

Term Information

Effective Term Autumn 2022
[Previous Value](#) Summer 2020

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 3252.01
Course Title The Holocaust in German Literature and Film
Transcript Abbreviation Holcst GerLit&Film
Course Description This course will provide an overview of the historical events we call the Holocaust, including their pre-history and their aftermath. This information will provide the necessary background for discussing some of the questions that have occupied the fields of philosophy, literature, aesthetics, and ethics over the last sixty years. Taught in English.
[Previous Value](#) *Reading, analysis, and discussion of representative works pertaining to the Holocaust from the perspective of German literature and film. Taught in English.*
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 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, Lima, Mansfield, Marion, Newark, Wooster
[Previous Value](#) Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Not open to students with credit for 3252.02 or Yiddish 3399.

Electronically Enforced

Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

16.0501

Subsidy Level

General Studies Course

Intended Rank

Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Literature; Global Studies (International Issues successors); Citizenship for a Diverse and Just World

The course is an elective (for this or other units) or is a service course for other units

Previous Value

General Education course:

Literature; Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.
- 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.
- 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.
- Just & Diverse World: Successful students will examine notions of justice amidst difference & analyze & critique how these interact with historically and socially constructed ideas of citizenship & membership within societies within the US & worldwide

Previous Value

- *Students analyze, interpret and critique significant literary works.*
- *Through reading, discussing and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.*
- *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.*
- *Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.*

Content Topic List

- The Holocaust as Symbol
- Precursors to the Holocaust
- Life and Death in Auschwitz
- The Cost of Survival
- A Shift in Perspective
- A Girlhood Remembered
- Reflections on Freedom
- Stepping Out of Line
- The Past is Present
- The Second Generation & Generational Conflict
- Avoidance and Confrontation & Passing Judgement
- Memorialization, Empathy, Activism

Previous Value

- *The Holocaust from the perspective of German tradition*
- *Literature and films pertaining to the Holocaust*

Sought Concurrence

No

Attachments

- German 3252 Syllabus 2021, Revised.docx: syllabus German 3252
(Syllabus. Owner: Miller, Natascha)
- Ger 3252 Holocaust in Lit and Film - Theme Proposal Revised.pdf: Theme Proposal
(Other Supporting Documentation. Owner: Miller, Natascha)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Miller, Natascha	06/10/2021 12:13 PM	Submitted for Approval
Approved	Holub, Robert Charles	06/10/2021 12:14 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/06/2021 01:05 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/06/2021 01:05 PM	ASCCAO Approval

COURSE CHANGE REQUEST
3252.01 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
10/06/2021

German 3252

Representations of the Holocaust in German Literature and Film

Instructor(s):

Call #:

Office:

Type:

Office hours:

Location:

E-mail:

Time:

Lecture, 3 credits

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 can ...

- 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:

The Holocaust is an extreme example of genocidal injustice rooted in intolerance, prejudice, racism, anti-intellectualism, and the alignment of legal, security, and bureaucratic institutions that systematically stripped Jewish citizens and other targeted groups of their rights as citizens. This process began in Germany and later extended to Austria, then other occupied territories. By engaging with a large variety of texts and media, including autobiographical accounts, novels, poetry, art, film, essays, graphic novels, music, exhibitions, monuments, and contemporary academic and popular articles, students will pursue a deeper understanding of the complex challenges facing those who attempt to confront and represent an unfathomable atrocity. The lectures will provide background for, analysis of, and insight into the texts. Students will then reflect upon, analyze, interpret, and engage in discussion that asks them to contrast their lives, values, and concepts of freedom and justice with those of the traumatic past, and to question the roles and responsibilities that their active citizenship and participation in history demands of them. Weekly assignments will aid students in developing writing topics, which will culminate in two essays that reflect on 1) the definition of and foundations for leading a dignified life, 2) the concept of freedom both physical and spiritual, including the freedom to express one's identity and to live authentically. These two essays and subsequent engagement with the aftermath of the Holocaust will lead to the final project, which is a poster presentation on justice or trauma that will be held in the style of the Denman research forum (to encourage students' participation in the Denman and their further development of their topic).

