I. Course Description & Learning Objectives

This First-Year Seminar will focus on the question of “Bystanders during the Holocaust” and will examine the variety of responses to the Nazi persecution of Jews and others. The most vexing questions that students confront in the study of the Holocaust are why so few people acted to help victims or to resist Nazi policies and what distinguished those people who did act from those who did not. This course will draw on studies of bystanders from historians, philosophers, theologians, sociologists, and psychologists as well as two specific case studies, of Jedwabne in Poland and of Le Chambon sur Lignon in France, to examine the range of bystander responses – from complicity, to apathy, to rescue and resistance. Through an intensive study of bystanders, students will engage important historical and ethical questions about individual agency – why some people chose to collaborate with the Nazis, others to remain passive, and others to resist – and about how the Holocaust happened.

The First-Year Seminar, in its intensive focus on a narrow subject of study and in its emphasis on writing and speaking, is an introduction to the intellectual rigor that characterizes an LMU education. By delving into questions about bystander behavior during the Holocaust in depth, students will be exposed to a field characterized by vibrant scholarly debate and will learn how to evaluate those often conflicting arguments themselves. Students will learn how to read texts carefully and critically, how to analyze both primary sources and historical arguments, and how to develop their own arguments in writing and in speech. Students will also reflect upon their own historical agency and the ethical choices they face in their own lives.

The First-Year Seminar is a reading-, discussion- and writing-intensive course. Most classes will follow a two-track approach, beginning with a discussion of the assigned readings about the Holocaust and ending with a discussion of reading, writing, and research. At a number of points during the semester, students will meet not as a class as a whole but in small groups or as individuals with the instructors. Students will also be expected to conduct independent research, though in constant consultation with the instructor and the other members of their groups. This is thus an interactive class, one that requires students to be active learners. That also means that it is essential that students do the readings assigned in advance of the class period and come to class prepared to participate in class discussions!
II. Office Hours

Should you have any problems or difficulties with the course, please see us as soon as possible; we don’t bite and probably won’t even bark!

Faculty Instructor: Professor Elizabeth A. Drummond  
Office: University Hall 3423  
Office Phone: 310.338.2370  
Email: elizabeth.drummond@lmu.edu  
Office Hours: Mondays 3:00 – 4:00 p.m.  
Tuesdays & Thursdays 11:00 a.m. – 12:00 p.m.  
Other times by appointment; please email me to set up a time

The seminar also has a dedicated writing instructor. The writing instructor will work to help you improve all aspects of your writing – mechanics (grammar, syntax, etc.), conceptualization, argumentation, use of evidence, and so on.

Writing Instructor: Dr. Stella Setka  
Office: University Hall 3221  
Email: professorsetka@gmail.com  
Office Hours: Thursdays 11:00 a.m. – 1:00 p.m.  
Virtual Office Hours: Mondays 12:00 – 1:00 p.m. (for virtual office hours, use Professor Setka’s Gmail address to contact her on Gchat)

Note about Email: The instructor checks email regularly and welcomes student communications via email. That said, I do expect that students obey the following guidelines.

First, while email is an easy means of following up on course material or class policies, it should not be used as a first resort. Students should first consult the syllabus, the MyLMU Connect course site, their notes, and the texts to find answers to their questions. Students who miss class should borrow notes from a classmate rather than emailing me to “see if we did anything important in class.” If questions persist or if the material is still unclear, please feel free to contact me. Please also feel free to contact me via email if you simply want to discuss the class materials. Email also can and should be used for setting up appointments with the instructor and/or for submitting outlines or drafts for review.

Second, while I check email regularly, students should not always expect an immediate response, especially over the weekend. Students asking quick questions or making requests for appointments can expect a reasonably quick response, while students asking more complicated questions or requesting that the instructor review drafts should expect to wait longer before receiving a response. As such, students should plan accordingly; students who send emails only shortly before a due date will often not receive a response in time, for example, to make the appropriate revisions to their papers. While email creates the impression of constant access, I am not on call 24/7!

Third, students should follow appropriate email etiquette when sending messages. Always sign your emails with your first and last names and include the course and section in which you are enrolled. Be sure to employ a professional tone. While informal, email is yet another form of instructor-student interaction and may, in some cases, constitute a form of class participation. You want to make sure that your email messages represent you in the best light possible.
III. Readings

Readings are distributed over the course of the semester (see the class schedule below). Students are expected to complete the readings by the date for which they are assigned and to come to class prepared to discuss the readings. Students should bring the assigned texts to class when they are being discussed. You would be well advised to keep up-to-date with your readings and to do them as much in advance as possible. If you get behind, you will simply not be able to do the reading adequately.

