

Term Information

Effective Term Summer 2023
Previous Value Autumn 2017

Course Change Information

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

Adding new GE: Citizenship

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

Categorizing this course within the new GE structure.

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 Hebrew
Fiscal Unit/Academic Org Near East S Asian Lang/Culture - D0554
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3705
Course Title Israeli Society and the Holocaust
Transcript Abbreviation Holocst Soc & Cult
Course Description The State of Israel was established soon after the Holocaust. This course examines the effects of the Nazi genocide on Israeli society, including political debates, public trials, films, museums and literature, while also reflecting on larger themes of genocide, trauma, memory, and commemoration. Taught in English.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 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	Prereq: English 1110.
<i>Previous Value</i>	<i>Prereq: English 1110 (110).</i>
Exclusions	
<i>Previous Value</i>	Not open to students with credit for NELC 375.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	16.1102
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Culture and Ideas; 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:

Culture and Ideas; Global Studies (International Issues successors)

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Course Details

Course goals or learning objectives/outcomes

- Students will interpret the historical, social and cultural effects of the Nazi annihilation of European Jewry, the Holocaust, in Israel.
- Students will analyze a wide variety of Hebrew and Israeli primary texts, historical materials, and verbal and visual art that grapple with the Holocaust.
- Students will evaluate the immediate effects and longer-term legacies of genocide on societies and their cultures.
- Students will articulate how the specificities of the Holocaust and the State of Israel can serve as points of access to understanding Jewish and universal historical and cultural memory, global diversity, and other cultural dynamics.

COURSE CHANGE REQUEST
3705 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
11/29/2022

Content Topic List

- Representations of Israel and the Holocaust
- Representations of Silence and poetry of Israel and the Holocaust
- Testimony and Ka-tzetnik
- The Eichmann trial
- Representations of living with the past
- The next generation of Israel and the Holocaust
- Issues between Israel and Poland
- Holocaust in contemporary Israeli culture

Sought Concurrence

No

Previous Value

Yes

Attachments

- Hebrew 3705 Syllabus Citizenship.doc: Syllabus
(Syllabus. Owner: Carmichael,Phoebe Cullen)
- Hebrew 3705 Citizenship GE November 2022.pdf: Citizenship ELO
(Other Supporting Documentation. Owner: Carmichael,Phoebe Cullen)

Comments

- Submitting course for new GE designation. *(by Carmichael,Phoebe Cullen on 11/17/2022 01:10 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Carmichael,Phoebe Cullen	11/17/2022 01:10 PM	Submitted for Approval
Approved	Liu,Morgan Yih-Yang	11/18/2022 11:22 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	11/29/2022 02:22 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	11/29/2022 02:22 PM	ASCCAO Approval

Hebrew 3705
Israeli Society and the Holocaust
Wednesday/Friday 9:35-10:55
Location

Instructor: Professor Naomi Brenner
Office Hours: Wednesdays, 8:45-10:45am
Office: 315 Hagerty Hall, 1775 College Rd.
Email: brenner.108@osu.edu
Mailbox: NELC office, 300 Hagerty Hall

Format of instruction: lecture, 3 contact hours per week
GE categories: Citizenship for a Diverse and Just World (new GE); Culture & Ideas, Diversity: Global (legacy GE)

The state of Israel was established in 1948, only a few years after the Holocaust, the Nazi genocide of European Jewry (1939-1945). As a result, the effects of the Holocaust were registered in virtually all aspects of the new Israeli society and the life of its citizens: fierce political debates about taking reparations money from Germany; Hebrew short stories, poems, plays and novel about Holocaust survivors and their children; controversial public trials of Nazis; films about the psychological and ethical implications of the war.

This class will examine how genocide impacts citizenship by studying the effects of the Holocaust in Israeli society and on global citizenship more generally. Over the course of the semester, we will analyze the emergence of the term genocide and legal trials intended to facilitate postwar justice; how Holocaust survivors became citizens and the ways in which their struggles shaped their societies; memory and commemoration of the Holocaust and genocide victims in Israel, Europe, and the United States; and the ways in which individuals, artists and communities have wrestled with the legacies of the Holocaust. While our focus will be on Israeli society and culture, we will also reflect on larger questions about belonging, exclusion, genocide, trauma, memory, and commemoration.

