

Main Class Meetings

Mondays

4:00 - 6:45 PM

Jewish Studies Center
Rm 100 (Arnold Hall)

FYSS Seminar

Tuesdays

2:05 - 2:55 PM

Bell South Building 312

Instructors

Assistant Professor Chad S.A. Gibbs

Office:

Jewish Studies Center Rm 313

Office Hours:

Wednesdays, 2:30-4:00 PM
Or by appointment

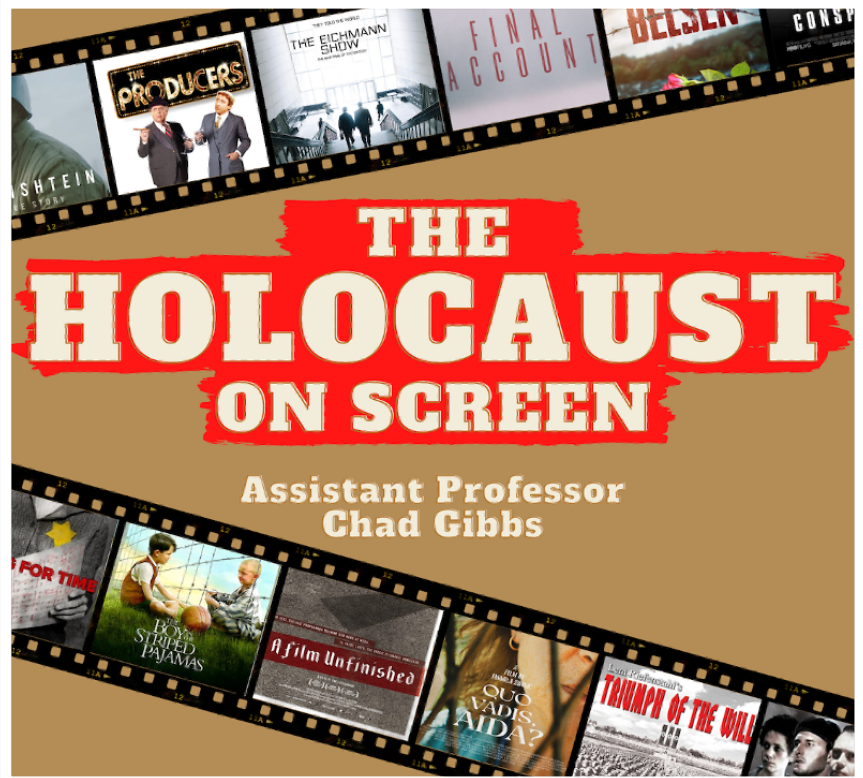
Peer Facilitator Erin Thomason

Office:

Center for Excellence in Peer
Education (CEPE)
Lightsey Center B66

Office Hours:

Mondays & Wednesdays
11:00-11:55 AM
Or by appointment



Course Description

Who hasn't seen a movie or a TV show about the Holocaust? Since far fewer people will ever choose to pick up a book on the subject, television and movies are the only ways most will ever learn about the Nazi genocide of 1933-1945.

With the screen being the primary source of information for so many, it's incredibly important that we look at this content and try to understand what filmmakers are teaching. These ideas are the basis for the central questions of this class: What does the filmmaker want the audience to know? What are their goals and why?

We will also get into conversations about how appropriate some movie choices are (should a Holocaust movie ever be funny?) and what would a person who knew nothing about this history walk out of the theater thinking? Is that last question fair? Is it Hollywood's job to educate someone who could choose to pick up a book?



Readings and Films:

All readings for this class are posted on OAKS. *There will be no need for book purchases.*

Comparison Films may need to be purchased. A link to where you can buy these is in the schedule.

Course Objectives

FYSE 124 has certain general goals in addition to the topic-specific learning priorities of a class on Holocaust film. At the end of this course students will be better prepared to:

- Reflect on their own responses to readings and other sources
- Analyze what they see on screen, becoming a critical and insightful media consumer
- Find appropriate and relevant secondary sources for research and writing
- Use critical thinking skills and appropriate problem-solving skills in service of a small research and writing project





But Where Do I Find...?

Hey, you're new here. We get it. If you have a question, look on OAKS (I put explanation sections at the top of the content column there), look at this syllabus, ask the Peer Facilitator, or ask me. That's what we're here for. Contact via email will be returned within 24 hours unless sent on the weekend.