Please note that historians distinguish between two types of sources. Primary sources are historical documents, both textual (novels, journals and memoirs, newspaper articles, governmental and legal documents such as treaties, laws and wills, etc.) and non-textual (statistics, paintings, posters, films, music, architectural structure, artifacts, etc.) produced at the time of a given historical development. Secondary sources are the works of historians or other observers writing about past developments — that is, works of history, in which the authors use and analyze primary sources. The required readings for this course are all secondary sources. However, students will be expected to find primary sources in their own research and to use them in their group projects and individual position paper.

A. Texts for Purchase

All students should purchase (or rent, if possible) the following items from the campus bookstore. Students may also purchase these texts from online bookstores; if you choose this option, please check the class schedule to ensure that you have the book by the date when it is assigned (it will likely be necessary to purchase the Barnett and Bergen books from the bookstore since they are assigned in the first two weeks of class). All of these texts are also available on reserve at LMU’s William H. Hannon Library.


B. Supplemental Texts

The following short excerpts (also required) are available as .pdf files on the MyLMU Connect course website:


Students are also required to view at least one of the following two films, both of which are available on reserve at William H. Hannon Library:
C. Optional Textbooks

In this course we will investigate one of the major questions in twentieth-century European and world history. That said, this course is a seminar, not a traditional survey course driven by the historical narrative. We will focus on a specific question – the problem of bystanders – in the context of the broader history of the Holocaust, which must itself be seen in the even broader context of the history of Nazism and the Third Reich. To ensure that we all have some common footing in the history of the Holocaust, we will begin the semester by reading Doris Bergen’s War & Genocide. Students who wish to deepen their understanding of the Holocaust would do well to read the following text, itself an attempt by the author (an historian of Latin America) to understand how historians, theologians, philosophers, psychologists, writers, artists, and so on have made sense of and explained the Holocaust:

Inga Clendinnen, Reading the Holocaust (Cambridge University Press, 2002; ISBN 9780521012690)

The historical literature on the Holocaust, Nazism, and the Third Reich is voluminous. Many of these books are quite long and written for specialists. There are, however, in addition to the books just mentioned, a number of good introductory textbooks directed at college students, including:


Should you feel that you need the additional grounding, I encourage you to read one or more of these textbooks, or another introductory text. That reading, along with the readings done for class, will serve as the foundation for your semester project. With the exception of the Clendinnen and Botwinick texts, the books listed above are also on reserve at the William H. Hannon Library.

IV. Requirements and Grading

Please note that the omission of any requirement will result in automatic failure of the course.

A. Attendance & Participation (10% of course grade)

Regular attendance is an essential component of this class. If you do not attend class faithfully, you will not be able to participate in class discussions, nor will you do as well on your assignments. Students are expected to be on time for class and to remain in class – in their seats – for the duration. Should you anticipate being late to class or having to leave early, please inform the instructor in advance; in addition, please be sure to take a seat near the door to the classroom and to make your entrance or exit as quietly as possible. Late comings, early
goings, and walking in and out of class are all disruptive both to the instructor and to fellow students. Attendance, moreover, means to attend both physically and mentally. You are expected to stay awake and to pay attention to the instructor and/or your classmates. Because they have consistently proved to be distractions in class, cell phones, tablets, and laptop computers are now banned from the classroom. Students are expected not only to turn off (or to turn to silent) their cell phones for the duration of the class period, but also to stow these objects in their bags; to wit, students may not have their cell phones on their desks or in their laps. Students may not use tablets, laptop computers, or digital recording devices, unless necessitated by the ADA and then only with the appropriate documentation. Should you be unable to fulfill the attendance expectations, feel free not to come to class, understanding that failure to attend will affect your participation grade.

Mere attendance in class, however, is not enough. Participation in class discussions is an essential part of this course. Students are expected to have completed the reading assignment and to contribute actively and knowledgeably in class discussions. It is, therefore, absolutely essential that students read the assigned texts in advance and come to class prepared to discuss them. Students are not expected to have mastered each text on the first reading or in advance of our class discussions (or even after them). Rather, we will work through and engage the assigned primary sources in class discussions and in writing assignments.

The participation grade will be determined according to the student’s (a) faithful attendance, (b) active participation in discussion (quantity), and (c) knowledgeable participation (quality). Be advised that quality trumps quantity!