COURSE GOALS

- ❖ Students will examine and interpret the historical, political, social, and cultural effects of the Nazi annihilation of European Jewry on the development of civil society in Israel and on the lived experiences of Israeli citizens.
- ❖ Students will examine how the history and the legacy of the Nazi genocide shapes perceptions and practices of justice, restitution, diversity, and equity in Israel and the United States.
- ❖ Students will identify and reflect on the ways in which trauma and memory shape and re-shape aspects of citizenship in Israel and in other global contexts.
- ❖ Students will assess the emergence of the concept of genocide and evaluate the immediate effects and longer-term legacies of the Nazi genocide on concepts of citizenship in Europe, Israel, and the United States.

- ❖ Students will analyze a variety of primary sources, historical and political narratives, literary texts, visual art, and media that assess the legacy of the Holocaust and grapple with the ethical, moral, social, and cultural ramifications of the Holocaust.
- ❖ Students will connect their own interests and experiences to the analysis of memory, global trauma or genocide, and citizenship, analyzing how cultural traditions and structures of power shape distinct experiences and practices of inclusion and exclusion.

Citizenship for a Diverse and Just World: Goals and Learning Outcomes

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: 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.]
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.
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.

Expected Learning Outcomes:

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 advance, in-depth, scholarly exploration of the topic or idea of the theme.
- 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.
- 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.

How this course fulfills the expected learning outcomes

This course provides students with the knowledge and skills to critically explore intersecting fields of history, memory, trauma, genocide, and citizenship. Over the course of the semester, we will examine the legacies of the Nazi genocide during World War II and their impact on Israeli society and global citizenship more generally. Students will reflect on how their own experiences of citizenship, specifically with respect to equality and diversity, compare with citizenship in Israel. As we examine the emergence of the concept of genocide and the legacies of a specific

historical instance of genocide, students will analyze and critique patterns of inclusion and exclusion and their connections to cultural traditions and structures of power in Israel, Germany, Poland, and the United States.

This course fulfills the legacy General Education category of Culture and Ideas.

Goals: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

In this course, students will analyze and interpret historical texts, literature, films, and articles that relate to the Holocaust. Through encounters with a variety of ideas and cultural materials, they will evaluate and re-evaluate difficult but important issues relating to survivor trauma, heroism, evil and the banality of evil, and the possibilities and limits of cultural representation.

It also fulfills the General Education category of Diversity (Global)

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

Expected Learning Outcomes - Global Studies

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

This course focuses on the legacies of the Holocaust in Israel, which are distinct from those in other societies because of its immense impact on the newly-independent Jewish State. Students will gain insight into Israeli history and society through relevant political and legal debates, social dynamics of immigrant survivors, and efforts to remember and commemorate the Holocaust. At the same time, they will reflect on broader issues of genocide, witnessing, trauma and commemoration that have global ramifications.

REQUIRED COURSE MATERIALS:

There is one required book this semester: Tom Segev, *The Seventh Million* (Picador, 2000). This book will be available at the OSU bookstore and on reserve at the Thompson Library.

All other readings, links, and resources will be available on Carmen, including links to films on the Kanopy streaming service. Please make sure that you have access to this class on Carmen and let me know immediately if you have trouble accessing either.

Reading and viewing assignments will vary in length, depending on the topic and the difficulty of the text. They must be completed by the beginning of class on the day that they are assigned. Please be sure to have access to readings to class because we will be referring to texts in our discussions.

REQUIREMENTS

Attendance, Participation & Preparation (20%)

