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## American Public University System

*The Ultimate Advantage is an Educated Mind*

### School of Arts and Humanities

#### HIST290

#### History of the Holocaust

**Credit Hours: Three**

**Length of Course: 8-Weeks**

**Prerequisite: None**

The course materials, assignments, learning outcomes, and expectations in upper level (300-400) undergraduate courses assume that you have completed lower level (100-200) History courses to develop content knowledge and skills necessary for research, writing, and critical thinking.

Students who have not fulfilled these requirements or awarded transfer credit should strongly consider completing these requirements prior to registering for upper level courses.

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### Instructor Information

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### Course Description (Catalog)

This course is an overview of the major historical, political, cultural, religious, and military issues associated with the Holocaust. It will examine how the anti-Semitic propaganda of the early Nazi Party manifested itself into a legitimate political platform, evolving into state sponsored legal legislation, and culminating into an industrialized killing industry. Students will be introduced to the principle historical figures, events and timelines regarding the birth of the Nazi Party, their taking control of the German nation, and finally their political and military actions against those deemed 'subhuman'. In addition, students will also become well-versed in The Hague and Geneva Conventions regarding the roles of the military and the protective status and qualifications of noncombatants.

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## Course Scope

The Holocaust is the term generally used to describe the genocide of around six million European Jews during World War II by the National Socialist German Workers' Party (Nazi) regime in Germany led by Hitler. During the era of the Holocaust, German authorities also targeted and other groups because of their perceived "racial inferiority": Roma (Gypsies), the disabled, and some of the Slavic nations (Poles, Russians, and others). Other groups were also persecuted on political, ideological, and behavioral grounds, amongst them Communists, Socialists, Jehovah's Witnesses, and homosexuals.

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## Course Objectives

Upon successful completion of this course in History of the Holocaust, students will be able to:

CO-1: Identify the general chronology and causes of the Holocaust, and analyze why Hitler made the decision to destroy the Jewish nation.

CO-2: Indicate the legacy of Hitler, the SS the SA, the Gestapo and the German Armed Forces.

CO-3: Examine the effects of extreme victimization on individuals and groups both during and after the Holocaust.

CO-4: Describe how the SS ran the concentration camps, killing centers, ghettos, and other human killing machines,

CO-5: Compose critical essays that explain what lessons can be learned from this horrendous event in the World history.

CO-6: Recognize the contributions that Hitler and Nazi leaders made to the Holocaust.

CO-7: Define the Holocaust in terms of the number of victims and the various groups singled out by the Nazi's for genocide and/or persecution.

CO-8: Analyze The Hague and Geneva Conventions concerning the roles of the military and the protective status and qualifications of noncombatants.

CO-9: Consider of alternatives of realization of this or that event, the phenomenon, process on the basis of studying of all set of historic facts.

CO-10: Determine how effectual were the actions of resistance and rescue taken by Jews and non-Jews alike in order to prevent the persecution and murders of the Holocaust.

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## Course Delivery Method

This course delivery is via distance learning and enables students to complete academic work in a flexible manner, completely online. APUS ensures that the proper course materials and access to an online learning management system are available to you. Course materials and access to an online learning management system are available to each student. Assignments for this class include quizzes / exams (both non-proctored), written assignments, and discussion boards.

In online courses, we construct knowledge not just by completing readings and assignments. An important part of the process is communicating with classmates and learning from what they have to say. As such, we need to share online conversations about ideas.

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Direct interaction is a key feature of the educational experience. For that reason, it is important that you interact with fellow students and the course instructor during the course as specified in this syllabus. Additionally, you can contact the instructor during posted office hours.

You are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals we understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact the faculty before the due date so you can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

