions or concerns, please email me.

Essay

There will be one short essay in Week 14 for the topic of teaching the Holocaust in schools. I will give a presentation on some of the online resources for Holocaust education and will ask you to review these websites.

Discussion Boards

The discussion board questions are already posted in Canvas and you will be able to see them before answering the questions. They are based on the video lectures and material in each topic module. Your posts will be graded based how well your answers reflect an understanding of the material presented. You will also be asked to respond to

others' posts. Your response to each other's posts will be graded based on your evaluation of their posts and whether you provide additional material and explanation, as opposed to repeating what was already said, and contribute to the discussion rather than simply agreeing or disagreeing without explanation. *Your posts should be in your own words.* See the plagiarism policy below. Quotations from the source material should be cited, but only used when the original wording is essential to your argument, and not to give information or tell what happened. There is a rubric showing how your posts will be graded.

Attendance Policy

NKU students are expected to attend the first day of each course for which they are enrolled. If the student does not log onto Canvas and access course materials or contact the instructor during the first week of classes, the instructor is compelled to drop this student for non-participation (i.e., non-attendance).

Discussion Board Participation

Logging onto to the Canvas site, watching the videos, completing assignments by the deadline and posting questions on the Discussion Board are essential to successfully completing this course. Keep in mind that correct spelling, grammar, and use of the readings and course sources, play an important role in your grade. Participation also includes watching the videos and other multimedia material in the videos and weblinks modules.

Assignment Late Policy

- All assignments are due on the posted due date.
- **All assignments must be submitted to receive a grade of C or higher in this course.**
- No exceptions.
- Due date times are EDT and EST time zones.

Communication

There is no scheduled, rigid, "traditional" classroom time. As such, students are expected to devote ample time to reading, reflection, and analysis necessary to produce thoughtful, well-developed, and thoroughly supported written compositions for online discussion board postings and all written assignment submissions. Since you are all adults and have busy lives, I will not try to mandate computer time by tying your grade to it. However, you should understand that setting aside class time on a daily basis is one of the easiest ways to help facilitate learning (and improve your grade). If you struggle in this class, time commitment will be one of the first issues addressed. *Be aware that I am able to monitor some measurements of your time on the website.*

Communication Policy

Canvas announcements, its Inbox email function, and NKU email are the major communication tools in this course. Students are expected to check the course site for weekly announcements and monitor their NKU email regularly. Failure to read course announcements, instructor emails, and the course assignment schedule does not justify late assignments or failure to comprehend due dates.

All assignments are submitted via Canvas. Written assignments must be submitted using the Canvas course assignment links. Assignments may be submitted in either of the following formats: Microsoft Word (.doc or .docx) preferred; Rich text format (.rtf). You have access to Microsoft Office through your NKU account. Contact the Help Desk at (859) 572-6911 for computer and software support.

Course Related Email Tips:

- Email is typically the fastest means of communicating with me (the instructor).
- To ensure the fastest response, include **course number and subject-specific subject line!** (e.g. HIS 414, Week 2 Assignment question); or send me a message through Canvas Inbox
- **Weekday emails:** *typically* receive a response the same day, Monday, Wednesday and Friday – generally within 48 hours.
- **Weeknight emails:** *typically* receive a response the day, Monday, Wednesday, and Friday – generally within 48 hours.
- **Weekend emails: may not receive a response until Monday.**
- **Holiday emails: may not receive a response until after the holiday.**
- In the unlikely event that I am unavailable for emails or phone calls during these time periods, I will notify students via e-mail and will post a course announcement.

Make sure you include the course number in the subject line (Subject: HIS 414)! I receive many emails in a day and may not know which one is yours if you do not do this. Also, it is best to send emails from your NKU email account or from Canvas's Inbox tool because of firewall and other issues if you want to ensure your message is delivered in a timely manner.

Netiquette (Online Etiquette)

Online etiquette must be observed in this course. When posting to the discussion board or communicating with your classmates or instructor, be sure to keep the following in mind.

- Avoid language that could be interpreted as strong or offensive.
- Written messages that can be easily misunderstood. Be cautious when attempting humor or sarcasm.