B. Information Literacy (5% of course grade)

Information Literacy entails the ability to locate, evaluate, and use information effectively and ethically, in the process developing important critical thinking skills. Over the course of the semester students are required to complete the Lion’s Guide to Research & the Library tutorial, which consists of four modules, each with an attached quiz. The modules and quizzes may be found on MyLMU Connect, under the Information Literacy tab. See the course schedule for the due dates for individual modules, by which time students must have completed the appropriate module and quiz. Students are graded on the tutorial checkpoints in each module and on the quiz. Students may complete each module twice, with the second attempt score replacing the score for the first attempt, but may only take each quiz once. The scores for all four modules will be averaged together for the final Information Literacy grade.

In addition to the tutorial, the class will also have a special library session, where we will discuss research and information literacy skills specific to our study of the Holocaust. Students will also use the information literacy skills they develop as they work on the Holocaust Historical Commissions (see below).

C. Short Writing Assignments

The First-Year Seminar is designed to train students in the types of analysis, writing, and speaking that are necessary for success both at university and in their future careers. To that end, this course requires a variety of writing assignments, distributed over the course of the semester.

1. Précis (10% of course grade): A précis is a summary of text. It does not require you to engage in historical analysis or to present and defend your own argument, but it does require you to condense and synthesize what you have read and to translate the author’s ideas and arguments into your own words. Students are expected to write a précis of Doris Bergen’s War & Genocide, in which they provide a one-paragraph précis for each chapter as well as a final summary that identifies the author’s overall approach to the material. For each chapter summary, students should identify the key points and evidence used to support those points. Students should not chronicle or record specific events, but should rather focus on
identifying what Bergen identifies as the key developments in the history of the Holocaust. Due the week of September 17th (see course schedule for details).

2. Article Analysis (5% of course grade): Students are required to read two articles (excerpts from longer works), the Oliners’ “The Altruistic Personality” and Browning’s “Ordinary Men,” both of which present arguments explaining different types of individual and group behaviors during the Holocaust. Students must write a critical analysis of one of these articles. The article analysis, approximately 2 pages long, should identify and analyze the author’s main arguments, using the Barnett and Bergen books as well as (in the case of the Browning article) the film viewed, as appropriate. Due Tuesday, October 8th by 5:00 p.m. on MyLMU Connect.

3. Critical Analyses of Two Monographs (each 10% of course grade, 20% total of course grade): Students are required to read two monographs, case studies on bystander behavior during the Holocaust: Jan Gross’s Neighbors and Philip Hallie’s Lest Innocent Blood Be Shed. Students are required to write critical analyses of both of these monographs. Each analysis, approximately 3 pages in length, should identify and analyze the author’s main arguments, discussing the strengths and weaknesses of that argument, as well as the author’s use of evidence to support the argument. Students should not attempt to deal with every single point made by the author or get bogged down in recounting specific details of the case study, but should rather focus on assessing the author’s overall arguments. These critical analyses will be important for each student’s further study of one of the case studies on the Historical Commission described below. The analysis of Gross is due on Wednesday, October 30th, and the analysis of Hallie is due on Wednesday, November 13th; papers should be submitted on MyLMU Connect by 5:00 p.m. on the due date.

4. Rewrites: Students may choose to re-write two of their short papers, using the instructors’ comments as well as our ongoing in-class discussions of writing to revise the papers. Students may re-write either the précis (Bergen) or the article analysis (the Oliners or Browning) and then may re-write one of the two monograph analyses (Gross or Hallie). As part of the revising process, students must also append a one-page rationale in which they discuss their approach to the process of revision and describe why they made the changes they did. The re-write of the précis or article analysis is due Tuesday, October 22nd, and the re-write of the monograph analysis is due Tuesday, December 3rd; paper re-writes should be submitted on MyLMU Connect by 5:00 p.m. on the due date. The final grade for a paper with a re-write will be an average of the grade on the original paper and the grade on the revised paper.

D. Semester Project: The Holocaust Historical Commission

The semester-long project in this seminar will center on the writing of public history. Most countries, states, and even cities establish historical commissions, which are empowered to research, to write, to disseminate (for example, in the schools), and to stage (for example, in museums and public monuments) the history of the community. One of the biggest challenges for such commissions is to deal with controversial topics in the community’s history, topics such as the Holocaust, which also require a community to come to terms with the less virtuous aspects of its own history.

