



RI: Senior Seminar

HIS 4935- 19794

Fall 2019—3 credits

Wednesdays 4-6:50 PM in CU 122

Dr. Patricia Kollander

Office: Boca Campus AL 153

Office Hours: T and F: 3-5pm and by appointment

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Course Description: Students will engage in advanced research on a topic related to a historical theme chosen by the course instructor—for this course, the theme is the response of the English-speaking world to the Holocaust. Students will discuss in-depth readings on this theme, present their preliminary research findings to the class, and produce a lengthy final research paper based on primary sources.

The senior seminar is the capstone course for history degree at FAU. The first weeks of the seminar will be devoted to study of the Holocaust perpetrators, the crimes they committed, the punishment they received, and the legacy of their activities. Students are expected to produce a high-quality, original research paper on a topic related to the response of the English speaking world to the Holocaust. These papers will be based on your interpretation of primary sources; they will make an original argument; and they will be professionally written and presented.

Research Intensive (RI) Course Designation

This course contains an assignment or multiple assignments designed to help students conduct research and inquiry at an intensive level. If this class is selected to participate in the university-wide assessment program, students will be asked to complete a consent form and submit electronically some of their research assignments for review. Visit the Office of Undergraduate Research and Inquiry (OURI) for additional opportunities and information at <http://www.fau.edu/our>.

In this research intensive course, student learning outcomes (SLOs) include the following

Outcome 1: Knowledge. Students will differentiate and evaluate primary and secondary source materials on the persecution of and discrimination against the Jews in the United States and Europe before, during and after the Holocaust. Students will identify and analyze ethical issues concerning discrimination against Jews in the United States and their persecution in Europe during the Holocaust.

Outcome 2: Formulate Questions. Students will distinguish key problems and questions regarding the persecution the Jews during the Holocaust era; that is, in their required course readings, they will focus their attention on why the Holocaust happened, and why so little was done to rescue the Jews from Hitler’s “Final Solution.”

Outcome 3: Plan of Action. Students are expected to develop a plan of action to address their research on their chosen topics. They will submit a thesis statement that will explain their chosen topic and will discuss questions that will be addressed about it. They will then submit a historiographical essay, a 3-5 page review of literature on their chosen topic, and how their research contributes to knowledge about it. It should answer how current literature on the topic is either non-existent or deficient, and what is being proposing that is new.

Outcome 4: Critical Thinking. Students are expected to apply critical thinking skills to evaluate primary and secondary sources presented in class and in their own research. They will also use these skills to evaluate the work of their peers.

Outcome5: Ethical Conduct. Students are trained in and required to utilize the standards for ethical research appropriate to the discipline of history. It is strongly recommended that students complete the Responsible conduct of research (RCR) certificate through the CITI training of academic research on-line at <http://www.fau.edu/graduate/events/citi-training.php>. Students are also encouraged to attend FAU OURI workshops on topics related responsible conduct of research. Information on OURI workshops can be found here: http://www.fau.edu/ouri/student_workshops.php

Outcome 6: Communication. Students will convey their research and inquiry to their peers via presentations on weekly readings during the first weeks of the semester. At the end of the semester, students will present their research findings to their peers. They will produce a final research paper in the correct format and presented at an appropriate level. The paper will be between 15 and 22 pages of text, excluding footnotes and bibliography

Florida Atlantic University’s Undergraduate Research Symposium:

Students are encouraged to submit their research projects to the Undergraduate Research Symposium held at Florida Atlantic University (Boca Raton campus) each Spring Semester. Use the following link for information: http://www.fau.edu/ouri/undergrad_symposium.php

This is also a writing intensive WAC course. Students must produce 5 to 6 thousand words of acceptable writing during the course of the semester. It also helps fulfill the state-mandated Gordon Rule requirement if it is passed with C or better.

If this class is selected to participate in the university-wide WAC assessment program, you will be required to access the online assessment server, complete the consent form and survey, and submit electronically a first and final draft of a near-end-of-term-paper.

Assignments & Grades. Detailed explanations will be posted on Canvas.

Grade Breakdown:

1. Class participation (10%)

Students are required to have readings and writing assignments completed prior to each class meeting. Regular attendance is crucial. If illness of other emergencies prevent your attendance, please notify the instructor in advance, or points will be deducted from your final grade.

If you miss three or more classes (barring dire emergencies) you cannot pass the course.

