

HOLOCAUST & GENOCIDE STUDIES

2023-2024

COURSE DESCRIPTION

This course, open to Juniors and Seniors, will provide students with an opportunity to more deeply investigate events in Germany before, during, and after World War II related to the attempted extermination of the Jewish peoples and other ethnic and political minority groups in Europe. Appropriate print materials, films, and guest speakers will be used to help the students understand the cause, nature, and enduring consequences of the Holocaust. A sociological approach will allow students to see how individuals and small groups are influenced by man's inhumanity to man. Through a case study exploration of historical and modern genocides, students will learn to recognize the actions (subtle and overt) of individuals and institutions that seek to perpetuate racism and hate. Students will utilize dialogue and critical analysis to develop potential strategies for minimizing factors that contribute to the persistence of racism and genocide.

Program of Studies

Prerequisite(s): None

REQUIRED TEXTS

Facing History and Ourselves: Holocaust & Human Behavior

COURSE GOALS and STUDENT LEARNING OUTCOMES:

By the end of the course, students will be able to...

1. Recognize the human tendency to create “in” groups and “out” groups and the consequences of that behavior for a society’s universe of obligation.
2. Understand the particular historical context in which the Nazi Party established a dictatorship in Germany, marginalized Jews and other minority groups within German society, and ultimately committed genocide under the cover of war.
3. Wrestle with the choices that individuals, groups, and nations made in response to the Nazi dictatorship and the violence and terror it caused, as well as the aspects of human behavior that contributed to those choices.
4. Interpret the causes, course and consequences of other genocides, including Armenia, Cambodia, Rwanda, Bosnia, Sudan, and the Uighurs. Evaluate the cultural contexts and implications for each case study.
5. Wrestle with the choices that individuals, groups, and nations made in response to the Nazi dictatorship and the violence and terror it caused, as well as the aspects of human behavior that contributed to those choices.
6. Make connections between universal themes related to democracy, citizenship, racism, and antisemitism that this history raises and the world they live in today.
7. Understand their responsibilities as citizens of the world to make choices that help bring about a more humane, just, and compassionate world.

COURSE STANDARDS

Topic 3. Defending democracy: responses to fascism and communism [USII.T3]

Topic 4. The Great Wars, 1914–1945 [WHII.T4]

Topic 7. The politics of difference among people: conflicts, genocide, and terrorism [WHII.T7]

PERSONS WITH DISABILITIES

Chelmsford High School is committed to supporting the success and well-being of all students, regardless of varying abilities and levels of adaptive skills. The Special Education office provides services and resources to empower each student to attain their highest level of academic success and learning independence.

ACADEMIC INTEGRITY

At Chelmsford High School, students are expected to maintain high moral and ethical standards, as exemplified by the final sentence of our mission statement: *“A spirit of respect is fostered, as members take responsibility for their actions and acknowledge the rights and differences of others.”* (CHS Mission Statement)

Students should respect themselves, other students, staff members and the school. The acts of cheating and plagiarism violate expectations that students will exhibit respectful, ethical behavior.

[The Academic Honor Code](#) exists to address the issues of cheating and plagiarism.

GRADING POLICIES

Please connect with individual teachers for specific information regarding grading. Students will be able to monitor academic progress biweekly through X2/ASPEN.

Students are strongly encouraged to take advantage of the academic support programs and services (such as PRIDE Block, after-school help, etc.) available to them to help ensure and support success.

COURSE SKILLS

The following skills are addressed in this course:

1. Demonstrate civic knowledge, skills, and dispositions.
2. Develop focused questions or problem statements and conduct inquiries.
3. Organize information and data from multiple primary and secondary sources.
4. Analyze the purpose and point of view of each source; distinguish opinion from fact.
5. Evaluate the credibility, accuracy, and relevance of each source.
6. Argue or explain conclusions, using valid reasoning and evidence.

7. Determine next steps and take informed action, as appropriate.

COURSE OUTLINE

Holocaust & Genocide Studies is divided into 14 units:

The Individual and Society

We and They

World War: Choices and Consequences

The Weimar Republic: The Fragility of Democracy

The National Socialist Revolution

Conformity and Consent

Open Aggression and World Responses

Race and Space

The Holocaust

Genocide Case Studies

Bystanders and Rescuers

Judgment and Justice

Legacy and Memory

Choosing to Participate

This syllabus and course outline are subject to change as Chelmsford High School seeks to continually improve the learning experiences for all students.

“We foster PRIDE* in our pursuit of excellence.”

PRIDE refers to our five core values – Perseverance, Respect, Integrity, Dedication, and Empathy. These five pillars represent our points of emphasis in supporting the development of quality students and quality citizens.