- Do not forward virus warning, jokes, spam, or inappropriate emails to the class or instructor.
- Do not share classmates' personal information or forward emails without permission.
- Review then review again before sending. Does your email convey the intended message?
- Do not write in all caps (this is shouting).
- Emoticons (smileys) can be helpful to convey nonverbal feelings. Example: 😊 (But avoid overuse.)
- When possible, keep email attachments small.
- If you have any doubts, don't send it!
- You should treat this course as a dress rehearsal for email communication in the workplace.

Our class provides an environment for questioning and learning about both the past and present. Sometimes students offer posts or emails that represent historical, rather than personal opinions, or which may contain inaccuracies. Therefore, each of us must keep an open mind when others are expressing themselves. Feel free to disagree with someone but do so in a way that challenges a belief rather than a person.

Assessment and Documentation of the Student Learning Experience:

Assessment of student level of understanding, comprehension, and synthesis of learning objectives and goals is accomplished through a combination of quizzes, discussion posts and essay assignments. Class participation (via logging on Canvas, watching the videos, completing assignments and posting questions on the discussion board forums) is an important part of the course as it demonstrates ability to incorporate and integrate course concepts to support reasoning and analytical conclusion.

Credit Hour Policy Statement

In accordance with federal requirements, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

- Estimates of the time required for a typical student to complete course expectations are as follows:

Online Communication with instructor as needed:	= 3.0 Hours
Video lectures & review:	= 60.0 Hours
Discussions:	= 50.0 Hours
Essays:	= 5.0 Hours
Video documentaries	= 7.0 Hours
<u>Quizzes</u>	<u>= 10.0 Hours</u>

Total = 135.0 Hours

Letter Grade Equivalents:

Undergraduate

920-1000 points = A

900-919 points = A-

870-899 points = B+

840-869 points = B

800-839 points = B-

770-799 points = C+

740-769 points = C

700-739 points = C-

670-699 points = D+

640-669 points = D

639 and below = F

Grade Distribution

Discussions = 650

Video quizzes = 250

Essay = 50

Final Reflection = 50

Assignment Description & Evaluation

See our Canvas course for further details and email me if you have questions.

[Discussion Board](#)

Some of the questions are factual and others are a matter of interpretation. For the latter, there is no one exact answer. They are designed to encourage discussion, debate and critical thinking. Your responses will be judged based on the facts you provide, their relevance, and whether your argument is persuasive and flows from them and from your thesis. Identifying important causal factors, relevant historical context and explanations for why events occurred as they did are all important. These “why questions” in history are precisely the issues debated by historians. Given the topic of our course they have paramount implications for endangered minorities and humanity in general. Keep all of this in mind as you engage with each other on the discussion board. Your posts will be evaluated based on these criteria and you should evaluate each other’s posts by them. Your responses to your classmates’ posts must therefore go beyond a simple agreeing or disagreeing with them. You will need to explain why you agree

or disagree and provide additional or alternative explanations, relevant facts and historical background and details.

The learning objectives for the course are also critical and need to be kept in mind. Being able to recognize overgeneralizations, prejudicial thinking, propaganda and their dangers and then apply what you have learned to historical and contemporary events and other forms of prejudice are all important to the successful outcome of the course. Asking questions, engaging in frank discussions and applying what you are learning are all important and encouraged. Given that students come from diverse backgrounds it is vital to maintain an atmosphere of congeniality that encourages a diversity of opinions, an exchange of ideas that is challenging and opens debate rather than shutting it down. Please review the policies on etiquette and professional communication and distinguish between opinions and persons.

There are rubrics for the discussion boards that show how your posts will be graded.

Video Quizzes

The video quiz questions are embedded in the video quiz assignment links. You will have two opportunities to answer the questions. Your last attempt will be kept regardless of the score. You should watch the entire video lecture first and consult the script and power point before taking the quiz. There is a study guide for the video quizzes.

