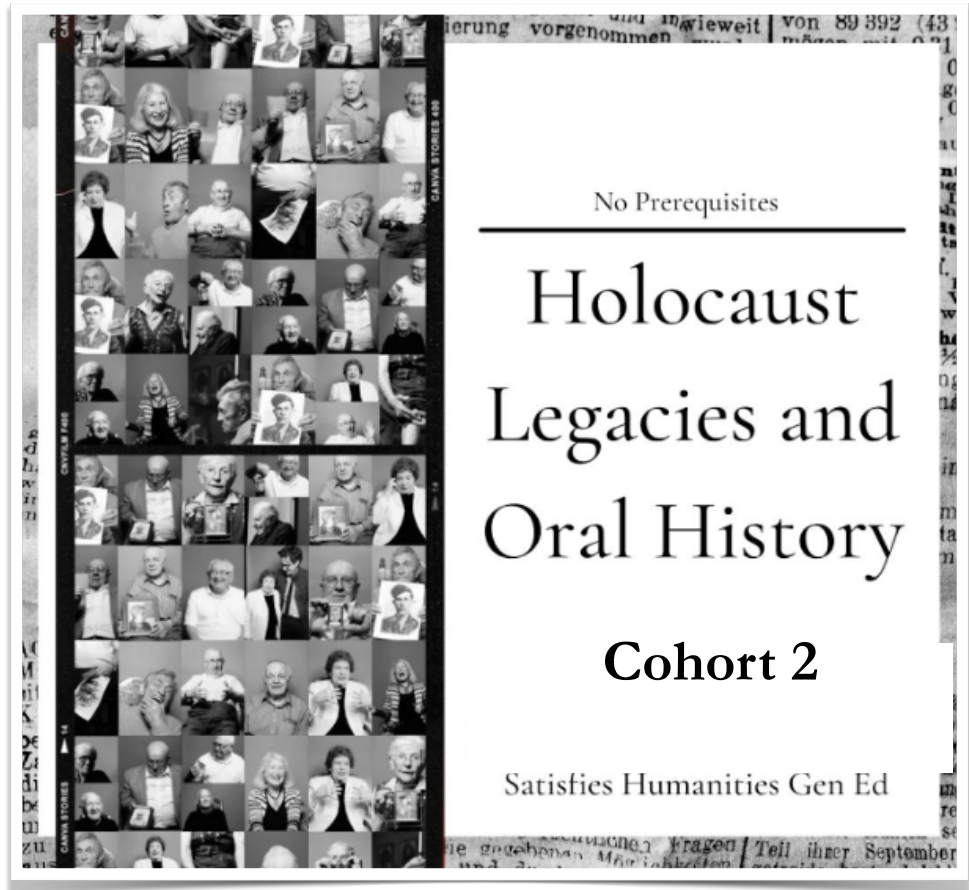


Holocaust Legacies and Oral History

**JWST 300-01 &
HIST 347-02**
Tues/Thurs
1:40 - 2:55 PM
JSC 237

**Assistant Professor
Chad S.A. Gibbs**
Director, Zucker/
Goldberg Center for
Holocaust Studies

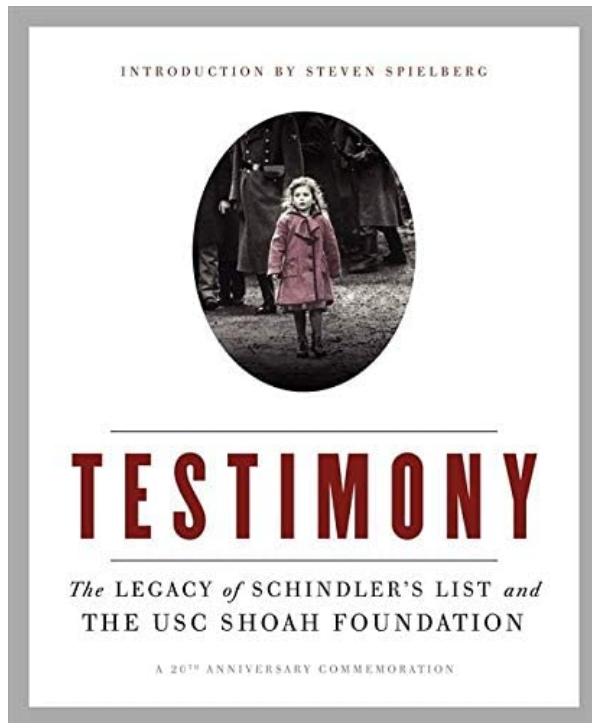
Office:
JSC 313
Office Hours:
Tuesdays,
3:15 - 5:15 PM
Or by appointment



