

**Fond du Lac Tribal and Community College  
COURSE OUTLINE FORM**

**03/19/19**

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: \_\_\_\_\_

2. Date submitted: \_\_\_\_\_

3. Date approved: 11/12/10 Date revised 05/14/19

4. Department/discipline: English

5. Department(s) endorsement(s): \_\_\_\_\_  
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: The Holocaust in Literature and Film  
Abbreviated course title for Transcripts (25 characters or less): Holocaust Lit and Film

7. Course Designator: ENGL 8. Course Level: 2031

9. Number of Credits: Lecture 3 Lab \_\_\_\_\_

10. Control Number (on site) 35 Control Number (online) 30

11. Catalog/Course description:

This course first presents the history of the Jews and antisemitism as a prelude to understanding the causes of and reactions to the Holocaust. Literary responses to the “Final Solution” will be examined through specific works from various generations, cultures, and genres. (Prerequisite: ENGL 1101) (Meets MnTC goal area 6).

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s): ENGL 1101 College Composition  
Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Instructor’s choice. Possible resources include: Yehuda Bauer’s *A History of the Holocaust*, Albert Friedlander’s *Out of the Whirlwind: A Reader of Holocaust Literature*, Art Spiegelman’s *Maus I and II*, Elie Wiesel’s *Night*, and films such as *Schindler’s List*, *One Survivor Remembers*, *The Last Days*, *Architecture of Doom*, and *Jakob the Liar*

14. **Course Content** (Provide an outline of major topics covered in course)

**I. Introduction and Orientation**

A. Definition of historical terms

1. Holocaust
2. Shoah
3. Genocide
4. Nazi

B. Definition of literary terms

1. Genres (memoir, fiction, poetry)
  2. Theme, symbolism, metaphor
  3. Structure (plot, conflict, flashback, foreshadowing)
  4. Point of view (first person, third person, omniscient)
  5. Characters (protagonist, antagonist, dialogue)
- C. Literary styles
1. Realism
  2. Lyrical
  3. Narrative
  4. Myth
  5. Fantasy
- D. Theories of literary criticism (selected)
1. Reader response
  2. Historical
  3. Archetypal (The Hero's Journey)

## **II. History of Antisemitism**

- E. Myths and misconceptions
- F. Expulsion and persecution prior to Third Reich
- G. German antisemitism/eugenics
- H. Influence of Mein Kampf

## **III. Rise of Hitler and Early Legislation**

- I. National Socialism
- J. Nuremberg Laws
- K. Berlin Olympics
- L. Munich Conference
- M. *Kristalnacht*

## **IV. World War II**

- N. Invasion of Poland and Soviet Union
- O. *Einsatzgruppen*/Babi Yar
- P. Ghettos (*Jakob the Liar*-film)
- Q. Wannsee Conference
- R. Deportation and camps (*One Survivor Remembers*)

## **V. Reactions from Europe and Allies**

- S. Rescue efforts and resistance (*Schindler's List*)
- T. Warsaw Uprising
- U. Jews in Hungary (*The Last Days*-film)
- V. Death of Hitler
- W. Creation of the State of Israel

## **VI. Holocaust Literature**

- X. Voices of victims
  1. Anne Frank
  2. *I Never Saw Another Butterfly* (poems from Terezin)
- Y. Testimony of survivors and witnesses
  1. *Night* by Elie Wiesel
  2. *Survival in Auschwitz* by Primo Levi
  3. *One Survivor Remembers* by Gerda Klein (film)
- Z. Resistance
  1. Warsaw ghetto uprising
  2. Emmanuel Ringelblum's diaries

## **AA. Stories of Rescue**

1. "Righteous Gentiles"

- 2. Denmark (*Number the Stars*)
- 3. *Schindler's List* (film)
- BB. The German point of view
  - 1. *Mein Kampf*
  - 2. The White Rose
- CC. After the Holocaust
  - 1. *Maus I and Maus II* by Art Spiegelman
  - 2. Poetry by Paul Celan and others
- DD. Themes in Holocaust literature
  - 1. Belief in the goodness of humanity
  - 2. Loss
    - a. of belief in God
    - b. of identity
    - c. of childhood
  - 3. Proof of being God's chosen people
  - 4. Silence
  - 5. Survivor guilt
  - 6. Denial
  - 7. Rebirth
  - 8. Victimhood
  - 9. Breakdown of rational thought
  - 10. Pervasiveness of death, murder, and suicide
  - 11. Psychological trauma
- EE. Exploitation of Holocaust in literature
  - 1. Political
  - 2. Personal

### **VII. Final Observations**

- FF. Role of Holocaust literature in today's world
- GG. Individual student responses

### **VIII. Recommended Resources**

#### HH. Websites

- 1. United States Holocaust Memorial Museum ([ushmm.org](http://ushmm.org))
- 2. USC Shoah Foundation Institute (<http://college.usc.edu/vhi/>)
- 3. Auschwitz: Inside the Nazi State (<http://www.pbs.org/auschwitz/about/>)

#### II. Literature/film suggestions for research paper

- 1. *The Auschwitz Poems*
- 2. *This Way for the Gas, Ladies and Gentleman* (Tadeusz Borowski)
- 3. *The Shawl* (Cynthia Ozick)
- 4. Holocaust in Sylvia Plath's poetry
- 5. other works by Elie Wiesel
- 6. *Sophie's Choice* (film)
- 7. *The Attic Room* (drama)
- 8. *Dachau* (drama)
- 9. *Young Moshe's Diary* (Moshe Flinker)
- 10. *Ghetto Diary* (Janusz Korczak)
- 11. *On Both Sides of the Wall* (Vladka Meed)

## **15. Learning Goals, Outcomes, and Assessment**

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one's own traditions and culture, knowledge of others' traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Course Learning Outcomes will fulfill the identified competencies.

Upon completion of this course, the student will be able to:

Learning Outcomes	Competencies (CAC)	Cultural Standards
Construct a timeline of historical events leading up to the Holocaust.	A, B, C, D	3
Demonstrate knowledge of various categories/genres of Holocaust literature and film and provide examples of each.	B	
Analyze Holocaust literature and films based on literary conventions.	B, D	
Research an appropriate topic and present findings through written paper or presentation.	A, B, C, D	1
Apply the concept of genocide to historical and modern day events.	C, D	3, 4
Demonstrate through writing and discussion how the Jewish culture, beliefs and value system influenced the responses of various groups and individuals to the Holocaust.	B, D	4, 7

**WINHEC Cultural Standards:**

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in

harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.

3. **ZOONGIDE'EWIN – *Strong hearted***: To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution***: To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEWIN – *Honesty and integrity***: To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people
6. **ZAAGI' IDIWIN – *Loving and Caring***: To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion***: To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC)**: List which goal area(s) – up to two – this course fulfills.

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): \_\_\_\_\_ 6 \_\_\_\_\_

#### **Goal 6: The Humanities and Fine Arts**

**Goal:** To expand students' knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

#### **Students will be able to:**

- Demonstrate awareness of the scope and variety of works in the arts and humanities.
- Understand those works as expressions of individual and human values within a historical and social context.
- Respond critically to works in the arts and humanities.
- Engage in the creative process or interpretive performance.
- Articulate an informed personal reaction to works in the arts and humanities.

17. Are there any additional licensing/certification requirements involved?

\_\_\_\_\_ Yes \_\_\_\_\_ No

Provide the required documentation to show course meets required licensing/certification standards.

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