<b>Grade</b>	<b>GPA / Percent</b>	<b>Description</b>
<b>A</b>	<b>4.0 / 100 - 94</b>	<b>All: Very high quality, clearly above average work</b>
<b>A-</b>	<b>3.67 / 93-90</b>	
<b>B+</b>	<b>3.33 / 89-87</b>	
<b>B</b>	<b>3.0 / 86-84</b>	<b>Undergraduate: Above Average Graduate: Expected performance level</b>
<b>B-</b>	<b>2.67 / 83-80</b>	
<b>C+</b>	<b>2.33 / 79-77</b>	
<b>C</b>	<b>2.0 / 76-73</b>	
<b>C-</b>	<b>1.67 / 72-70</b>	<b>Undergraduate: Below Average Graduate: Unsatisfactory</b>
<b>D+</b>	<b>1.33 / 69-67</b>	<b>Undergraduate: Unsatisfactory Graduate: Failing</b>
<b>D</b>	<b>1.0 / 66-64</b>	<b>Undergraduate: Unsatisfactory Graduate: Failing</b>
<b>D-</b>	<b>.67 / 63-60</b>	<b>Undergraduate: Unsatisfactory Graduate: Failing</b>
<b>F</b>	<b>0.0 / 59-0</b>	<b>Undergraduate: Unsatisfactory Graduate: Failing</b>
<b>P</b>	<b>NONE</b>	<b>Undergraduate: Pass Graduate: Pass</b>
<b>PD</b>	<b>NONE</b>	<b>Graduate Comprehensive Exam Only: Pass with Distinction</b>
<b>FAIL</b>	<b>NONE</b>	<b>Graduate Comprehensive Exam Only: Failed the Exam</b>
<b>I</b>	<b>NONE</b>	<b>All: Incomplete</b>
<b>DP</b>	<b>NONE</b>	<b>Dropped</b>
<b>W</b>	<b>NONE</b>	<b>All: Withdrawn</b>
<b>WP</b>	<b>NONE</b>	<b>All: Withdrawn Passing</b>

<b>WF</b>	<b>NONE</b>	<b>All: Withdrawn Failing</b>
<b>X</b>	<b>NONE</b>	<b>Audit grade: No Academic Credit awarded</b>

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S	NONE	<b>Satisfactory: CEUs awarded: No Academic Credit awarded</b>
U	NONE	<b>Unsatisfactory: No CEUs awarded No Academic Credit awarded</b>

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### Course Materials

#### Required Text:

- 1. Levi, Primo. *Survival in Auschwitz*. New York: Touchstone, 1996.
- 2. Schleunes, A Karl. *The Twisted Road to Auschwitz*. Urbana and Chicago: University of Illinois Press, 1970.
- 3. The e-book: Wachsmann & Caplan, *Concentration Camps in Nazi Germany* London and New York: Routledge, 2010

You have the following viewing options for the following course e-book:

- 1) You can use the URL link(s)\* below;
- 2) Or, select the URL link(s)\* from the Web Resources module in the navigation menu of your classroom, if available.
- 3) Or, use the links in the library's online catalog. To find the book from the catalog :
  1. Select the 'Books and e-Books' link
  2. If you have not utilized Library e-books, please take a moment to read about the different formats and vendors of our e-books.
  3. When ready, select the 'Online Book Catalog' link
  4. Click Continue to advance to the Catalog search page
  5. Search by the book's title and/or author information to find your e-book most effectively.
  6. Once you bring up the appropriate record, the links to each vendor e-book copy are displayed.
  7. Depending on your needs and the availability of *the e-book*, you may want to click between all of them to find the copy most suitable for you. Printing and downloading options will vary depending on vendor allowances.

\*Each of the URLs gives you different ways to look at the book.

**Download or Online Reading: EBL**—You can read online, check-out the book to your computer for 1 or 3 days at a time and also print roughly 20% of the content.

<http://ezproxy.apus.edu/login?url=http://www.apus.ebib.com/patron/FullRecord.aspx?p=465346>

**Ebrary**—This approach helps maintain your own bookshelf, take notes, and highlight—but limits to 5 pages of printing a visit.

<http://ezproxy.apus.edu/login?url=http://site.ebrary.com/lib/librarytitles/docDetail.action?docID=1036178>

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Netlibrary—you can read directly online. Note, printing is one page at a time and, depending on number of users at any one time, you may be locked out.

<http://ezproxy.apus.edu/login?url=http://www.netlibrary.com/urlapi.asp?action=summary&v=1&bookid=301222>

If you encounter difficulties viewing the e-book, please visit the Troubleshooting section of the Online Library. If you still have questions, please contact [librarian@apus.edu](mailto:librarian@apus.edu) for assistance.

**Please Note:** Stateside students will not be sent the hard copy version of this text. If you wish to purchase the text, you may do so through our recommended bookstore [MBS Direct](#) or the bookseller of your choice.

- **4. Wiesel, Elie. *The Night*. New York: Hill and Wang, 2006.**

Additional course readings will be available online in the E-Classroom in the Lessons section.