2. Weekly writing assignments (10%)

Students will answer questions about weekly readings. These questions must be answered in essay form, and should be between 250 to 500 words in length. Writing is expected to improve over the course of the semester

3. Thesis statements and bibliography, historiographical essay and primary source analysis (20%)

The thesis statement will explain the topic and will discuss questions that will be addressed about it. The historiographical essay is a 3-5 page review of literature on your chosen topic, and how your research contributes to it. It should answer how current literature on your topic is either non-existent or deficient, and what you are proposing that is new. *You will do a peer review a fellow student's essay in class.* The latter constitutes a 3-5 page analysis of at least two primary sources on your topic.

4. Presentations and critiques (10%)

In November, all students will make 10 minute presentations of their research papers. These presentations should be formal explanations of one's final thesis. *Students will also write a critique of a fellow student's presentation.*

5. Rough draft and final paper (40%)

All final papers will make an argument about a topic related to the response of the English-speaking world to the Holocaust. These arguments must be based on the interpretation of primary sources. Essays that are predominantly based on secondary sources will receive a failing grade. Essays will be between 15 and 22 pages of text, excluding footnotes and bibliography, in Times New Roman, have one inch margins, and in a 12 point font. The page length will not include the bibliography or a cover page.

Rough draft of the paper is due on November 15, and each student will do a peer review of another student's paper in class.

Papers must be well-written and logically argued. Students must pay special attention to the quality of writing. Points will be deducted for spelling errors, run-on sentences, sentence fragments and vague statements. Papers that exhibit poor writing and /OR errors in fact and judgment will not receive a passing grade.

These papers are not editorials. Therefore, do not use first person singular in the paper (i.e. “I think” or “in my opinion”); instead, use phrases such as, “this essay will attempt to show that” and “the evidence from documents indicates that...”

Class Details

- **Late papers and assignments will not be accepted**

- Turn off cell phones or turn them to vibrate before class. If your phone rings out loud, you will be asked to leave the class and you will not receive credit for your attendance.
- To pass the class, students must complete all of the assignments.

Reading List: The following books must be purchased for the course

1. Norman J.W. Goda, The Holocaust :Europe the World and the Jews (2013)
2. Deborah Lippstadt, History on Trial: My Day in Court with a Holocaust Denier (2006)
3. Patricia Heberer and Jurgen Matthaus, ed., Atrocities on Trial: Historical Perspectives on the Politics of Prosecuting War Crimes
4. D.G. Williamson, The Third Reich, (2011)
5. Theodore Hamerow: Why We Watched, America, Europe and the Holocaust (2008)
--There will also be a handful of articles and primary sources that will be made available from J-STOR.

Recommended:

1. Robert Abzug, America Views the Holocaust (1997)
2. Deborah Lippstadt, Beyond Belief: the American Press and the Coming of the Holocaust (1993)
3. Kate L. Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations Sixth Edition (Chicago: University of Chicago Press, 1996). See also Turabian Citation Guide: <http://library.osu.edu/sites/guides/turabiangd.html>.
4. Michael Marrus, The Nuremberg War Crimes Trial (1997)

GRADING SCALE

A	94-100
A-	90-93
B+	87-89
B	83-86

B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

Plagiarism and Academic Dishonesty

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism,¹ is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see:

http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

Plagiarism includes failure to properly cite any material, language or ideas from a source (i.e. lectures, textbooks, internet sources, etc.), as well as copying a fellow student's paper or a paper posted on the web. Guidelines for proper citations will be given in the paper assignments. Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin for the detection of plagiarism. Use of the Safeassign.com service is subject to the Terms and Conditions of Use posted on the site.

Students guilty of plagiarism will automatically flunk the course and will be subject to additional penalties under the Academic Code of Conduct.

Assistance for Students:

The Writing Center supports and promotes writing for all members of the FAU community -- undergraduate and graduate students, staff, faculty and visiting scholars. The center's consultants are informed and sensitive readers who help writers become more reflective readers and more self-sufficient crafters of their written work. Consultants help students at any point in the writing process (i.e., brainstorming, drafting, revision) and with papers for courses, senior or master theses, dissertations, job applications, applications for graduate school, articles for publication,

¹ There should be no need to remind students that plagiarism is "to take and pass of as one's own (the ideas, writings, etc., etc., of another.)" [Source: Webster's World Dictionary of the English Language, (Cleveland, 1964), p. 1116].

grant proposals and other documents. We provide writing aid rather than an editing service. Consequently, consultants may not get to all of a paper's issues, but writers will come away with a fresh perspective on their work as well as documents in which one or more aspects are improved. For information and hours, and to schedule an appointment, go to <http://www.fau.edu/ucew/>

Students with disabilities: In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For further information, go to <https://www.fau.edu/sas/>

Counseling Services: Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services -- individual counseling, support meetings, and psychiatric services, to name a few -- offered to help improve and maintain emotional well-being. CAPS is located on the second floor above the Breezeway food court of the Boca Raton campus. For more information, go to <http://www.fau.edu/counseling> _ or call 561-297-3540

Other policies

Attendance Policy: Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Late work and absences: Papers turned in late will be penalized. Students may not be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities; students may make up missed work without any reduction in the student's final course grade. Reasonable accommodation will be made for students participating in a religious observance.