I reserve the right to reply to weekend emails on Monday.

Where This Course Gives You Choices:

Given the specific topics we will discuss and the emotionally difficult nature of Holocaust history in general, this class will at times feel demanding. Life also, sometimes, just gets in the way. Especially when you are new to college, in a new city, and/or away from home for the first time.

The two largest assignments give you due date choices that you will pick out and sign up for near the beginning of the semester. You will help yourself out the most if you look ahead and schedule these for a time when you have the least work due in other classes.

This class also has quizzes and while they are not optional, your lowest two grades will drop. We are all entitled to a bad day here and there. Your Peer Facilitator and I will be helpful and flexible as much as we can when you give fair warning and are up front with us.



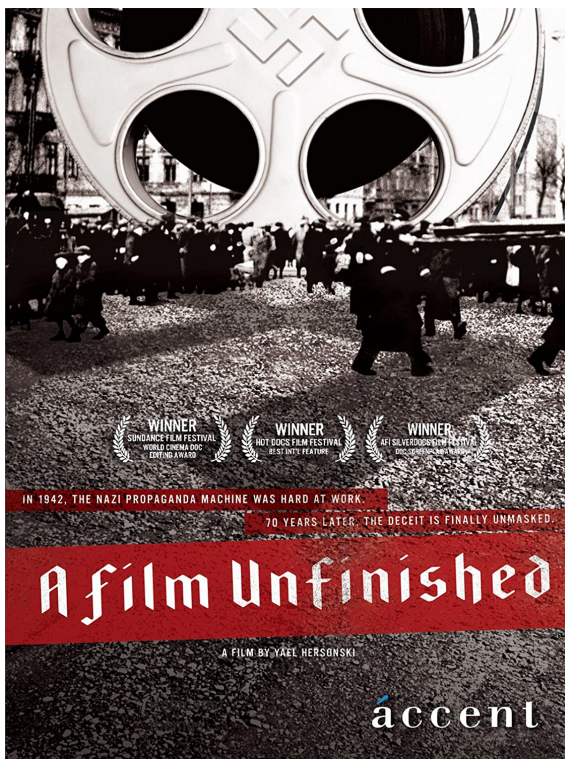
Notetaking and Coming to Class Prepared:

Come to class prepared to take notes. I'm not against the use of computers, but since the lights will often be off to show movies you will need pen and paper, so screens don't distract others. Please don't expect to sit in class with no way to take notes.

Formatting and Deadline Information for Papers and Assignments and Attendance

Papers and other assignments should be turned in on time to avoid a grade penalty (on OAKS by 5:00 PM on the date noted on this syllabus). Late work will be penalized by one letter grade per day. All assignments should be submitted by the deadline as Word documents on the course site. Unless otherwise agreed, email submissions will not be accepted. All assignments should stick to the word or page limit to avoid a grade penalty and use Times New Roman 12-point font and double spacing. Historians use footnote citations in the Chicago Manual of Style, and explanation of which can be found [online](#).

I am understanding and flexible when needed –contact me in advance or as soon as a problem arises!



Writing Support:

The [College of Charleston Writing Lab](#), staffed by a faculty member and peer consultants, provides one-to-one assistance for every stage in the writing process for term papers, essays, letters, memos, or book reviews. Although consultants do not proofread papers, they do act as an audience listening to students' ideas and asking questions so that clients in the Writing Lab can make changes to their writing. In effect, the consultants work with the writers, not necessarily a piece of writing. Consultants also help clients review grammatical rules and principles of punctuation as well as the structure of sentences, paragraphs, and essays.

Assignments and Assessment Values

NOTE: You cannot “do the math” and skip any component of this class and pass. All assignments must be completed acceptably or you will fail regardless of their percentage of the overall grade.

• Office Visit: 10%

- o Each student will attend office hours at least once during the semester as soon as possible. As first year students this is the best time to get you into the habit of meeting your professors and asking questions that can help make you successful. These will be easy points, just come to office hours or schedule a different time by email and bring in two questions: one about the class and/or Holocaust history and one about the College, how to be a good student, or even just about Charleston.

