

Term Information

Effective Term Spring 2024
[Previous Value](#) Autumn 2013

Course Change Information

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

Title Change
Credit Hour change from 3 to 4

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

GEN
our new Director of the Yiddish program has updated the syllabus/ELOs/topics in this course.

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? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Yiddish
Fiscal Unit/Academic Org Germanic Languages & Lit - D0547
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3399
Course Title The Holocaust in Yiddish Writing and Film
[Previous Value](#) *Holocaust in Yiddish and Ashkenazic Literature and Film*
Transcript Abbreviation HolocaustYiddishWF
[Previous Value](#) *Holcst YidLit&Film*
Course Description We will analyze texts, films & other media produced during and after the Holocaust & consider how these materials open up different perspectives on a seemingly well-known history. We will also consider how these materials participate in ongoing debates about citizenship & statelessness, justice & restitution, the representation of violence, and cultural memory.
Readings & discussion in English.
[Previous Value](#) *Reading and analysis of texts, films and music pertaining to the topic of the Holocaust, the genocide perpetrated by Nazi Germany against European Jewry, and its impact on Ashkenazic-Jewish civilization.*
Semester Credit Hours/Units Fixed: 4
[Previous Value](#) 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? No
Grading Basis Letter Grade
Repeatable No

COURSE CHANGE REQUEST
3399 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
10/09/2023

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
<i>Previous Value</i>	<i>Columbus</i>

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Previous Value

Not open to students with credit for 399 or German 399.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

16.0599

Subsidy Level

General Studies Course

Intended Rank

Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

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

Previous Value

Required for this unit's degrees, majors, and/or minors

General Education course:

Literature; Global Studies (International Issues successors)

Course Details

Course goals or learning objectives/outcomes

- On completion of this course, students will have:
 - deepened their knowledge of the history of Yiddish culture and the Holocaust;
 - analyzed & discussed a wide range of texts & views about the representation of the Holocaust & about related themes;
- (e.g., citizenship, justice, migration, etc.);
 - developed strategies for the interpretation & critical analysis of primary & secondary sources;
 - learned about research methods & techniques in the humanities & interpretative social sciences;
- - and improved their analytic writing skills.
- Citizenship for a Just & Diverse World
 - GOAL 1: Citizenship: Successful students will explore & analyze a range of perspectives on local, national or global citizenship and apply the knowledge, skills and dispositions that constitute citizenship.
- 1.1 Describe & 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 & analyze & critique how these interact with historically & 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.
- ELO 1.1 Engage in critical and logical thinking about 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 & anticipate doing in future.
 - ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.
 - 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.
- 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.
- ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.
- GOAL 2: Successful students will examine notions of justice amidst difference & analyze & critique how these interact with historically & socially constructed ideas of citizenship & membership within societies, both within the US & 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.
- 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.

Previous Value

Content Topic List

- Yiddish & Jewish American Culture during the Holocaust
 - Jews and the Third Reich
 - Nazi Germany
 - Citizenship
 - Statelessness
 - Nuremberg Race Laws
 - Resistance and collaboration
- Genocide
 - Diversity
 - Justice
 - Reparations
 - Migration
 - Exile
- Early Chroniclers of the Holocaust
 - Holocaust Testimonies
 - Construction of memory
 - Holocaust cinema, film & performing arts
 - Art and trauma

Previous Value

- *Holocaust and genocide*
- *Ashkenazic civilization*
- *Holocaust cinema*
- *Performing arts*
- *Construction of memory*
- *Resistance and collaboration*
- *Righteous gentiles*
- *Anti-semitism in historical context*

Sought Concurrence

No

COURSE CHANGE REQUEST
3399 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
10/09/2023