Grades of Incomplete (“I”) are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances (documented illness, death or severe illness in the family, unexpected hospitalization, or severe family crisis).

Code of Academic Integrity policy Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

CLASS SCHEDULE

Part I: The Perpetrators

Wednesday, August 23: Introduction and Library Assignment

August 30—Hitler and the Rise of the Nazi State

--Reading: Williamson, chapter 1; Goda, chapters 1-3; **writing assignment due**

--September 6—Antisemitism in Germany before 1933

--Reading: Williamson, chapters 2-3; Goda, chapters 4- 5:

September 13 – Antisemitism in Germany 1933-39 and the road to World War II

--Reading: Williamson, chapters 4-5; Goda, chapter 4

September 20--Jews under Nazism, 1933-35

--Reading: Goda, chapter 5; Hamerow, Introduction; **writing assignment due**

September 27: World War II primary source collections/ digital database research

—class will meet in the Wimberly library lobby at 4PM

--after sessions with two librarians, use the final hour of class to compile a primary source bibliography on your topic (or on any World War II or Holocaust -related topic if you haven't made a final selection yet) from the digital databases and FAU's Special Collections; this bibliography must be correctly formatted and contain at least 10 sources, preferably half from Special Collections and half from the digital database collection.

-The bibliography must be emailed to the instructor by Friday, September 29 at 5pm.

Bibliographical citations should come from this website:

<https://owl.english.purdue.edu/owl/resource/717/01/>

Part II: The Crimes

October 4---World War II and the Holocaust

-- Reading: Williamson, pp. 69-97; Goda, chapters 6-13 **writing assignment on Goda questions due**

October 11: The World the Holocaust and the Jews

--Reading: Goda, chapter 13; Hamerow, chapters 2-10; **writing assignment due**

Part III: Punishment

October 18: Capture of the war criminals

--**Reading:** Patricia Heberer and Jurgen Matthaus, ed., Atrocities on Trial: Historical Perspectives on the Politics of Prosecuting War Crimes – chapters 1-4; **writing assignment due**

October 25- War crimes trials and their impact

--Reading Patricia Heberer and Jurgen Matthaus, ed., Atrocities on Trial: Historical Perspectives on the Politics of Prosecuting War Crimes, chapters 5-10. **writing assignment due**

November 1— Part IV: Legacy

Holocaust Awareness and Holocaust Denial

--Reading: Lippstadt, all; **writing assignment due**

November 8—Thesis statements and bibliography due; peer review session

November 15-- Historiographical essays due; peer review session

November 22-- Analysis of 3-5 primary sources due; discussion and peer review

November 29— Rough drafts of papers due; peer review of rough drafts

December 6—Final Paper Presentations

December 13--Papers and portfolios due; wrap up discussion

--Portfolios should include copies of all of the writing assignments for the semester, a bibliography for the final paper, and the final paper

Suggested topics

1. Jewish organizations in South Florida and their response to the Holocaust
2. The *Miami Herald's* reports and views on the Holocaust, 1933-45
3. The *New York Times* reports and views on the Holocaust, 1933-45
4. The debate on the failure to rescue the Jews—focusing on historians David Wyman, Joseph Bendersky, Peter Novick, and William Rubinstein
5. History and historiography of the *St. Louis* tragedy later (see <http://www.ushmm.org/museum/exhibit/online/stlouis/teach/index.htm>)
6. The Nuremberg Trials 60 plus years later—history and historiography
7. Origins of the mandate to teach the Holocaust in the state of Florida
8. The Holocaust memorial in Miami—history, origins and impact (see <http://www.holocaustmmb.org/>)
9. Holocaust awareness in the United States vs. Holocaust awareness in England, 1939-1945 (focus on the *New York Times* and the *London Times*)
10. Holocaust education and awareness in Germany since 1945
11. The Holocaust Memorial in Berlin—the long road to memorialization, 1945-1999
12. A history of *The Journal of Historical Review*, a Holocaust denial journal
13. Recent information on Ernst Leitz, camera factory owner who rescued hundreds of Jews before 1939.
14. “Syndrome K” the fake disease invented by Italian doctors to save Jews from Nazis <http://www.haaretz.com/world-news/europe/.premium-1.726645>
15. How and why Mussolini’s government protected the Jews
16. Yale professor Tim Snyder’s book “Bloodlands” and how it changed previously existing assumptions about the Holocaust