• FYSS Seminar: 10%

- o You are *required* to attend and complete work for Peer Facilitator Erin Thomason’s FYSS meetings. Though the assigned value of this section of the course is 10%, I reserve the right to fail any student who does not attend, complete work for, and take the FYSS meetings seriously. Any disrespect of Ms. Thomason will not be tolerated.

• Attendance, Preparation, and Participation: 20%

- o This class meets only once a week. You must be present and on time or it will not work, and you will fail. I allow a single unexcused absence, with grade penalties thereafter.
- o While you do need to be in class, I do understand that life happens. First and foremost, **do not attend sick**. Beyond that, please communicate with me in advance if you are unable to attend or need other accommodations.
- o Visit by Dr. W. Jake Newsome (25% Participation Total = 5% of Course Grade): On Thursday, October 13 at 7:00 PM Dr. W. Jake Newsome will deliver a public presentation on his new book *Pink Triangle Legacies*. This course requires that you attend Dr. Newsome’s talk, take notes, and be prepared for a short quiz at our next class.

• Theme Films Comparison - (750 Words): 15%

- o Early in the semester you will sign up for a film and a due date of your choice.
- o Comparing two things helps the mind draw out the most important points and highlights what works well and what didn’t. Each week we will watch one film in class and a similar movie will be listed in the syllabus. Students will sign up for a week of their choice early in the semester and watch the second film in their own time to compare it with our class movie. More directions will be given on OAKS, but you will want to give attention to the message, choices, and style of the films. You are also free to say which you think does a better job of portraying Holocaust history, though you should keep your opinion section short.
- o *Note:* This smaller assignment is an ideal place to get feedback on your writing before the Reel to Real Paper. Bearing that in mind, you may want to sign up for a date earlier in the semester or at least a date earlier than your RtR Paper.

Assignments and Assessment Values

(Continued)

• Reel to Real Research Paper - (1,000 - 1,500 Words): (Draft - 10% Final 15%) Total: 25%

- o Early in the semester you will sign up for a film and a due date of your choice.
- o In this assignment, you will research the real events behind one of our in-class films and write a paper of 1,000 - 1,500 words analyzing where reality meets cinematic portrayal. Is the movie largely accurate, or no? Should it be? If not, why did the filmmakers stray from the truth—did that serve a (worthy) purpose? There will also be further instructions on this assignment posted to OAKS.
- o Papers will use and cite at least three quality outside sources to learn about the real historic even the movie portrays. These cannot all be online sources and should be vetted for accuracy and value in consultation with your Peer Facilitator or me.
- o Drafts: A complete first draft of the RtR Paper must be handed in two weeks before the final submission. The final paper will be, in part, graded on a basis of how well you implement changes and suggestions for improvement. As a first-year course, this is a valuable part of the learning process.

• Occasional Film and Reading Quizzes: 20%

- o In a few random class meetings through the semester, I will pass out a quiz on the film from the week before and/or the readings of that week. Obviously, this will test for attendance and attention, but it is also designed to get you thinking on the routine questions of film interpretation and reading comprehension. About seven quizzes will be given with your high five counted in your grade.

• Extra Credit Opportunities:

- o Attending Jewish Studies Program events: Students are invited to attend events hosted by the Jewish Studies Program throughout the semester. You may earn extra credit by writing a 300-word summary of the event and what you learned from the event.
 - Note: This does not apply to the Dr. Newsome event or the *Berenshtein* film event, which is required for this course.