Attachments

- Yiddish3399_4cuGEN_Syllabus.pdf: old Yiddish 3399 Syllabus - OLD
(Syllabus. Owner: Miller, Natascha)
- Yiddish3399_4cuGEN_Proposal_The Holocaust in Yiddish Writing and Film.pdf: old Yiddish 3399 GEN proposal
(GEC Model Curriculum Compliance Stmt. Owner: Miller, Natascha)
- Yiddish3399_4cuGEN_Inventory-Research-creative-inquiry.pdf: old Yiddish 3399 Course Inventory
(Other Supporting Documentation. Owner: Miller, Natascha)
- Johnson_Syllabus_The Holocaust in Yiddish Writing and Film_GE Application_OSU_April 2023_reviewed October 2023 [newest][91].docx: Revised Yiddish 3399 syllabus
(Syllabus. Owner: Miller, Natascha)
- Research and Creative Inquiry Inventory_April 2023_reviewed october 2023[3].pdf: Revised 3399 Course Inventory
(Other Supporting Documentation. Owner: Miller, Natascha)
- Johnson_Course Proposal_The Holocaust in Yiddish Writing and Film_GE Application_OSU_reviewed October 2023[30].docx: Revised Yiddish 3399 GEN proposal
(GEC Model Curriculum Compliance Stmt. Owner: Miller, Natascha)

Comments

- 10/09/2023 Please see the revised syllabus, course inventory, and GEN proposal documents as requested by the panel.
Thank you! *(by Miller, Natascha on 10/09/2023 02:34 PM)*
- Please see Panel feedback email sent 01/31/2023. *(by Hilty, Michael on 01/31/2023 12:13 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Miller, Natascha	11/10/2022 09:31 AM	Submitted for Approval
Approved	Holub, Robert Charles	11/10/2022 10:11 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/29/2022 02:11 PM	College Approval
Revision Requested	Hilty, Michael	01/31/2023 12:13 PM	ASCCAO Approval
Submitted	Miller, Natascha	10/09/2023 02:34 PM	Submitted for Approval
Approved	Taleghani-Nikazm, Carmen	10/09/2023 02:38 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/09/2023 03:31 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/09/2023 03:31 PM	ASCCAO Approval



Yiddish 3399: The Holocaust in Yiddish Writing and Film

4 credit course; GE – Citizenship for a Just and Diverse World; Integrative Practice: Research and Creative Inquiry

Meets in-person 3x/week, 220 minutes total (two 80-minute sessions and one 60-minute session per week)

Instructor: Dr. Matthew Johnson, johnson.9927@osu.edu, Office Hours: TBA, Hagerty 421
Program in Yiddish & Ashkenazic Studies, Department of Germanic Languages & Literatures,
The Ohio State University



Image: Zalmen Gradowski's Buried Testimony from Auschwitz-Birkenau.

General Education Course: Citizenship for a Just and Diverse World

General Education Expected Learning Outcomes

1. Successful students will analyze concepts of citizenship, justice and diversity at a more advanced and in-depth level than in the Foundations component.
2. Successful students will integrate approaches to understanding citizenship for a just and diverse world 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.
3. 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.
4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.



Successful students are able to:

- 1.1 Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.
- 2.1 Identify, describe and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.
- 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.
- 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global and/or historical communities.
- 3.2 Identify, reflect on and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.
- 4.1 Examine, critique and evaluate various expressions and implications of diversity, equity and inclusion, and explore a variety of lived experiences.
- 4.2 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

This course centers on the complex ways in which victims of the Holocaust recorded and responded to the crimes being committed against them. Students will learn how Eastern and Central European Jews lost their citizenship, faced deportation and imprisonment, and struggled to survive under extreme conditions. Students will engage with a wide variety of texts and media, including archival documents, memoirs, short stories, novellas, poetry, documentary and fictional films, and oral history interviews. In so doing, they will learn about how the history of the Holocaust has been narrated and mediated in complex and often contradictory ways and how such acts of narration and mediation raise crucial questions about historical understanding and memory. Students will further consider the implications of these sources for thinking about citizenship and minority rights, about justice and restitution, and about identity and difference. Discussions and assignments will center on the critical analysis of primary sources (in translation) and on the ongoing relevance of those sources for contemporary issues (e.g., the demands and responsibilities of national and global citizenship in the face of violence, discrimination, and injustice.). Students will also develop a toolbox of research methods and techniques that they can apply to different subjects and fields. The course will culminate in a student-designed research project related to the topic of the course.