Course Description

What are the legacies of the Holocaust? Is this trauma passed from generation to generation? If so, how does that passage affect families and the lives of survivor descendants? What role do the children of Holocaust survivors play in the transmission of history and memory of the Nazi genocide? How do those descendants carry forward the messages of their ancestors' experience?

In this course, students will seek answers to these and other questions in an oral history interview with a Second- or Third-Generation Survivor of the Holocaust. Together we will learn the process of oral historical interviewing, the technical skills required for this



task, and conduct interviews that will be permanently housed at Addlestone Library Special Collections. Far from taking tests or creating course papers never seen again, in this course students will create a permanent piece of the historical record. A contribution that will long outlast their time at the College of Charleston.

You are the only undergraduates in the world doing this work. Yours, the second cohort of this class, will build upon and refine the interview procedures pioneered in the class before you. Nothing less than active and meaningful participation from all involved can make this work a success.

As your professor, I look forward to taking on these tasks with you as teammates.

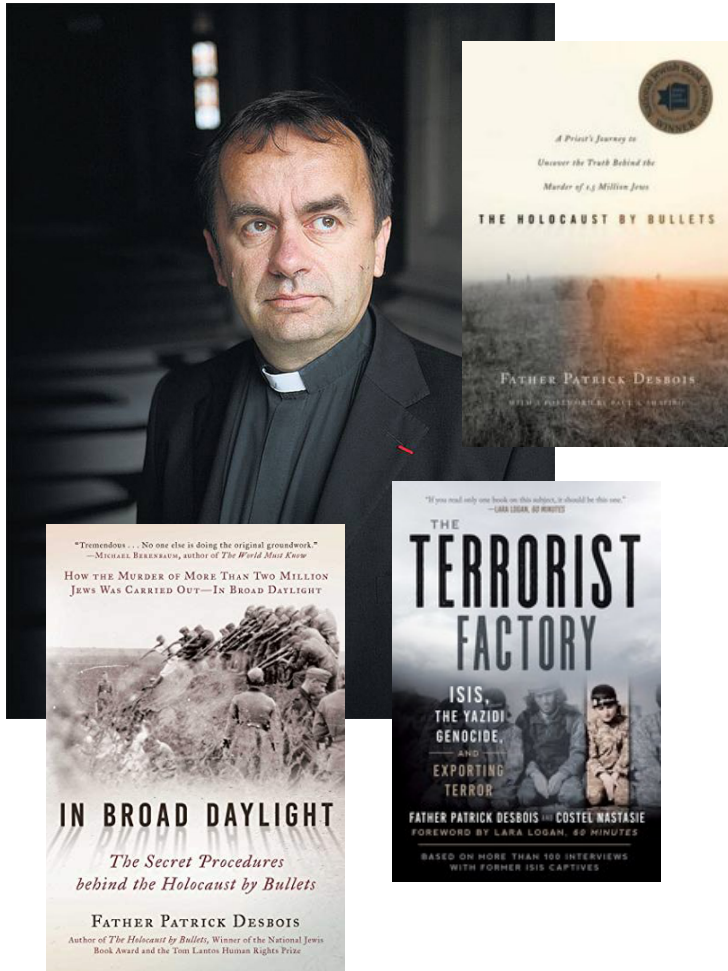
Course Objectives

JWST 300/HIST 347 has certain general goals in addition to the topic-specific learning priorities of a class on the legacies of the Holocaust. At the end of this semester, students will be better prepared to:

- Learn the techniques of oral historical practice and conduct any interview
- Build data tagging skills as students prepare their work for Addlestone Library Special Collections
- Build rapport with their interviewee in pre-interview communication while learning how best to suit questions to their individual subject
- Build analysis and presentation skills as they prepare to deliver a summary of their interview experience to the class at the end of our work



Required Event:



**Visiting Lecture by
Father Patrick Desbois**

**Wednesday,
March 22, 2023
6:00 PM
Rita Liddy Hollings
Science Center**

Mark your calendars now!