Students in this seminar will divide into two groups to form two Holocaust Historical Commissions, one for each of our case studies, Poland and France. In consultation with the instructor, the students in each group will assign themselves different topics. In addition to the readings assigned for class, students are expected to research their specific topics. That research should be conducted not just online but should also make use of
the many resources in the William H. Hannon Library as well as the knowledge of the librarians. Three graded components will be part of the Holocaust Historical Commission project.

1. Annotated Bibliography (5% of course grade): In doing their research for the Holocaust Historical Commission project, students will compile bibliographies on their chosen topics. The bibliography should be divided into two sections, one for primary sources (two required, one text and one audio-visual source or piece of material culture) and one for secondary sources (at least five), and all citations should follow Chicago style. The bibliography should also be annotated. To wit, students must consult the sources listed and then, in the bibliography, provide a brief (2–3 sentence) annotation, in which they concisely give the subject of the source and evaluate its relevance and significance for the project. Due Friday, November 1st by 5:00 p.m. on MyLMU Connect.

2. In-Class Debate (10% of course grade): Historical commissions engage in vigorous internal debates before making official proposals about school textbooks, museums, public monuments, and so on. Each group will engage in one in-class debate, with the other group serving as an audience. Each member of the Holocaust Historical Commission holding the debate will make a short (circa 3 minutes) introductory speech on her particular topic. After the initial speeches, there will be a period of debate among the Commission members themselves, after which they will field questions from the audience. Students should bring drafts of their speeches to their meetings with the instructor during the week of November 12th. Written drafts of the speech will also be exchanged for peer review in the writing workshops during the same week (see course schedule for details). The debate grade for each student will be determined by the quality of her speech, in both content and delivery, her performance during the debate, and her performance as an audience member for the other group’s debate. The debates will be held during the week of November 19th, at which point students must also submit a final version of the speech on MyLMU Connect (before class).

2. Position Paper (20% of course grade): The debate speech will serve as the first pass at the position paper that each student must write about her topic. The position paper will be based on the student’s research into her topic, which will mainly be a reading of secondary literature – i.e., some of the scholarship on the topic. The position paper should include a brief review of the various arguments advanced regarding the question in the existing literature. But it should not merely summarize the literature; it should also offer the student’s own analysis and, most importantly, the student should advance an argument about how the Commission will interpret topic – that is, how will the Commission deal with the issue at hand in its history of the Holocaust in Poland or France. The position paper should also identify two primary sources (one text and one audio-visual source or piece of material culture) that speak to the topic and support the argument advanced by the author. These papers should be approximately 7–10 pages in length, typed and double-spaced. A draft of the position paper is due on MyLMU Connect by 5:00 p.m. on Tuesday, November 26th. The final position paper should be submitted as part of the final portfolio on Tuesday, December 10th.

3. Group Presentation (10% of course grade): While each position paper is the work of the individual student, the students must also come together as a group to stage a museum exhibit about the history of the Holocaust. The exhibit will encompass the various topics but should not merely jump from topic to topic. It must also integrate them into a coherent narrative, one that also addresses the complexities of any history of the Holocaust, especially when it comes to the question of bystanders. Together the group will
put together a PowerPoint Show, which should include the exhibit texts (that is, an introductory slide for the exhibit as a whole as well as each part of the exhibit, the types of texts that you see mounted on the wall as you move from room to room in a museum) as well as images of the items to be on display in the exhibit (primary documents, photographs, artifacts, etc.). During the last week of the semester, each group will present their exhibit to the rest of the class. Every member of the group must take part, with a speaking role, in this presentation. The individual student’s grade for this component will determined by two factors: the quality of the group presentation overall (including the PowerPoint Show) and the quality of the individual student’s presentation.

E. Final Portfolio (5% of course grade)

The First-Year Seminar is designed both to introduce students to a particular area of study (in this case, the Holocaust) and to develop students’ reading, writing, speaking, critical thinking, and analytical skills. For both, the latter in particular, it is important that students themselves be able to track their progress over the course of the semester. To do so, each student is required to collect all her work for their class, including submitted drafts, into a final portfolio, which is due by 10:00 a.m. on Tuesday, December 10th (the time scheduled by the university for our final examination).