Course Description

About six million Jews were murdered by the Nazis and their collaborators during World War II in a series of events that came to be known as the Holocaust or, in Yiddish, as the “*khurbn*” (“destruction”). Yiddish was the first language of millions of the victims, but the contributions of speakers of this language to the documentation and representation of the Holocaust have often been overlooked or effaced. In this course, while we will learn about the systematic destruction of Yiddish culture and society, we will also consider how Yiddish-language writers, artists, intellectuals, and filmmakers documented and resisted that destruction. In class discussions and assignments, we will analyze texts, films, and other media produced during and after the Holocaust and consider how these materials, written in or incorporating a language that was itself victimized, open up different



perspectives on a seemingly well-known history. We will also consider how these materials participate in ongoing debates about citizenship and minority rights, justice and restitution, the representation of violence, and cultural memory. In addition to providing an introduction to the academic study of the Holocaust and Yiddish culture, this course will familiarize students with cutting-edge research methods and techniques in the humanities and interpretive social sciences (e.g., close reading, archival research, oral history, etc.).

All readings and discussion in English. No knowledge of Yiddish is required.

Additional Course Learning Goals

On completion of this course, students will have:

- deepened their knowledge of the history of Yiddish culture and the Holocaust;
- analyzed and discussed a wide range of texts and views about the Holocaust and about related themes (e.g., citizenship, justice, migration, etc.);
- developed strategies for the interpretation and critical analysis of primary and secondary sources;
- learned about and applied cutting-edge research methods and techniques in the humanities and interpretive social sciences;
- and improved their analytic writing and communication skills at the advanced level.

Required Texts

Students are required to purchase physical or electronic versions of *The Craft of Research* (4th edition) by Wayne C. Booth and *Where Research Begins* by Thomas S. Mullaney and Christopher Rea, et al. (Used versions of both are available for low prices.) All other texts, films, and media will be made available on Carmen. On certain occasions, students may be required to purchase rental access to a film or documentary (costs will not exceed about \$10 total).

Major Course Assignments

PREPARATION: you are responsible for completing all assigned readings and watching assigned films and for coming to class prepared to share your thoughts.

DISCUSSION POSTS: every two weeks, you are required to post a short response to a prompt on Carmen about the materials to be discussed in the next class session. Responses must be in complete sentences (4-6 sentences). These responses will serve as the basis for discussion in the next class, so please be prepared to share your ideas with the class.

ACTIVE PARTICIPATION in discussions and activities in class. If you are uncomfortable participating actively in group discussions, please get in touch with the instructor.

RESEARCH MODULES: every week, you must complete the readings and exercises under the research module on Carmen. Readings and exercises will largely derive from *The Craft of Research* by Wayne C. Booth, et al., and *Where Research Begins* by Thomas S. Mullaney, et al.

RESEARCH AND WRITING ASSIGNMENTS: throughout the semester, you will submit a series of scaffolded assignments in preparation for the final research project.



Note: For all written assignments, students can submit a revised version if they are unhappy with their initial grade. The revised version will be graded as if new, so if students thoroughly address the instructor's feedback, they could theoretically get full points on the assignment.

- i. Identifying and Assessing Research Questions (1 page)
 - In class, we will review and discuss the research questions of recent scholars working the field. In this assignment, you will identify and assess a research question from a scholarly source that we have not yet discussed (a list of scholarly sources to choose from will be provided). In your assignment, you should restate the guiding research question(s)/problem in your own words and elaborate how the scholar situates their work within a larger conversation and the kinds of sources that underlie the question. You should also reflect on the significance/stakes of the question.
- ii. Detailed Description of an Archival Source (1 page)
 - Careful and precise description of a source is the first step in being able to analyze and make arguments about it.
- iii. Analysis of a Primary Source (4-5 pages)
 - You will analyze a primary source related to the Warsaw Ghetto. In addition to practicing analyzing primary sources in class, a detailed guide to such analysis will be provided. You will be asked to analyze your primary source and to make a larger argument about what historical question(s) the source allows us to answer (or does not allow us to answer). Ideally, your final project will also integrate your analysis of this source, though it's okay if you shift your focus in later assignments.
- iv. Research Proposal (3-4 pages)
 - This will serve as the basis for your final research project. It should include brief sections on research aims, methodology, ethics, resources/timeline, potential outcomes, and limitations/scope of research, as well as a short annotated bibliography (at least 5 academic sources). You should also indicate the format of your final project, which can be an analytic paper or a less traditional format, such as a podcast or creative project.

