



ONLINE

BIBH 6320 Studies in Anti-Semitism and the Holocaust

[Fall 2016]

August 22– October 9

Professor Name: Dr. Lois E. Olena

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Course Description

A study of anti-Semitism through the centuries and its origins. 3 semester hours.

Professor's Comment

This course will portray the Holocaust as a defining moment in history for all humanity—Jews and non-Jews, gentile believers and Jewish believers. Following an overview of the historical context of the Holocaust, specific topics related to the Holocaust itself will be considered, such as its causes and victims; timeline of events; the struggle to emigrate; perpetrators, bystanders, resisters, and rescuers; means of survival; liberators and witnesses; aftermath; and connection to the State of Israel. The class will become familiar with and discover the significance of various means of reflection on the Holocaust—such as oral history, art, music, literature, media, and poetry—and will address specific post-Holocaust issues and realities such as post-Holocaust theology, Holocaust denial, and the “new” anti-Semitism.

Student Learning Outcomes

<i>The student who successfully completes this course will be able to:</i>	Program Outcomes*	Institutional Outcomes*	Assignment For Assessing the Outcome
1. Demonstrate the major components of pre-Christian, religious, and modern anti-Semitism and show how the Holocaust fits into that historical context.	Demonstrate a knowledge of Messianic Jewish history, theology and practice.	Demonstrate the ability to do research on a post-secondary level.	[Weekly Reflection/Analysis Paper, Exams, Discussions]
2. Name the key perpetrators and main events of the Holocaust.	Demonstrate a knowledge of Messianic Jewish history, theology and practice.	Demonstrate the ability to do research on a post-secondary level	[Weekly Reflection/Analysis Paper, Exams, Discussions]
3. Explain why (and how) some individuals, groups, and/or nations attempted	Demonstrate a knowledge of	Give evidence of reasoning skills	[Weekly Reflection/Analysis

emigration, resistance and/or rescue, and why some did not.	Messianic Jewish history, theology and practice.	with the ability to interpret and integrate knowledge.	Paper, Exams, Discussions]
4. Identify the various atrocities committed by the Nazis as well as the roles others played.	Demonstrate a knowledge of Messianic Jewish history, theology and practice.	Demonstrate the ability to effectively communicate in both written and oral form.	[Weekly Reflection/Analysis Paper, Exams, Discussions]
5. Describe the challenges faced by survivors and the post-Holocaust world after the war, especially in the years between 1945-1948.	Demonstrate a knowledge of Messianic Jewish history, theology and practice.	Give evidence of reasoning skills with the ability to interpret and integrate knowledge.	[Weekly Reflection/Analysis Paper, Exams, Discussions]
6. Articulate the various means by which the study of the Holocaust has been reflected upon, as well as its relevance to one's self-understanding as a believer, as a member of the Body of the Messiah, and as a human being.	Articulate knowledge of and show ability to participate in Messianic Jewish ministry.	Show a commitment to the Lordship of Jesus the Messiah	[Weekly Reflection/Analysis Paper, Exams, Discussions]

* The full wording of the program outcomes and institutional outcomes are published in the current College Catalog.

Required Textbooks

Crowe, David M. *The Holocaust: Roots, History, and Aftermath*, Westview Press, ISBN Code: 9780813343259, \$60

Mitchell, Joseph R., and Helen Buss Mitchell. *The Holocaust: Readings & Interpretations*. McGraw-Hill/Dushkin, ISBN Code: 978-0072448160, \$27. (Selections from this textbook will be posted as PDFs in the course content, with permission of the publisher.)

Additional articles, poems, and other resources will be available for download and reading.