The portfolio will also include two Self-Evaluations. The first will be completed the first week of the semester and must address the following questions/issues:

• Brief Biographical Sketch: Who are you? Why did you choose LMU? What is your major? What are your interests?
• What do you expect from the First-Year Seminar?
• How do you evaluate your reading, writing, speaking, and analytical and critical thinking skills? What are your strengths? What are your weaknesses and challenges?
• On which country’s Holocaust Historical Commission would you prefer to serve? Poland or France (it may not be possible to honor all requests)

The final Self-Evaluation must be submitted as part of the final portfolio and must address the following questions/issues:

• How would you assess what you have learned about the Holocaust and the problem of bystanders?
• How has the work done for this class helped you to reflect on your own ethical and historical agency?
• How do you evaluate your reading, writing, speaking, and analytical and critical thinking skills? In what ways have you improved in these areas? What challenges do you still face?

The Self-Evaluations are not individually graded, but the Final Portfolio as a whole is graded – for the student’s overall quality of work, for the student’s quality of self-reflection, and for the student’s improvement over the course of the semester. A checklist for what should be included in the portfolio is posted on MyLMU Connect.

F. Grading

The instructor use a points-scale (out of 100 points) when computing the final grade for the course. Grades for individual components of the course are computed using the following letter grade to points equivalents:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95</td>
</tr>
<tr>
<td>A–/A</td>
<td>93.5</td>
</tr>
<tr>
<td>A–</td>
<td>92</td>
</tr>
<tr>
<td>A–/B+</td>
<td>90</td>
</tr>
<tr>
<td>B+</td>
<td>88</td>
</tr>
<tr>
<td>B/B+</td>
<td>86.5</td>
</tr>
<tr>
<td>B–</td>
<td>85</td>
</tr>
<tr>
<td>B–/B</td>
<td>83.5</td>
</tr>
<tr>
<td>C+/B–</td>
<td>80</td>
</tr>
<tr>
<td>C+</td>
<td>78</td>
</tr>
<tr>
<td>C/C+</td>
<td>76.5</td>
</tr>
<tr>
<td>C</td>
<td>75</td>
</tr>
<tr>
<td>C–/C</td>
<td>73.5</td>
</tr>
<tr>
<td>C–</td>
<td>72</td>
</tr>
<tr>
<td>B</td>
<td>70</td>
</tr>
<tr>
<td>B–/B–</td>
<td>68</td>
</tr>
<tr>
<td>B–</td>
<td>65</td>
</tr>
<tr>
<td>C</td>
<td>60</td>
</tr>
<tr>
<td>C–/C–</td>
<td>57</td>
</tr>
<tr>
<td>D+/C–</td>
<td>55</td>
</tr>
<tr>
<td>D+</td>
<td>50</td>
</tr>
<tr>
<td>D</td>
<td>40</td>
</tr>
<tr>
<td>D–/F</td>
<td>30</td>
</tr>
<tr>
<td>F</td>
<td>0–59</td>
</tr>
</tbody>
</table>
For the final course grade, the instructor uses the following grading scale:

- **A** = 93–100
- **A–** = 90–92.99
- **B+** = 87–89.99
- **B** = 83–86.99
- **B–** = 80–82.99
- **C+** = 77–79.99
- **C** = 73–76.99
- **C–** = 70–72.99
- **D** = 60–69.99
- **F** = 0–59.99

It is always the student’s responsibility to turn in assignments on the dates given in the syllabus. With the exception of emergencies, individual extensions on assignments are possible only with the instructor’s prior permission and with the presentation of a valid medical, athletic, academic, or personal excuse; students should always obtain the appropriate documentation from their doctors, athletic coaches, dean’s office, etc., as appropriate. The validity of excuses will be determined by the professor. Even in the case of an emergency (and feeling “under the weather” or oversleeping do not constitute emergencies), students must phone or email before the assignment is due. In all other cases, missed examinations may not be made up, and late papers will be penalized five points every two days, weekends excluded, they are late. The late paper penalty begins to be assessed immediately after the due date; to wit, any papers not received by the date due will be penalized five points, and the penalties will continue to amass as the days go by.

Please note that the last day to withdraw from the class is Friday, November 1st. In addition, a grade of “incomplete” is granted only for cases of extreme hardship and when the student meets the university requirements for an incomplete (namely, that 80% of the course has been completed). If granted, the course requirements must be completed before the appropriate university deadline during the following semester. Students should understand, moreover, that a grade of “incomplete” does not erase your previous grades for the semester but only allows you extra time to complete the requirements. As such, an “incomplete” is not a means by which to avoid a failing grade.

