

BCC Syllabus Template (adopted by the Faculty Senate for Gen Ed courses, 2003; adopted for all BCC courses, 2013; updated and approved for all BCC courses by Faculty Senate, May 8, 2024) Final additions: May 20, 2024

Bergen Community College

Division of Humanities
Department of History

Course Syllabus

HIS 146 Genocide and Holocaust

An individual classroom syllabus for this course must include as much of the following information as is applicable:

Basic Information About Course and Instructor:

Semester and year:
Section Number:
Meeting Times:
Locations:

Instructor:
Office Location:
Phone:
Departmental Secretary:
[optional] Office Hours:
Email Address:

Course Description:

This course is an introduction to the history of 20th and 21st century genocide and violent conflict. Areas of focus include the Armenian, Ukrainian, Cambodian, Rwandan, Bosnian, and Darfurian genocides with special attention given to the Holocaust (Shoah). The course approaches these genocides as products of distinct historical contexts and changing international responses while developing a generic model for recognizing genocide drawn from historiographical debates. >General Education Course—Diversity Credits: 3 (3 lecture)

Pre-requisites: None
Co-requisites: None

Student Learning Outcomes: As a result of meeting the requirements in this

course, students will be able to:

Student Learning Outcome:	Means of Assessment:
<p>1. Demonstrate, in both written and oral discussion, the ability to consider a diversity of viewpoints on the origins and definitions of genocide, construct and defend a thesis, and revise it effectively as new evidence demands.</p>	<p>Assignments that include written and oral presentation of ideas including but not limited to: research papers, source analysis essays, essay exams, class presentations, class discussions, discussion forums, and other written or verbal demonstrations of historical thinking skills.</p>
<p>2. Read and comprehend a variety of primary and secondary sources on global genocides and persecutions, evaluate their perspective and bias, and contextualize them with appropriate detail.</p>	<p>Reading and demonstrated comprehension through writing or discussion of both primary sources and secondary scholarship</p>
<p>3. Develop a methodological practice of identifying, gathering, evaluating, analyzing, synthesizing, interpreting, and citing historical evidence.</p>	<p>Assignments that include written and oral presentation of ideas including but not limited to: research papers, source analysis essays, essay exams, class presentations, class discussions, discussion forums, and other written or verbal demonstrations of historical thinking skills.</p>
<p>4. Narrate, in written or oral form, the history of a genocide and possible prevention in a way that recognizes different perspectives and multiple causation and rejects inevitability.</p>	<p>Assignments that include written and oral presentation of ideas including but not limited to: research papers, source analysis essays, essay exams, class presentations, class discussions, discussion forums, and other written or verbal demonstrations of historical thinking skills.</p>
<p>5. Recognize the important political, intellectual, social, and cultural forces that have contributed to global genocides.</p>	<p>Assignments that include written and oral presentation of ideas including but not limited to: research papers, source analysis essays, essay exams, class presentations, class discussions, discussion forums, and other written or verbal demonstrations of historical thinking skills.</p>

6. Identify examples of historical change and continuity in genocides of the past and evaluate their historical significance.	Assignments that include written and oral presentation of ideas including but not limited to: research papers, source analysis essays, essay exams, class presentations, class discussions, discussion forums, and other written or verbal demonstrations of historical thinking skills.
7. Temper moral judgment in historical interpretation of prevention and punishment of genocide with an understanding of historical perspective and the significance of changing cultural context.	Assignments that include written and oral presentation of ideas including but not limited to: research papers, source analysis essays, essay exams, class presentations, class discussions, discussion forums, and other written or verbal demonstrations of historical thinking skills.

For General Education courses:

SLOs:	EL 1	EL 2	EL 3	EL 4	EL 5	EL 6	EL 7	EL 8	EL 9	EL 10	EL 11
1.	x	x									
2.								x			
3.						x		x			
4.	x	x						x			
5.							x	x	x	x	
6.								x			
7.								x		x	x

EL1-Effective Speaking
 EL2-Effective Writing
 EL3-Mathematical Reasoning
 EL4-Scientific Reasoning
 EL5-Technological Competency
 EL6-Information Literacy

EL7-Social-Behavioral Analysis
 EL8-Historical Analysis
 EL9-Humanistic Analysis
 EL10-Intercultural Awareness
 EL11-Moral Literacy

*In accordance with the *Standards for General Education Courses at Bergen Community College (2013)*, all Gen Ed courses are required to address EL1, EL2, EL6, and EL11 (when appropriate), in addition to the ELO that corresponds to its area of study (EL 3-5 and 7-9).

For General Education courses: list a *Signature Assignment*

Signature Assignment criteria

1. At *minimum*, students must write at least one historical analysis essay (3-4 pages) *or give one class presentation (5-10 minutes) requiring the same skills*
2. Students must be asked to incorporate a detailed examination of at least one primary source and at least one secondary (preferably scholarly rather than textbook or website) source in that analysis
3. The student must provide historical context for the sources within the larger narrative of the event or historical debate and recognize the perspective and bias of the sources used.
4. The student must demonstrate the ability to construct a thesis and defend it using analysis of these sources
5. The speaking/writing must be clear and well organized

(Assesses course SLOs 1 and 2, and assesses EL1, 2, and 8)

Course Content:

This course will allow you to explore one of the predominant, albeit disturbing, international themes of the twentieth and twenty-first century: genocide, armed conflict, and global efforts to respond to these eruptions of violence. Through this course, we will see that war has been a constant and yet ever evolving presence in global society and that genocide, as historians understand the concept today, did not begin or end with the Nazi Holocaust.

