

## Term Information

Effective Term Autumn 2020  
*Previous Value* Autumn 2017

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

The History Department has submitted a course change to make History 2475 available as a DL course for the fall semester. They have requested the NELC Department submit the same documents for this cross-listed course.

### What is the rationale for the proposed change(s)?

The History Department would like this course to be available for fully online instruction for the Fall.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? Yes

Please identify the pending request and explain its relationship to the proposed changes(s) for this course (e.g. cross listed courses, new or revised program)

History 2475 (cross listed course)

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	Jewish Studies
Fiscal Unit/Academic Org	Near Eastern Languages/Culture - D0554
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2475
Course Title	History of the Holocaust
Transcript Abbreviation	Hist of Holocaust
Course Description	Study of the state-sponsored murder of millions of Jews and non-Jews by the Nazis and their collaborators during World War II.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>Yes, Greater or equal to 50% at a distance</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Recitation, Lecture
Grade Roster Component	Recitation

**COURSE CHANGE REQUEST**  
2475 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
07/01/2020

---

<b>Credit Available by Exam</b>	No
<b>Admission Condition Course</b>	No
<b>Off Campus</b>	Never
<b>Campus of Offering</b>	Columbus, Lima, Mansfield, Marion, Newark

## Prerequisites and Exclusions

<b>Prereq/Corequisites</b>	Prereq or concur: English 1110.xx, or permission of instructor.
<b>Exclusions</b>	Not open to students with credit for History 2475.
<b><a href="#">Previous Value</a></b>	Not open to students with credit for History 2475 (331).
<b>Electronically Enforced</b>	No

## Cross-Listings

<b>Cross-Listings</b>	Cross-listed in History.
-----------------------	--------------------------

## Subject/CIP Code

<b>Subject/CIP Code</b>	38.0206
<b>Subsidy Level</b>	Baccalaureate Course
<b>Intended Rank</b>	Freshman, Sophomore, Junior

## Requirement/Elective Designation

General Education course:  
Historical Study  
The course is an elective (for this or other units) or is a service course for other units

## Course Details

<b>Course goals or learning objectives/outcomes</b>	<ul style="list-style-type: none"><li>• An understanding of the causes and consequences from the Holocaust</li></ul>
<b><a href="#">Previous Value</a></b>	

**COURSE CHANGE REQUEST**  
2475 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
07/01/2020

**Content Topic List**

- Antisemitism
  - Weimar Germany
  - Rise of Nazis
  - Consolidation of Nazi power
  - Nazi policies 1933-1939
  - Nazi ideology
  - Everyday Germans
  - Final Solution
  - Einsatzgruppen
  - Internment
  - Labor
  - Extermination camps
  - World War II & the Holocaust
  - Jewish responses to the Nazis
- No

**Sought Concurrence**

**Attachments**

- DL History 2475 Syllabus.docx: DL Syllabus  
*(Syllabus. Owner: Smith, Jeremie S)*
- Hist 2475 checklist.docx: Distance Learning Course Component Technical Review  
*(Other Supporting Documentation. Owner: Smith, Jeremie S)*
- HIST 2475 GE Assessment Plan.pdf: GE Assessment Plans  
*(GEC Course Assessment Plan. Owner: Smith, Jeremie S)*
- HIST 2475 Spring 2018 Syllabus in person.docx: Classroom Syllabus  
*(Syllabus. Owner: Smith, Jeremie S)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Smith, Jeremie S	06/23/2020 01:14 PM	Submitted for Approval
Approved	Holub, Robert Charles	06/23/2020 01:25 PM	Unit Approval
Approved	Heysel, Garrett Robert	06/24/2020 01:53 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Vankeerbergen, Bernadette Chantal	06/24/2020 01:53 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

# **SYLLABUS: HISTORY 2475**

## **HISTORY OF THE HOLOCAUST**

### **SPRING 2021**

## **Course overview**

### **Instructor**

Instructor: Dr. James Genova  
Email address: Genova.2@osu.edu  
Phone number: 740 725 6215  
Office hours: TR 11:00AM-12:00PM  
Office Location: CarmenZoom