Essay & Final Reflection

There is a short essay in Week 14 asking you to evaluate an online Holocaust teacher resource and lesson plan. See our Canvas course for further details. The Final will consist of a discussion board asking you to identify and discuss the most important thing you learned in the course. You will be graded based on how much effort you put into answering the questions and how much details, examples and illustrations you provide. In addition, there is a final reflection asking you to evaluate the course. See Canvas for further details.

Plagiarism Policy

Student Honor Code

The “Honor Code” is a commitment “that the students at NKU will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.” Sometimes you may be asked to acknowledge the honor code for exams or papers. If you are in any way unsure of the Honor Code and its ramifications, investigate further at

<https://inside.nku.edu/studentaffairs/departments/dean-of-students/student-rights/academic-integrity/undergraduate-student-academic-integrity.html>

A Note About Plagiarism: THE UNIVERSITY POLICY IS:

All written assignments must be *in your own words* – **no cutting and pasting from the reading sources. That is called plagiarism and you will fail the course if you do it. Your papers will be submitted via Turnitin Software, which also checks for plagiarism using AI.** You may quote from the sources.

However, you should do this sparingly and only when the original wording is important to your argument and you explain this. It is your responsibility to know how to do this correctly. You need to cite your sources when summarizing and paraphrasing information you found from them. If you have any questions, contact me, the Writing Center or look up the writing resources available on-line. Do not wait until the last minute to learn how to cite and quote sources correctly!! The Chicago Manual of Style footnote citation system is the standard and you should use it in your written work for this class.

http://www.chicagomanualofstyle.org/tools_citationguide.html

All of the following are examples of plagiarism:

- a) Quoting/using wording from a book, journal article, internet or other source verbatim (word-for-word) without putting the quote in quotation marks and citing it in a footnote;
- b) Paraphrasing another person's unique ideas, thesis, themes, research, etc. without giving them credit in a footnote;
- c) Paraphrasing information you learned from your sources without citing them;
- d) Using all or part of another student's paper, even if that student approves;
- e) Using a paper from a free term-paper or essay website or service;
- f) Buying a paper from a term-paper or essay website or service.

The instructor is available to help you with questions concerning plagiarism. A good rule to follow if you are worried about a passage is to go ahead and provide a citation for the source.

Citing & Quoting

When answering essay questions and discussion questions in this course, you should answer in your own words even when you are discussing information from the textbook. You also need to provide a citation for this information. If you do quote from the textbook, you need to use quotation marks and use citations that indicate the chapter and page from which you took the passage. Not doing this is plagiarizing. Quotations should be used when the exact wording of the author matters, and you explain this. They should not be used to provide information.

In addition, all work submitted must be written exclusively for this course. You may not adapt work written for a previous or concurrent course for this course unless you obtain written permission to do so from the instructors of both courses. Plagiarism and other forms of cheating will not be tolerated and will result in a final grade of "F" for the course.

Student Rights and Responsibilities:

- The maintenance of academic standards and integrity includes the obligation not to cheat or plagiarize. A student who uses a dishonest or deceitful means to obtain a grade is guilty of cheating; a student who submits another's work as one's own without adequate attribution is guilty of plagiarism. Identical work will earn a grade of zero.
- Students are fully responsible for learning the course content and material disseminated in the class. Technical difficulties do not release you from this responsibility.

Please see the NKU Code of Student Rights and Responsibilities at <https://inside.nku.edu/studentaffairs/departments/dean-of-students/student-rights/academic-integrity/undergraduate-student-academic-integrity.html>

AI Applications & Academic Integrity

In this course, students are not allowed to use any AI tools, except for reflection, studying, and idea generation only. That is, you may use it to help you generate initial ideas and for taking notes, but you need to answer the questions and submit assignments in your own words. Contact me if you have any questions about this policy, vances1@nku.edu. This course requires you to have professional written communication skills and use of AI would bypass this learning objective. When certain conditions are met as described below. Failure to adhere to this policy is a violation of NKU's academic integrity standards and may result in disciplinary action.