- Attend class – make sure to sign the sign-in sheet each session
- Complete the assigned readings and viewings *before* class. Make sure to pace yourself – don't leave everything to the night before or the day of class because you'll have too much to process effectively.
 - Be sure to take notes for future reference in discussions and writing assignments. This will help you improve your ability to analyze, appreciate and interpret the material that we focus on.
 - Look at the guiding questions on Carmen for each assignment, so that you can focus on the key aspects of each reading/viewing assignment.
- Be an active participant in each class session's personal reflections, when you will be asked to respond to a reflection question in writing or in small-group discussion. This will be the opportunity to react to our readings and viewings, and to process material that can sometimes be difficult or painful to experience.
- Participation
 - This course revolves around class lectures and discussions, including significant material not necessarily included in the readings. Come to class prepared to be an active participant: ready to talk about the readings, to consider different viewpoints and to ask questions. You will be graded on how you engage the material and other students, not how much you know about the subject. Not everyone feels comfortable participating in class, which is why there are several different ways in which to participate:
 - Ask questions, volunteer ideas, participate in large and small group discussions during class.
 - Ask me questions or share ideas or interesting material relevant to the course outside of class, during office hours, or via email.
 - Please note: if you spend time on your computer, tablet or phone during class for purposes not related to the class, you will receive a 0 on that session's participation grade. If you do so on a regular basis, then your final grade may be up to 15% lower than you might expect.
- Grading:
 - If you put up your hand regularly and speak in an informed and succinct way in class = 100
 - If you speak occasionally in class, but demonstrate in other ways (office hours, before and after class) that you are engaged with the material and asking good questions = 90
 - If you never raise your hand and I have to call on you to involve you, but you have things to say when I do that = 75

- If you never participate in class, have nothing informed to add when called on and do not have anything to contribute to group assignments and discussions = 0
- If you raise your hand a lot and talk a lot, but do not think before you speak, or prevent others from speaking or expressing their opinions = 70

Short Assignments (40%)

- Writing assignments, typically 300 words, will be distributed via Carmen for each Tuesday class. The weekly prompts will ask you to critically analyze specific aspects of the reading/viewing assignments for that day.
- The goal of these short assignments is to encourage you to read and analyze throughout the semester before our class discussions. They will examine topics such as citizenship, genocide, trauma, and memory in depth.
- Short assignments will be submitted electronically via the Carmen. Please note that I have enabled Turn-It-In, a program that checks the originality of papers. All written assignments will automatically be checked against the program's database.
- The lowest writing assignment grade will be dropped.

Project (20%)

- Students will develop a project that relates to genocide, trauma, memory, and citizenship over the course of the second half of the semester, in consultation with the professor. All projects will include research, a written component (paper), and creative presentation (in-class talk, video, podcast)
- The project will include the following components:
 - Abstract 250-350 words (choosing topic, explaining approach and significance) – due Week 5
 - Annotated bibliography with at least 5 sources – due Week 7
 - Mini-presentation (work in progress) – Week 10
 - Project paper due – Week 12
 - Revised paper due – Week 14
 - Project presentations – Week 15
- See Carmen for more details

Exam (20%)

- There will be a cumulative final exam will during the university scheduled exam time [day/time].
- The exam will focus on how key concepts of citizenship, genocide, inclusion/exclusion, trauma, and memory that we have examined over the course of the semester are constructed in specific historical, social, and cultural contexts.

Final grades will be calculated as follows:

Attendance & Participation	20%
Short Assignments	40%
Project	20%

Grading scale: A (93-100) A- (90-92) B+ (87-89) B (83-86) B- (80-82) C+ (77-79) C (73-76) C- (70-72) D+ (67-69) D (60-66) E (below 60)

CLASS POLICIES

Absences: To do well in this class, you need to be present and awake. Since things come up (illness, family issues, other commitments), you may be absent **two times** without penalty. After that absence, each additional unexcused absence will lower your overall grade, as part of your participation grade (20%). This could potentially have a **major** effect on your grade.

- After two absences, please let me know **by email** if you need to miss class, preferably ahead of time. If you are ill for a significant period of time, or have other reasons that prevent you from attending class, please let me know as soon as possible. Makeup assignments (including personal reflections) will be provided for excused absences.
- 2-3 late arrivals or early departures (without explanation) will count as an absence.
- Sleeping through class lectures, discussion or film screenings will be treated like late arrival/early departure, which means the 2-3 occurrences will count as an absence.
- You are responsible for all material that you miss in class, including films, film clips, lectures, discussions and assignments. Make sure you have the contact information (email, phone number) for one or two other students in class so that you can get the information that you need.

In Class: Please do not read newspapers, email, websites, text messages, etc. during class. **No phone or computers are allowed during class without special arrangement.** Using a phone in any way during class, and especially during film screenings, will result in an automatic 0 for that session's Attendance and Participation grade. If you need to communicate with someone, step outside of the room for a minute and return when you're done.