Father Patrick Desbois is a premier historian of the Holocaust and one of the world's most courageous voices against the scourge of genocide.

His work to document the locations of Nazi mass murder and interview witnesses has pinpointed over 2,000 shooting sites in Eastern Europe and changed our entire understanding of the Holocaust.

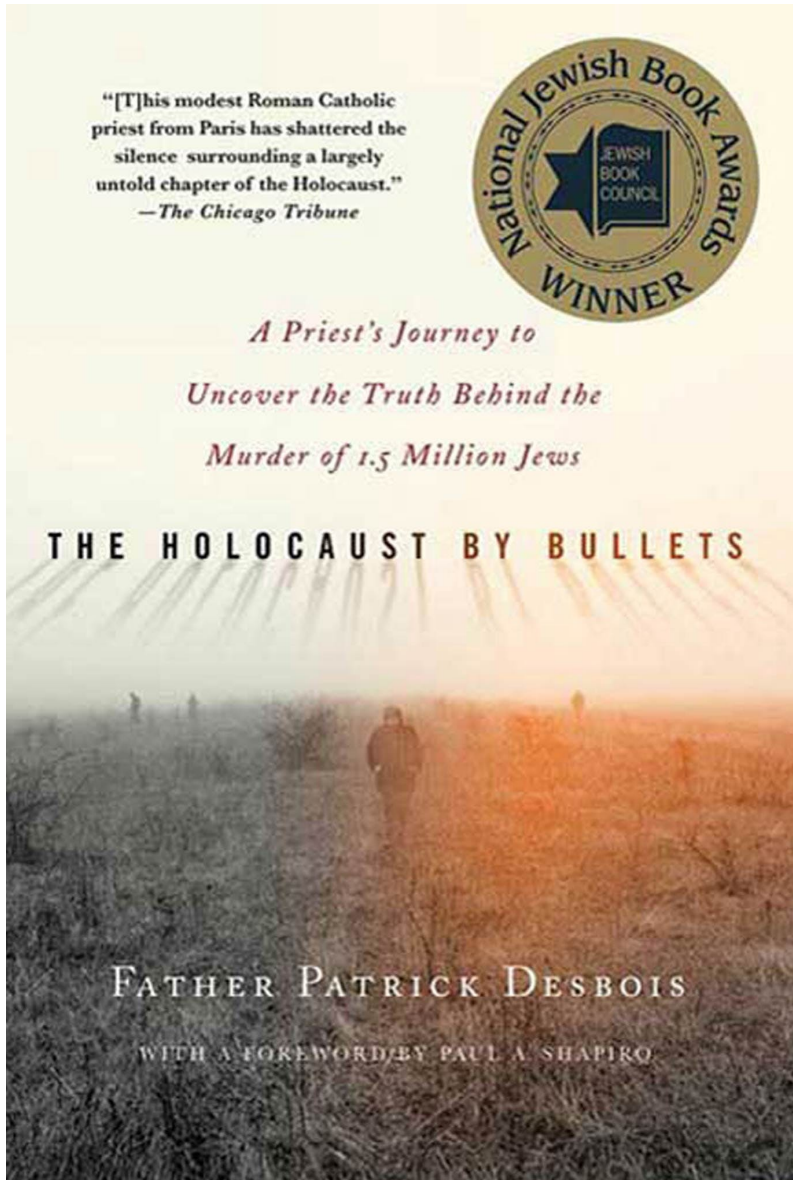
Father Desbois's continuing fight against the crime of genocide has more recently taken his efforts to Iraq and Syria, among other locations, and the documentation of crimes against the Yazidi people.

