

## Spaulding High School 2021-2022 Course Syllabus

**Course Title:** HIS311 Holocaust and Genocide Studies

**Department:** History and Social Studies

**Teacher Contact Information:** Nora Duane p: 802-476-4811 ext. 2215 e: nduanshs@busd.org

### **Course Description:**

This course will examine efforts to systematically eliminate people, most specifically people labeled as Jewish. The central focus will be the Holocaust and Nazi Germany, with final project on other genocides. The course will consider the causes of genocide, the victims' experience, the mindset of the perpetrators, and its relevance for you today, among other issues.

This is an intense course that will require us to not simply study a historical period, but attempt to understand ourselves. This is a serious topic and will require an in depth examination of humanity and ourselves. We will investigate significant moral issues while contemplating responsibility, motivations, and justice. Throughout our study we will compare the Holocaust to a wide variety of intellectual thoughts and historical events. The course's overarching goal is to help you in becoming a more conscientious thinker and person.

Throughout the course we will analyze many short readings with extensive discussion and reflective writing. It is of the utmost importance that you actively participate in class discussions. All of this will require us to consider who we are and what responsibilities we have.

Furthermore, we will be watching several documentaries and films. The viewings will be required and be accompanied with questions. Your presence in class is necessary for almost all assignments. Come to class.

### **Class Materials**

Each student will be required to bring to class the following materials:

1. **Yourself. Attendance is really important.** In order to be successful and proficient in this class, you need to be in class.
2. **Three Ring Binder or a Folder (pick the system that works best for you)** to hold your class materials. You are expected to keep all readings, notes and work from each current unit. All the materials in class build off each other and you will often need old materials as reference or study tools. **DON'T RECYCLE ANYTHING WITHOUT ASKING FIRST!**
3. **Something to write with**, please come prepared
4. **A positive attitude and a willingness to work.** Even if it's not your day
5. **A willingness to redo work to reach proficiency.** Let me know how I can help you.
6. **Your CHARGED Chromebook**

## Units of Study

Units	Reporting Standards to be addressed across the units.
<p><b>Unit 1.1: The Nature of Human Behavior</b></p> <ol style="list-style-type: none"> <li>1. What is human nature?</li> <li>2. What determines a human's behavior?</li> <li>3. Why are humans often obedient, conforming, and silent in the face of misdeeds?</li> </ol> <p><b>Unit 1.2: History of Anti-Semitism</b></p> <ol style="list-style-type: none"> <li>1. What is prejudice? Why are people prejudiced?</li> <li>2. How has anti-Semitism developed and transformed throughout history?</li> <li>3. Why do we label different groups?</li> </ol>	<p><b>Application of claims.</b> Use multiple disciplines or perspectives to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p>
<p><b>Unit 2: Hitler and the Rise of the Nazis</b></p> <ol style="list-style-type: none"> <li>1. What political, social, and economic factors contributed to the rise of the Nazis?</li> <li>2. How was Adolf Hitler influenced and impacted in his life prior to 1933?</li> <li>3. What prompts humans to support authoritarian regimes?</li> <li>4. What is propaganda? And why is it influential?</li> </ol>	<p><b>Perspective:</b> Analyze complex and interacting factors that influenced the perspectives of people during different historical eras and how historical contexts shaped and continue to shape people's perspectives</p>
<p><b>Unit 3.1: From Persecution to Mass Murder</b></p> <ol style="list-style-type: none"> <li>1. What purpose did anti-Semitic legislation serve in Nazi Germany?</li> <li>2. What were the key steps from the Nazis transition from persecution to mass murder?</li> <li>3. What did Holocaust victims, resistance, and survivors experience?</li> </ol> <p><b>Unit 3.2 Genocide Today</b></p> <ol style="list-style-type: none"> <li>1. Where are people at risk today?</li> </ol>	<p><b>Causation &amp; Argumentation/Evaluate :</b> Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</p>

## **Classroom Expectations:**

### **Practice:**

While practice assignments are smaller assignments done either in class or outside of class, and will not count towards the overall grade, they will help prepare students for the assessed work. Completing the practice assignments will help students reach proficiency as this is the time to practice skills.

### **Assessment**

There are 3 Reporting Standards for this class. To show proficiency for a standard, you must demonstrate proficiency in the performance indicators (assessments) tied to that standard.

Students will be clearly informed and guided in class on how to complete each part of their assignments and when a standard will be formally assessed.