Class Cancellations: If an emergency arises and I need to cancel class, I will send an email to the class, and ask that a sign be posted on the door. Please try to check your email before class in case anything comes up, particularly in cases of bad weather.

Plagiarism: Plagiarism – the representation of someone else's words or ideas as one's own – is a very serious offense, and will result in serious consequences. By plagiarism, I mean failing to acknowledge someone else's work or ideas (word for word or paraphrasing), as well as cheating on quizzes and tests. All suspected cases of plagiarism will be reported to the Committee on 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 at <http://studentlife.osu.edu/csc/>.

This is not to say that you cannot use other people's ideas, just that you must **acknowledge** your sources (orally or with footnotes) and try to **build** on those ideas (agree, disagree, modify, give your own examples). Please come and talk to me if you have any questions about this.

Writing Center: The Writing Center (www.cstw.osu.edu) is a great (free!) resource on campus for helping improve your writing skills and work on specific assignments. You can set up appointment or drop in at certain times for one-on-one help with your writing.

Contact Me: Please come talk to me over the course of the quarter if you have any problems or concerns, but also if you have questions or anything else that you'd like to talk about. It's great to have the opportunity to get to know you outside of class. Office hours are a good time to catch me, but you can also email me to set up an appointment to talk. For quick questions or concerns, email (brenner.108@osu.edu) is the best way to reach me. I will do my best to respond within 24 hours.

DISABILITIES

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. 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.

YOUR MENTAL HEALTH

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu 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.

TITLE IX 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 at titleix@osu.edu

STATEMENT ON 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.

SCHEDULE

All readings are to be completed **before** the date. It is important to have access to readings in class.

Week 1

1: Introductions, Holocaust, Shoah, Memory

How do we remember the Holocaust? How do we remember the Holocaust differently from different vantage points?

2: Studying the Holocaust

How did the Nazis come to power? How did their ideologies of exclusion take hold within German society?

Read/Watch: David Engel, *The Holocaust* pp. 1-13; Read English translations of the Nuremberg Race Laws (1935) and Reich Citizenship Law (1935 + addendum) on Carmen; Watch excerpts from "[The 'Citizen Other': Citizenship Stripping in Nazi Germany and the United States](#)"

Week 2

1: The Final Solution

How did the Nazi's power and ideology lead to genocide? Why were they able to carry out the Final Solution without interventions from their citizens, other countries, or individuals?

Read/Watch: Engel, *The Holocaust* pp. 20-37; 50-61; watch excerpts from "[Memory of the Camps](#)" (1985) **Note: this can be graphic and disturbing historical footage. You may choose what you are and are not comfortable viewing.

Response 1 Due

2: Holocaust and Aftermath

What did leaders and civilians know about the Holocaust? When? When did they communicate this information to their citizens? When does the term genocide emerge within International Affairs?

Peter Hayes, "The Shoah and Its Legacies," pp. 233-257

Week 3

1: Establishing the State of Israel

How did the Holocaust impact the establishment of the State of Israel? To what degree did it shape its self-conception as a nation?

Read/View: Bernard Reich, "The Prehistory of the State of Israel" from *A Brief History of Israel* pp. 13-42; Watch excerpt from *The Great Promise* (1947) 0:00-29:15

Response 2 due

2: Holocaust Survivors and the New State

How did Jews from Palestine and from the United States interact with survivors in Europe immediate after the war? How did these interactions shape perceptions of the war and Jewish inclusion/exclusion?

Read: Tom Segev, *The Seventh Million*, pp. 113-132

Week 4

1: Survivors/Soldiers

Why were so many Holocaust survivors conscripted into the Israeli military as soon as they were granted citizenship? What were their experiences like as citizens and as survivors? What does this suggest to us about trauma and social understandings of trauma in the late 1940s and early 1950s?

Read: Hana Yablonka, "The Silent Partner: Holocaust Survivors in the IDF" from Troen, *Israel: The First Decade of Independence*, pp.557-572

Reader response 3 due

2: Soldiers and Trauma

How have Israeli films represented the trauma of survivor-soldiers? What do the changing representations of these experiences suggest about changing historical narratives and modes of commemoration?

View: finishing watching *Hill 24 Doesn't Answer* (1954). Watch the short film *Homeland* (2015) – links on Carmen.