His talk at the College of Charleston is a chance for us all to learn from his work and hear a true voice for peace and justice.

“
It happened, and therefore
it can happen again: that
is the core of what we
have to say.
-
Primo Levi
”

**Notetaking and Coming to Class
Prepared:**

Come to class prepared to take notes. You may use a computer or pen/pencil and paper, I have no preference, but please do not expect to sit in class with no way to take notes.



Required Text

*The Holocaust by Bullets:
A Priest's Journey to Uncover the Truth
Behind the Murder of 1.5 Million Jews*

The Holocaust by Bullets is required for this class and can be purchased at the bookstore or wherever you get you prefer. The text will be available used for very low prices.

We will discuss this book in short excerpts together over the class periods before Father Desbois's visit to campus on March 22. A short write up of his talk is also required for this course, but there will not be a written assignment on the book so long as classroom participation on this text is robust.



Formatting and Deadline Information for Papers and Assignments and Attendance:

Written work 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!*



On a trip to Ukraine, Patrick Desbois gets help finding undocumented sites where Nazis murdered Jews.

ILLUSTRATION: ASSOCIATED PRESS

Assigned Readings and Other Materials:

Where do I find things?

All Readings other than the Desbois book will be scanned and provided on OAKS. I also anticipate that any other materials and links needed for the class beyond this one book will be made available on OAKS.

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.



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FOR HOLOCAUST STUDIES

Assignments and Assessment Values

NOTE: You cannot “do the math” and skip any component of this class. All assignments must be completed acceptably or you will fail regardless of their percentage of the overall grade. Late assignments will be penalized and any work more than five days after the due date will be marked zero but still required to pass.

- **Attendance, Preparation, and Participation: 25%**
 - While no part of the course is unnecessary, I do recognize that life will sometimes get in the way. First and foremost, **do not come to class sick.** Beyond that, *please communicate with me in advance for accommodations.*
 - Father Desbois book discussions — Several prompted, in-class discussions in lead up to his speaking event on campus (25% of Participation Total)
 - **Father Patrick Desbois Event.** (25% Participation Total): On March 22, Father Desbois will deliver a public presentation on his unparalleled work to document the Holocaust in Eastern Europe. This course requires that you attend Father Desbois’ talk and write a 300-word description and analysis of his lecture. More information will be provided as the date approaches.
- **Skill and Task Development Assignments: 15% (5% each)**
 - In the early phases of this course, we will work together to learn interview procedure, write interview questions, and prepare the other building blocks of oral historical practice. Three short assignments make up waypoints in this work. Please note that while their individual point values are comparatively low, it will be impossible to pass the class without them.
 - Skill and Task Assignment Names and Dates:
 - 5+ Individual Questions – Due: 02/09 IN CLASS hardcopy and on OAKS by 5:00 PM
 - Interview Analysis and Report – Due: 02/16 on OAKS by 5:00 PM
 - Individual Questions List and Explanation – Due: 02/16 on OAKS by 5:00 PM



- **Oral History Interview (prep, interview, and post-production tasks): 50%**
 - **NOTE:** The grade values of this portion of the course notwithstanding, students cannot pass the class without completing these assignments.
 - **Pre-Interview Conversations and Class Reports: 20%** (of cat.)
 - Students will begin building a relationship with their interviewee early in the semester. As a class, we will hone our list of questions and topics to cover in advance of the main interview. Students discuss these questions with their interviewee in whatever format makes sense (email, phone, even letters) and will regularly report to the class on the progress of their pre-interview discussions. As a class, we will use these reporting opportunities to share any lessons learned and take on any best practices discovered by our peers.
 - **The Interview: 60%** (of category)
 - *The focus and goal of our entire course.* I anticipate interviews running at least one hour, preferably closer to two hours in length. You will audio record your sessions in accordance with the format preferred by Addlestone Special Collections. It will be your responsibility to ensure the scheduling of your interview with your interviewee and to make sure that it is properly recorded.
 - I cannot stress enough that students who fail to produce a recorded interview will fail the course. I trust that this will not happen if we work together to guarantee your success.
 - **Interview Transcription and Archival Formatting: 20%** (of cat.)
 - Creation of a transcript and the process of topic tagging our interviews for preservation in Special Collections. These final “post-production” tasks guarantee that our work will be readily searchable and accessible for future researchers.
- **Interview Presentation: 10%**
 - In the culminating exercise of our course, students will report to the class how their interview went including playing recorded sections of the interview with explanations. Presentations (including recording excerpts) will last 10-15 minutes. We will develop this assignment further as a group before it takes place.