The instructor is available to discuss grades with students. Be advised, however, that this is not a retail store and that you cannot simply exchange the grade received for a better one. Students who wish to petition for a grade change – on an individual assignment – must first discuss the assignment with me, so that I can explain why the student earned the grade given. If, after that discussion, the student still feels that she warrants a different grade, then the student must write a one-page petition in which she makes an argument for a grade change. That petition, along with the original assignment, must be submitted to the instructor within a week after the initial discussion of the assignment. The instructor will then consider the petition. A grade may or may not be changed; if changed, it may not always change in the direction desired by the student.

**V. Academic Honesty**

All students are required to familiarize themselves with the university policies on academic honesty and to abide by them fully. As stated in the University Bulletin (available on the University Registrar’s website):

Loyola Marymount University is a community dedicated to academic excellence, student-centered education, and the Jesuit and Marymount traditions. As such, the University expects all members of its community to act with honesty and integrity at all times, especially in their academic work. Academic honesty respects the intellectual and creative work of others, flows from dedication to and pride in performing one’s own best work, and is essential if true learning is to take place.

Examples of academic dishonesty include, but are not limited to, the following: all acts of cheating on assignments or examinations, or facilitating other students’ cheating; plagiarism;
fabrication of data, including the use of false citations; improper use of non-print media; unauthorized access to computer accounts or files or other privileged information; and improper use of Internet sites and resources. (2013–2014 University Bulletin, p. 36)

Academic dishonesty includes cheating off another student’s work, providing answers for another student, failure to cite another’s work properly, turning in work that is not your own (e.g., papers obtained off the Internet), and so on. Should you have questions about what constitutes plagiarism and/or cheating, please see the University Bulletin. For more information on plagiarism specifically and on how to cite information properly, please see the instructors, the reference librarians and/or the websites listed in the paper guidelines on MyLMU Connect.

Plagiarism, cheating, or any other form of academic dishonesty will not be tolerated and will result in automatic failure of the assignment or the course. Improper citation, failure to use quotation marks when quoting, and insufficient paraphrasing will generally result in automatic failure of the assignment, with no make-up option. However, egregious examples of academic dishonesty – for example, extensive cheating on in-class examinations, extensive cutting and pasting in papers, and using Internet paper mills – will result in automatic failure of the course. The penalty will be determined by the instructor; in all cases, offenders will be reported to the Dean’s Office.

VI. Students with Disabilities

Students with special needs who require reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the Disability Support Services (DSS) Office. Any student who currently has a documented disability (ADHD, Autism Spectrum Disorder, Learning, Physical, or Psychiatric) needing academic accommodations should contact the DSS Office (Daum Hall 2nd floor, 310.338.4216) as early in the semester as possible. All discussions will remain confidential. Please visit www.lmu.edu/dss for additional information.

While every effort will be made to accommodate students with disabilities, special accommodations will only be made with proper documentation from DSS.

VII. MyLMU Connect

Students should familiarize themselves with MyLMU Connect (also known as Blackboard). The syllabus, readings, assignments, and announcements for this class will be posted on MyLMU Connect. MyLMU Connect is accessed through MyLMU. There are tutorials on the site to help you learn how to navigate the system.

The instructor will also use MyLMU Connect to email students in the class with periodic announcements and reminders. If you do not use your assigned LMU email account as your primary email account, please configure your LMU account to forward mail to your primary email account.

Electronic Grading: All writing assignments, including drafts but with the exception of the final portfolio, must be submitted using MyLMU Connect. Click on the Assignments tab on the left, then click the correct assignment, then upload your paper. Papers must be uploaded as Word (.doc or .docx) documents, as the instructors will use Track Changes to comment on them, after which they will be returned to students using MyLMU Connect. The final portfolio will be submitted as a hard copy.
VIII. Class Schedule

All readings should be completed by the date for which they are listed. Unless a day is marked as a lecture, we will be discussing the assigned readings in class, and students should come to class having done the reading and prepared to participate in class discussions; please bring the assigned readings. Please note that the class schedule is subject to change; any changes will be announced in class and posted to MyLMU Connect.