Formatting of Citations for College Written Assignments:

The Chicago Manual of Style footnote citation system is the standard for upper division courses in history. For a quick guideline on using the Chicago Manual of Style use the link located online at http://www.chicagomanualofstyle.org/tools_citationguide.html

In addition, the University of Wisconsin-Madison's site has an information on the citation system as well as useful writing guides

<http://writing.wisc.edu/Handbook/DocChicago.html>.

In addition, you may also make an appointment with the NKU Writing Center.

<https://inside.nku.edu/plus/tutoring/wc.html>

Research Sources & Reference:

Given the pervasiveness of cyberhate and antisemitism on the web, which we will be learning about in Week 15, it is very important to be careful when researching the web on issues related to this topic. For this reason, it is important to use scholarly, peer reviewed sources. Some places to find such material: Worldcat, Jstor, Project Muse, RAMBI (see below) in addition to our library. The web links in our Canvas course contain links to online archives and museums (such as the US Holocaust Memorial Museum) with primary sources and background material.

Yad Vashem, the World Holocaust Remembrance Center is an important source of information. It contains both primary and scholarly secondary sources on the Holocaust, along with an extensive collection of survivor testimonies.

Available via Library website under "databases:" Jstor, Project Muse, Worldcat

In addition, there is also - RAMBI Index of Articles in Jewish Studies – רשימת מאמרים במדעי יהדות

a database from the National Library of Israel:

<http://web.nli.org.il/sites/NLI/English/infochannels/Catalogs/bibliographic-databases/rambi/Pages/rambi.aspx>

Computer and Technology Requirements

Hardware/Software

You will need the following: Computer, Internet Service Provider, updated Web Browser, Anti-Virus Software (with up-to-date definitions). Microsoft Office recommended. Note: You have access to Microsoft software through your NKU account. Call the Help Desk (859) 572-6911 if you are not sure how to access it. To send non-MS Word assignments: Save your file in .rtf (rich text format).

Competencies

To successfully complete this course, it is essential to have the ability to navigate the Web and manage multiple open application “windows;” and file management proficiency (e.g. ability to create, save, close, locate, upload, download and open files in standard word processing software applications). You will need to make sure your Web Browser settings are compatible with Canvas. You may also need to adjust your Web Browser settings to be able to view the online videos that are an essential part of this course.

Course Delivery

This course utilizes Canvas, the NKU online course management system.

Where: NKU Home Page <http://www.nku.edu> → Quick Links → Canvas/Canvas → Canvas OR <http://nku.instructure.com>

How: Canvas username and password is the same as your NKU network and email username and password.

Technical Difficulties

Rarely, students experience some sort of technological problem while completing an assignment. Most of the time, such errors are avoidable by carefully reading and following instructions. If you do have technical difficulties with Canvas access or use, please contact the NKU Information Technology helpline <https://inside.nku.edu/it/help.html> or by calling (859) 572-6911. They provide 24-hour help through a chat line or over the phone.

Backup Technology Plan

Please have a backup plan for how you will complete your assignments if your primary computer is no longer functional. You need to know what you will do if you experience technical issues – can you use a computer at the public library, or are you close enough to campus to use open labs? I cannot stress the importance of having a solid backup plan.

Steps to Take in Case of Emergency:

- Power outage or computer melt down-- email me as soon as possible to make arrangements to complete the course.
- Canvas is down-- you are required to submit the essay quiz and discussion question assignments on time to my email address (vances1@nku.edu).
- Family/work/health – please email me to discuss your options for completing the course.

Help and Support

There are various offices on campus whose sole purpose is to help and support you in your educational endeavors. Your tuition dollars help support these programs so please use them when you need to!

Technical Support

- **IT (Information Technology) Help Desk:** Call 859.572.6911 or go online (<http://oit.nku.edu/help.html>) for all your technology questions.
- **Email Account:** Change your password, check your mail quota, and more at <https://inside.nku.edu/it/help.html>

Accessibility Services

The University is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by the University. To this end, Northern Kentucky University will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present a letter to me from the Accessibility Services Office, indicating the existence of a disability and the suggested accommodations. More information can be found at <https://inside.nku.edu/osa.html>

Student Achievement Center

If you need help purchasing textbooks, balancing work, and school responsibilities, and navigating the university's many offices, visit the office in person (170 University Center) or go online to request help (<https://inside.nku.edu/plus.html>).