Course Schedule

<p>Week 1 T – No Class</p> <p>Th – 01/12</p>	<p>Welcome and Introductions <i>No Class</i></p> <p>Syllabus Day – Introduction to Our Process Discussion – What will we need to be successful in this project?</p>	<p>Complete each reading BEFORE the date it is listed. Look ahead often and spread out your work load by starting early!</p>
<p>Week 2 T – 01/17</p> <p>Th – 01/19</p>	<p>Historical Background Holocaust History READ: Christopher R. Browning, “The Nazi Empire,” pps. 407-425</p> <p>Holocaust History and Discussion</p>	
<p>Week 3 T – 01/24</p> <p>Th – 01/26</p>	<p>Historical Background Post-Holocaust Lives READ: <i>How Young Holocaust Survivors Rebuilt their Lives</i>, pps. 1-37</p> <p>Post-Holocaust America READ: <i>How Young Holocaust Survivors Rebuilt their Lives</i>, pps. 99-122 Assigning our Interviewees</p>	
<p>Week 4 T – 01/31</p> <p>Th – 02/02</p>	<p>The History of Holocaust Oral History and the Next Generations <i>Schindler’s List</i>, Steven Spielberg, and the Oral History Turn READ AND WATCH: USC Shoah Foundation website.</p> <p>Second- and Third-Generation Interviews Pre-Interview Class Reports – <i>Introducing Your Interviewee</i></p>	
<p>Week 5 T – 02/07</p> <p>Th – 02/09</p>	<p>Oral History Training and Practice “The Charleston Method” and Individual Questions READ: USC Shoah Foundation Interviewing Guidelines</p> <p>Workshopping Individual Questions DUE: Five+ Individual Questions <i>*Bring these to class on paper to pass around and discuss*</i> Assigning Interview Analysis and Report Pre-Interview Class Reports</p>	
<p>Week 6 T – 02/14</p> <p>Th – 02/16</p>	<p>Oral History Training and Practice Mock Interviews/Questions Workshop</p> <p>Mock Interviews/Questions Workshop DUE: Individual Questions List and Explanation <i>Bring Individual Questions to Class – Be prepared to discuss them</i> Pre-Interview Class Reports DUE: Interview Analysis and Report</p>	

Week 7 T – 02/21	Oral History Training and Practice Mock Interviews/Questions Workshop
Th – 02/23	Mock Interviews/Questions Workshop Pre-Interview Class Reports
Week 8 T – 02/28	Oral History Training and Practice Technical Training
Th – 03/02	Technical Training Overview of Recording and Transfer Methods Pre-Interview Class Reports
Week 9 T – 03/07	Spring Break <i>No Class</i>
Th – 03/09	<i>No Class</i>
Week 10 T – 03/14	INTERVIEWS Post-Break Interview Beginning Check-In Meeting
Th – 03/16	<i>No Class</i>
Week 11 T – 03/21	INTERVIEWS <i>No Class</i>
W – 03/22	*REQUIRED* — Father Patrick Desbois Event Rita Liddy Hollings Science Center — 6:00 PM
Th – 03/23	Class Check-In Reports
Week 12 T – 03/28	INTERVIEWS <i>No Class</i>
Th – 03/30	Class Check-In Reports