### **Course Coordinator**

### **Course description**

This course examines one of the most horrific events in human history: the Holocaust. Between 1941 and 1945 over 6 million Jews and about 12 million people in total were systematically slaughtered by Nazi Germany and its allies during the Second World War. The “events” that took place during that time were so unprecedented and indescribable that an entirely new vocabulary had to be invented, giving rise to the term genocide to label such occurrences. We will examine the background to the Holocaust, the process whereby it transpired, and its legacy and meaning for today. A central focus of this course will be unravelling the nature of genocide, the role of the state in perpetrating the Holocaust, participation in and witnessing the Holocaust, and how the Holocaust transformed world history and even the moral compass of humanity. We will look at anti-Semitism in Germany and Europe, the rise of nationalism and extremist ideologies in 20<sup>th</sup> century Europe, and the historical context for the Holocaust. We will also explore the changes in international law, notions of humanity, and efforts to forge a world where “never again” would have meaning. This class deals with a horrific event, but it also uncovers the enduring human spirit in the struggle against oppression and for a better world. Consequently, we will not only focus on the horror of the Holocaust, but also the forms of resistance that emerged to fight the genocidal

process. In the end, the Holocaust is not just a narrative of slaughter, more importantly it is the story of the triumph of humanity and solidarity in the face of the greatest oppressive force to ever become manifest in the world. The course is organized around a combination of lectures, readings, discussions, and expository exercises – exams, short writing assignments, and two papers. Attendance and participation are vital for your and the course's success. You will have to complete each module before you are able to advance to the next module. Within each module you will have to complete all the sections before you are permitted to advance to the next module. Each module will open at the start of each week and remain open throughout the course, so you can always go back and review previous material for the course.

## **GE Course Information**

### **General Education Learning Objectives and Outcomes:**

#### *Historical Study:*

##### **Goals:**

Students recognize how past events are studied and how they influence today's society and the human condition.

##### **Expected Learning Outcomes:**

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

#### *Diversity:*

##### **Goals:**

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

#### **Global Studies:**

##### **Expected Learning Outcomes:**

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples, and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

## Course materials

- Marion Kaplan, *Between Dignity and Despair: Jewish Life in Nazi Germany* (New York: Oxford University Press, 1998).
- Wendy Lower, *Hitler's Furies: German Women in the Nazi Killing Fields* (New York: Mariner Books, 2013).
- Raul Hilberg, et al., eds., *The Warsaw Diary of Adam Czerniakow: Prelude to Doom* (Chicago: Elephant Paperbacks, 1999).
- Primo Levi, *Survival in Auschwitz* (New York: Simon and Schuster, 1996).
- Doris Bergen, *War & Genocide: A Concise History of the Holocaust* (New York: Rowman and Littlefield, 2009).
- Christopher Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland* (New York: Harper, 1998).

## Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

### Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

### Technology skills necessary for this specific course

- CarmenZoom text, audio, and video chat
- Collaborating in CarmenWiki
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

### Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

## Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
  - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
  - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

## Grading and faculty response

### Grades

Assignment or category	Points
Weekly Online Discussions	15%
Weekly Short Writing Assignments	15%
Short Essay 1	10%
Short Essay 2	10%
Mid Term Exam	25%
Final Exam	25%
<b>Total</b>	<b>100</b>

*See course schedule, below, for due dates*

### Assignment information

#### Weekly Online Discussions:

Online discussions are a means to explore the course material and personal interests (as they relate to the class) in greater depth than is possible through the recorded lectures and the readings. They are designed to foster interaction and introspection on specific aspects of the course material. Each week a new subject theme will be posted on the course's Carmen website. Students are expected to participate in weekly conversations by posting reactions to that week's topic. A paragraph will be sufficient for credit although it is hoped that students will fully engage with the topics. They

can also be spaces for exploring ideas about the paper, when relevant. Students may also revisit themes throughout the semester as part of on-going conversations. The subjects will be posted by Monday and students are expected to have made their interventions by the end of the day on Sunday, except for the last week since it only has one day of class and the discussions must be posted by the end of that day. Grading will be done based on whether the student has participated or not. A couple of words is NOT sufficient. You must write at least a few sentences to get credit. Retroactive credit also WILL NOT be given.

### **Weekly Short Writing Assignments:**

The short writing assignments, due by the end of the day each Sunday for the weekly module except for the final week when the assignment will be due by the end of the day Monday since it is the last class, will be comprised of responses to questions posted that relate to the readings and lectures posted for that week. They are designed to offer in-depth analysis of core concepts explored through that's week's subjects. The weekly writing assignments are building blocks for the term paper as well as preparation for the mid-term and final exams. Each week the instructor will post the guiding questions that relate to that week's material and students are expected to write a one-page paper responding to those prompts by using information from the readings and the lectures for that week. In the rare week when there is not any assigned reading, the responses will be based on material presented in the recorded lectures for that week. Grading will be based on completeness in responding to the prompts, use of the materials from the week, and quality of the analysis. Unlike the discussions, the short writing assignments will have a numerical grade associated with them.