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WEEK 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>August 27th</td>
<td>Introduction to the First-Year Seminar: An LMU Education</td>
<td>Assignment: Read the full syllabus (on MyLMU Connect) carefully.</td>
</tr>
<tr>
<td>August 29th</td>
<td>Introduction to the Course: The Problem of Bystanders Barnett, Bystanders, pp. xiii–14</td>
<td></td>
</tr>
<tr>
<td>August 30th</td>
<td>Last day to drop or add a class</td>
<td></td>
</tr>
</tbody>
</table>

**Bystanders During the Holocaust**

**Writing Instruction**

*ASSIGNMENT:* All students are required to write a Self-Evaluation (typed) that addresses the following questions/issues:

- **Brief Biographical Sketch:** Who are you? Why did you choose LMU? What is your major? What are your interests?
- **What do you expect from the First-Year Seminar?**
- **How do you evaluate your reading, writing, speaking, and analytical and critical thinking skills? What are your strengths? What are your weaknesses and challenges?**
- **On which country’s Holocaust Historical Commission would you prefer to serve? Poland or France (it may not be possible to honor all requests)**

This Self-Evaluation is not graded, but it must be turned in (on MyLMU Connect) and will become part of the Final Portfolio.

**Common Anxieties About Writing**

Self-Evaluation due by 5:00 p.m. on MyLMU Connect.
Week 2

September 3rd  LECTURE: The Nazi Rise to Power  
Bergen, War & Genocide, pp. viii–50  
Critical Reading & Rhetorical Situations  
Rampolla, A Pocket Guide to Writing in History, pp. 6–42

September 5th  LECTURE: The Nazi Total State  
Bergen, War & Genocide, pp. 51–100

Week 3

September 10th  LECTURE: The Nazi Racial State  
Bergen, War & Genocide, pp. 101–166  
Summarizing, Annotating & Outlining

September 12th  LECTURE: The Holocaust  
Bergen, War & Genocide, pp. 167–243

Week 4

During week 4 of the semester, the two Holocaust Historical Commissions will meet separately. One Holocaust Historical Commission will meet with Professor Drummond to discuss the group project, divide up responsibilities, and assign topics (in the History Department Conference Room, UHall 3448). The other Holocaust Historical Commission will meet with Dr. Setka for a writing workshop (in our normal classroom, UHall 4802).

September 17th  The Holocaust Historical Commission for Poland meets with Professor Drummond  
ASSIGNMENT: Complete Information Literacy Tutorial #1 (Starting Your Assignment) before class (on MyLMU Connect). Students should use the tips in the tutorial to brainstorm some topic ideas for the Holocaust Historical Commission for Poland.

The Holocaust Historical Commission for France meets with Dr. Setka for a Writing Workshop.  
ASSIGNMENT: Students should submit a draft of their précis on MyLMU Connect by 5:00 p.m. on Friday, September 13th and should bring a hard copy of the draft to the workshop. The final version of the précis is due on Wednesday, September 18th by 5:00 p.m. on MyLMU Connect.
September 19th  The Holocaust Historical Commission for France meets with Professor Drummond

**ASSIGNMENT:** Complete Information Literacy Tutorial #1 (Starting Your Assignment) before class (on MyLMU Connect). Students should use the tips in the tutorial to brainstorm some topic ideas for the Holocaust Historical Commission for France.

The Holocaust Historical Commission for Poland meets with Dr. Setka for a Writing Workshop.

**ASSIGNMENT:** Students should submit a draft of their précis on MyLMU Connect by 5:00 p.m. on Monday, September 16th and should bring a hard copy of the draft to the workshop. The final version of the précis is due on Friday, September 20th by 5:00 p.m. on MyLMU Connect.

**WEEK 5**

September 24th  Individual & Group Behavior in the Holocaust

**Grammar & Mechanics I**

Barnett, Bystanders, pp. 15–34

The Oliners, “The Altruistic Personality” (MyLMU Connect)

September 26th  **LIBRARY SESSION: Doing Research**

The class will meet in William H. Hannon Library, room 118, for a special library session.

**ASSIGNMENT:** Complete Information Literacy Tutorials #2 (Types of Information) and #3 (Finding and Evaluating Information) before class

**WEEK 6**

October 1st  **CASE STUDY: The Perpetrators of Police Order 101**

**Grammar & Mechanics I**

Browning, “Ordinary Men” (MyLMU Connect)

Watch Obedience and/or Quiet Rage (on reserve at the William H. Hannon Library)

October 3rd  Institutions & Communities Respond

Barnett, Bystanders, pp. 35–62

The Analytical & Argumentative Paper

Rampolla, A Pocket Guide to Writing in History, pp. 49–76
WEEK 7

October 8th  Explaining the Holocaust: Questions & Issues
            Barnett, Bystanders, pp. 63–78
            Article Analysis due by 5:00 p.m. on MyLMU Connect