<p>Week 13 T – 04/04</p> <p>Th – 04/06</p>	<p>Metadata, Transcription, and Presentation Prep Week Presentation Training</p> <p>Metadata and Transcription Training GUEST LECTURE: Grace Shaffer – Archival Preparation</p>
<p>Week 14 T – 04/11</p> <p>Th – 04/13</p>	<p>Student Presentations <i>Presentations and Feedback</i></p> <p><i>Presentations and Feedback</i></p>
<p>Week 15 T – 04/18</p> <p>Th – 04/20</p>	<p>Student Presentations and Course Thoughts <i>Presentations and Feedback</i> — Beginning discussion of course conclusions</p> <p><i>Class Canceled</i></p>
<p>Week 16 T – 04/25</p>	<p>End of Semester Concluding Celebration</p> <p>I would like to schedule a celebration with all students and (local) interviewees who can attend. We will evaluate this as the end of the semester approaches.</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 tell me 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.

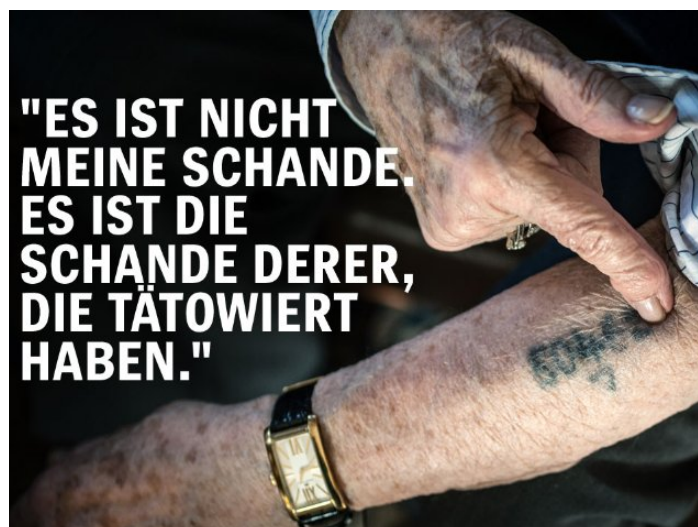
Honor Code & Academic Integrity:

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, are turned over to the Honor Board.

Incidents where the instructor determines the student's actions are related more to misunderstanding and confusion will be handled by the instructor. No accommodation will be given to purposeful cheating or plagiarism of any kind. Perceived instances of purposeful cheating or plagiarism will promptly referred to the Honor Board.

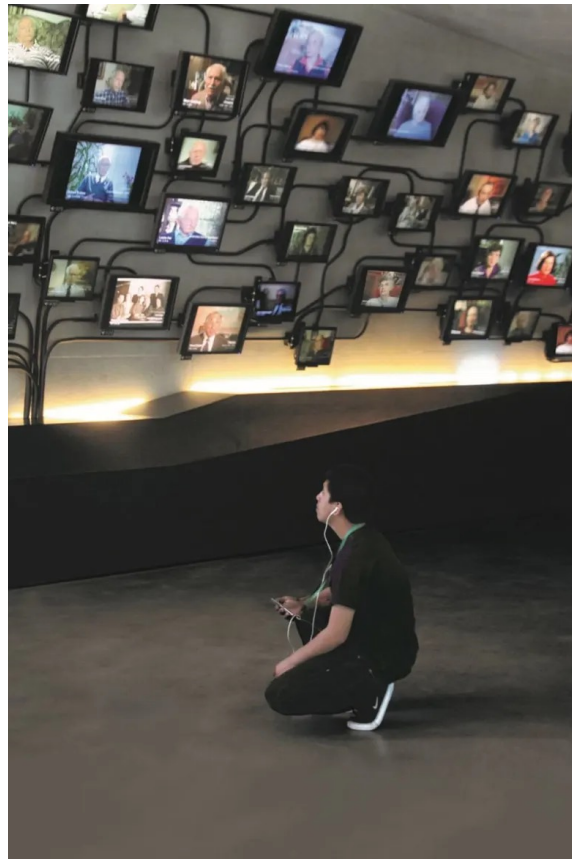
A student found responsible by the Honor Board for academic dishonesty will receive an XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student's transcript for two years after which the student may petition for the XX to be expunged. 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 physical and mental health.