FINAL RESEARCH PROJECT – This represents the culmination of the previous research and writing assignments. The parameters are deliberately left open, as each student should develop their project in consultation with the instructor.

OFFICE HOURS: you are encouraged to come to office hours on a regular basis, but you are required to sign up for at least one meeting to discuss your research proposal. This meeting will count toward your participation/preparation grade.

Attendance Policy:

Absences will be excused for illness, family emergency, and religious observances. Each student also has two free unexcused absences; more than two unexcused absences will result in the loss of five points in your participation grade.

Grade Breakdown

Research and Writing Assignments:	40%
a) Identifying and Assessing Research Questions	15 points
b) Detailed Description of an Archival Source	10 points
c) Analysis of a Primary Source	45 points
d) Research Proposal	30 points
Final Research Project:	20%
Participation/Preparation:	15%
Research Modules:	15%
Discussion Posts	10%

Final Grades

93-100%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
etc.	

Course Calendar

Subject to change. Specific dates will be added for each session when the course is actually taught; certain sessions may also need to be cancelled due to holidays. The schedule is flexible enough to accommodate these changes easily.

Week 1 – Introduction to the Course

Session 1: Introduction

Session 2: Esther Garfinkel, “Maidanek”

Anita Norich, *Discovering Exile: Yiddish and Jewish American Culture during the Holocaust* (excerpts)

Session 3: David Engel, “Studying the Holocaust” and “The Jews” in *The Holocaust: The Third Reich and the Jews*

Research Module: What is Research in the Humanities and Interpretative Social Studies?

Week 2 – Citizenship and Citizenship Loss after 1933

Session 1: “The ‘Citizen Other’: Citizenship Stripping in Nazi Germany and the United States” (video)

“Nuremberg Race Laws” (United States Holocaust Memorial Museum website)



Session 2: *The United States and the Holocaust* (documentary excerpt)

Session 3: *Three Minutes: A Lengthening*, dir. Bianca Stigter
Research Module: The Uses of Research, Public and Private

Week 3 – Rethinking Difference: Minority Responses to Persecution and Antisemitism

Session 1: Yankev Glatshteyn, “Good Night, World”

Session 2: Yankev Glatshteyn, *Emil and Karl* (excerpts)

Session 3: Yankev Glatshteyn, *Emil and Karl* (cont.)
Research Module: From Topics to Questions

Week 4 – Everyday Life and ‘Homemade Citizenship’ in the Warsaw Ghetto

Session 1: Levi Shalit, “Smugglers” and Bernard Goldstein, “Hell in the Streets”

Research Assignment Due: Identifying and Assessing Research Questions

Session 2: Emanuel Ringelblum, “OyNEG Shabes”

Session 3: “Traces of Life and Death: Texts from the Archives,” in *Who Will Write Our History? Emanuel Ringelblum, the Warsaw Ghetto, and the OyNEG Shabes Archive* (excerpts)

Research Module: Working with the Ringelblum Archive at the Jewish Historical Institute in Warsaw, Poland and the Digital Archives of the United States Holocaust Memorial Museum

Week 5 –

Session 1: Photographs from the Warsaw Ghetto and the Warsaw Uprising
Wendy Lower, *The Ravine: A Family, a Photograph, a Holocaust Massacre* (excerpts)

Session 2: David Engel, “The Transition to Killing” and “Responding to Murder” in *The Holocaust: The Third Reich*

Session 3: Rachel Auerbach, “Yizkor, 1943”
Research Module: Questions, Problems, and Sources

Week 6

Session 1: *Warsaw Uprising*, dir. Jan Komasa

Research Assignment Due: Detailed Description of an Archival Source

Session 2: Vladka Meed, *On Both Sides of the Wall* (excerpts)

Session 3: Irena Klepfisz, *Her Birth and Later Years: New and Collected Poems* (excerpts)
Research Module: Critical Analysis of Primary Sources