Learning Assistance Programs

If you want to get tutoring, have a writing assistant help you edit your most recent paper draft, or have questions about making the most of your academic experience, visit LAP (170 University Center) or register for services online (<https://inside.nku.edu/plus.html>).

Diversity

Diversity describes an inclusive community of people with varied human characteristics, ideas, and world views related, but not limited, to race, ethnicity, sexual orientation, gender, religion, color, creed, national origin, age, disability, socio-economic status, geographical region, or ancestry. Institutions that value diversity provide a supportive environment that respects those human differences. It is our responsibility as citizens of the NKU community to promote and value a campus environment and classroom climate that is safe, fair, respectful, and free from prejudice.

Allied Zone

- I am a member of the Allied Zone community network, and I am available to listen and support you in a safe and confidential manner. As an Ally, I can help you connect with resources on campus to address problems you may face that interfere with your academic and social success on campus as it relates to issues surrounding sexual orientation and gender identity. My goal is to help you be successful and to maintain a safe and equitable campus.
- **Name / Pronoun**
- My gender pronouns are [she](#), [her](#), [hers](#). I will gladly honor your request to address you by an alternate name and/or gender pronouns from what is contained in NKU's student records. Please advise me of these early in the semester so that I may make appropriate changes to my records.

Sexual misconduct

- Northern Kentucky University is committed to fostering a safe and inclusive educational and work environment free from sexual misconduct, including sexual assault, non-consensual sexual contact, non-consensual sexual intercourse, sexual exploitation, sexual harassment, dating and intimate partner violence, relationship and domestic violence, stalking and gender-based bullying. For more information please see: <https://inside.nku.edu/titleix/policy/sexual-harassment-policy.html>

Observance of Religious Holidays for Class Attendance

NKU values diverse religious perspectives and beliefs and recognizes that religious practice is for many individuals an important element of personal identity, intellectual development and psychological well-being, and, in many cases, is inseparable from cultural identity. As the diversity of our community has increased, additional religious holidays now affect a significant number of students. Consistent with our commitment to creating a diverse and inclusive community, Northern Kentucky University believes that every reasonable effort should be made to allow members of the NKU community to observe their holidays without jeopardizing the fulfillment of their academic obligations. Please let me know ASAP, email is the

best way to communicate, if you need an extension of an assignment deadline on some particular day(s) because of a religious holiday.

Instructor and Course Evaluations

Northern Kentucky University takes Instructor and Course Evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of NKU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks* prior to the end of each semester classes, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments.

Student evaluations of courses and instructors are regarded as strictly confidential. They are not available to the instructor until after final grades are submitted, and extensive precautions are taken to prevent your comments from being identified as coming from you.

Starting Spring semester 2011, the students who complete an evaluation for a particular course (or opt out of doing so in the evaluation) will be rewarded for their participation by having access to their course grade as soon as that grade is submitted by the instructor. On the other hand, any student who does not complete the course evaluation (or opt out of doing so in the evaluation) should expect to incur a two-week delay in access to his or her course grade beyond the university's official date for grade availability.

To complete online evaluations go to <http://eval.nku.edu> <<http://eval.nku.edu/>> . Click on "student login" and use the same USERNAME and PASSWORD as used on campus.

Objectionable Materials

Given that the subject matter of this course is disturbing and challenging, we need to distinguish between trying to understand how and why dehumanizing rhetoric and images were created and propagated and acts of extreme violence occurred and justifying them. It is my hope that we will be able to identify with the victims while at the same time try to understand the causal factors that led to the actions of the perpetrators and lack of action of bystanders. This will not be easy. It is important to place these events and this rhetoric in historical context and recognize that it does not represent the point of view of the person presenting the material, the instructor or the University. I hope that we will create an atmosphere in this course where we will be able to discuss these difficult issues with compassion while still dealing with the reality of the Final Solution, and the events and propaganda that led to it. I would encourage you to exchange contact information with others in the course to deal with both the demands of the readings and assignments and with the emotional impact of the topic. I am also here to listen and to provide support. The best way to reach me is via Canvas Inbox or email (vances1@nku.edu). My availability is more extensive after 2:00 Mondays, Wednesdays and

Fridays. If you are not free during these times, please email me and we can arrange another time.

