



Political Science 488 Capstone
The Holocaust: History, Ideology, and Representation
Fall 2022

Instructor: Dr. Jeffrey C. Herndon
Office Location: 218 Nursing Health Science Building
Office Hours: by appointment
Tuesday/Thursday 8:30-9:15 am
Tuesday/Thursday 3:00-4:00 pm
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Course Information

Required texts

Arendt, Hannah. 1973. *The Origins of Totalitarianism*. Boston. Harcourt Brace Jovanovich. (9780156701532)

Bergin, Doris L. 2016. *War and Genocide: A Concise History of the Holocaust* 3rd ed. Lanham, MD. Rowman and Littlefield (97814422542289)

Friedrich, Otto. 1994. *The Kingdom of Auschwitz*. New York. Harper Perennial. (9780060976408)

Gigliotti, Simone and Berel Lang, ed. 2005. *The Holocaust: A Reader*. Malden, MA. Blackwell. (9781405114004)

Hayes, Peter. 2017. *Why? Explaining the Holocaust*. New York. Norton. (9780393355468)

Material and documents will also be posted to D2L/Brightspace.

Student Learning Outcomes

The successful student will:

1. Synthesize a range of material to develop and present a coherent narrative (critical and analytical thinking).
2. Compose and present at least one academic paper (communication and skills in scholarship and research).
3. Critically analyze primary and secondary materials (skills in scholarship and research).

The syllabus/schedule are subject to change.

4. Engage as scholars with their peers both through the presentation of original material and by serving as discussants for the work others (communication, critical thinking).

Course Requirements

Instructional Methods

This course is a traditional university seminar that is heavily dependent upon student engagement with both the material and each other. Through this you will learn more than if you simply sat there and watched a power point presentation.

Student Responsibilities

Students are responsible for completing assigned readings and or homework prior to the class for which they are assigned. Furthermore, given the format of the class students should have developed talking points/discussion questions prior to coming to class.

“Reading” for a seminar is not the same thing as reading a novel for purposes of entertainment. You need to familiarize yourself with the arguments advanced in the readings and to engage the material.

Since this is a seminar, your attendance is vital to your success in this course. You also have a responsibility to your peers to be here and to take part. A seminar is a cooperative endeavor that cannot succeed without your preparation and contribution. In other words, your attendance is not only vital to your success, but to the success of your classmates as well.

Students will succeed to the degree that they apply themselves to the material. Ultimately, a university education is up to the student—you own it. It is my recommendation that you review materials developed in class on the day that it is presented as well as periodically throughout the semester.

You will be responsible for writing four response papers in which you critically analyze the readings and the events and ideas within. These papers should be brief (3-5 pages) and be correctly formatted as appropriate to the discipline (i.e. APSA style). Your paper should have a thesis (that lays forth your argument) supported by your argument and material from the readings.

In addition to your response papers, you are responsible for writing an academic paper due at the end of the course for presentation and discussion. Your paper should be the result of your own scholarship and research. The paper should be correctly formatted and present an original argument using no fewer than five sources. As part of this project, you will have graded steps along the way (grade dependent upon you actually completing each part. You will submit a thesis paragraph, a short bibliographic essay in which you briefly describe your sources (no more than five pages MAXIMUM!!!). You will then present your papers to the class and your peers will review your work.

Finally, if it becomes apparent that you are not doing the readings and/or preparing for class, there may be quizzes about the readings. These quizzes will be added to the overall points total and the grading scale will be adjusted accordingly.

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Grading and Assessment

The point values assigned to each element are as follows:

| | |
|--|------------|
| Response papers (4x25) | 100 |
| Attendance (start at 50 less 3 points each absence over 2) | 50 |
| Thesis paragraph | 50 |
| Bibliographic Essay | 50 |
| Final Paper | 100 |
| Final Paper Presentation | 50 |
| Participation | <u>100</u> |
| | 500 Total |

Final grades in this course are determined using the following scale:

| | | | |
|---------|-------------|---------|------------|
| 455-500 | A (91-100%) | 300-349 | D (60-69%) |
| 405-454 | B (81-90%) | 0-299 | F (0-59%) |
| 350-404 | C (70-80%) | | |

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Attendance: Attendance will be taken daily and you would be well-advised to attend every class—if for no other reason than the fact that experience demonstrates that you will not do well if you are not here. With this in mind, the attendance policy is relatively simple: As this is a seminar class, your attendance is required. You have two absences to use without penalty. However, after two absences you will forfeit 3 points from the Attendance grade for each absence. Under extreme, verifiable circumstances, your instructor may waive this penalty at his discretion.