Week 5

1: Survivors as Citizens

What roles did Holocaust survivors play in the establishment of Israel? How were survivors treated in Israel during the late 1940s and early 1950s? How were survivors treated in the United States during the same time period? How did Holocaust survivors relate to their new status as citizens?

Read: Tom Segev, *The Seventh Million*, pp. 153-186; watch videos of survivor testimonies (Yad Vashem and U.S. Holocaust Museum – links on Carmen)

Response 4 due

2: Traumatized Citizens

How did Holocaust survivors assimilate (or fail to assimilate) as citizens into Israeli society? What determined their success or failure? Were their experiences specific to life in Israel or similar to the experiences of Holocaust survivors in other geographical and national contexts?

Read/View: Aharon Megged, "The Name" and watch *Summer of Aviya* (1986) from the beginning until 00:50:00.

** Project abstract due

Week 6

1: Stormy Reparations

Should perpetrators of genocide "pay" victims? What should restitution look like? Why were these questions controversial in Israel in the 1950s? What relationship do reparations have to justice?

Read: excerpt from *The Reparations Controversy*, pp161-207

Response 5 due

2: Global Reparations Debates

How do WWII reparations in Israel compare with other debates over reparations? When are reparations necessary or advisable, and when are they problematic? Do reparations serve justice or pervert it?

Read: Alfred L. Brophy, from *Reparations: Pro and Con* pp. 3-36

Week 7

1: Kastner & the Deal with the Devil

What did Kastner do that was different from other Holocaust survivors? Do you think he deserved to be put on trial? What does the Kastner trial tell us about collective trauma, memory, and power structures in Israeli society?

Read/Listen: Witness History (BBC) podcast: "The Kastner Affair"; read excerpts from trial transcript (Gruenwald and Kastner testimonies) and Judge Halevi's verdict (primary sources on Carmen)

Response 6 due

2: Kastner & the Deal with the Devil

What does justice and equity mean in the context of the Nazi genocide? Is it fair to fault Kastner given the circumstances? What do Kastner's actions suggest about genocide?

Read: excerpts from Jim Allen's "Perdition" (1987)

** Project annotated bibliography due

Week 8

1: From Nuremberg to Eichmann

What were the goals of the trials of Nazis? Did Israel have the right to capture Eichmann, someone who wasn't an Israeli citizen? To put him on trial? Should Israeli law apply to a non-citizen?

Read/Watch: Segev, *The Seventh Million* 323-357, watch first 30 minutes of *Nazi Hunters* episode 2 (available on Kanopy via OSU Libraries)

Response 7 due

2: Eichmann Trial

How does watching the trial footage compare with reading about the trial? Why did the prosecution call so many witnesses? What is the effect of having this trial in 1964 and not immediately after the war? How did Israeli citizens experience this trial?

Read/Watch: Yehiel DeNur testimony in Eichman trial footage – first 20 minutes

(<https://www.youtube.com/watch?v=m3-tXyYhd5U>); read excerpts from Hanna Yablonka, from *The State of Israel vs. Adolf Eichmann*

Week 9

1: Second Generation

How do trauma and memory shape the experiences of the children of Holocaust survivors who became Israeli citizens? How do they affect Israeli society more broadly?

Read: Nava Semel, "Hunger, listen to "Lizzie Doron's Story" *Israel Stories* 23 from 4:20-10:50

Response 9 due

2: Third Generation

How do trauma and memory continue to shape experiences of the grandchildren of Holocaust survivors? How does it shape their conceptions of belonging and citizenship?

Read: Etgar Keret, "Shoes," Avrom Sutzkever, "A Wagon of Shoes"

Week 10

** mini-presentations in class this week

1: Politics and the Holocaust

How has the Holocaust been invoked in Israeli politics since the Eichmann trial? How does that compare to ways in which the Holocaust has been invoked in American political discourse?

When is it appropriate to invoke genocide in political contexts?

Read/Watch: Tom Segev, "Hitler is Already Dead," Start watching *Walk of Water* (2004) – watch the 45 minutes of the film.

Response 9 due

2: Politics and the Holocaust

What contemporary issues can be compared with the Holocaust? What are the ethical and moral challenges of making these sorts of comparisons? How do different understandings of citizenship have implications for political discourse?

