I. Course Description:
This course focuses on Hitler’s War on the Jews and other groups in the period before and during World War II. The first half of the course will deal with the role of anti-Semitism in the rise of the Nazis and the consolidation of Nazi power, the development of the Nazi policy toward the Jews between 1933 and 1938, the first steps in the destruction process (definition, expropriation, concentration), and the first phase of World War II to January of 1942. The second half of the course will cover the role of the SS, the growth of resistance among Jews, and responsibility of German society and army, the Final Solution, the Death Camps, the end of the war, the Nuremberg Trials, and the impact of the Holocaust. The course will place great emphasis on the Holocaust’s place in history, both in Germany and the rest of the world.

II. Contact Information
Dr. Jere Jackson, Regents Professor of History
Stephen F. Austin State University • Office: Ferguson 379
Box 13013 - SFA Station, Nacogdoches, Texas 75962
Phone: (936) 468-1397 • History (936) 468-3802 • Fax: (936) 468-1225
E-mail: jjackson@sfasu.edu
Office Hours: Tues.-Thurs. 10-11; 12:30-2 pm, or Wed. 10-3, Other times by appointment.

III. Content and Readings
A. Required Readings
- Marion A. Kaplan, Between Dignity and Despair: Jewish Life in Nazi Germany (Oxford)
- Geoffrey P. Megargee, War of Annihilation: Genocide on Eastern Front, 1941 (Rowman & Littlefield)
- Christopher R. Browning, Ordinary Men: Reserve Police Battalion and the Final Solution
- The class website on D2L will contain many of the readings necessary to pass the course.

B. Recommended Readings and Resources
- David M. Crowe, The Holocaust: Roots, History, and Aftermath (Westview)
- Jackson J. Spielvogel, Hitler and Nazi Germany: A History
- Christopher R. Browning, Nazi Policy, Jewish Workers, German Killers (Cambridge)
- PBS (BBC) Series: Auschwitz: Inside the Nazi State
- Wikipedia https://en.wikipedia.org/wiki/The_Holocaust and other selections on Nazi Germany
- Other Internet resources are listed below

C. Websites to be used in course.
- The United States Memorial Holocaust Museum https://www.ushmm.org
- Holocaust Encyclopedia https://www.ushmm.org/learn/holocaust-encyclopedia
- Genocide Under the Nazis http://www.bbc.co.uk/history/worldwars/genocide/
• Inside the Nazis State – PBS  http://www.pbs.org/auschwitz/
• BBC Archive: Witnessing the Holocaust  
  http://www.bbc.co.uk/archive/holocaust/

IV. Testing and Course Policies

• There will be a midterm, essay exam; a class presentation, and a final essay exam. The exams will each include a segment written outside class and submitted at the time of the in class exam.
• The grade distribution will be as follows:
  
<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>25%</td>
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<tr>
<td>Major report on one aspect of Holocaust</td>
<td>25%</td>
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<tr>
<td>Class Discussions Books &amp; Readings</td>
<td>15%</td>
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<tr>
<td>Final Exam (May 9)</td>
<td>35%</td>
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  Course Specific Policies:
  • Students are responsible for the material covered in the class sessions & D2L website.
  • No tape recorders are allowed unless special permission is granted; cell phone use is not permitted in class.
  • Regular attendance is necessary to achieve satisfactory discussion grades.
  • No make-ups test will be given unless prior arrangements are made with the instructor.
  • Exams must be taken in bluebooks. All tests must be written in blue or black ink. NO PENCILS!
  • No one will pass the course who fails the final exam, obviously.
  • Test dates are estimates and may be changed with a three-day notice.
  • Plagiarism or cheating will result in an automatic failing grade. (See University Policies below)
  • Literacy is a requirement in this course; if not exhibited, a failing grade will be given on this basis alone.

V. Course Assignments and Exam Calendar (Subject to Change)

A. First Half of the Course
The first section of the course will deal with the questions arising from the fall of the Weimar Republic and the rise of the Nazis to power: the role of anti-Semitism in the rise of the Nazis; the consolidation of Nazi power; the development of the Nazi policy toward the Jews between 1933 and 1938; the steps in the destruction process (definition, expropriation, concentration) and the perpetrators of these actions, and the destruction process during the first part of World War II down to 1941. Specific assignments for class discussions will be given out during the course of the semester. Class discussions will also come from the films to be shown during the semester.

Mid-term Exam (Feb. 27)
• Marion A. Kaplan, Between Dignity and Despair: Jewish Life in Nazi Germany (Oxford)

B. Second Half of the Course
The second half of the course will cover the decision for the Final Solution, the SS Imperium and the expansion of Auschwitz, the impact of the Holocaust on certain groups (the international bystanders, women, religious groups, unresolved issues, and German history), and the Nuremburg Trials.

Final Exam (Tues., May 5)
• Geoffrey P. Megargee, War of Annihilation: Genocide on Eastern Front, 1941
• Christopher R. Browning, Ordinary Men: Reserve Police Battalion and the Final Solution

VI. Contact Information (Do this ASAP!)

A. Contact Information
You are expected to use the Internet in this course. The Internet will be used to contact and send you assignments. This will be done through SFA’s Desire 2 Learn (D2L) System. Your name on the roster of the class gives me access to an official email contact with you. In the first two weeks of the semester, you are required to have a conference with me in my office (379 Ferguson). Bring with you a brief information sheet with your name, address and phone number, alternative e-mail address. Please also include where you went to high school, other colleges, and something about your standing and major at SFA.

For emergency purposes only. Our regular e-mail contact will be through the D2L System. My official SFA e-mail address jjackson@sfasu.edu is to be used for emergency purposes only – to get my attention if I am not responding to your needs in the D2L system. Please always put 313 (plus any subject) in the subject heading; this will keep it from getting lost.
VII. Program and Course Learning Objectives
There is more to history than the accumulation of knowledge. That is, there is more to a history course than remembering, memorizing, recognizing, and recalling information. Using multiple choice and identification questions on a test can assess all of these things. These knowledge-based questions are not bad, but we need as students of history to move beyond these elementary "facts" (Who?, What?, When?, Where?) to try to utilize higher levels of our brains to ask more important questions (How? and Why?). These higher levels of the brain will move us toward comprehension of what we have studied and, through analysis of this information, we will learn to apply, evaluate, and synthesize the information.

The Department of History Program Learning Outcome in this course is #2: “The student will assess the significance of historical events/phenomena and analyze their historical contexts.” In meeting this objective, students in History 313 should work to achieve understanding of the following concepts:

- The complex context of the Germany’s entry into the modern world under the conditions in the late 19th century and her role and defeat in the First World War.
- The long range causes and history of Anti-Semitism in Europe and Germany, the precarious position of Jews in Germany after WWI, and the role of Anti-Semitism in the rise of the Nazis.
- The policy of the Nazis toward the Jews in the period before World War II: the steps in the destruction process (definition, expropriation, concentration) and the perpetrators of these actions.
- Hitler’s wars: against European nations and against Jews; the origins of the “Final Solution to the Jewish Question.”
- The concentration camp system: the deportations and the early killing center operations; international bystanders.
- The post-war world: the Nuremburg Trials; the impact of the Holocaust on the international bystanders, women, religious groups, unresolved issues, and German history.
- The rise and persistence of “Holocaust Denial” and the Holocaust’s place in history.

VIII. University Policies

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades. (Policy A-54) Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. http://www.sfasu.edu/policies/semester_grds.asp

Students with disabilities. To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Acceptable Student Behavior. Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFASU students succeed. http://www.sfasu.edu/policies/student_conduct_code.asp