

Term Information

Effective Term Autumn 2022
Previous Value Autumn 2014

Course Change Information

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

Submission for GE Theme Course - Citizenship

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

Submission for GE Theme Course - Citizenship

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)?

Submission for GE Theme Course - Citizenship; no further programmatic implications

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	German
Fiscal Unit/Academic Org	Germanic Languages & Lit - D0547
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3254H
Course Title	Representations and Memory of the Holocaust in Film
Transcript Abbreviation	Holocaust in Film
Course Description	Students will view, discuss, and examine major filmic representations of the Holocaust from several countries from the 1940s through the present. Students will learn how these films have contributed to our understanding of its events, challenged notions of social responsibility and belonging, and coped with the problem of representing something often considered unrepresentable. Taught in English.
<i>Previous Value</i>	<i>Students will view, discuss, and examine major filmic representations of the Holocaust from several countries from the 1940s through the 1990s. Students will learn how these films have contributed to our understanding of a complex phenomenon of WWII and how the directors have coped with the thorny issues of representing something that many people consider to be unrepresentable. Taught in English.</i>
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never

Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq: Honors, and Soph, Jr, or Sr standing, or permission of instructor.
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0501
Subsidy Level General Studies Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

Citizenship for a Diverse and Just World

Previous Value

General Education course:
Visual and Performing Arts; Global Studies (International Issues successors)

Course Details

Course goals or learning objectives/outcomes

- Theme Goals and ELOs
 1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.
- 1.1 Successful students are able to engage in critical and logical thinking about the topic or idea of the theme.
- 1.2 Successful students are able to engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they've done in previous classes and that they anticipate doing in future
 - 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.
 - 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- Goals and ELO's for Citizenship
 1. Citizenship: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.
- 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
- 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.
- Goals & ELO's for Just & Diverse World
 - 2 Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship & membership within societies.
- 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.
- 2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.
- Course goal and ELO:

Students analyze and interpret major films dealing with the Holocaust, thereby investigating modes of human thought, culture, and expression and issues of social responsibility and belonging.
- *Students analyze and interpret major films dealing with the Holocaust, thereby investigating various modes of human thought, culture, and expression. They will deal with a significant amount of material from non-US culture.*

Previous Value

Content Topic List

- Postwar Representations of the Holocaust
- Memory and commemoration
- Theories of representation of the Holocaust
- Popularization of the Holocaust in media
- Holocaust and After: Conceptions of genocide, citizenship, and belonging

COURSE CHANGE REQUEST
3254H - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
04/27/2021

Previous Value

- *Holocaust as historical event.*
- *Theories of representation of the Holocaust.*
- *Memory and commemoration.*
- *Nazi representation of Jews.*
- *Documentary responses.*
- *Popularization of the Holocaust.*
- *Resigned humor and tragic fate.*

Sought Concurrence

No

Attachments

- Syllabus-German3254H-2021.docx: German 3254H new GE syllabus
(Syllabus. Owner: Miller,Natascha)
- Form-Citizenship-German3254H.pdf: German 3254H new GE Form
(Other Supporting Documentation. Owner: Miller,Natascha)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Byram,Katra A	04/23/2021 12:47 PM	Submitted for Approval
Approved	Holub,Robert Charles	04/23/2021 02:20 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/27/2021 03:12 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	04/27/2021 03:12 PM	ASCCAO Approval

German 3254H: Representations and Memory of the Holocaust in Film

Time:	Instructor:
Location:	Office:
Office hours:	Phone:
	Email:

3 Credit hours, Lecture

GE Course: Citizenship for a Just and Diverse World

Theme goals and expected learning outcomes:

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Successful students are able to ...

- 1.1 Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

- 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Citizenship for a Just and Diverse World, goals and expected learning outcomes:

GOAL 1: Citizenship: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

- 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
- 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

GOAL 2: Just and Diverse World: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

- 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.
- 2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

How the course addresses the expected learning outcomes:

During the Holocaust, questions of citizenship, belonging, and the ability and willingness to interact with people with different cultural backgrounds had life and death consequences. By watching, discussing, analyzing, researching, and presenting on films about the Holocaust, students will explore these questions in depth. The films present individuals from multiple countries and backgrounds facing loss, mortal danger, crises of conscience, and unimaginable choices. At the same time, lectures will provide an advanced understanding of the historical context for the events depicted. Based on these films and lectures, our discussions will reflect on the shapes that concepts of citizenship and difference took in various situations during the Holocaust and ask how our understanding of ourselves and our own world are affected by these reflections. In their written work, students will analyze and evaluate how the films use the tools of film-making to address these issues. Finally, in a culminating project, students will work with peers to present and teach a class about a film.