### **Essay Assignments:**

The essays are designed to provide for a deeper exploration of aspects of the course than is possible through the other assignments or on the exams. You will be given prompts for the essay two weeks before they are due. You should make use of the readings assigned for the class as the basis for evidence in the essays. The essays must meet the following technical requirements:

**Margins: Left and Right 1.25", Top and Bottom 1"**

**Tabs to indent first lines of paragraphs 0.5"**

**All work must be Double-Spaced**

**Typed or computer generated**

**12 pt. text size**

**Times New Roman font**

**No extra spacing between paragraphs**

**No sub-heads**

**No footnotes or endnotes**

**All pages must be numbered at the bottom center**

**References (citations) formulated as: following the citation (author's last name: p. #)**

**Names to appear on a separate cover sheet affixed to the front of page 1 of the essay.**

**Length is three (3) to five (5) pages**



## Late assignments

Please contact me three days before an assignment is due to discuss turning it in late. I will take late work on a case-by-case basis.

## Grading scale

93–100: A  
90–92.9: A-  
87–89.9: B+  
83–86.9: B  
80–82.9: B-  
77–79.9: C+  
73–76.9: C  
70–72.9: C-  
67–69.9: D+  
60–66.9: D  
Below 60: E

## Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

### Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

### E-mail

I will reply to e-mails within **24 hours on school days**.

### Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

# Attendance, participation, and discussions

## Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in:**  
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will

probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

- **Office hours and live sessions:**

All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.

- **Participating in discussion forums:**

As participation, each week you can expect to post at least four times as part of our substantive class discussion on the week's topics.

## Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Other course policies

### Student academic services

Student academic services offered on the OSU main campus

<http://advising.osu.edu/welcome.shtml>.

### Student support services

Student support services offered on the OSU main campus <http://ssc.osu.edu>.

## Academic integrity policy

### Policies for this online course

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication. Weekly quizzes are included as self-checks without points attached.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **MLA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

### Ohio State's academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

### Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes

associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

### Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

## Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the

aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org)

## Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Jan 11-17	<p>Video Lecture 1 – Remembering and Forgetting: The Film <i>Night and Fog</i> Video Lecture 2 – Belonging: Citizenship, Nationalism, Universalism</p> <p><b>Readings:</b> Bergen, <i>War &amp; Genocide</i>, Preface <b>Assignments: Online Discussion #1</b> <b>Short Writing Assignment #1</b></p>
2	Jan 18-24	<p>Video Lecture 1 – Rise of Anti-Semitism and Proto-Fascism from the 1890s Video Lecture 2 – Germany, WWI, Rise of Rightist Extremism</p> <p><b>Readings:</b> Bergen, <i>War &amp; Genocide</i>, Ch. 1 <b>Assignments: Online Discussion #2</b> <b>Short Writing Assignment #2</b></p>
3	Jan 25-31	<p>Video Lecture 1 – The Early Nazi Party Video Lecture 2 – Politics and Economics during the 1920s</p> <p><b>Readings:</b> Bergen, <i>War &amp; Genocide</i>, Ch. 2 Kaplan, <i>Between Dignity and Despair</i>, Introduction <b>Assignments: Online Discussion #3</b> <b>Short Writing Assignment #3</b></p>
4	Feb 1-7	<p>Video Lecture 1 – The Great Depression and the Rise of Nazism</p>

		<p>Video Lecture 2 – Settling Scores 1933-1934</p> <p><b>Readings:</b> Lower, <i>Hitler's Furies</i>, Introduction</p> <p><b>Assignments: Online Discussion #4</b> <b>Short Writing Assignment #4</b></p>
5	Feb 8-14	<p>Video Lecture 1 – Early Years of Nazism 1933-1938</p> <p>Video Lecture 2 – Nazi Aggression</p> <p><b>Readings:</b> Bergen, <i>War &amp; Genocide</i>, Ch. 3 Kaplan, <i>Between Dignity and Despair</i>, Chs. 1-2</p> <p><b>Assignments: Online Discussion #5</b> <b>Short Writing Assignment #5</b></p>
6	Feb 15-21	<p>Video Lecture 1 – Kristallnacht and the T-4 Program</p> <p>Video Lecture 2 - Start of World War Two and Organizing Terror in Poland</p> <p><b>Readings:</b> Bergen, <i>War &amp; Genocide</i>, Chs. 4-5 Kaplan, <i>Between Dignity and Despair</i>, Chs. 3-5</p> <p><b>Assignments: Online Discussion #6</b> <b>Short Writing Assignment #6</b></p>
7	Feb 22-28	<p>Video Lecture 1 – Ghettos and Camps</p> <p>Film <i>Auschwitz: Surprise Beginnings</i></p> <p>Video Lecture 2 – Terror and New Order (1939-1941): The Net Expands</p> <p><b>Readings:</b> Kaplan, <i>Between Dignity and Despair</i>, Ch. 6 Browning, <i>Ordinary Men</i>, Chs. 1-2 Lower, <i>Hitler's Furies</i>, Ch. 1 Hilberg et al., <i>The Warsaw Diary of Adam Czerniakow</i>, Intro (1-2) + Ch. 1</p> <p><b>Assignments: Online Discussion #7</b> <b>Short Writing Assignment #7</b> <b>Essay #1 due 28 February</b></p>
8	Mar 1-7	<p><b>Mid-Term Exam:</b> <b>Window available on Carmen Course Site Monday 1 March</b></p>