### **Reassessment**

Students who have not achieved proficiency are encouraged to review the material and skills and to re-do assessments. Reassessments are usually done outside of class time. If you are having any kind of difficulty with an assignment please discuss it with me BEFORE it is due so we can make proper arrangements.

**Please Be Aware:** Towards the end of the quarter there will be a **Final Submission Deadline** set for all work. Any work turned in past this point can not be reassessed and will be graded as the student's final submission.

### **Office Hours**

Students are expected to keep up with their work in a timely manner. Any student who is not meeting expected progress on Progress Reports (score of Below or Unsatisfactory) will be signed up to attend Office Hours the following afternoon (during school hours) to develop a Plan for Academic Success (PAS) with me.

### **Call Back Day:**

The final day of the semester will be an invite-only day for students who are reasonably close to passing but have not yet earned course credit. This means that the student can complete individual assessments in one class period (70 minutes) that could result in a change to their overall grade and receiving course credit. Students and families will be notified of an invitation to Call Back Day in advance.

### **Chromebooks:**

You are expected to bring a charged device daily. Chromebooks should be secured in bags until directed to use them by the instructor. These devices are for academic purposes only. I

### **Expectations:**

**Cell Phones:** When in person phones should not be used or be visible. They are a distraction, and our time together is more important than ever.

### **Absences (In person)**

All work is posted daily on Google Classroom. If you are absent or miss a Google Meet please check 1st on the classroom for the daily tasks. If you have questions about the work, please reach out to me. Ultimately you are responsible for this material.

**Academic Honesty:** Please read over this section in the student handbook

**Absences:**

Students missing work due to an absence are responsible for making arrangements to get the work and materials they missed. The best, and the easiest way to do this is to **check Google Classroom to see what you missed and then if you have questions make an appointment to come see me during advisory.** Ultimately you are responsible for this material.

**Disruptive/inappropriate behavior:**

Students should always use their verbal language and body language in a way that makes everyone feel welcome in this room. If you cannot or will not behave in a respectful manner you will be asked to leave and try again the next day.

**Embedded Honors Credit:**

Honors designation is centered on students striving for greater breadth and complexity into the course material, and demonstrating greater commitment and rigor in doing so. Honors designation is for those students who wish to begin building the skills and habits necessary to complete advanced coursework. While the course teacher is there for consultation and guidance, much of this advanced coursework will be done independently by the student.

In order to achieve “Honors” status for the course, a student must:

- Be proficient in all performance indicators, therefore have an overall proficiency for the course.
- Complete an additional, advanced assignments to be determined by the instructor
- Pass all honors assignments. Each will be graded as “meets honors expectations” or “not yet”.
- Complete all honors assignments by the deadline required.
- Honors students may be required to spend additional time, outside of class, to complete their assignments, some of which may involve investigations not covered in depth in the course content.
- To receive honors designation students must adhere to the SHS Code of Academic Honesty. Violation of the SHS Code of Academic Honesty will result in removal of honors designation.

**More information about Honors and how to sign up will be presented in class.**

**Holocaust/Genocide Studies Syllabus Contract. To be completed and turned back in.**

As a student in Holocaust/Genocide Studies I am aware of the following expectations:

1. I am the most important thing to bring to class. To be successful in this course, I need to attend class. I will make the effort to be present.
2. If I miss class I know I should be checking Google Classroom to see what I missed, and I should reach out to Ms. Duane to make an advisory appointment.
3. My most important tool is my brain, and as hard as it is, I know that my phone should be away. It's hard. We will survive.
4. If I need to redo work, or reassess on work, I will set up an appointment to meet with Ms. Duane during advisory time to make a plan.

**Please Be Aware:** Towards the end of the quarter there will be a *Final Submission Deadline* set for all work. Any work turned in past this point can not be reassessed and will be graded as the student's final submission.

5. If I have to create a PAS plan I will do my part to follow through on it. This will help me be successful in the course. I know that failure to do so will make me ineligible for Call Back Day.

I have read and understand the attached syllabus. I know how to contact the teacher and/or access the syllabus in the future should questions arise.

Student's Name: (please print)

Student's Signature:

Date:

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Parent's/Guardian's Signature:

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**During this course R-rated movies may be shown if they add to the course content and student understanding of historical events. Parental permission is required for students to view these films.**

\_\_\_\_ I give my child permission to view R-rated movies

\_\_\_\_ I do not give my child permission to view R-rated movies

Parent/Guardian Signature:

Date:

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