Course Description:

This course is designed to investigate various strategies for representing “the unrepresentable.” Because of its enormity the Holocaust has often been viewed as an event that defies representation, yet it has continuously been the topic of films in the postwar era. We will examine films from the 1940s to the present for their representational strategies and their dealings with memory and commemoration. In the first week we will look at how Jews and the Jewish Question in Germany were portrayed in the 1940s. Then we will take up films during the first three or four decades following the war, before turning to the TV documentary *Holocaust* (1978) as a pivotal point in representation for the United States and for worldwide audiences. We will then turn to four very different filmic documents from the post-*Holocaust* era: *Shoah*, *Schindler’s List*, *Train of Life*, and *Son of Saul*. For the first eleven weeks the format will be lecture and discussion. We will end with five days of student presentations on additional films that students themselves select.

Required materials:

- All films are available for viewing in the Secured Media Library
- All readings are available on Carmen.

Assignments:

There will be one short paper (4-6 pages), due after the eighth week of classes on October 15.

For each film we view in the first twelve weeks (11 films in all), students will be required to write a short scene or sequence analysis in which they analyze one scene or sequence from the film (no more than one or two pages for this analysis). These analyses should be submitted electronically through Carmen for comment by Monday evening of the week in which a given film will be discussed, or by Wednesday evening if the first discussion of the film occurs on a Thursday. During the second class period on 26 August, you will be given some instruction on how to compose a scene/sequence analysis, as well as an introduction to cinematic language you should use in writing such an analysis. An essay on each film of the relevant films is included in Carmen; you do not have to read this essay, but I believe it will assist you in your understanding of the film.

In addition, *all students* will be required to be part of a group presentation; the group presentation will occur during the final five class periods. Each group will have one class period in which to present a film to the class. For these presentations students will view an additional film about the Holocaust and present it to the class. Other students in the class will be expected to view this film and contribute discussion, comments, and questions regarding their fellow-students' presentation/discussion. You may wish to incorporate one or more of these films presented by student groups into your final examination.

A final examination will be scheduled during the regular examination period.

Grading: Midterm Paper (20%); scene analyses (15%); group project (20%); final examination (35%); participation in class (10%).

Class attendance policy: Students are required to attend class; if you find you must be absent, please contact me before class about your absence.

Course Plan

Aug. 24-26: Introduction to the Holocaust as a historical event, to theories of representation of the Holocaust, and to controversies involving memory and commemoration; introduction to reading a film

German Film at the Time of the Holocaust

Aug 31-Sept 2: The Nazi's Representation of Jews: Harlan's *Jud Süß* (1940)

Postwar Representations East and West

Sept. 7-9: Czech real/surrealism: Radok's *Distant Journey* (1949)
Sept. 14-16: French Response in Documentary Mode: Resnais's *Night and Fog* (1955)
Sept. 21-23: Eastern Block Reflections: Konrad Wolf's *Stars* (1959)
Sept. 28-30: Survivor in America: Sidney Lumet, *The Pawnbroker* (1965)
Oct. 5-7: One View of the Holocaust in Italy: De Sica's *Garden of the Finzi-Continis* (1970)

Holocaust and After

Oct. 12-19: Made for TV: Chomsky's TV Docudrama *Holocaust* (1978)
Oct. 21-26: Explorations of Memory as Representation: Lanzmann's *Shoah* (1985)
Oct. 28-Nov. 2: The Good German and the Hollywood Epic: Spielberg's *Schindler's List* (1993)
Nov. 4-9: Humor and the Holocaust?: Radu Mihaileanu's *Train of Life* (1998)
Nov. 16-18: Jewish Participants in the Death Process: The Sonderkommando: László Nemes's *Son of Saul* (2016)
Nov. 23 & Nov. 30: Student Presentations: *Sophie's Choice* (1982); *Europa, Europa* (1990);
Dec. 2 & Dec. 7: Student Presentations: *Life Is Beautiful* (1997); *The Pianist* (2002)
Dec 9: Student Presentations: *The Reader* (2008)
Dec. ?: Final Examination (on date and at time established by the registrar)

I am happy to talk with students about topics related to the course. Please contact me, and we can

set up a time to speak. My email is holub.5@osu.edu.

This course is an honors course. You can receive credit for the current general education requirement in either visual and performing arts or in global studies.

Policy statements:

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://studentlife.osu.edu/csc/>.

Disability Services: 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; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

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 or calling [614- 292-5766](tel: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](tel: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.

Sexual misconduct/relationship violence: 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 .

Diversity: The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

Specific Expectations of Courses in Citizenship

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)