Films

One of the three following films will be required for a collaborative group exercise by graduate students, to be presented to the entire class, including any undergraduate students enrolled, in the final week of class. (Full instructions will be given in week one of the course):

[My Knees Were Jumping: Remembering the Kindertransport](#), DVD. Directed by Melissa Hacker. IFC, 2003.
A film about the Kindertransport

[The Long Way Home](#), DVD. Los Angeles, CA: Simon Wiesenthal Center, 1997.
A film about post-WWII years, 1945-1948

[The Pianist](#), DVD. Directed by Roman Polanski. Focus Features, 2003.
A film about life in the Warsaw Ghetto

Please Note: It is your responsibility to acquire the required course texts prior to the start of class.

Recommended Textbooks

No other textbooks are specifically recommended. However, see the bibliography below as a resource.

Methods of Instruction

[Online Lectures, Discussion Questions, Weekly Textbook and Online Readings, Graduate student presentations to undergraduates, Weekly Reflection/Analysis Papers, Video Clips, Art Presentation]

Course Assignments (Requirements for successfully completing the course)

1. Attendance – As required by The King’s University for online courses. Deposit of thoughtful contributions to the community of learners will function as the “sign-in” class roster.
2. Course Reading - Reading assignments from lectures, course texts, posted articles and online articles will be outlined in the Weekly Overview. One’s contributions to the learning community should reflect the quality of one’s research and thoughtful reading.
3. Discussion Questions and Class Interaction - On *Tuesdays* and *Thursdays* students are expected to respond to the course facilitator’s Discussion Question relative to the week’s topics and readings by posting an initial response to the facilitator’s question and then by interacting with other students on the discussion threads. Interaction with your learning community should generate quality student comment.

Communal interaction generates quality learning. Therefore, students are expected to *interact with the learning community four or five days each week* by participation in discussion threads. Meaningful daily dialogue and relevancy with two or more fellow-learners should characterize quality reflection of the assigned reading materials. The discussion score will be based on whether the participant’s involvement was consistent throughout the week, germane (i.e. to the point of the week’s topic), and demonstrated thoughtful reflection and interaction with the material. Emphasis is placed on meaningful interaction with the work of fellow members of this learning community.

In addition, graduate students will work together in groups to create presentations based on the following three films: “My Knees Were Jumping” or “The Piano” or “The Long Way Home.” Groups will be formed in week one; these groups will work together throughout the course on an assignment associated with one film. The presentations will be made to the class during week six. Fifteen percent of the student’s discussion and interaction score will be based on their engagement with this assignment.

4. Weekly Reflection/Analysis Papers - Rather than a course term paper and the standard weekly reflection in this course, the student is to offer a *1000-word paper reflecting upon and analyzing* the material mastered and ideas captured during the week’s reading, lectures, posts and related interaction. Borrowed ideas or quotations should follow The King’s Style Manual, a copy of which is available in the Student Union section of the online platform (this Style Manual is based on Turabian).

5. Mid-Term Exam - Students will take a mid-term exam at the schedule time. This exam will consist of True/False, Multiple-Choice, matching, short answer, and short essay questions covering the course content up to that point. Students will have one hour to complete the mid-term exam.
6. Final Exam - The final examination is written on the ultimate Saturday (or next day Sunday for those Shomer Shabbat) of the online course. This two-hour comprehensive and subjective examination will be in essay question form designed to reflect student mastery of the course materials. Students will have two hours to complete the exam once they begin. Students may not use any materials, including the Bible, to assist in completing the exam.]

Please Note: Your name and identifying student information must appear on all submitted assignments.

Student Evaluation/Assignments

Attendance	Assessed according to the King's online attendance policy
Discussion Question Responses/Class Interaction	2000 points/20%
Film Assignment.....	1500 points/15%
Weekly Reflection/Analysis Paper.....	3000 points/30%
Mid-Term Exam.....	1000 points/10%
<u>Final Exam</u>	<u>2500 points/25%</u>]
Total Possible Points/Percentage[total 10,000 points/100%]

Grade Scale

Final course grades will be posted within a week of the last day of the semester. You will not be able to view your grade or register for the next semester unless your courses have all been paid in full.