#### **Additional Resources**

- *The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003. *Purchase Optional*.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 6th Edition. Chicago: University of Chicago Press, 1996. *Purchase Optional*.
- **WEB-BASED READINGS**

Listed in the Course Announcements and weekly packets.

**Important Note:** The Director of the Undergraduate History and World History Program requires conformity with the traditional citation method used by Historians. This is the [University of Chicago Style Manual and its Turabian offshoot](#). Citations will follow traditional endnote attribution. Do not use parenthetical (APA / MLA) variations. Students cannot use Wikipedia or encyclopedias (this includes online encyclopedias) as references for any form of assignment. You may use dictionaries for specific definitions when necessary.

#### **Recommended References:**

The APUS Online Library, in the Tutorial & Student Studies Center provides a link to the *Chicago Style Manual – Online*. If you are majoring in History or Military History, then it is highly recommended that you purchase a bound version of this style manual because you will need to be required to follow this citation manual in all of your History, Military History and Military Studies courses.

Microsoft Word (if you do not have MS Word, please save all files as a Rich Text Format (.rtf). **NOTE - The classroom only supports .doc, .docx, and .rtf files.** Please visit Adobe for a free copy of [Adobe Reader](#).

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**Evaluation Procedures**

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There are several types of assignments to complete for this course. In the lesson section of the class, under the tab **Assignments** are detailed expectations for each assignment. Here, in the syllabus, I am providing a brief description of each assignment and the grading in general terms.

### **Forums: 30%**

You must enter the appropriate forum under the Forums button to the left of the navigation bar.

After you have posted your own response, make sure you go back through the discussion and read the responses of your colleagues. These forums are found in the “Forums” section of the online classroom. There are 8 forums (week 1- week 8) in the course.

**Forum Participation** is the key to helping you gain a greater comprehension of the topics. As such, you must read at least four postings by your fellow students and responding to them with a substantial posting of 125 to 150 words. If you have a question for your fellow student in your response, you will note the question at the bottom of your posting separated by at least one line so that your fellow student can clearly see your question. It is your responsibility to check for comments made back to you by your fellow students and answer any of their questions. Your grade on discussion board participation is from your comments to your fellow students and the answers you provide to any questions that they have of you. As in the Forum Posting, English is important and your writing must be clear and free of errors.

Please note the due dates for your Forum posts:

- Your initial Forum post is due by **Friday midnight EST**.
- Your four peer responses are due by **Sunday midnight EST**.

Your response to a follow-on question is due by **Sunday midnight EST**

Week One’s forum is the only one during the course that is not graded with a numerical grade, it is Pass/Fail. All other 7 forums are graded on a 100-point system.

### **Essay (Term Paper): 20%**

**Your research paper must be 8-10 pages long. The minimum number of sources is five.**

The topic will be created or selected by the student. Only 2 submissions allowed. The format and citation requirements outlined below under "Policies." I will look at a draft before the final version is submitted. When researching, do not use Wikipedia or any other unproven source. See also this assignment is due by the end of the week 8.

**A Research paper** by its design will test your ability to construct a well-written paper that shows your comprehension of the topic through analysis of various resources. For many students, writing a research paper can be one of the most intimidating assignments that they will

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face in a class. In reality, a research paper is only a series of tasks using several intellectual skills.

Once you understand this assignment not as a large paper that requires weeks of research and writing, but a series of skills, the easier writing the paper will be. As addressed earlier, the initial step in writing the paper is choosing the topic, the second is choosing a bibliography (your sources), and the third step is creating an outline.

If you read the information and write it in your own words and it is not common knowledge, then you must cite the source because you are paraphrasing someone's information. After you complete your rough draft, you need to read it again and revise the paper into your final draft. Once you have the final draft complete, proofread the paper and submit it to your instructor. The research paper must include a cover page with your name, course number and title (HIST290 – History of the Holocaust), instructor's name, and date. You must also include a bibliography at the end of your paper.

### **Weekly Papers: 30%**

There will be **four** weekly writing assignments. Weekly papers where you address the 'Learning Objectives' require **3-5 pages**. Students are required to show active, substantive participation in required reading and all other course readings. The papers are designed to provide you with an opportunity to integrate and respond to information in presented in required reading books. Assignments are available in weekly packets. **Every weekly paper in connection with one book from required reading packet.**

Students can choose one of questions from weekly assignment to do every 4 weeks. For week 1, 3, 5 and 8 - weekly papers are not required.