Course Description

The content of this course will focus on two related sets of questions. First, it will provide an overview of the historical events we call the Holocaust, including their pre-history and their aftermath. In doing so, it will address some questions commonly asked about these events: What happened? How could such a thing occur? What was the experience of those who lived and died during its course?

This information will provide the necessary background for discussing some of the questions that have occupied the fields of philosophy, literature, aesthetics, and ethics over the last sixty years: What capacity do humans have for evil, and for good? Who should be held accountable for such crimes against humanity? Is it possible to represent and share experiences that push the limits of being human? If so, are there limits to the kinds of representations people should create? What are they? What responsibilities do descendants of both victims and perpetrators have? How have members of different societies or cultures (e.g. Germans, Americans, and Israelis) answered these questions?

We will approach these questions by reading, discussing, interpreting, and writing about literary and cinematic representations of the Holocaust and its historical causes and consequences.

Required Materials

The five required books are available for purchase at The Ohio State Bookstore at Barnes and Noble (High St.) and at online retailers. The books are also available on reserve in Thompson Library course reserves, or the Billy Ireland Cartoon Library. All films are available to stream on the Secured Media Library or other platform. Additional readings will be made available in the content section of Carmen.

Klüger, Ruth. *Still Alive*. (ISBN: 1558614362)

Levi, Primo. *Survival in Auschwitz*. (ISBN: 0684826801)

Schlink, Bernhard. *The Reader*. (ISBN: 9780375707971)

Spiegelman, Art. *Maus I & II*. (ISBN: 0394747232 & 0679729771)

Evaluation

Your evaluation will be based on the completion of participation quizzes (In-Class), Discussions and Assignments (Carmen), Two Essays, and a Final Project and Poster Presentation. See below for details on each category and gradingscale.

Participation (15%)

Part of your grade depends upon your consistency in showing up and participating in class discussions, surveys, and other interactive features of the live sessions. Intermittently throughout the lecture, there will be brief surveys, partner work, and class discussion, as well as an opening reading and closing lecture review quiz. These will keep a record of attendance and provide a gauge of your participation. The four lowest quiz grades (equivalent also to two absences) will be dropped and if necessary, requests for make-up quizzes will require documentation.

Discussions and Assignments: (30%)

Assignments and discussions are designed to support the development of ideas, thoughts, reflections that can be used for the essays and final project. Responses can be in the form of a half to page double spaced written response, or a video upload. Some assignments will require peer reviews and provide feedback for your fellow students.

Essays (25%)

Two short writing assignments (400-800 words) provides you the opportunity to demonstrate your knowledge, develop an argument and provide your reaction to topics that compel you to synthesize and engage further in the material of the previous weeks.

Final Project: (30%)

The final project can be a written paper (800-1000 words, ca. 3-4 pages), a final video presentation (2-3 minutes, concept of 400-500 words - ca. 1 ½ to 2 pages), a final creative product (400-500 words), or a final alternative project (400-500 words), these will be accompanied by a poster presentation, Denman style, during the final week of regular class in which students receive feedback from fellow students and instructor with suggested revisions, due during following finals week. 10 percent of the final project grade will come from participation in giving feedback to fellow students.

Distribution	Grading Scale	
Participation (15%)	A (93-100%)	A- (90-92%)
Discussions and Assignments (30%)	B+ (88-89%)	B (83-87%)
Essays (25%)	B- (80-82%)	C+ (78-79%)
Final Project (30%)	C (73-77%)	C- (70-72%)
Extra-Credit (1-2%)	D (63-69%)	E (0-62%)

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

Semester Plan

Week 1: The Holocaust as Symbol

- Shiman & Fernekes “The Holocaust, Human Rights, and Democratic Citizenship Education” (PDF)
- Burleigh & Wippermann “Racism” *The Racial State* (PDF)
- Resnais’ *Night and Fog* (1955)
- Community Building Activity I: Video Response Introductions – Why study the Holocaust?