Watch: finish watching *Walk on Water* (2004)

Week 11

1: Memorializing the Holocaust

What do memorials and monuments seek to communicate about history and genocide? Who is their intended audience? How do these commemorative sites reflect the societies and times in which they are built?

Read/Watch: James E. Young, excerpts from *Holocaust Memorials*; watch [In the Monument](#) from the beginning until 16:30

Response 10 due

2: Memorializing the Holocaust

What does the Columbus Holocaust memorial seek to communicate about history and genocide? How does it compare with other memorials that we've examined? How does visiting a memorial like this help us understand our rights and responsibilities as citizens?

** Meet at Ohio Statehouse for tour of memorial **

Read: "Ohio Holocaust and Liberators Memorial"

(<https://www.ohiostatehouse.org/about/capitol-square/statues-and-monuments/ohio-holocaust-and-liberators-memorial>); compare three different Holocaust memorials designed by architect Daniel Libeskind from this list: <https://libeskind.com/search/holocaust>

Week 12

1: Holocaust Memorial Day(s)

What kinds of commemoration take place on specific days that mark the Holocaust? What do they suggest about memory and trauma, in Israel and in other countries?

Read: James E. Young, "When a Day Remembers: A Performative History of *Yom HaShoah*" pp. 54-75

Response 11 due

2: Holocaust Memorial Ceremonies

How do international commemorations of the Holocaust compare with other national and local commemorations? What does this tell us about the legacies of the Holocaust and approaches to commemorations for citizens in different societies?

Watch: clips from selected Holocaust memorial ceremonies (Israel, United Nations, German, Ohio) on Carmen

** Project paper due

Week 13

1: Commemoration and Tourism

Why have different groups visited sites of the Nazi genocide? How have the sites and the rituals surrounding them changed? What do these tour and tourists sites tell us about memory and commemoration?

Read: Daniel P. Reynolds, *Postcards from Auschwitz: Holocaust Tourism and the Meaning of Remembrance* pp. 71-112 ("Picturing the Camps")

Response 12 due

2: Israeli Teen Tours

What are the motivations for Israeli teens to visit Poland? How do their experiences compare with other sorts of Holocaust tourism? How do different models of citizenship affect these tourist experiences?

Read: Lior Dattel, "Israeli Teens Heading to Poland"; Shmuel Rosner, "Do Israeli Teens Need to Visit Auschwitz?"

Week 14

1: Israelis in Berlin

Why are significant numbers of Israelis choosing to leave Israel and live in Germany? How are their experiences in Germany shaped by their Israeli citizenship and perspectives?

Read: Fania Oz-Salzberger, "Israelis in Berlin" pp. 119-127 from Fireberg and Glockner, *Being Jewish in 21st Century Germany*, Yael Almog, "Migration and its Discontents: Israelis in Berlin and Homeland Politics" *Transit* 10:1 pp. 1-7

2: Israelis in Berlin, Germans in Israel

How does the legacy of the Holocaust affect this film, set in contemporary Germany and Israel? What shapes interactions between citizens of Germany and Israel at the beginning of the 21st century?

Watch: *The Cakemaker* (2017) on Kanopy

** Revised project paper due

Week 15

** Student project presentations

Final Exam – university scheduled time

GE Theme course submission worksheet: Citizenship for a Just & Diverse World

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

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

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.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
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.	

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p>
<p>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.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>

	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
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Goals and ELOs unique to Citizenship for a Just & Diverse World

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 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.

GOAL 4: 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.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural, national, global, and/or historical communities.	
ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	
ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.	
ELO 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.	

Example responses for proposals within “Citizenship” (Hist/Relig. Studies 3680, Music 3364; Soc 3200):

ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural,	<i>Citizenship could not be more central to a topic such as immigration/migration. As such, the course content, goals, and expected learning outcomes are all, almost by definition, engaged with a range of perspectives on local, national, and global citizenship.</i>
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<p><i>national, global, and/or historical communities.</i></p>	<p><i>Throughout the class students will be required to engage with questions about what constitutes citizenship and how it differs across contexts.</i></p> <p><i>The course content addresses citizenship questions at the global (see weeks #3 and #15 on refugees and open border debates), national (see weeks #5, 7-#14 on the U.S. case), and the local level (see week #6 on Columbus). Specific activities addressing different perspectives on citizenship include Assignment #1, where students produce a demographic profile of a U.S.-based immigrant group, including a profile of their citizenship statuses using U.S.-based regulatory definitions. In addition, Assignment #3, which has students connect their family origins to broader population-level immigration patterns, necessitates a discussion of citizenship. Finally, the critical reading responses have the students engage the literature on different perspectives of citizenship and reflect on what constitutes citizenship and how it varies across communities.</i></p>
<p>ELO 3.2 <i>Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</i></p>	<p><i>This course supports the cultivation of "intercultural competence as a global citizen" through rigorous and sustained study of multiple forms of musical-political agency worldwide, from the grass-roots to the state-sponsored. Students identify varied cultural expressions of "musical citizenship" each week, through their reading and listening assignments, and reflect on them via online and in-class discussion. It is common for us to ask probing and programmatic questions about the musical-political subjects and cultures we study. What are the possibilities and constraints of this particular version of musical citizenship? What might we carry forward in our own lives and labors as musical citizens Further, students are encouraged to apply their emergent intercultural competencies as global, musical citizens in their midterm report and final project, in which weekly course topics inform student-led research and creative projects.</i></p>
<p>ELO 4.1 <i>Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</i></p>	<p><i>Through the historical and contemporary case studies students examine in HIST/RS 3680, they have numerous opportunities to examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, as well as a variety of lived experiences. The cases highlight the challenges of living in religiously diverse societies, examining a range of issues and their implications. They also consider the intersections of religious difference with other categories of difference, including race and gender. For example, during the unit on US religious freedom, students consider how incarcerated Black Americans and Native Americans have experienced questions of freedom and equality in dramatically different ways than white Protestants. In a weekly reflection post, they address this question directly. In the unit on marriage and sexuality, they consider different ways that different social groups have experienced the regulation of marriage in Israel and Malaysia in ways that do not correspond simplistically to gender (e.g. different women's groups with very different perspectives on the issues).</i></p> <p><i>In their weekly reflection posts and other written assignments, students are invited to analyze the implications of different regulatory models for questions of diversity, equity, and inclusion. They do so not in a simplistic sense of assessing which model is</i></p>

	<p><i>"right" or "best" but in considering how different possible outcomes might shape the concrete lived experience of different social groups in different ways. The goal is not to determine which way of doing things is best, but to understand why different societies manage these questions in different ways and how their various expressions might lead to different outcomes in terms of diversity and inclusion. They also consider how the different social and demographic conditions of different societies shape their approaches (e.g. a historic Catholic majority in France committed to laicite confronting a growing Muslim minority, or how pluralism *within* Israeli Judaism led to a fragile and contested status quo arrangement). Again, these goals are met most directly through weekly reflection posts and students' final projects, including one prompt that invites students to consider Israel's status quo arrangement from the perspective of different social groups, including liberal feminists, Orthodox and Reform religious leaders, LGBTQ communities, interfaith couples, and others.</i></p>
<p>ELO 4.2 <i>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.</i></p>	<p><i>As students analyze specific case studies in HIST/RS 3680, they assess law's role in and capacity for enacting justice, managing difference, and constructing citizenship. This goal is met through lectures, course readings, discussion, and written assignments. For example, the unit on indigenous sovereignty and sacred space invites students to consider why liberal systems of law have rarely accommodated indigenous land claims and what this says about indigenous citizenship and justice. They also study examples of indigenous activism and resistance around these issues. At the conclusion of the unit, the neighborhood exploration assignment specifically asks students to take note of whether and how indigenous land claims are marked or acknowledged in the spaces they explore and what they learn from this about citizenship, difference, belonging, and power. In the unit on legal pluralism, marriage, and the law, students study the personal law systems in Israel and Malaysia. They consider the structures of power that privilege certain kinds of communities and identities and also encounter groups advocating for social change. In their final projects, students apply the insights they've gained to particular case studies. As they analyze their selected case studies, they are required to discuss how the cases reveal the different ways justice, difference, and citizenship intersect and how they are shaped by cultural traditions and structures of power in particular social contexts. They present their conclusions in an oral group presentation and in an individually written final paper. Finally, in their end of semester letter to professor, they reflect on how they issues might shape their own advocacy for social change in the future.</i></p>