Week 7

Session 1: Elie Wiesel, *Night* (excerpts)



Session 2: Zalmen Gradowski, *The Last Consolation Vanished: The Testimony of a Sonderkommando in Auschwitz* (excerpts)

Session 3: *Son of Saul*, dir. Lászlo Nemes
Research Module: Working with Holocaust Testimonies

Week 8

Session 1: Laura Jockusch, *Collect and Record!: Jewish Holocaust Documentation in Early Postwar Europe* (excerpts)

Writing Assignment Due: Analysis of a Primary Source

Session 2: Maria Hochberg-Marianska and Noe Grüss, eds., *The Children Accuse*

Session 3: *Unzere kinder (Our Children)*, dir. Natan Gross and Shaul Goskind
Research Module: Conducting a Literature Review

Week 9

Session 1: Avrom Sutzkever, “Testimony at the Nuremberg Trials”

Session 2: Annette Wieviorka, *The Era of the Witness* (excerpts)

Session 3: *The Trial of Adolph Eichmann*, dir. Michaël Prazan
Research Module: Working with Oral History Interviews

Week 10

Session 1: Selections from the Fortunoff Video Archive for Holocaust Testimonies
Geoffrey Hartman, “Holocaust Testimony, Art, and Trauma”

Session 2: Jack Kugelmass and Jonathan Boyarin, eds., *From a Ruined Garden: The Memorial Books of Polish Jewry* (excerpts)

Session 3: Selected Yizker-bikher (memorial book) excerpts
Research Module: Working with Objects and Material Culture

Week 11

Session 1: Kadya Molodovsky, “God of Mercy” (“El khanun”) and Chava Rosenfarb, “Praise”
Research Assignment Due: Research Proposal

Session 2: Chava Rosenfarb, “Edgia’s Revenge”

Session 3: Chava Rosenfarb, “Edgia’s Revenge” (cont.)
Research Module: Making an Argument

Week 12

Session 1: Isaac Bashevis Singer, “The Cafeteria” and “Nobel Lecture”



Session 2: Cynthia Ozick, “Envy; or, Yiddish in America”

Session 3: Cynthia Ozick, *The Shawl* (excerpts)
Research Module: Organizing Your Argument

Week 13

Session 1: Art Spiegelman, *Maus* (excerpts)

Session 2: Art Spiegelman, *Maus* (cont.)

Session 3: Ken Krimstein, *When I Grow Up: The Lost Autobiographies of Six Yiddish Teenagers* (excerpts)
Research Module: Revising Style: Telling Your Story Clearly

Week 14

Session 1: Peer Review Session

Session 2: Concluding Discussion

Session 3: Final Projects Due

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

Accessibility and Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.



If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Sexual Misconduct/ 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 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.

Yiddish 3399 – The Holocaust in Yiddish Writing and Film

Citizenship for a Just and Diverse World

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)

Unlike most courses that introduce the history and representation of the Holocaust, this course requires students to more deeply grapple with primary texts, archival sources, and other media; furthermore, by focusing on Yiddish-language sources (in English translation), it foregrounds the voices and perspectives of the victims rather than the perpetrators. This will allow students to complicate, deepen, and diversify their prior knowledge of or coursework in the Holocaust, the history of World War II, and related subjects. In particular, students will analyze understudied texts, visual media, and material objects that demonstrate the ways in which Yiddish speakers contributed to the loss of citizenship and to the documentation and representation of the Holocaust (produced both during and after the war). They will read texts by important but often overlooked historians, novelists, and poets such as Rachel Auerbach, Emanuel Ringelblum, Yankev Glatshteyn, and Chava Rosenfarb and watch seminal films such as *Our Children* and *Son of Saul*. In addition to fictional prose, poetry, and film, students will work with various forms of historical documentation, testimony, and oral history. Discussions will center on the close reading and analysis of these materials and on their implications for larger debates about citizenship, difference, and justice. Students will also be introduced to and use various online archives and oral history collections (e.g., the Ringelblum Archive at the Jewish Historical Institute in Warsaw, the Fortunoff Video Archive at Yale University, the United States Holocaust Memorial Museum, etc.), giving them a sense of cutting-edge research that is currently being conducted and debated and learning to use its tools. Furthermore, by developing their own research projects, students will learn and refine advanced skills in the humanities and interpretive social sciences: they will analyze primary sources, engage with the existing scholarship, formulate original research questions, and improve their analytic writing and presentation abilities.