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](#)



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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.

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:

.....

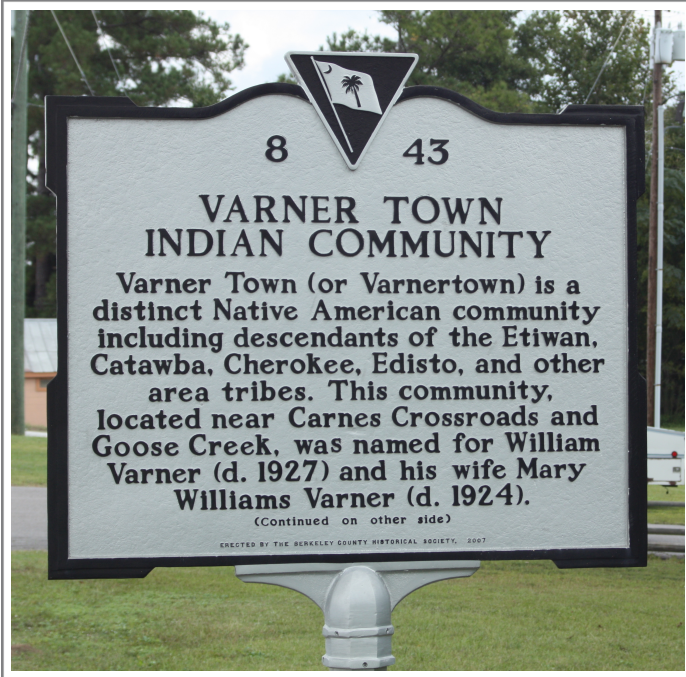
If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a web camera, microphone, and Internet access. Chad's neighborhood is menaced by a street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

To learn more about the enslaved people who built this city and the College of Charleston campus,

[click here](#)

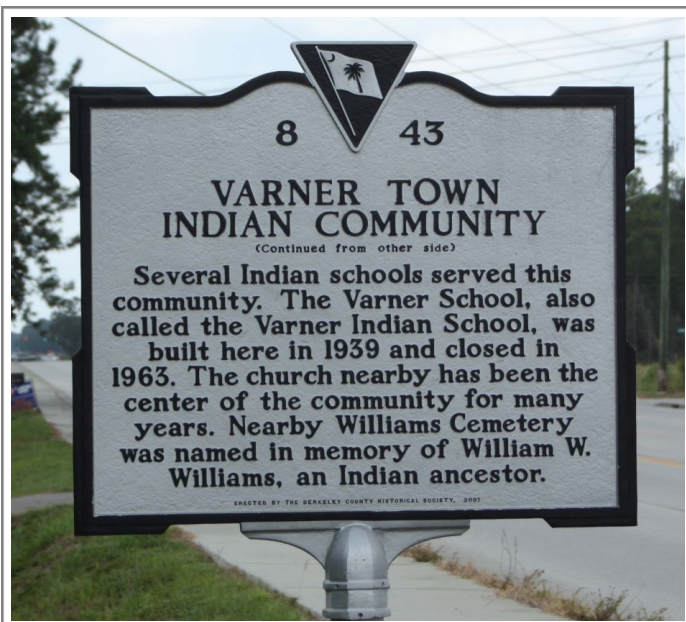
to watch the documentary

If These Walls Could Talk



Land and Labor Acknowledgement

We are located on the traditional lands of the first peoples of the Lowcountry: the Etiwan, Kiawah, Edisto Natchez Kusso, Santee, and Wassamassaw (also known as Varner Town Indians). We acknowledge and honor all indigenous people who lived and labored on this land as well as their enduring right to call this place home.



We also acknowledge the lives and stolen labor of generations of enslaved people in Charleston, South Carolina and beyond. On this campus and in this space, African and African-descended people toiled as skilled labor in ornamental ironwork, historic architecture, and low country agriculture and food production. As members of the College of Charleston community, we acknowledge the Black lives and labor that built our city and our campus. Their lives mattered then, as do the lives of their descendants today.