Web sources on Hitler and Nazi Germany

<http://libguides.union.edu/c.php?g=420648&p=2868719>

<https://www.ushmm.org/research/research-in-collections/search-the-collections/bibliography/primary-sources>

JSTOR articles and reviews

1. Review
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Hasidic Responses to the Holocaust in the Light of Hasidic Thought [by Pesach Schindler](#)

Review by: [Dan Michman](#)

Jewish Journal

2. *Hasidic Responses to the Holocaust in the Light of Hasidic Thought* [by Pesach Schindler](#)
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Review by: [Zev Garber](#)

AJS Review, Vol. 17, No. 2 (Autumn, 1992), pp. 359-362

3. [Was There Communal Failure? Some Thoughts on the American Jewish Response to the Holocaust](#)
-

[HENRY L. FEINGOLD](#)

American Jewish History, Vol. 81, No. 1, Centennial Issue I (Autumn 1993), pp. 60-80

4. Review--*Nazi Propaganda for the Arab World* [by Jeffrey Herf](#); *From Empathy to Denial: Arab Responses to the Holocaust* [by Meir Litvak, Esther Webman](#)
-

Review by: [Joel Beinin](#)

International Journal of Middle East Studies, Vol. 42, No. 4 (November 2010), pp. 689-692

5. [Arthur Szyk's Depiction of the "New Jew": Art as a Weapon in the Campaign for an American Response to the Holocaust](#)
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[JOSEPH P. ANSELL](#)

American Jewish History, Vol. 89, No. 1, America and the Holocaust: New Perspectives-II (October 2001), pp. 123-134

6. [From the Scandal to the Holocaust in Israeli Education](#)

[Dan A. Porat](#)

Journal of Contemporary History, Vol. 39, No. 4, Special Issue: Collective Memory (Oct., 2004), pp. 619-636

7. [Is It Possible to Misrepresent the Holocaust?](#)

[Berel Lang](#)

8. [Jewish Resistance to the Holocaust](#)

[Michael R. Marrus](#)

Journal of Contemporary History, Vol. 30, No. 1 (Jan., 1995), pp. 83-110

9. ["Our Leaders Cannot Be Moved": A Zionist Emissary's Reports on American Jewish Responses to the Holocaust in the Summer of 1943](#)

[RAFAEL MEDOFF](#)

American Jewish History, Vol. 88, No. 1, America and the Holocaust: New Perspectives-I

10. [New Perspectives on How America, and American Jewry, Responded to the Holocaust](#)

[RAFAEL MEDOFF](#)

American Jewish History, Vol. 84, No. 3 (September 1996), pp. 253-266

11. [*Fantasies of Witnessing: Postwar Efforts to Experience the Holocaust* by Gary Weissman](#)

Review by: [Victoria Aarons](#)

12. [Success, Truth, and Modernism in Holocaust Historiography: Reading Saul Friedländer Thirty-Five Years after the Publication of "Metahistory"](#)

[Wulf Kansteiner](#)

History and Theory, Vol. 48, No. 2, Theme Issue 47: Historical Representation and Historical Truth (May, 2009), pp. 25-53

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13. **Review: Representing the Holocaust in America: Mixed Motives or Abuse?**

Author(s) of Review: [Tim Cole](#)

Reviewed Work(s): *Popular Culture and the Shaping of Holocaust Memory in America* by Alan Mintz

The Holocaust Industry by Norman Finkelstein

The Holocaust in American Life by Peter Novick

The Public Historian > Vol. 24, No. 4 (Autumn, 2002), pp. 127-131

14. **Review: Scales of Memory, Layers of Memory: Recent Works on Memories of the Second World War and the Holocaust**

Author(s) of Review: [Tim Cole](#)

Reviewed Work(s): *Embracing Defeat. Japan in the Aftermath of World War II* by John Dower

Anne Frank. Reflections on Her Life and Legacy by Hyman A. Enzer; Sandra Solotaroff-Enzer; Anne Frank

From Monuments to Traces. Artifacts of German Memory, 1870-1990 by Rudy Koshar

The Legacy of Nazi Occupation. Patriotic Memory and National Recovery in Western Europe, 1945-1965 by Pieter Lagrou

The Holocaust and Collective Memory. The American Experience by Peter Novick

Shadows of the Shoah. Jewish Identity and Belonging by Victor Jeleniewski Seidler

Vectors of Memory. Legacies of Trauma in Postwar Europe by Nancy Wood

At Memory's Edge. After-Images of the Holocaust in Contemporary Art and

Architecture by James E. Young

Journal of Contemporary History > Vol. 37, No. 1 (Jan., 2002), pp. 129-138