Electronics Policy: Experience has demonstrated that students do not really understand appropriate ways to use technology while in class. For this reason, the following rules are in place. *{I have kept the electronics policy in place because it contains valuable information about the deleterious effects that technology has on learning.}*

Cell phones

Numerous studies have demonstrated a strong correlation between phone use in class and poor academic performance (at least three different studies have determined that phone use in class may result in the drop of an entire letter grade for students who insist that the world will end if they aren't engaged in texting or scrolling through social media). For this reason, the following guidelines are in effect for this class.

You are not allowed to use your phone during class—there are **no exceptions** to this rule (please do not ask your professor to make an exception in your case as it will not be granted).

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Students are expected to place their phones face down on the desk in front of them where the phone itself is visible. Once placed there, you should not touch it again until class is dismissed.

Failure to comply with this dictate will result in the imposition of a “telephone tax.” If you are seen touching or using your phone in class you will be assessed a five point penalty off of your grade for each infraction. There is no appeal or excuse that is acceptable, so please do not attempt to make such an appeal or excuse.

Laptops and Tablets

The use of laptops and tablets for note-taking must be approved by the professor. Again, science indicates that taking notes by hand is more effective at helping students retain information. This, in turn, assists in developing analytical and critical thinking skills appropriate to the university as a learning environment and for persons receiving a university degree.

Earbuds, Media Players, and Other Electronic Devices

While it is possible to carry your entertainment options wherever you go and wherever you happen to be, this class is not such a venue. Earbuds, headphones, etc. are a distraction for both you, as a student who is supposed to be actively engaged and responsible for your own education, and your professor. Put simply, it is rude to be listening to something else when you are ostensibly engaged in listening to someone else or in a conversation. Failure to remove such distractions will incur a tonal tariff. That is to say that for each infraction you will have five points deducted from your overall grade.

For further reading:

Cell phone use in class

<https://journals.sagepub.com/doi/pdf/10.1177/2158244015573169>

<https://www.tandfonline.com/doi/full/10.1080/01443410.2018.1489046>

<https://www.psypost.org/2018/05/just-cell-phone-possession-can-impair-learning-study-suggests-51228>

<http://www.longwood.edu/news/2015/college-students-test-scores-suffer/>

<https://www.mnn.com/family/family-activities/blogs/students-get-better-grades-when-phones-are-banned>

<https://abcnews.go.com/Health/cellphones-classrooms-contribute-failing-grades-study/story?id=56837614>

<https://news.rutgers.edu/cellphone-distraction-classroom-can-lead-lower-grades-rutgers-study-finds/20180723#.XMju4P1Kipp>

Note-taking

The syllabus/schedule are subject to change.

<https://linguistics.ucla.edu/people/hayes/Teaching/papers/MuellerAndOppenheimer2014OnTakingNotesByHand.pdf>

<https://www.collegeraptor.com/find-colleges/articles/tips-tools-advice/laptop-vs-notebook-better-take-notes/>

https://www.eecs.yorku.ca/course_archive/2015-16/F/2011/laptop%20in%20classroom%20article.pdf

https://ies.ed.gov/ncee/wwc/Docs/SingleStudyReviews/wwc_carter_022217.pdf

https://www.nytimes.com/2014/06/03/science/whats-lost-as-handwriting-fades.html?_r=0

Active listening

<https://www.thoughtco.com/how-to-be-a-good-listener-31438>

<https://www.educationcorner.com/listening-skills.html>

<https://blog.cengage.com/tips-students-become-better-listener/>

<https://positivepsychologyprogram.com/communication-activities-adults-students/>

Academic Dishonesty

Academic dishonesty consists of any form of cheating or academic misconduct related to your role as a student. Examples of academic dishonesty may include, but is not limited to, plagiarism, copying another student's work, cheating on exams, quizzes, and/or assignments.

The most common form of academic dishonesty in an upper level class is plagiarism. Plagiarism is copying or appropriating someone else's ideas without attribution in an attempt to pass it off as your own. Changing some terms or words to synonyms to avoid getting caught in this form of theft is an aggravating circumstance.

The penalty for academic dishonesty in this class is an immediate "0" on the graded material on which the cheating was discovered. In addition, you will be penalized 5 points on your attendance and participation grade.

In addition, in accordance with university procedure [13.99.99.R0.03 Undergraduate Academic Dishonesty](#), you will be reported to the academic dean of the college in which your major department is housed and the department head in your major department so that a record of your offense may be maintained for purposes of future disciplinary action should it be required.

Under the policy, repeat instances of academic dishonesty may, result your expulsion from the university. With this in mind, consider that any short-term gain that you hope to attain by engaging in unethical behavior is simply not worth it. Furthermore, most of you are Political

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Science majors and you should think about the representation that you are making when you engage in the theft of others' ideas and arguments.