		<p>Video Lecture – General Plan East and Operation Barbarossa</p> <p><b>Readings:</b> Bergen, <i>War &amp; Genocide</i>, Ch. 6 Hilberg et al., <i>The Warsaw Diary of Adam Czerniakow</i>, Ch. 2</p> <p><b>Assignments: Online Discussion #8</b> <b>Short Writing Assignment #8</b></p>
9	Mar 8-14	<p>Video Lecture 1 – Experimentation in Mass Murder Film <i>Auschwitz: Orders and Initiatives</i> Video Lecture 2 – Concentration Camps and Slave Labor</p> <p><b>Readings:</b> Browning, <i>Ordinary Men</i>, Chs. 3-5 Lower, <i>Hitler's Furies</i>, Ch. 2 Hilberg et al., <i>The Warsaw Diary of Adam Czerniakow</i>, Chs. 3, 4, 6</p> <p><b>Assignments: Online Discussion #9</b> <b>Short Writing Assignment #9</b></p>
10	Mar 15-21	<b>Spring Break</b>
11	Mar 22-28	<p>Video Lecture 1 – Wannsee Conference: Operation Reinhard Film <i>Auschwitz: Factories of Death</i> Video Lecture 2 – Operation Harvest Festival</p> <p><b>Readings:</b> Bergen, <i>War &amp; Genocide</i>, Ch. 7 Kaplan, <i>Between Dignity and Despair</i>, Ch. 7 Browning, <i>Ordinary Men</i>, Chs. 6-9 Hilberg et al., <i>The Warsaw Diary of Adam Czerniakow</i>, Ch. 7</p> <p><b>Assignments: Online Discussion #10</b> <b>Short Writing Assignment #10</b></p>
12	Mar 29-Apr 4	<p>Video Lecture 1 – Holocaust as Profit and Careerism Film <i>Auschwitz: Corruption</i> Video Lecture 2 – Warsaw Ghetto Uprising and Death Camp Rebellions</p> <p><b>Readings:</b> Browning, <i>Ordinary Men</i>, Chs. 10-15 Lower, <i>Hitler's Furies</i>, Chs. 3-4</p>

		Hilberg, <i>The Warsaw Diary of Adam Czerniakow</i> , Chs. 8-9 <b>Assignments: Online Discussion #11</b> <b>Short Writing Assignment #11</b>
13	Apr 5 - 11	Video Lecture 1 – Other Forms of Resistance Video Lecture 2 – Deportations and Local Slaughter <b>Readings:</b> Kaplan, <i>Between Dignity and Despair</i> , Ch. 8 and Conclusion <b>Assignments: Online Discussion #12</b> <b>Short Writing Assignment #12</b>
14	Apr 12 - 18	Video Lecture 1 – Death Marches Film <i>Auschwitz: Murder and Intrigue</i> Video Lecture 2 – End of the Holocaust <b>Readings:</b> Bergen, <i>War &amp; Genocide</i> , Ch. 8 Browning, <i>Ordinary Men</i> , Chs. 16-18 Lower, <i>Hitler's Furies</i> , Chs. 5-6 Levi, <i>Survival in Auschwitz</i> , pp. 9-100 <b>Assignments: Online Discussion #13</b> <b>Short Writing Assignment #13</b>
15	Apr 19-25	Video Lecture 1 – Survivors and Prospects for the Future: Never Again? Film <i>Auschwitz: Liberation and Revenge</i> Video Lecture 2 – Nuremburg, Genocide Convention, Today <b>Readings:</b> Levi, <i>Survival in Auschwitz</i> , pp. 101-187 Browning, <i>Ordinary Men</i> , Afterword Lower, <i>Hitler's Furies</i> , Ch. 7, Epilogue Bergen, <i>War &amp; Genocide</i> , Conclusion <b>Assignments: Online Discussion #14</b> <b>Short Writing Assignment #14</b> <b>Essay #2 due 25 April</b>
16	Apr 26	Video Lecture – Resurgence of Fascism, Anti-Semitism: Could It Happen? <b>Readings: None</b> <b>Assignments: Online Discussion #15</b> <b>Short Writing Assignment #15</b>