Course Schedule

Week 1	<p>No Class</p> <p>Small First Assignment: What Holocaust-related films and TV shows have you watched in your life? Make a list (and note why you watched them, in a class/your own choice) and bring this to our first meeting 08/29 - ON PAPER - <i>You will hand this in.</i></p>
Week 2 M - 8/29	<p>Introductions, the Holocaust, and Film</p> <p>Lecture: Holocaust History READ: <i>None this week</i></p> <p>Discussion: What Filmmakers Want to Say and Want You to Know</p>
Week 3 M - 9/05	<p>The Propaganda World</p> <p>Film: <i>Triumph of the Will</i> READ: Steven Luckert and Susan Bachrach, <i>State of Deception: The Power of Nazi Propaganda</i>, pages 1-2, 115-139 (Scan on OAKS)</p> <p>Comparison Film: <i>Jud Süß</i> (1940)- Internet Archive Link.</p>
Week 4 M - 9/12	<p>The Ghetto</p> <p>Film: <i>A Film Unfinished</i> READ: Tim Cole, "Ghettoization," pages 65-83 (Scan on OAKS)</p> <p>Comparison Film: <i>The Pianist</i> (2002) - JustWatch Links</p>
Week 5 M - 9/19	<p>Extermination</p> <p>Film: <i>Conspiracy</i> READ: Deborah Dwork & Robert Jan van Pelt, "Toward the Final Solution," pages 259-284 (Scan on OAKS)</p> <p>Comparison Film: <i>Sobibor</i> (2018) - JustWatch Links</p>
Week 6 M - 9/26	<p>The Camps</p> <p>Film: <i>The Gray Zone</i> READ: Rich Brownstein, "The Greatest Narrative Holocaust Film Ever Made," pages 134-145 (Scan on OAKS)</p> <p>Comparison Film: <i>Son of Saul</i> (2015) - JustWatch Links</p>

<p>Week 7 M - 10/03</p>	<p>End and Aftermath Film: <i>Downfall</i> READ: Lawrence Baron, "Humanizing Hitler," pages 240-243 Comparison Film: <i>The Reader</i> (2008) - JustWatch Links</p>
<p>Week 8 M - 10/10</p>	<p>Turning Points in America Film: <i>Schindler's List</i> READ: Lawrence Baron, "Rescuers—From Saints to Sinners: <i>Schindler's List</i>," pages 207-215 (Scan on OAKS) Comparison Film: <i>Holocaust</i> (1980) Miniseries (Watch Episode 1 - YouTube)</p>
<p>Week 9 M - 10/17</p>	<p>Women, Hollywood, and the Holocaust Film: <i>Playing for Time</i> READ: Annette Insdorf, "The Hollywood Version of the Holocaust," pages 3-25 Comparison Film: <i>Phoenix</i> (2014) - JustWatch Links</p>
<p>Week 10 M - 10/24</p>	<p>Resistance Film: <i>Berenstine</i> - SPECIAL EVENT - CLASS MEETS AT 6:00 PM READ: Michael Marrus, "Jewish Resistance to the Holocaust," pages 83-110 (Scan on OAKS) Comparison Film: <i>Defiance</i> (2008) - JustWatch Links</p>
<p>Week 11 M - 10/31</p>	<p>Bad Movies with Big Responsibilities Film: <i>The Boy in the Striped Pajamas</i> READ: Jennifer Rich & Mark Percy, "The Boy in the Striped Pajamas: Critical Analysis..." pages 294-308 (Scan on OAKS) Comparison Film: <i>Life is Beautiful</i> (1997) - JustWatch Links</p>
<p>Week 12 M - 11/07</p>	<p>No Class</p>

<p>Week 13 M - 11/14</p>	<p>Justice...? Legacies and Memory Film: <i>A Woman in Gold</i> READ: Peter Hayes, <i>Why? "Aftermath: What Legacies, What Lessons?,"</i> pages 300-343 (Scan on OAKS) Comparison Film: <i>The Eichmann Show</i> (2015) - JustWatch Links</p>
<p>Week 14 M - 11/21</p>	<p>A Problem from Hell: Genocide After the Holocaust Film: <i>Quo Vadis, Aida?</i> READ: Samantha Power, <i>A Problem From Hell</i>, pages xi-xxi (Scan on OAKS) Comparison Film: <i>Hotel Rwanda</i> (2004) - JustWatch Links</p>
<p>Week 15 M - 11/28</p>	<p>Is it OK to Laugh? Film: <i>The Producers</i> READ: David Slucki, "Too Soon? The Case for Holocaust Humour" (Scan on OAKS) AND David Slucki, "Did You Ever See Our Show? Holocaust Comedy in American Sitcoms," pages 285-305 (Scan on OAKS) Comparison Film: <i>JoJo Rabbit</i> (2019) - JustWatch Links</p>
<p>Week 16 M - 12/05</p>	<p>"Last" Reckonings and New Frontiers Film: <i>Final Account</i> READ: Gavriel D. Rosenfeld, "Between Tragedy and Farce: Nazism on the Internet," pages 292-339 (Scans on OAKS) Comparison Film: <i>The Last Survivors</i> (PBS) (2019) - JustWatch Links</p>



Continuity of Learning & Support

Pronouns:

I will gladly honor your request to address you by the name and gender pronouns of your choice. Please advise me of this early in the semester via your college-issued email account or during office hours so that I may make the appropriate notation on my class list.