Each week will be having topic, learning objective, required reading and other reading and articles and assignment. Always place your name, class number, session, date and title on the first page at top left if not using a cover page. The grades you receive weekly will count for your final grade; they are showing your strengths and weaknesses in proper writing, preparing you for the essay and exams.

***Be sure to click 'submit for grading' box in the lower right hand corner.*** Upload all your Assignments and written work in the field designated "optional file download". Click 'browse' and then locate the file in question on your computer. Also, be sure to click 'submit for grading' box in the lower right hand corner. Following these directions will ensure that you have successfully uploaded your assignment by the proper title, such as "Assignment 1", or "Weekly paper 1", etc. This will prompt me to grade your assignment upon submission. **Do not submit in "Student Comment" section or as email attachment, or email proper.**

### **Final Exam: 20%**

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Students will take one open book final test (20%), during the final week of class. All material from the class is testable, including the discussion group and the entire textbook. The test follows the same rule as weekly papers, term paper, and only 1 submission allowed.

**Glossary:** You must learn all terms, those upload on the Glossary (History of the Holocaust). It is required assignment for this course.

### Weighting of Assignments

<b><u>Grade Instruments:</u></b>	<b><u>Points</u></b>	<b><u>% Final Grade</u></b>
Forums	30	30%
Weekly Papers	30	30%
Term Paper	20	20%
Final Test	20	20%
<b>TOTAL</b>	<b>100</b>	<b>100%</b>

I will post your grades for each assignment within five days of the due date. I will also provide detailed feedback about what you did well, and what may need improvement. If you have any questions about a grade or need clarification on the feedback, please feel free to email to discuss your concerns.

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### 8 – Week Course Outline

Please see the [Student Handbook](#) to reference the University’s grading scale

<b><u>Week</u></b>	<b><u>Topic(s)</u></b>	<b><u>Learning Objective(s)</u></b>	<b><u>Reading(s) and Web-Activities</u></b>	<b><u>Assignment(s) and Discussion Boards</u></b>
1	Introduction to the course. Scope of the Holocaust.  Roots of the Holocaust: Anti-Semitism, Nationalism, Racism.  Germany under the Nazis.	Virtual introduction to the class.  <b>Weekly objectives:</b>  <b>Discuss the factors that gave start to the Holocaust.</b>  <b>Recognize the general chronology and consider why Hitler made the decision to destroy the Jewish nation.</b>  <b>Designate the legacy of Hitler, the SS the SA, the Gestapo and the German Armed</b>	<i>Karl A. Schleunes, The Twisted Road to Auschwitz. p.1-132</i>	Week 1 Lesson  <b>Forum #1</b> (Virtual Introductions)  Learning terms from Glossary

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	<p>German Jewish Life to 1939</p>	<p>Forces.</p> <p>Describe the Evolution of the “Final Solution,” 1941-45</p> <p>To become familiar with the research on topics such as extreme prejudice and propaganda.</p>		
<p>2</p>	<p>Anti-Jewish Policies: First Steps down the Path to Genocide.</p> <p>German Jewish Life to 1939.</p>	<p>Weekly objectives:</p> <p>Gain knowledge of about Nazi leaders who played crucial role in preparing and achievement the Holocaust.</p> <p>Analyze why the idea of race was so important to the Nazis.</p> <p>Clarify how the German government implemented laws to discriminate against the Jews.</p> <p>Describe desperate situation of German Jews in 1938.</p> <p>Weekly book studying papers #1 assignment. Students can choose one of these questions:</p> <ol style="list-style-type: none"> <li>1. Explain how the German government implemented laws to discriminate against the Jews?</li> <li>2. Explain how Hitler was able to create the Third Reich from the Weimar Republic legally.</li> <li>3. Discuss, who (Nazi leaders) were play crucial role in preparing and achievement the Holocaust?</li> <li>4. Why idea of race was so important to the Nazis?</li> <li>5. Why they viewed the Jew as such an extreme danger for German nation?</li> </ol>	<p>Karl A. Schleunes, The Twisted Road to Auschwitz. p.133-262</p>	<p>Week 2 Lesson Forum #2</p> <p>Weekly book studying papers #1 (Karl A. Schleunes, The Twisted Road to Auschwitz.)</p> <p>Learning terms from Glossary</p>