A Few Final Thoughts: Expectations

Although everyone wants a final grade of A or B, reality seldom reflects such unqualified expectations. The investment of time and money in a college education demands that this course remain intellectually challenging. In addition, this course uses terminology that may not be familiar to the students, and, as with any course whose subject matter is outside the Anglophone world, includes terms in languages other than English. For this reason, do not wait until the last minute to study the material or complete the assignments. It is best to devote time to the course each day, rather than cram the night before. I will try to help as much as possible (except lowering the level of expectation), but the ultimate decision for your study plans and learning remains yours. If you want to do well, begin preparing on the first day of class. Remember that you are responsible for reading and understanding this entire syllabus as well as all assignments posted on Canvas. If you have any questions you may e-mail me directly or ask me in class or during office hours. Above all else, you will be asked to learn the material, think for yourself and to express your thoughts in a clear, logical and persuasive manner.

University Calendar

Check the NKU calendar for important information about registration, tuition, and drop dates: <https://inside.nku.edu/registrar.html>

Course Changes

The instructor reserves the right to change the syllabus, course schedule, or assignments as circumstances necessitate. Any modifications to the published schedule or syllabus will be communicated to students via Canvas announcement and NKU email. All the required readings are in the Course Readings folder in Canvas.

Course Schedule

Dates	Topics	Tasks
Wk 1 8/17- 8/23	Topic 1 Intro to course	Download, read & become familiar with the syllabus; explore the web links for our course Participate in the Discussion Board Getting to Know You
	Topic 1 Origins of the Holocaust	Watch video lecture for Wk 1 Topic 1 & review the power point Complete Reading for Wk 1 Topic 1
Wk 1 8/17- 8/23	Topic 2 Problems Teaching Holocaust	Watch video lecture for Wk 1 Topic 2 & review the power point

Wk 1 8/17- 8/23	Topic 3 Definitions of Antisemitism	Watch video lecture for Wk 1 Topic 3 & review the power point Complete the reading for Wk 1 Topic 3 – available online
Wk 1		Assignment: Discussion Board Wk 1 Due 8/26 Tuesday
Wk 2 8/24- 8/30	Topic 1 Antiquity	Watch the video lecture for Week 2 Topic 1 & review the power point.
Wk 2 8/24- 8/30	Topic 2 Early Christianity	Watch video lecture for Week 2 Topic 2 & review the power point. Assignment: Video lecture quiz for Week 2 Topic 2 Due Saturday
Wk 2 8/24- 8/30	Topic 3 Early Church	Watch the video lecture for Week 2 Topic 3 & review the power point. Assignment: Video lecture quiz for Week 2 Topic 3 Due Saturday
Wk 2		Assignment: Extra Credit Discussion Board
Wk 3 8/31 9/6	Topic 1 Medieval Europe	Watch the video lecture for Week 3 Topic 1 & review the power point. Read the article for Week 3 Topic 1 – available online
Wk 3 8/31 9/6	Topic 2 Early Islam	Watch the video lecture for the Week 3 Topic 2 & review the power point.
Wk 3 8/31 9/6	Topic 3 Medieval Roots Nazi & Modern Antisemitism	Watch the video lecture for Week 3 & Topic 3 & review the power point.
Wk 3		Assignment: Discussion Board Wk 3 Due Saturday
Wk 4 9/7- 9/13	Early Modern Period Racial Antisemitism	Watch the video lecture & review the power point and script for Week 4. Assignment: Discussion Board Wk 4 Due Saturday
Wk 5 9/14- 9/20	19 th Century	Watch the video lecture & review the power point and script for Week 5. If you have time look at the links for week five and watch the documentary <i>Eye of Vichy</i> . Assignment: Take the video quiz for Week 5. Due Saturday
Wk 6 9/21- 9/27	Early 20 th century Topic 1 Weimar Republic	Watch the video lecture & review the power point and script for Week 6 Topic 1. If you have time explore the web links.