October 10th Explaining the Holocaust: Totalitarianism
            Barnett, Bystanders, pp. 79–98
            Midterm deficiency grades submitted to Registrar

WEEK 8

October 15th Academic Honesty & Plagiarism
            Rampolla, A Pocket Guide to Writing in History, pp. 98–105
            ASSIGNMENT: Complete Information Literacy Tutorial #4
            (Using Information Ethically) before class

October 17th Explaining the Holocaust: The “Other,” Antisemitism & Indifference
            Barnett, Bystanders, pp. 99–134

WEEK 9

October 22nd LECTURE: Poland During World War II
            Begin reading Gross, Neighbors
            Re-write of précis or article analysis due by 5:00 p.m. on MyLMU Connect

October 24th CASE STUDY: Explaining Jedwabne
            Finish Gross, Neighbors
WEEK 10

During week 10 of the semester, the two Holocaust Historical Commissions will meet separately. The students on one Holocaust Historical Commission will have individual meetings with Professor Drummond to discuss their projects (in her office, UHall 3423). The other Holocaust Historical Commission will meet with Dr. Setka for a writing workshop (in our normal classroom, UHall 4802). Students should also start reading Hallie’s Lest Innocent Blood Be Shed.

October 29th
- The Holocaust Historical Commission for Poland meets (individually) with Professor Drummond. Students should bring their research materials, including the annotated bibliography, with them to the meeting.
- The Holocaust Historical Commission for France meets with Dr. Setka for a writing workshop. Students should bring their research materials, including the annotated bibliography, with them to the workshop.

October 30th
- Critical analysis of Gross book due by 5:00 p.m. on MyLMU Connect

October 31st
- The Holocaust Historical Commission for France meets (individually) with Professor Drummond. Students should bring their research materials, including the annotated bibliography, with them to the meeting.
- The Holocaust Historical Commission for Poland meets with Dr. Setka for a writing workshop. Students should bring their research materials, including the annotated bibliography, with them to the workshop.

November 1st
- Last day to withdraw from class
- Annotated bibliography due by 5:00 p.m. on MyLMU Connect

WEEK 11

November 5th
- LECTURE: France During World War II
- Continue reading Hallie, Lest Innocent Blood Be Shed
- Grammar & Mechanics II / Doing Peer Review

November 7th
- CASE STUDY: Explaining Le Chambon
- Finish Hallie, Lest Innocent Blood Be Shed
WEEK 12

During week 12 of the semester, the two Holocaust Historical Commissions will meet separately. One Holocaust Historical Commission will meet with Professor Drummond to discuss the in-class debate and the group presentation (in the History Department Conference Room, UHall 3448). The other Holocaust Historical Commission will meet with Dr. Setka for a writing workshop focusing on peer review (in our normal classroom, UHall 4802).

November 12th The Holocaust Historical Commission for France meets with Professor Drummond.

November 13th Critical analysis of Hallie book due by 5:00 p.m. on MyLMU Connect

November 14th The Holocaust Historical Commission for Poland meets with Professor Drummond.

The Holocaust Historical Commission for Poland meets with Dr. Setka for a writing workshop focusing on peer review.

ASSIGNMENT: Students should exchange draft versions of their debate speeches by 5:00 p.m. on Friday, November 8th. Students will bring their peer reviews of their classmates’ speeches to the workshop for discussion and exchange. Final drafts of the speeches are due before class on Tuesday, November 19th (the day of the debate).
WEEK 13

November 19th  IN-CLASS DEBATE: Holocaust Historical Commission for Poland
Debate speech due before class on MyLMU Connect (for students on the Polish Commission)

November 21st  IN-CLASS DEBATE: Holocaust Historical Commission for France
Debate speech due before class on MyLMU Connect (for students on the French Commission)

WEEK 14

November 26th  No Class – Students should continue work on their individual position papers and coordinate with their other group members to plan for the group presentation.
Draft of position paper due by 5:00 p.m. on MyLMU Connect

November 28th  No Class – Thanksgiving Holiday

WEEK 15

December 3rd  GROUP PRESENTATION: The Holocaust Historical Commission for Poland
Re-write of Gross or Hallie analysis due by 5:00 p.m. on MyLMU Connect

December 5th  GROUP PRESENTATION: The Holocaust Historical Commission for France

TUESDAY, DECEMBER 10TH @ 10:00 A.M. IN UHALL 3423: Final Portfolio due