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)

This course aims to provide students with the skills to think critically about historical evidence (e.g., written testimony, oral history interviews), about artistic representation (e.g., short stories, poems, films) and, in turn, about the demands of citizenship and justice in a world marked by histories of violence, discrimination, and dispossession. In addition to introducing students to a range of marginalized and likely unfamiliar writers, historians, and filmmakers, this course will highlight the complex ways in which knowledge about the Holocaust has been produced and mediated. For example, in the first weeks of the semester, assignments and discussions will focus

on the Warsaw Ghetto. In conjunction with photographs and short videos produced by German soldiers, students will examine memorial texts published by survivors and archival materials that were clandestinely written and collected by Jewish historians and writers in the ghetto and that were subsequently buried in tin boxes and milk cans. Students will practice analyzing such primary sources (using both digitized versions of these materials and published translations), and they will consider how these sources provide complex perspectives on issues of citizenship, justice, and diversity.

In the first writing assignment, students will analyze a primary source pertaining to the Warsaw Ghetto and explain what this source can teach us about a number of themes that are central to the study of the Holocaust, e.g., citizenship, national identity, migration, gender, religious practice, etc. Depending on the source they choose, students may focus their analysis on the physical nature of a particular source; its purpose (e.g., to convey information about a certain town or community, to relate personal experience, to describe the activities of a certain organization in the ghetto, etc.); its stylistic characteristics; the background and positionality of the author(s), etc. Based on their analysis of the source, students will then evaluate it as a piece of historical evidence. They may ask questions such as: Does the source provide insight into the ideological views, actions, or demands for justice that shaped life in the ghetto? Does it provide insight into everyday life after the loss of citizenship and under extreme conditions? What kinds of historical questions can we answer using this source? What kinds of questions can we *not* answer? While specific guidance will be provided for each writing assignment, students will have a certain degree of freedom to choose what they write about and what questions will guide their analysis. This is intentional, as this course is designed at the more advanced level to enable and encourage students to develop their own voices as writers, scholars, and citizens beyond the classroom.

Later in the semester, students will also work with fictional texts and media and engage with complex questions about the relationship between fiction and non-fiction and the representability of violence and trauma. In discussions and assignments, students will reflect critically—and with different kinds of materials—on how what we know (or think we know) about the Holocaust has been mediated in complex and fascinating ways.

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)

While this course focuses primarily on those who were persecuted or killed during the Holocaust, students will be encouraged throughout to make connections with their other courses, with current events, and with their personal experiences. The course will highlight these connections in part by introducing students to methods and problems of historical research and artistic representation. Many of the texts and films that will be analyzed were produced at a time when knowledge about what we now refer to as the Holocaust was still in its infancy. Students will grapple with texts and films that struggle to articulate experiences that were overwhelming,

and they will be encouraged to draw connections to contemporary events and crises that resist narrative and easy articulation. Students will also be exposed to literary and oral history archives, which will hopefully inspire them to explore archives and special collections in different contexts.

The course materials raise, moreover, difficult questions about justice and the demands of citizenship that can be brought into conversation with contemporary debates about slavery and colonialism, reparations and restitution, and the climate crisis. In the third short writing assignment (the last assignment before the final paper/project), students will be asked to draw a connection between a primary source discussed in class and a contemporary debate and to explain why and how that source shapes their understanding of that debate. For example, a student might write about a text—such as the Yiddish novella *Emil and Karl*, set in Vienna—that recounts the consequences of Jews' loss of citizenship rights after the implementation of the Nuremberg Laws and about recent policies that have been instituted throughout Europe for survivors and their descendants to apply for citizenship under special legal categories. By considering the uses and abuses of the past in current legal and political debates, students will come to understand how the analytic skills and historical consciousness they have developed in the course can be applied to a wide range of questions and problems in the humanities and social sciences and in their own lives as individuals shaped by history and as citizens in a globalized world.