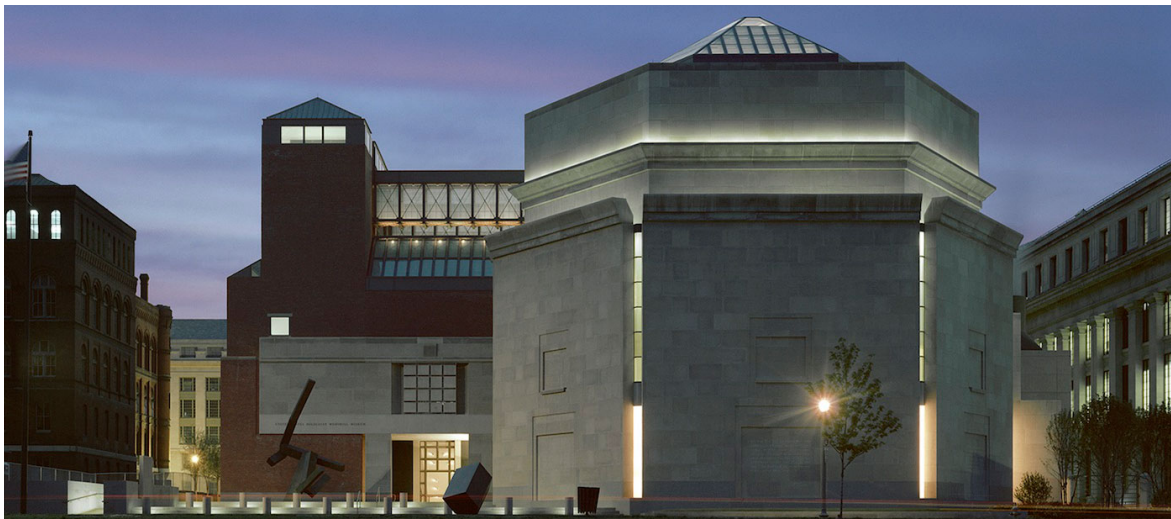
Honor Code & Academic Integrity:

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student's actions are related more to misunderstanding and confusion will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repeating the error. The response is recorded on a form and signed both by the instructor and the student. It is forwarded to the Office of the Dean of Students and placed in the student's file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive an XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student's transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.

Students can find the complete Honor Code and all related processes in the Student Handbook by clicking [HERE!](#)



Mental & Physical Wellbeing:

At the college, we take every student's mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center (professional counselors at <http://counseling.cofc.edu> or 843.953.5640 3rd Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting "4support" to 839863, visit <http://counseling.cofc.edu/cct/index.php>, or meet with them in person on the third floor of the Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal



WHAT YOU DO
MATTERS

Food & Housing Resources:

Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (<http://studentaffairs.cofc.edu/about/salt.php>). Also, you can go to <http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php> to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (second floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need. Please also consider reaching out to me if you are comfortable in doing so.

Inclusion

The College of Charleston offers many resources for LGBTQ+ students, faculty, and staff along with their allies. Click on the links below for more information:

[Preferred Name and Pronoun Information](#)

[On Campus Gender Inclusive facilities](#)

[Campus Resources](#)

[College of Charleston Reporting Portals](#)

[National Resources for Faculty & Staff](#)

[GSEC Reports](#)

[Documenting LGBTQ Life in the Lowcountry \(CofC Addlestone Lib. Special Collections Project\)](#)

[College of Charleston Quality Enhancement Plan \(QEP\)](#)

[Articles about CofC and LGBTQ+ Issues](#)



COLLEGE of
CHARLESTON

Disability/Access:

The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the [Center for Disability Services/SNAP](#) located on the first floor of the Lightsey Center, Suite 104. Notify me immediately of any accommodations you need.

I am a disabled veteran. I take accommodation seriously and I am happy to help you.

OAKS (For All Instructional Modalities):

OAKS, including Gradebook, will be used for this course throughout the semester to provide the syllabus and class materials and grades for each assignment, posted regularly.

Inclement Weather, Pandemic or Substantial Interruption of Instruction:

If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.