\*\*\*Final Exam Window Opens Wednesday 28 April 2021\*\*\*



**HIST/JWST 2475 History of the Holocaust**  
**Spring Semester 2018**  
**The Ohio State University-Marion**

**Instructor:** Dr. Genova

**Office:** Morrill Hall 112

**Office Hours:** TR 1:00 p.m. – 2:00 p.m. and by appointment

**E-mail:** [genova.2@osu.edu](mailto:genova.2@osu.edu)

**Phone:** 740-725-6215

**Course Description:**

This course examines one of the most horrific events in human history: the Holocaust. Between 1941 and 1945 over 6 million Jews and about 12 million people in total were systematically slaughtered by Nazi Germany and its allies during the Second World War. The “events” that took place during that time were so unprecedented and indescribable that an entirely new vocabulary had to be invented, giving rise to the term genocide to label such occurrences. We will examine the background to the Holocaust, the process whereby it transpired, and the legacy and meaning for today. A central focus of this course will be unravelling the nature of genocide, the role of the state in perpetrating the Holocaust, participation and witnessing the Holocaust, and how the Holocaust transformed world history and even the moral compass of humanity. We will look at anti-Semitism in Germany and Europe, the rise of nationalism and extremist ideologies in 20<sup>th</sup> century Europe, and the historical context for the Holocaust. We will also explore the changes in international law, notions of humanity, and efforts to forge a world where “never again” would have meaning. This class deals with a horrific event, but it also uncovers the enduring human spirit in the struggle against oppression and for a better world. Consequently, we will not only focus on the horror of the Holocaust, but also the forms of resistance that emerged to fight the genocidal process. In the end, the Holocaust is not just a narrative of slaughter, more importantly it is the story of the triumph of humanity and solidarity in the face of the greatest oppressive force to ever become manifest in the world. **Automatic failure of the course will result from the following: not submitting the two short essays, not taking the mid-term AND final exams, or five unexcused absences.**

**General Education Learning Objectives and Outcomes:**

*Historical Study:*

**Goals:**

Students recognize how past events are studied and how they influence today’s society and the human condition.

**Expected Learning Outcomes:**

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.

3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

***Diversity:***

**Goals:**

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

**Global Studies:**

**Expected Learning Outcomes:**

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples, and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

**History Major Fulfillment:**

This course fulfills the category of post-1750, European History in the History curriculum.

**Requirements and Grading:**

<b>Attendance, Participation</b>	<b>15%</b>
<b>Two Short Essays</b>	<b>30%</b>
<b>Mid-term Exam</b>	<b>25%</b>
<b>Final Exam</b>	<b>30%</b>

**Grade Breakdown:**

93-100 = A, 90-92 = A-,  
87-89 = B+, 83-86 = B, 80-82 = B-,  
77-79 = C+, 74-76 = C, 70-73 = C-,  
67-69 = D+, 64-66 = D, 60-63 = D-,  
59-0 = E.

**Required Texts:**

Marion Kaplan, *Between Dignity and Despair: Jewish Life in Nazi Germany* (New York: Oxford University Press, 1998).

Wendy Lower, *Hitler's Furies: German Women in the Nazi Killing Fields* (New York: Mariner Books, 2013).

Raul Hilberg, et al., eds., *The Warsaw Diary of Adam Czerniakow: Prelude to Doom* (Chicago: Elephant Paperbacks, 1999).

Primo Levi, *Survival in Auschwitz* (New York: Simon and Schuster, 1996).

Doris Bergen, *War & Genocide: A Concise History of the Holocaust* (New York: Rowman

and Littlefield, 2009).  
Christopher Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland* (New York: Harper, 1998).