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		<p>6. What were results of Evian conference and how other European countries and USA reacted to Nazi anti-Semitic policy?</p> <p>7. Jewish emigration: different Nazi's projects.</p> <p>8. Describe desperate situation of German Jews in 1938.</p> <p>9. What is the relationship of Social Darwinism to Nazi Germany?</p> <p>10. What is the most important idea in Karl A. Schleunes's book?</p>		
3	<p>The Hague and Geneva Conventions.</p> <p>The Path Towards Genocide: Ghettoization, Concentration Camps, Slave Labor</p>	<p><b>Weekly objectives:</b></p> <p>Analyze the Hague and Geneva convention.</p> <p>Examine verified website sources about the Holocaust for trustworthiness, and evaluate their importance as a study source.</p> <p>Identify ghettos in Nazi Germany and indicate reasons to create them by Nazi.</p> <p>Students must find and post four examples of verified website sources about the Holocaust, analyze them for trustworthiness, and evaluate their importance as a study source. The instructions are at Discussion Board, and student will provide detailed examples of sources used for verified sites. All of yours verified sites will be added to the Holocaust link folder in the course.</p>	<p>Wachsmann &amp; Caplan, Concentration Camps in Nazi Germany p.1-107</p>	<p>Week 3 Lesson</p> <p>Forum # 3 "Verified websites"</p> <p>Learning The Hague and Geneva Conventions documents.</p> <p>Learning terms from Glossary</p>
4	<p>Germany Under the Nazis.</p> <p>Perpetration of</p>	<p><b>Weekly objectives:</b></p> <p>Identify the concentration camps in</p>	<p>Wachsmann &amp; Caplan, Concentration Camps in Nazi</p>	<p>Week 4 Lesson</p> <p>Forum#4</p> <p>Weekly book studying papers #2</p>

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	<p>Genocide. Torture: Perpetrators and Victims.</p> <p>Life on the Path to Genocide.</p> <p>Operation Reinhardt Camps.</p> <p>Auschwitz.</p> <p>Einsatzgruppen.</p>	<p><b>Germany.</b></p> <p><b>Describe the conditions of the concentration camps.</b></p> <p><b>Elaborate on the general knowledge of the Germans personal of the concentration camps.</b></p> <p><b>Examine the effects of extreme victimization and torture on individuals and groups both during and after the Holocaust.</b></p> <p>Weekly book studying papers #2 assignment, student Students can choose one from variants question:</p> <ol style="list-style-type: none"> <li>1. The development of the concentration camps, 1933-1945.</li> <li>2. The concentration camp personnel.</li> <li>3. Social life in an unsocial environment.</li> <li>4. Gender and the concentration camps,</li> <li>5. Work and extermination in the concentration camps.</li> <li>6. The Holocaust and the concentration camps.</li> <li>7. The death marches.</li> <li>8. The afterlife of the camps.</li> </ol>	<p>Germany p.108-211</p>	<p>(Wachsmann &amp; Caplan, Concentration Camps in Nazi Germany)</p> <p>Work on term paper</p> <p>Learn terms from Glossary, use Web links folder.</p>
5	<p>Life on the Path to</p>		<p>Primo Levi, Survival in Auschwitz. p.1-</p>	<p>Week 5 Lesson <a href="#">Forum # 5</a></p>

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	<p>Genocide.</p> <p>Torture: Perpetrators and Victims.</p>	<p><b>Weekly objectives:</b></p> <p>Gain knowledge about personalities (heroes of the Holocaust) who played crucial role in resistance and underground.</p> <p>Elaborate on the general knowledge of the Antifascist resistance inside ghettos, concentration camps, occupied by Nazi territory.</p> <p>Determine how effectual the actions of resistance and rescue taken by Jews and non-Jews were.</p> <p>Analyze what enables individuals both individually (for example, individual rescuers) and collectively (for example, partisans) to resist evil/genocide.</p> <p>Identify the Holocaust in terms of the number of victims and the various groups</p> <p>Students must find and post information about a <b>historical personality</b>, which had close connection to the Holocaust event, by using websites and additional reading sources.</p> <p>Everybody will receive special task personally, <b>you cannot choose your task by yourself</b>. You must use at least three sources and the reply must contents about 500 words.</p> <p>The instructions are at Discussion Board. All of your information will help preparing for the exams and a term paper. After you have posted your own reply, make sure you go back through the discussion and read the responses of your colleagues.</p>	<p>100</p>	<p><b>“Personality in the History the Holocaust”</b></p> <p>Work on term paper and learning terms from Glossary</p>
<p>6</p>	<p>Resistance and Rescue.</p> <p>Liberation</p>	<p><b>Weekly objectives:</b></p> <p>Describe life in the concentration camps as described in your readings.</p> <p>Explain what lessons can be learned from the Holocaust.</p>	<p>Primo Levi, Survival in Auschwitz. p.101-187</p> <p>Elie Wiesel, Night.</p>	<p>Week 6 Lesson Forum #6 <b>“Can Holocaust happen again?” or perhaps “Has it happened again”</b></p> <p>Weekly book</p>