Grade	Percent	Grade	Percent
A	= 93–100%	C	= 73–77%
A-	= 90–92%	C-	= 70–72%
B+	= 88–89%	D+	= 68–69%
B	= 83–87%	D	= 63–67%
B-	= 80–82%	D-	= 60–62%
C+	= 78–79%	F	= Below 60%

Course Outline and Schedule

**Instructor maintains the right to make adjustments to the schedule as needed.*

[Week]	[Date]	[Session Content]	[Assignment Due]
[1]	[Week of Aug 22]	<p><u>Introduction</u> Personal introductions and introductory discussion questions. Course overview and orientation Explanation of graduate presentations final week</p> <p><u>Historical Context of the Holocaust</u></p> <p>Jewish History: Ancient Beginnings and the Evolution of Christian Anti-Judaic Prejudice Through the Reformation</p> <p>Jews, the Enlightenment, Emancipation, and the Rise of Racial Anti-Semitism Through the Early Twentieth Century]</p>	<p>[Lectures: 1-1 Jewish-Christian Interaction across the Centuries: An Overview 1-2 Comparing and Contrasting Theological and Racial Anti-Semitism</p> <p>Readings: Crowe, chapters 1 and 2 (5-37, 41-76) Peruse these pages at the USHMM web site: Why Teach about the Holocaust? Survivors and Victims</p> <p>Film Presentation: During Week 1, graduate students will choose groups for the movie presentation and procure the film in preparation to work collaboratively with their group on a Week 6 class presentation.</p> <p>Discussions and Weekly Paper Specific instructions for the following will be posted in the weekly overview: Discussion Question 1-1 (Tuesday) Discussion Question 1-2 (Thursday) Weekly Reflection/Analysis Paper (Sat.)]</p>
[2]	[Week of Aug 29]	<p><u>The Rise of the Nazis</u> The World of Adolf Hitler 1889-1933 The Nazis in Power 1933-1939 Kristallnacht and Early Camps]</p>	<p>[Lecture: 2-1 Jewish Life in Europe Before the War</p> <p>Readings/Resources: Crowe, chapters 3 and 4 (79-103, 105-145) Mitchell, "Introduction" (xv-xx) and "Time Line" (xxi-xxiv)</p> <p>Watch the short 1:45 min. clip, "Introduction to the Holocaust."</p> <p>Peruse these pages at the USHMM web site: Teaching about the Holocaust (Topics) Perpetrators Survivors and Victims</p> <p>Film Presentation: During Week 2, graduate students will finish viewing the film in preparation to work collaboratively with their group on a Week 6 class presentation.</p> <p>Discussions and Weekly Paper Specific instructions for the following will be posted in the weekly overview: Discussion Question 2-1 (Tuesday) Discussion Question 2-2 (Thursday) Weekly Reflection/Analysis Paper (Sat.)]</p>