### **Essay Assignments:**

The essays are designed to provide for a deeper exploration of aspects of the course than is possible in class or on the exams. You will be given prompts for the essay two weeks before they are due. You should make use of the readings assigned for the class as the basis for evidence in the essays. The essays must meet the following technical requirements:

**Margins: Left and Right 1.25", Top and Bottom 1"**

**Tabs to indent first lines of paragraphs 0.5"**

**All work must be Double-Spaced**

**Typed or computer generated**

**12 pt. text size**

**Times New Roman font**

**No extra spacing between paragraphs**

**No sub-heads**

**No footnotes or endnotes**

**All pages must be numbered at the bottom center**

**References (citations) formulated as: following the citation (author's last name: p. #)**

**Names to appear on a separate cover sheet affixed to the front of page 1 of the essay.**

**Length is three (3) to five (5) pages**

### **Classroom Conduct:**

In this course we will create and maintain an environment of respect for one another where all will have an equal opportunity to learn, participate, and succeed. Harassment of any kind and disrespect in general will not be tolerated. All have the right to speak freely within the parameters of the course subject as well as the right to listen to others speaking. A student's right to privacy shall in no way be infringed; any information pertaining to a student's performance in the course shall be kept in strictest confidentiality among the interested parties according to the Family Educational Rights and Privacy Act of 1974.

### **University Policies:**

#### **Academic Misconduct:**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term academic misconduct includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct:

[http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp).

Here is a direct link for discussion of plagiarism:

[http://cstw.osu.edu/writingCenter/handouts/research\\_plagiarism.cfm](http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm)

Here is the direct link to the OSU Writing Center: <http://cstw.osu.edu>

### **Disability Services:**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers due to a disability (including mental health, chronic or temporary medical conditions), please contact Julie Prince in the Office for Disability Services (ODS) to request appropriate accommodations. ODS is located in 128 Maynard Hall and can be reached by phone at 740-725-6247 or via email at [marionds@osu.edu](mailto:marionds@osu.edu). After registering with ODS, make arrangements with me as soon as possible to discuss your accommodations so they may be implemented in a timely fashion.

### **Course Outline:**

#### **Week 1 (8 Jan. – 12 Jan.):**

Course Introduction and Historical Background:

- 9 Jan. Course Introduction: Film *Night and Fog*
- 11 Jan. Notions of Belonging: Citizenship, Nationalism, and Universalism

**Readings:** Bergen, *War & Genocide*, Preface

**Assignment:** None

#### **Week 2 (15 Jan. – 19 Jan.):**

Anti-Semitism, the Origins of Fascism. Germany in World War One:

- 16 Jan. Rise of Anti-Semitism and Proto-Fascism from the 1890s
- 18 Jan. Germany in the First World War and the Rise of Rightist Extremism

**Readings:** Bergen, *War & Genocide*, Ch. 1

**Assignment:** None

#### **Week 3 (22 Jan. – 26 Jan.):**

Early Nazism and the 1920s:

- 23 Jan. The Early Nazi Party
- 25 Jan. Politics and Economics during the 1920s

**Readings:** Bergen, *War & Genocide*, Ch. 2  
Kaplan, *Between Dignity and Despair*, Introduction

**Assignment:** None

#### **Week 4 (29 Jan. – 2 Feb.):**

The Rise of the Nazi Party and Consolidation:

- 30 Jan. The Great Depression and the Rise of Nazism
- 1 Feb. Settling Scores 1933-1934

**Readings:** Lower, *Hitler's Furies*, Introduction  
**Assignment:** None

**Week 5 (5 Feb. – 9 Feb.):**

Consolidation of the Third Reich and First Aggression:

6 Feb. Early Years of Nazism 1933-1938  
8 Feb. Nazi Aggression

**Readings:** Bergen, *War & Genocide*, Ch. 3  
Kaplan, *Between Dignity and Despair*, Chs. 1-2

**Assignment:** None

**Week 6 (12 Feb. – 16 Feb.):**

Foreign Policy and Domestic Terror:

13 Feb. Kristallnacht and the T-4 Program  
15 Feb. Start of the Second World War and Organizing Terror in Poland

**Readings:** Bergen, *War & Genocide*, Chs. 4-5  
Kaplan, *Between Dignity and Despair*, Chs. 3-5

**Assignment:** None

**Week 7 (19 Feb. – 23 Feb.):**

Planning for War, Planning for Terror:

20 Feb. Ghettos and Camps  
Film Auschwitz: Surprise Beginnings  
22 Feb. Terror and the New Order in Europe (1939-1941): The Net Expands

**Readings:** Kaplan, *Between Dignity and Despair*, Ch. 6  
Browning, *Ordinary Men*, Chs. 1-2  
Lower, *Hitler's Furies*, Ch. 1  
Hilberg et al., *The Warsaw Diary of Adam Czerniakow*, Intro (1-2)  
+ Ch. 1

**Assignment:** Essay #1 due 22 February

**Week 8 (26 Feb. – 2 Mar.):**

Inauguration of the Holocaust:

27 Feb. **Mid-Term Exam**  
1 Mar. General Plan East and Operation Barbarossa

**Readings:** Bergen, *War & Genocide*, Ch. 6  
Hilberg et al., *The Warsaw Diary of Adam Czerniakow*, Ch. 2

**Assignment:** None

**Week 9 (5 Mar. – 9 Mar.):**

The Final Solution:

6 Mar. Experimentation in Mass Murder  
Film Auschwitz: Orders and Initiatives  
8 Mar. Concentration Camps and Slave Labor

**Readings:** Browning, *Ordinary Men*, Chs. 3-5  
Lower, *Hitler's Furies*, Ch. 2  
Hilberg et al., *The Warsaw Diary of Adam Czerniakow*, Chs. 3, 4, 6  
**Assignment:** None

**Week 10 (12 Mar. – 16 Mar.):**

Spring Break

13 Mar. **No Class**  
15 Mar. **No Class**

**Readings:** None  
**Assignment:** None

**Week 11 (19 Mar. – 23 Mar.):**

The Camp System and Escalation of Horror:

20 Mar. Wannsee Conference and Industrial Murder: Operation Reinhard  
Film Auschwitz: Factories of Death  
22 Mar. Operation Harvest Festival

**Readings:** Bergen, *War & Genocide*, Ch. 7  
Kaplan, *Between Dignity and Despair*, Ch. 7  
Browning, *Ordinary Men*, Chs. 6-9  
Hilberg et al., *The Warsaw Diary of Adam Czerniakow*, Ch. 7  
**Assignment:** None

**Week 12 (26 Mar. – 30 Mar.):**

Rebellion and Resistance:

27 Mar. Holocaust as Profit and Careerism  
Film Auschwitz: Corruption  
29 Mar. Warsaw Ghetto Uprising and Death Camp Rebellions

**Readings:** Browning, *Ordinary Men*, Chs. 10-15  
Lower, *Hitler's Furies*, Chs. 3-4  
Hilberg, *The Warsaw Diary of Adam Czerniakow*, Chs. 8-9  
**Assignment:** None

**Week 13 (2 Apr. – 6 Apr.):**

Resistance and Collaboration:

3 Apr. Other Forms of Resistance  
5 Apr. Deportations and Local Slaughter

**Readings:** Kaplan, *Between Dignity and Despair*, Ch. 8 and Conclusion

**Assignment:** None

**Week 14 (9 Apr. – 13 Apr.):**

The Expansion of the Holocaust across Europe:

- 10 Apr.      Death Marches  
                  Film Auschwitz: Murder and Intrigue
- 12 Apr.      End of the Holocaust

**Readings:**    Bergen, *War & Genocide*, Ch. 8  
                  Browning, *Ordinary Men*, Chs. 16-18  
                  Lower, *Hitler's Furies*, Chs. 5-6  
                  Levi, *Survival in Auschwitz*, pp. 9-100

**Assignment:** None

**Week 15 (16 Apr. – 20 Apr.):**

Culpability and Consequences:

- 17 Apr.      Survivors and Prospects for the Future: Never Again?  
                  Film Auschwitz: Liberation and Revenge
- 19 Apr.      Responsibility: Nuremburg, Genocide Convention, and Today

**Readings:**    Levi, *Survival in Auschwitz*, pp. 101-187  
                  Browning, *Ordinary Men*, Afterword  
                  Lower, *Hitler's Furies*, Ch. 7, Epilogue  
                  Bergen, *War & Genocide*, Conclusion

**Assignment:** Essay #2 due 19 April

**Final Exam Week (25 Apr. – 1 May):**

**\*\*\*Final Exam: Monday, 26 April 4:30 p.m. – 6:15 p.m.\*\*\***

GE ASSESSMENT PLAN

**A. Historical Studies**

**ELO 1: Students construct an integrated perspective on history and the factors that shape human activity.**

Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: There will be a short paper (3-5 pages) to assess students' ability to construct an integrated perspective on history and the factors that shape human activity.

Sample: Write an essay in which you explore the impact of the Nazis' coming to power on the Jewish community in Germany. How did their lives change between 1933 and 1938? What impact did Nazi rule have on gender relations within Jewish households and the Jewish community?

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust, critical, integrated and self-aware understanding of history and the factors that shape human activity.	Demonstrates adequate and integrated understanding of history and the factors that shape human activity.	Demonstrates modest understanding of history and the factors that shape human activity.	Demonstrates little or no understanding of history and the factors that shape human activity.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

**Directions:** In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly



**Please explain:**

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to ensure that the proposed course adequately articulates these goals, teaches toward them, tests for them, and helps students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

**ELO 2: Students describe and analyze the origins and nature of contemporary issues.**

Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: a question will appear on the midterm or final to assess students' ability to describe and analyze the origins and nature of contemporary issues.