As we consider a comparative history of war and genocide across nations and time periods, we will discuss the evolution of our ideas about war and how we have defined genocide, our changing responses to persecution, atrocities, and genocide, origins and warning signs of the outbreak of conflict, and the plausibility of an end to the cycle of violence. When discussing genocide, particular focus will be on the Armenians, the Nazi Holocaust, Rwanda, Cambodia, Bosnia-Herzegovina and Darfur, but other cases will also be considered including the massacre of native populations during European imperial expansion and the accusations of genocide in the Ukraine under Stalin. To understand these acts of genocide requires some historical context and so we will also consider briefly the history of global warfare placing emphasis on World Wars I and II, the wars of communist expansion and containment, and the wars of colonial independence during decolonization.

In addition to the requisite lectures, we will be reading, discussing, and analyzing a variety of primary and secondary sources that can provide insight into the way that historians have approached the topic and also how those who lived through these periods relate their story. You will also be given the opportunity to explore a topic of interest to you in more depth when you construct your individual research paper.

Course Texts and/or Other Study Materials:

Textbooks change periodically and are assigned as either recommended or required at the discretion of the professor. Whenever possible the most

appropriate but cost efficient texts will be used.

Research, Writing, and/or Examination Requirement(s):

The ability to write a cogent, well organized, and evidence-based narrative and to construct and defend a thesis based on historical evidence and scholarly interpretation are essential skills of the historian. Therefore, the course will require students to read different kinds of source material and to write historical narratives of the past and analysis of these sources. Written exams and additional assignments including essays and analysis papers will be requirements for the course.

Grading Policy:

All written and oral assignments will be graded according to rubrics or instructions provided in advance to students. Written assignments and exams will represent up to 75% of the final grade and participation in discussions, forums, class presentations, and required class events will represent up to 25% of the final grade.

Both written and oral assignments will be evaluated for use of historical evidence, argument, and clarity of written or verbal expression and organization. Feedback from instructors will be timely and provide substantive comments to support student learning and improvement on subsequent assignments. Late work will be accepted but will lose a percentage of points up to 25% each day as indicated in the specific instructor's course syllabus.

Attendance Policy:

BCC Attendance Policy:

All students are expected to attend every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

Other College, Divisional, and/or Departmental Policy Statements:

Statement on plagiarism and/or academic dishonesty:

[Academic Matters - Bergen Community College - Acalog ACMS™](#)

Statement on the appropriate use of AI (see the following link for guidance):

[AI-Guidance-Resource-Page.pdf \(bergen.edu\)](#)

ADA statement:

Sexual Harassment statement:

[HR-003-001.2018-Policy-Prohibiting-Sexual-Harassment.pdf \(bergen.edu\)](#)

Statement on acceptable use of BCC technology:

[Acceptable-Use-Policy.pdf \(bergen.edu\)](#)

Recommended Syllabus Statements from the Office of Specialized Services:

[Syllabus Statements | Bergen Community College](#)

Statement on the purpose and value of faculty office hours.

Accessibility Statement

Bergen Community College is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in this class, complete course requirements, or benefit from the College's programs or services, contact the Office of Special Services (OSS) as soon as possible at 201-612-5270 or www.bergen.edu/oss. To receive any academic accommodation, you must be appropriately registered with OSS. The OSS works with students confidentially and does not disclose any disability-related information without their permission. The OSS serves as a clearinghouse on disability issues and works in partnership with faculty and all other student service offices.

Student Support Services

Bergen Community College provides exemplary support to its students and offers a broad variety of opportunities and services. A comprehensive array of student support services including advising, tutoring, academic coaching, and more are available online at <https://bergen.edu/currentstudents/>.



Sidney Silverman Library Online Resources:

[Guides BY SUBJECT - LibGuides at Bergen Community College](#)

General Search and Databases: [Library | Bergen Community College](#)

Course Outline

Week:	Topic/Activity:	Learning Outcomes:	Assignments/Events:
1	Definitions of Genocide	1-7	Defining Genocide readings discussion and paper
2	Ancient and Medieval Genocide	1-7	Ancient genocide readings discussion and paper
3	Imperialism as Genocide	1-7	Imperialism readings discussion and paper
4	Armenian Genocide	1-7	Armenian genocide readings discussion and paper
5	Rise of Nazism and antisemitic legislation	1-7	Nazi legislation readings discussion
6	Midterm	1-7	Written exam
7	Holocaust to 1940, Intentionalism and Functionalism	1-7	Intentionalism and Functionalism readings discussion and paper
8	Holocaust to 1945, Perpetrator psychology	1-7	Holocaust Ordinary Men readings discussion and paper
9	Japanese atrocities and Stalin's Holodomor	1-7	Holodomor and Japanese atrocity readings and discussion
10	Cambodian Genocide	1-7	Cambodian genocide readings discussion and paper
11	Rwandan Genocide	1-7	Rwandan genocide readings discussion and paper
12	Bosnian genocide	5,6	Lecture and testimony
13	Contemporary genocide and prevention	5-6	Lecture and testimony
14	Final exam	1-7	Written exam

Note to Students: This Course Outline and Calendar is tentative and subject to change, depending upon the instructor.