[Week]	[Date]	[Session Content]	[Assignment Due]
[3]	[Week of Sep 5]	<p><u>The Struggle to Emigrate</u> Kindertransport (1938-1940) Shanghai Refuge (1938-1945) German/Austrian Jews (1933-1938) Polish Jews (1941-1945)</p> <p><u>The War Begins</u> Euthanasia and the Handicapped Nazi Germany at War 1939-1941 Poland (1939) Western Europe (1940) Nazi-Allied States The Ghettos]</p>	<p>[Lecture: 3-1 Means of Surviving on Hitler's Road to the "Final Solution"</p> <p>Readings/Resources: Peruse: these other pages at the USHMM web site: Kindertransport: 1938-1940 German and Austrian Refugees in Shanghai Polish Jewish Refugees in the Shanghai Ghetto</p> <p>Crowe, ch. 5 (149-188) and ch. 8a (Western Europe) (283-298) Bauer, "Jewish Emigration" (131-142)</p> <p>Film Presentation: During Week 3, graduate students will interact with their groups in the "Film Forum" to work collaboratively on a Week 6 class presentation.</p> <p>Discussions and Weekly Paper Specific instructions for the following will be posted in the weekly overview: Discussion Question 3-1 (Tuesday) Discussion Question 3-2 (Thursday) Weekly Reflection/Analysis Paper (Sat.)</p> <p>Midterm Exam – Saturday]</p>
[4]	[Week of Sep 12]	<p><u>The "Final Solution" (1941-1944)</u> Planning, Invasions, Killings Death Camps, Medical Experimentation</p> <p><u>Responses to the Nazis</u> International Bystanders Nazi Collaborators Resistance and Rescue The German Church Struggle]</p>	<p>[Lectures: 4-1 Standing Before Evil: The German Church Struggle</p> <p>Readings: Crowe, ch. 6 (191-220),ch.7 (225-279),and ch. 8b (298-331) Peruse: Crowe, ch. 9, "...the Role of Europe's Neutrals" (339-375) Peruse: Mitchell, ch. 6, "International Bystanders"</p> <p>Film Presentation: During Week 4, graduate students will continue interacting with their groups in the "Film Forum" to work collaboratively on a Week 6 class presentation.</p> <p>Discussions and Weekly Paper Specific instructions for the following will be posted in the weekly overview: Discussion Question 4-1 (Tuesday) Discussion Question 4-2 (Thursday) Weekly Reflection/Analysis Paper (Sat.)]</p>
[5]	[Week of Sep 19]	<p><u>Final Years and Aftermath of the Holocaust</u> Victims of the Holocaust Witnesses, Liberators, DP Camps The Search for Justice</p>	<p>[Lectures: 5-1 Aftermath and Revival 5-2 From the Holocaust to the State of Israel</p>

[Week]	[Date]	[Session Content]	[Assignment Due]
		<p>The State of Israel Righteous Gentiles and <i>Yad Vashem</i>]</p>	<p>Readings: Crowe, chapter 10 (383-442), Appendices A, B, and C (443-452)</p> <p>Mitchell, 7.1-7.4 (choose <u>one</u>) (363-409) "Women and the Holocaust"</p> <p>Film Presentation: During Week 5, graduate students will interact in the "Film Forum" to work collaboratively on finalizing their Week 6 class presentation.</p> <p>Discussions and Weekly Paper <i>Specific instructions for the following will be posted in the weekly overview:</i> Discussion Question 5-1 (Tuesday) Discussion Question 5-2 (Thursday) Weekly Reflection/Analysis Paper (Sat.)]</p>
[6]	[Week of Sep 26]	<p><u>Post-Holocaust Issues</u> Question of Responsibility The Problem of Evil Holocaust Denial The "New" Anti-Semitism Jewish Evangelism after the Holocaust</p> <p><u>Post-Holocaust Reflection</u> Oral history Poetry, art, music, literature, media Children of Survivors The Holocaust in the News]</p>	<p>Lecture: 6-1 The Question of Post-Holocaust Jewish Evangelism 6-2 Understanding and Responding to The "New" Anti-Semitism</p> <p>Readings/Resources: Mitchell, 3.1-3.9 (choose <u>one</u>) (97-192) "Question of Responsibility" Mitchell, 8.1-8.4 (choose <u>one</u>) (410-447) "Faith after Auschwitz" Mitchell, 10.1 (504-511) "Combating Holocaust Deniers"</p> <p>Value-Added Resource (no assignment attached): Holocaust art presentation of art by Kathy Self</p> <p>Film Presentation: During Week 6, graduate students in their groups will make their Week 6 presentation by Monday morning.</p> <p>Discussions and Weekly Paper <i>Specific instructions for the following will be posted in the weekly overview:</i> Discussion Question 6-1 (Tuesday) Discussion Question 6-2 (Thursday) Weekly Reflection/Analysis Paper (Sat.)]</p>
[7]	[Week of Oct 3]	<p><u>Graduate Students will make collaborative film presentations for the entire class, which will be the subject of this week's discussion questions.</u></p>	<p>[Discussion Question 7-1 (Tuesday) Discussion Question 7-2 (Thursday) Weekly Reflection/Analysis Paper (Sat.)</p> <p>Final Exam – Saturday]</p>