Week 2: Precursors to the Holocaust

- Kuehne “The Claims of Community” *Belonging and Genocide* (PDF)
- Klemperer’s “Dresden Diaries” *NY Times* (Excerpts - PDF)
- Lanzmann’s *Shoah – First Era Part I* (1985)
- Insight Assignment I: Poetry, Individual Experience, and Symbolic Representation

Week 3: Life and Death in Auschwitz

- Levi’s *Survival in Auschwitz* (Preface, Ch. 1-6)
- Gutman’s “Introduction” *Anatomy of Auschwitz Death Camp* (PDF)
- Ruzowitsky’s *The Counterfeiters* (2007)
- Discussion: Personal Values and Citizenship

Week 4: The Cost of Survival

- Levi’s *Survival in Auschwitz* (Ch. 7-14)
- Aly’s “Plunder, Individual and Governmental” *Hitler’s Beneficiaries* (PDF)
- Spielberg’s *Schindler’s List* (1993)
- Essay I: “A Dignified Life” assigned

Week 5: A Shift in Perspective

- Levi’s *Survival in Auschwitz* (Ch. 15-17)
- Kluger’s *Still Alive* (Ch. 1-4)
- Freydank’s *Toyland* (2007)
- Essay I: “A Dignified Life” due

Week 6: A Girlhood Remembered

- Kluger’s *Still Alive* (Ch. 5-15, Part 2, Ghetto)
- Keren’s “The Family Camp” *Anatomy of Auschwitz Death Camp* (PDF)
- Holland’s *Europa Europa* (1990)
- Insight Assignment II: Child Survivors

Week 7: Reflections on Freedom

- Kluger’s *Still Alive* (Part 2, Death Camp - Germany; Escape)
- Rittner and Roth’s “Voices of Experience” *Different Voices: Women and the Holocaust* (PDF)
- Nagel and Winterberg’s *Made in Auschwitz: The Untold Story of Block 10* (2019)
- Discussion II: Reflections on Freedom

Week 8: Stepping Out of Line

- Kluger’s *Still Alive* (Part 4: New York, Epilogue)
- Fogelman’s “Introduction” *Conscience and Courage* (PDF)
- Raefle’s *The Invisibles* (2017)
- Community Building Activity II: Video Response -The Importance of Identity

Week 9: The Past is Present

- Spiegelman's *Maus I*
- Desbois' *The Holocaust by Bullets* (Excerpts - PDF)
- Hersonski's *A Film Unfinished* (2010)
- Essay II: "Freedom and Identity" assigned

Week 10: The Second Generation

- Spiegelman *Maus II*
- Black's *The Transfer Agreement* (Excerpt – PDF)
- Goldfinger's *The Flat* (2011)
- Essay II: "Freedom and Identity" due

Week 11: Avoidance and Confrontation

- Schlink's *The Reader* (Part I)
- O'Donnell "Art and Culture in Occupied Europe" *A Tragic Fate: Law and Ethics in the Battle over Nazi Looted Art* (PDF)
- Von Donnersmarck's *Never Look Away* (2018)
- Insight Assignment III: Expression through Art

Week 12: Generational Conflict

- Schlink's *The Reader* (Part II)
- Arendt's "Eichmann in Jerusalem – I" *New Yorker* (Web)
- Curtis' *The People vs. Fritz Bauer* (2015)
- Discussion III: Genre and Generational Trauma

Week 13: Passing Judgement

- Schlink's *The Reader* (Part III)
- Lower's *Hitler's Furies* (Excerpts - PDF)
- Daldry's *The Reader* (2009)
- Community Building Assignment III: Video Response – Guilt and Responsibility

Week 14: Memorialization, Empathy, and Activism

- Contemporary Articles (PDF)
- Young's *The Texture of Memory* (Excerpt – PDF)
- Loznitsa's *Austerlitz* (2016)
- Final Project: "Generations and Justice" assigned

Week 15: Empathy and Activism

- Contemporary Articles (PDF)
- Lipstadt's "Behind the Lies of Holocaust Denial" (2017)
- Project Presentations and Feedback

Final project due during finals week

Academic Misconduct Statement

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 Statement

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; <http://slds.osu.edu>; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health & Wellness Statement

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. 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.

Sexual Misconduct & Harassment Statement

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 Statement

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)