Wk 6 9/21- 9/27	Topic 2 Eastern Europe	Watch the video lecture & review the power point and script for Week 6 Topic 2. If you have time explore the web links.
Wk 6		Assignment: Participate in the discussion board for Week 6 Due Saturday
Wk 7 9/28- 10/4	The Nazi Regime 1930s	Watch the video lecture & review the power point and script for Week 7. If time take a look at the web links. Assignment: Take the video quiz for Week 7. Due Saturday
Wk 8 10/5- 10/11	Holocaust in the East Phase I Ghettos	Watch the video lecture & review the power point and script for Week 8. Read the one page diary excerpt online. If time take a look at the web links. Assignment: Take the video quiz for Week 8. Due Saturday
Wk 9 10/12- 10/18	Resistance & Rescue Eastern Europe	Watch the video lecture & review the power point and script for Week 9. Read the report from Warsaw Ghetto report in the National Archives link. Take a look at some of the links on Resistance & Rescue. Assignment: Take the video quiz for Week 9. Read the questions carefully before answering. Due Saturday
Wk 10 10/19- 10/25	The Final Solution	Watch the video lecture & review the power point and script for Week 10. Review & reflect on the previous weeks' topics. Take a look at some of the links and articles for this week. Assignment: Participate in the discussion board for Week 10 Due Saturday
Wk 11 10/26- 11/1	Topic 1 W. Europe, Middle East North Africa	Watch the video lecture & review the power point and script for Week 11 Topic 1. If you have time explore the web links.
Wk 11 10/26- 11/1	Topic 2 Antisemitism in the US America and the Holocaust	Watch the video lecture & review the power point and script for Week 11 Topic 2. If you have time explore the web links. Watch the documentary <i>America and the Holocaust</i> .
Wk 11		Assignment: Participate in the discussion board for Week 11 Due Saturday
Wk 12 11/ 2- 11/ 8	Holocaust, genocide and human rights	Watch the video lecture & review the power point and script for Week 12. Assignment: Take the video quiz for Week 12. Watch the video lecture first and consult the study guide before taking the quiz. Due Saturday
Wk 13 11/9- 11/15	Holocaust Survivors	Watch the video lecture & review the power point and script for Week 13.

Wk 14 11/16- 11/22	Teaching the Holocaust	Watch the video lecture & review the power point and script for Week 14 Assignment: Evaluate, using the form provided, online lesson plans in Holocaust education. Due Saturday
11/26- 28	Thanksgiving	
Wk 15 11/30- 12/5	Topic 1 Holocaust Denial & Antisemitism Today	Watch the video lecture & review the power point and script Watch the video documentary <i>Viral Antisemitism in Four Mutations</i> Explore the web links
Wk 15 11/30- 12/5	Topic 2 Cyberhate	Watch the video lecture & review the power point and script Explore the web links on cyberhate and how to deal with it
Wk 15 11/30- 12/5	Topic 3 Intersectionality	Watch the video lecture & review the power point and script Explore the weblinks & watch the video trailer Assignment: Participate in the discussion board for this week. Due Friday
Finals Wk 12/7- 12/10	Now What?	Assignment: Final Discussion Board: What was the most important thing you learned from this course? What is the best way of teaching that lesson to others? Assignment: Course Reflection Due Wednesday

Please let me know if you see any discrepancy between these dates and the assignment due dates in Canvas.

Important Dates:

8/18	Classes Begin
9/1	Labor Day: No Class
8/25	Last Day to register or drop course w/tuition refund
9/9	Last Day to Drop Course w/out grade
10/27	Last Day to Drop Course with grade of W
10/13 – 14	Fall Break
11/27-28	Thanksgiving

12/5 Last Day Class

12/6 – 12/10 Finals Week

The instructor reserves the right to change the syllabus as necessitated by circumstances and will inform the class of such changes in as timely a fashion as possible.