Sample question: While using some of the institutions and concepts developed from the Enlightenment (the modern State, citizenship, the rule of law, etc.), Nazi ideology grew out of a narrow and exclusionary understanding of belonging, the State, and the use of law in modern society. Write an essay in which you discuss the ways in which Nazi ideology borrowed from and perverted core concepts from the Enlightenment.

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust, critical, and self-aware analysis of the origins and nature of contemporary issues.	Demonstrates adequate and critical understanding of the origins and nature of contemporary issues.	Demonstrates modest understanding of the origins and nature of contemporary issues.	Demonstrates little or no understanding of the origins and nature of contemporary issues.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

**Directions:** In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how

strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

**Please explain:**

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to ensure that the proposed course adequately articulates these goals, teaches toward them, tests for them, and helps students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

**ELO 3: Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.**

Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: Students will write a short paper (3-5 pages) to assess students' ability to speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Sample question: Using primary sources as well as the assigned readings write an essay in which you discuss the variety of forms of resistance adopted by the Jewish population in response to the Nazi German implementation of the Final Solution. What impact did Jewish resistance have on the Holocaust and among the Jewish population? What were the obstacles to Jewish resistance during the Holocaust?

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust and critical ability to speak and write about primary and secondary	Demonstrates adequate and critical ability to speak and write about primary and secondary	Demonstrates modest ability to speak and write about primary and secondary	Demonstrates little or no ability to speak and write about primary and secondary

historical sources.	historical sources.	historical sources.	historical sources.
---------------------	---------------------	---------------------	---------------------

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

**Directions:** In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

**Please explain:**

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to ensure that the proposed course adequately articulates these goals, teaches toward them, tests for them, and helps students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

**B. Diversity- Global Studies**

**ELO 1: Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.**

1. Direct Measure:

Specific Question/Assignment: a question will appear on the midterm or final to assess students' ability to understand the economic, political, cultural, and social dimensions of the past and present societies of the mid-20<sup>th</sup> century world and will learn to weigh the various aspects of these dimensions in their understanding of the past and present.

Sample: Write an essay in which you discuss various dimensions of the Holocaust and how it was organized. Analyze the important role that the German government and the cover of legality played in making the Holocaust possible?

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates an excellent understanding of the varied aspects of the cultures and communities of the mid-20 <sup>th</sup> century world.	Demonstrates adequate understanding of the varied aspects of the cultures and communities of the mid-20 <sup>th</sup> century world.	Demonstrates modest understanding of the varied aspects of the cultures and communities of the mid-20 <sup>th</sup> century world.	Demonstrates little or no understanding of the varied aspects of the cultures and communities of the mid-20 <sup>th</sup> century world.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

**Directions:** In order to assess the effectiveness of this General Education course, we are asking for students’ input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

**Please explain:**

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department’s Undergraduate Teaching Committee. Assessments will be summarized

and used to alter the course for the next teaching.

**ELO 2: Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.**

1. Direct Measure:

Specific Question/Assignment: a question will appear on the midterm or final to assess students' ability to be able to situate local events in their global contexts and their ability to understand their own place in this economic context both as US and as global citizens.

Sample: From the time the Nazis came to power in Germany in 1933 there was a close correlation between foreign policy aggression and domestic terror against targeted groups, especially the Jewish community. This became particularly evident after 1938 when the scale and pace of foreign aggression and domestic terror intensified. Write an essay in which you discuss the connection between Nazi foreign and domestic policy with regard to aggression abroad and oppression at home?

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates an excellent understanding of the role of national and international diversity in shaping their worlds.	Demonstrates adequate understanding of the role of national and international diversity in shaping their worlds.	Demonstrates modest understanding of the role of national and international diversity in shaping their worlds.	Demonstrates little or no understanding of the role of national and international diversity in shaping their worlds.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

**Directions:** In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

**Please explain:**

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department's Undergraduate Teaching Committee. Assessments will be summarized and used to alter the course for the next teaching.

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course: History 2475**

**Instructor: Jim Genova**

**Summary: History of the Holocaust**

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> <li>• Carmen</li> <li>• Office 365</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• CarmenWiki</li> <li>• Carmen Message Boards</li> <li>• Zoom</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All are available for free
6.4 The course technologies are current.	X			All are updated regularly
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			OSU accessibility policy is included
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			OSU policy on obtaining these materials is included
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.				All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

### Reviewer Information

- Date reviewed: 6/16/20
- Reviewed by: Ian Anderson

**Notes: Good to go!**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.  
<http://advising.osu.edu/welcome.shtml>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.