

**ROWAN COLLEGE of SOUTH JERSEY  
CUMBERLAND CAMPUS**

Course: HI 116: The Holocaust (3.3.0)

Credits: 3

Prerequisites: EN 060

Description: This course will analyze the historic, intellectual, philosophical, political, social and cultural variables which converged and culminated in the Shoah or Holocaust. It is the contention of this course that the assault on Jewish life was the logical conclusion of a trend of intellectual and anti-intellectual thought which took shape within the context of European historical development, and which was permitted expression in the political and cultural realms once the collapse of society occurred. Thus, the seeds of the Shoah were planted centuries before the appearance of National Socialism and Adolf Hitler on the world stage.

The framework for this inquiry necessarily requires the investigation of psychological and sociological factors which enabled the commission of genocide. Accordingly, students will investigate the contributing to the creation of a genocidal climate. Included among the factors to be analyzed are 1) the construction of identity, 2) rationales, 3) historical circumstances, 4) state of affairs in Germany, 5) the significance of myths (i.e. stereotypes of the Jewish minority), and 6) the role of the government in the commission of genocide. Finally, this course will evaluate the re-birth of the modern State of Israel and the resurgence of anti-Jewish violence in Israel and Europe.

Learning Outcomes

At the completion of this course, students should be able to:

- Link cultural practices and perspectives with geographic and/or historical conditions from which they arose.
- Recognize and explain the possible consequences of prejudicial attitudes and discriminatory actions.
- Recognize and assess the contributions and impact of people from various nations and/or cultures.
- Describe the socialization which permitted the commission of genocide.
- Illustrate the social reality (e.g., history of anti-Semitism, collapse of society, antidemocratic forces) indispensable to the Nazi ascension to power.
- Assess the psychological dimensions necessary to enact unrestricted brutality.
- Discuss the relationship between totalitarian political structures and the commission of genocide.
- Describe the structure (type and form) of human relationships (or lack thereof) which permit the phenomenon of a) participation in genocide, and b) assuming the role of bystander during the commission of genocide.

## Topical Outline

- Jews, Gentiles , Germans
- The great war and its terrible outcome
- National socialist promise and practice
- The Third Reich
- Refugees
- Gentile life under German occupation
- The assault of total war
- Jewish life under German occupation
- In the shadow of death
- Toward the “final solution”
- Holocaust
- Rescue
- The concentration camp world

Text: Dwork, Deborah, & Jan van Pelt, Robert (2002). *Holocaust: A History*. Norton & Company, New York.

Student Assessment: Assessment may be accomplished through projects, exams, presentations and/or research papers.

Academic Integrity: Plagiarism is cheating. Plagiarism is presenting in written work, in public speaking, and in oral reports the ideas or exact words of someone else without proper documentation.

Whether the act of plagiarism is deliberate or accidental [ignorance of the proper rules for handling material is no excuse], plagiarism is, indeed, a “criminal” offense.

As such, a plagiarized paper or report automatically receives a grade of **ZERO** and the student may receive a grade of **F** for the semester at the discretion of the instructor.

Note: If you are having difficulty with work in this class tutoring is available through the Center for Academic & Student Success. If you think that you might have a learning disability, contact Project Assist at 856.691.8600 x 1282 for information on assistance that can be provided to eligible students.

## Before Withdrawing From This Course

“If a student experiences adverse circumstances while enrolled in this course and considers withdrawing, s/he should see an advisor (division or advisement center) BEFORE withdrawing from the class. A withdrawal may cause harmful repercussions to completion rate standards and overall GPA which can limit or eliminate future financial aid in addition to causing academic suspension.”

### Learning Challenges

“Any student who feels s/he may need support based on the impact of a challenge/disability is encouraged to contact our college disability services at (856) 691-8600 ext. 1282 or visit the Center for Academic and Student Success located in the student building.”

### Mental Health Services

“Cumberland County College offers mental health counseling to assist students with a variety of life’s stressors. These services are free to all part-time and full-time students, and are offered with the confidentiality and professionalism offered at any mental health treatment center. Are you feeling stressed, lonely, overwhelmed, abused, bullied, without hope, having suicidal thoughts? Please reach out to Mental Health Counselor, John Wojtowicz at (856) 691-8600 x1258 or [jwojtowicz@cccnj.edu](mailto:jwojtowicz@cccnj.edu).”

### Lockdown Guidelines

“Cumberland County College values the safety and well-being of its campus community. Accordingly, strategies for lockdown preparation and drills have been developed to help guide behavior in the event of an actual lockdown. Instructors should discuss with their students the roles and responsibilities each will have during the event of a lockdown using the college’s guidelines and postings.”