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)

This course centers on the different ways in which the Holocaust was documented and represented in Yiddish writing and film. It will introduce students to a variety of genres, including poetry, memoir, historical narrative, and oral history. Throughout the course, students will be encouraged to think critically about how historical events have been mediated and how our knowledge of such events remains partial and open to further investigation. In this regard, one of the course goals is to encourage students to begin thinking of themselves as independent thinkers and researchers. For example, some course sessions will be dedicated to online archives related to the Holocaust. Students will be introduced to the scope and use of these archives in class and will then have some time to explore the collections on their own. In a subsequent written assignment, students will be asked to choose one document, object, or image that they found in the archive and to reflect on how it alters or expands their understanding of the Holocaust. In addition to introducing students to the methods and techniques of archival research, this assignment is designed to prompt students to reflect critically on received narratives and to see themselves as capable of producing new knowledge (in whatever field or career path they choose).

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)

In focusing on the work of Yiddish speakers, this course will expose students to a range of writers, historians, filmmakers, and everyday people who were deprived of their citizenship rights and, in many cases, became stateless. In discussions and assignments, students will be prompted to think about how citizenship, language, and identity came to matter under extreme circumstances and to reflect on how they continue to matter today. In one class activity, for example, students will be introduced to an oral history interview with a Jewish survivor who grew up speaking Yiddish in Czernowitz (then part of the Austro-Hungarian Empire), which later became part of Romania, was then subjected to Nazi and Soviet occupation, and is now Chernivtsi in Ukraine. Students will analyze how this survivor recounts the effects of these shifts in nationality and his loss and later recuperation of citizenship. Students will also consider the present-day implications of this history, especially for a region where the borders remain violently contested.

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)

In focusing on Yiddish materials in translation, students will consider how many dominant narratives of the Holocaust are based on the perspectives of the perpetrators or of hegemonic groups. They will learn about the importance of listening to minoritized voices (and minoritized languages) and consider how Yiddish speakers made essential—if still often overlooked—contributions to the documentation and representation of the Holocaust and to postwar efforts to bring the perpetrators to justice and to improve the lives of the survivors. In reading materials compiled by Rachel Auerbach and Emanuel Ringelblum, for example, students will learn how everyday people recorded, under extreme duress, the crimes that were being committed against them in the hope for a more just world in the future. Reading such materials will hopefully encourage students to seek out and listen to minoritized voices—for example, those of migrants and of indigenous peoples—in the United States and around the world and to reflect critically on their own position in a global context.

In its focus on Yiddish-language sources in translation, the course will also attune students to the complexities and significance of linguistic and cultural translation, which is crucial in a globalized world. While the course does not require any prior knowledge of the Yiddish language, there will be frequent reference to Yiddish-language concepts and to matters of translation. In one classroom exercise, for example, students will analyze Yankev Glatshteyn's "A gute nakht, velt" ("Good night, world"), a 1938 poem that responds to the growing catastrophe in Europe and that questions the relationship between Jewish and European (or "Western") culture. Students will read three English-language translations of this poem and compare the translations, which strongly differ from one another. Students will learn about the difficulties of translation and the numerous choices that are involved therein, while also considering how seemingly minor shifts in word choice or tone can profoundly alter a text's meaning. In addition to making students better readers of literary texts, such an exercise will

prompt students to reflect on the challenges of communicating across languages and across cultures.

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)

This course centers on how writers, historians, filmmakers, and everyday people responded, in varied ways, to experiences of discrimination and violent persecution. For example, in reading materials from the Ringelblum archive, a clandestine Jewish archive in the Warsaw Ghetto, students will read texts both by professional historians and by amateur writers who felt compelled to record the histories of their families and communities. In this regard, students will encounter the stories of well-known writers and intellectuals, as well as the stories of cooks, relief workers, nurses, and smugglers. Furthermore, throughout the course, we will pay particular attention to the experiences and needs of children in the ghettos and camps and in the postwar years. We will read texts by adults that grapple with the responsibilities of individuals and communal leaders toward orphaned children and reports about children's homes in the ghettos. We will also watch a postwar film, *Unzere kinder (Our Children, 1948)*, which contains interviews with Yiddish-speaking children who had survived interment in ghettos and concentration camps. While we will consider perspectives from the ghettos and camps, we will also read texts, like the 1940 Yiddish novella *Emil and Karl*, which addresses the persecution of Jewish children in Vienna, but which was published in the United States and read in Yiddish-language schools in New York. In conjunction with their reading of these texts, students will consider the responsibilities of countries and state and communal institutions to aid the persecuted and powerless and those seeking refuge. Students will learn about the *Kindertransport* rescue effort, which led to the resettlement of about 10,000 children from Central Europe in the United Kingdom shortly before the outbreak of World War II, and about failed initiatives in the United States to organize similar efforts.