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		<p>Analyze of alternatives of realization of this event, the phenomenon, process on the basis of studying of all set of historic facts of the Holocaust.</p> <p>Indicate the liberation process of the camps.</p> <p>Weekly book studying papers #3, Students can choose one of assignment variants question:</p> <p>Describe life in the concentration camps as described in your readings.</p> <p>What is the most important idea in Levi’s book?</p> <p>Discuss and identify the effects of torture on an individual.</p> <p>Discuss the nature of resistance in the camps.</p> <p>Discuss what help some prisoners to survive in Lager?</p> <p>How are the Germans portrayed by Levi?</p> <p>How is Auschwitz described by Levi?</p> <p>What did Primo Levi mean by “the demolition of a man”?</p>		<p>studying papers #3 (Primo Levi, Survival in Auschwitz)</p> <p>Work on term paper (8-10 pages)</p> <p>Learning terms from Glossary</p>
7	<p>Beyond Survival: Life after the Holocaust.</p>	<p><b>Weekly objectives:</b></p> <p>To examine the nature of bystander behavior as it occurred in Europe and throughout the world and the impact of bystander behavior on the perpetration of genocide.</p> <p>Examine the various responses and experiences of the countries under Nazi</p>	<p>Elie Wiesel, Night.</p>	<p>Week 7 Lesson Forum #7</p> <p>Weekly book studying papers #4 (Elie Wiesel, Night)</p> <p>Learning terms from Glossary</p>

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		<p>control.</p> <p>Became aware of the intolerance and hatred that exist today in modern world.</p> <p>Study about the Nuremberg Trials and indentify Nazi War Criminals.</p> <p>Weekly book studying papers #4, Students can choose one of assignment variants question:</p> <ol style="list-style-type: none"> <li>1. To think what Wiesel wants us to remember and understand after reading this book.</li> <li>2. How are the Germans portrayed in Wiesel’s book?</li> <li>3. “The opposite of love is not hate, but indifference” (Elie Wiesel). What does he mean? Do you agree?</li> </ol>		
8	Final Exam week	<p>Weekly objectives:</p> <p>Explore through readings, and discussions the behavior and perspectives of perpetrators, victims, bystanders, and ourselves as students, while seeking to understand the nature of this twentieth century event and its significance.</p> <p>Clarify the importance of learning about the Holocaust.</p> <p>Study for and complete final test.</p>	All readings throughout the course.	<p>Forum # 8</p> <p>Research Paper is due by the end of Week 8 (11:59 p.m., ET, Sunday).</p> <p>Submit all required assignments and take one open book final test.</p>

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## Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

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[Plagiarism Policy](#)  
[Extension Process and Policy](#)  
[Disability Accommodations](#)

### Writing Expectations

- Typewritten in double-spaced format
- Times New Roman 12-point font
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.
- Footnotes as applicable

### Citation and Reference Style

Students in this course will follow the Chicago Manual of Style as the sole citation and reference style used in written work submitted as part of coursework to the University.

### Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade. If I deduct points, it will be within the overarching policy set forth by the Director of the History, Military Studies, Western & World History Programs. This general policy is that I may reduce assignments that are one week late by 25 percent of the grade, two weeks late by 50 percent, and anything later than that may receive a zero. There are exceptions to this policy, on a case-by-case basis, and generally deal with emergencies.

### Netiquette

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), ☺

### Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

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## Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to [librarian@apus.edu](mailto:librarian@apus.edu).

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Smarthinking:** Students have access to ten free hours of tutoring service per year through [Smarthinking](#). Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. From the Online Library home page, click on either the "Writing Center" or "Tutoring Center" and then click "Smarthinking." All login information is available.

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. These are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (HIST290)

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