Conduct

Student conduct in the university is governed by university procedure [13.02.99.R0.06 Standards of Student Conduct](#). The university requires that all syllabi include a statement from section 2.2 of that procedure. The procedure maintains that students have the obligation “to follow the tenets of common decency and acceptable behavior commensurate with aspiration implied by a college education.”

Bear in mind that your behavior reflects not only upon you, but also upon the university. You are expected to demonstrate respect for the institution, your professors, and your fellow students in addition to your own education. This is true even in the context of courses in which controversial topics and issues (such as a political science course) may be discussed.

Your professor will serve as the arbiter of what constitutes appropriate respect and behavior in the context of this class. Students who fail to treat the institution, class, professor, and/or other students appropriately may be dropped from the class and reported to the Dean of Students for further disciplinary action should it be required. Examples of disrespectful behavior and attitude includes (but is not limited to) wearing sunglasses in class, failing to put your telephone on silent, failure to remove earbuds, sleeping during class, and having a bad attitude generally.

Contrary to what many people seem to believe, a university education is not a right. Rather it is privilege—and it ought to be treated as such. You should remember that this course is part of YOUR education. And your education is, in turn, ultimately your responsibility. Experience demonstrates that some students seek to shift responsibility to others: faculty, other students, etc. This is unfortunate and demonstrates an unwillingness to own that which is yours. Your professors and other university staff are here to help you to succeed, but it is up to you to decide that you are going to succeed and take the steps necessary to make that happen.

Your professor cannot force you to do your homework, read the material assigned for class, or study material presented in class, etc.—that is up to you. But it is true that your success is dependent upon you doing those sorts of things. If you choose not to and your academic performance is less than adequate, it is not the fault of your professor or anyone else. It is yours.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events may require modifications.

Course Calendar

| Date | Readings |
|-------|---|
| 08/30 | Introduction to course |
| 09/01 | Bergen, Chapter One (13-45); Gigliotti and Lang (11-16) |
| 09/06 | Hays, Chapter One (3-35) |
| 09/08 | Arendt, Part One, Chapters One and Two (3-53) (First response paper due) |
| 09/13 | Response paper discussion |

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|-------|---|
| 09/15 | Bergen, Chapter Two (45-69) |
| 09/20 | Hitler, in Gigliotti and Lang, "Race and Nation"; and "Nuremberg Law" (68-83) |
| 09/22 | Arendt, Part Two, Chapter Six (158-184) |
| 09/27 | Hayes, Chapter Two (36-72) |
| 09/29 | Bergen, Chapter Three (69-101) |
| 10/04 | Arendt, Part Three, Chapter Ten (305-340) (Second response paper due) |
| 10/06 | Response paper discussion |
| 10/11 | [Final Paper topic required] Bergen, Chapter Four (101-128) |
| 10/13 | Arendt, Part Three, Chapter Eleven (341-388); Hitler (reading on D2L) |
| 10/18 | Bergen, Chapter Five (129-166) |
| 10/20 | Gigliotti and Lang, "Introduction (to Part III) (173-176); "The 'Commissar Decree, June 6, 1941 (177-180), "Affidavit of SS Grüpeführer Otto Ohlendorf" (178-183) and "From Mass Murder to the 'Final Solution" (198-219) (Third response paper due) |
| 10/25 | Response paper discussion |
| 10/27 | Bergen, Chapter Six (167-206); Friedrich begin reading |
| 11/01 | Hays, Chapter 3 (73-113) [Bibliographic essay due] |
| 11/03 | Bergen, Chapter Seven (207-237); "Hitler's 'Reichstag Speech'" in Gigliotti and Lang (239-243) |
| 11/08 | Bergen, Chapter Eight (237-275), "Minutes from the Wannsee Conference January 20, 1942" in Gigliotti and Lang (243-252) |
| 11/10 | Hays, Chapter Four (114-175) |
| 11/15 | Discussion of <i>The Kingdom of Auschwitz</i> (Fourth Response Paper Due) |
| 11/17 | Response paper discussion |
| 11/22 | Closing thoughts and final paper discussions |
| 11/29 | Arendt, Chapter Thirteen (460-479) |
| 12/01 | Class will not meet. Final Papers submitted through Turnitin by midnight |
| 12/06 | Paper presentations |
| 12/08 | Paper presentations |
| 12/15 | 1:15-3:15 Paper presentations |
| | |

This calendar is a guide and subject to change based on exigent circumstances.

University Procedures

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that

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provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact: Student Disability Resources & Services Texas A&M University-Commerce Gee Library, Room 162 Phone (903) 886-5150 or (903) 886-5835 12.01.99.R0.05 Guidelines for Content & Distribution of Syllabi: Roles & Responsibilities of Faculty Page 3 of 4 Fax (903) 468-8148 StudentDisabilityServices@tamuc.edu Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)
<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Technology Requirements

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

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https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

Access and Navigation

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC computer lab, etc.

Communication and Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

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