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)

Yiddish is a stateless language that has been—and continues to be—spoken across Europe, the Middle East, North America, South America, and beyond. In the early twentieth century, the largest number of Yiddish speakers was concentrated in Eastern Europe. By 1945, the vast majority of those speakers had been murdered by the Nazis and their collaborators, and the robust infrastructure for Yiddish culture that had been established in places like Warsaw, Łódź, Vilnius, Chernivtsi, and Kiev was largely destroyed. Some Yiddish speakers had fled Europe prior to the outbreak of World War II, settling in the United States, Palestine, the Soviet Union, and elsewhere. In the aftermath of the war, most survivors were initially confined to DP camps throughout Europe before eventually being permitted to emigrate. This course is thus

transnational in scope and highlights how concepts of justice, difference, and citizenship intersect with experiences of migration and flight.

Students will also learn how Yiddish writers and historians utilized testimony and oral history in ways that continue to shape legal and scholarly approaches to histories of violence, persecution, and discrimination. In reading the writings of Rachel Auerbach, for example, students will investigate how Auerbach drew from her prewar journalistic writings on Polish literature and culture in recording the cultural life of the Warsaw Ghetto. Students will also consider how she built upon Jewish liturgical texts and Yiddish literary traditions in memorializing the destruction of the ghetto. In the aftermath of the war, and in light of what she herself witnessed, Auerbach insisted on the heterogeneity of the victims and on the necessity of attending to the diversity of their perspectives and experiences. She advocated for the importance of testimony and oral history in writing the history of the Holocaust, which set the stage for the use of victim testimony in postwar trials (e.g., the Eichmann Trial), for larger-scale oral history projects (e.g., the video interviews recorded by the Fortunoff Archive and the USC Shoah Foundation), and for ongoing legal and political efforts to secure justice for the victims of state violence, of sexual assault and harassment, and of other large-scale crimes.

Research & Creative Inquiry Course Inventory

Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Research & Creative Inquiry Courses. It may be helpful to consult the Description & Expectations document for this pedagogical practice or to consult with the OSU Office of Undergraduate Research and Creative Inquiry. You may also want to consult the Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

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.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Pedagogical Practices for Research & Creative Inquiry

Course subject & number

Performance expectations set at appropriately high levels (e.g. students investigate their own questions or develop their own creative projects). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Research & Creative Inquiry Inventory

Significant investment of time and effort by students over an extended period of time (e.g., scaffolded scientific or creative processes building across the term, including, e.g., reviewing literature, developing methods, collecting data, interpreting or developing a concept or idea into a full-fledged production or artistic work) Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Interactions with faculty and peers about substantive matters including regular, meaningful faculty mentoring and peer support. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Research & Creative Inquiry Inventory

Students will get frequent, timely, and constructive feedback on their work, iteratively scaffolding research or creative skills in curriculum to build over time. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Periodic, structured opportunities to reflect and integrate learning in which students interpret findings or reflect on creative work. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Research & Creative Inquiry Inventory

Opportunities to discover relevance of learning through real-world applications (e.g., mechanism for allowing students to see their focused research question or creative project as part of a larger conceptual framework). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Public Demonstration of competence, such as a significant public communication of research or display of creative work, or a community scholarship celebration. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Research & Creative Inquiry Inventory

Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, (e.g. universal design principles, culturally responsible pedagogy). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Research & Creative Inquiry Inventory

Clear plan to market this course to get a wider enrollment of typically underserved populations.

Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)