Online Participation Policy

Students are expected to attend classes regularly—that includes the online environment. For an online class, attendance is measured by regular and active participation in the online discussion board activities. Your instructor will explain his or her discussion board participation requirements in the course syllabus.

Each new term, regardless of whether the class begins session 1 or session 2, students must complete the Syllabus Acknowledgement Form no later than Wednesday by midnight of the second week of the term in order to have demonstrated initial active participation. The Registrar's and Financial Aid offices will be informed of students who do not meet this requirement.

All subsequent weeks, students should make their first post no later than Wednesday in order to receive full points and demonstrate ongoing active participation. Points may be deducted for initial posts made after Wednesday in the same way a student would lose attendance points for being tardy in an on-campus class. Students who fail to post for more than a week, and have not notified the instructor, may be considered no longer actively participating in the class, and can thus fail the class in the same way a student who stops attending an on-campus class. Typically missed participation in discussion board activities cannot be made up, this is up to the instructor's discretion.

Late Course Work Policy

Unless noted otherwise, all papers, projects and other submitted assignments are due at the end of the week: Sunday by midnight. Work that is turned in after this will automatically receive a deduction of one letter grade per week. Typically, discussion board activity cannot be made up, unless prior arrangement has been made with the instructor.

Academic Integrity

Academic honesty is expected, and integrity is valued at The King's University. Scholastic dishonesty includes, but is not limited to, the submission as one's own work material that is not one's own or that was submitted in a previous class, cheating, plagiarism, collusion, and/or use of annotated text or teacher's editions. (By collusion I mean collaborating with someone to cheat or allowing someone to use your material.) In the event a student is caught violating college policy, he/she will receive a zero on the affected assignment and will be referred to the university dean.

Disability Accommodations

The King's University will make reasonable accommodations for students with documented disabilities. Students requesting accommodations must first register with the Student Success Center to verify their eligibility. After documentation review, the Director of Student Success will provide eligible students with accommodation letters for their professors. Students must obtain a new letter every semester and meet with each relevant professor prior to any accommodations being implemented. These meetings should occur during the first three weeks of the semester (except for unusual circumstances), and at least one week before any testing accommodations. Please note that professors are not allowed to provide classroom accommodations to a student until appropriate verification from the Director of Student Success has been provided.

Library Information: <http://www.tku.edu/resources/library/> To access online resources of the Library go to your Cams portal and look for Resources (linked on the CAMS Home page or in the left hand menu).

[Course Bibliography]

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You may also utilize my "New Anti-Semitism" bibliography posted here:
<http://newantisemitism.org/bibliography.html>.



ACKNOWLEDGEMENT OF SYLLABUS

Please complete, sign, and return to instructor.

Course Number: _____ Course Name: _____

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Major or Primary Area of Study: _____

Semester: Fall Spring Summer Academic Year: ()

I have read this syllabus and agree to abide by all the standards and policies contained therein.

The Deans, faculty, and administrative staff of The King's University are personally and professionally unified in their commitment to the full and creative integration of The King's University values and mission into all coursework and instruction as an integral part of student learning.

The Deans, faculty, and administrative staff of The King's University are also unified in their commitment to the successful integration of practical ministry training and rigorous academic study for the current academic year.

Excellence is the goal of all learning or performance benchmarks set for all course instruction, regardless of degree program or delivery protocol. Each TKU student is therefore encouraged to meet or exceed faculty benchmarks for excellence as his or her individual act of *worship* (Romans 12:1-2).

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