

COURSE and TITLE: GWS 330: Gender and the Holocaust

INSTRUCTOR: Dr. Alison Rose

Email: arose@uri.edu

COURSE DESCRIPTION

Recent studies of the Holocaust have begun to incorporate a gendered analysis. While there was initial resistance to considering gendered experiences in the Holocaust, it is generally accepted today that gender played an important role. Jewish women and men experienced the Holocaust differently in each of its stages: in Nazi Germany, in ghettos, in concentration and death camps, in partisan units, and in hiding. Gender and sexuality played a key role in Nazi ideology, in antisemitism, in gay and lesbian persecution, in sexual abuse of Jewish women, and in shaping the activities and actions of perpetrators, resisters, rescuers, and bystanders. Through the reading and analysis of key texts, discussions, films, and writing assignments, this course will approach the Holocaust from multiple perspectives and disciplines.

PREREQUISITES

None

COURSE LEARNING OBJECTIVES

By the end of this course, students will be able to;

- Apply feminist and interdisciplinary methods to the study of the Holocaust
- Analyze texts from the Holocaust from a gendered perspective
- Describe the role gender played in ideologies including Nazism and antisemitism
- Compare and contrast the roles and experiences of men and women during the Holocaust
- Identify key lessons on the nature of humanity, tolerance, and justice

REQUIRED TEXTS

- Dalia Ofer and Lenore Weitzman, *Women in the Holocaust* (1998).

Available for purchase from the URI bookstore.

TECHNOLOGY REQUIREMENTS

To successfully complete this course, you will need access to a computer with reliable, high-speed Internet access and appropriate system and software to support the Brightspace learning platform. Typical technical requirements for users are:

| | |
|--|---|
| Windows 7 (XP or Vista) 64 MB Ram 28.8 kbps modem (56k or higher recommended) SoundCard & Speakers External headphones with built-in microphone Mozilla Firefox 9.0 or higher | Mac OS X or higher 32 MB Ram 28.8 kbps modem (56k or higher recommended) SoundCard & Speakers External headphones with built-in microphone Mozilla Firefox 9.0 or higher; Safari 5.0 or higher |
|--|---|

Also requires Word 2007 (PC) 2011 (MAC) or newer, PowerPoint, Excel, Adobe Flash, and Adobe Acrobat Reader.

BRIGHTSPACE HELP

Here is the link to access Brightspace <https://brightspace.uri.edu> as well as the Brightspace resource page <https://web.uri.edu/brightspace/>.

CLASSROOM PROTOCOL

For this online course, Brightspace is our “classroom.” Please refer to the [Brightspace YouTube video tutorials](#) before you get started and refer back to them as a resource as needed while you complete this course.

In the online learning environment, “attendance” is measured by your PRESENCE in the site as well as your CONTRIBUTIONS to the site. The importance of regular log-ins and active participation cannot be overstated.

FORMAT

Class will be conducted online and will involve weekly readings, lessons modules to be read, threaded discussions, essays, and a final project. Frequent and meaningful participation in threaded discussions is key to students' success in this course.

STUDENT PERFORMANCE REQUIREMENTS

Reading, Discussions, Essay, Film Review, Final Project

METHODS OF EVALUATION

| Student Deliverables | Module | Weight |
|--------------------------|--------|--------|
| Discussion participation | 1-5 | 50% |
| Essay | 1 | 12.5% |
| Film Review | 3 | 12.5 % |
| Final Project | 14 | 25% |

DESCRIPTIONS OF ASSIGNMENTS

- Discussions: It cannot be emphasized enough, how important participation in the online discussion forums is for success in this course.
 - For each week, students will have read the lesson and readings. The lesson will provide two questions, which students will respond to in the threaded discussion.
 - Lessons and questions for discussion will be available by Friday of the preceding week. Students will read the discussion threads and post comments in each topic at least three times per week, on three different days (6 posts per week).
 - Their initial responses should be posted no later than Wednesday each week (by 11:59 pm). The discussions will close on Sundays at 11:59 pm. (Requirements will be modified for week one)
 - Students will be responsible to read the posts of the other students and to respond appropriately to questions and ideas raised in the discussion.
 - Participation will be graded on meeting the frequency requirements and on the quality of the posts, meaning students' engagement with readings and with other participants, critical thinking, and quality and clarity of writing.

THE
UNIVERSITY
OF RHODE ISLAND

- Essay (3-4 pp. typed, double-spaced) Your assignment is to write an essay (3-4 pages, double-spaced) on one or more of the readings assigned for week 2. Your essay should explain and evaluate the author's argument, identify the author's intended message and intended audience, and indicate how the text contributes to your understanding of gender and everyday life in Nazi Germany. Essays will be graded according to the Gender and Women's Studies Rubric for writing assignments.
- Film review (3-4 pp, double-spaced). Choose a film from the list provided. The review should consist of two components: a summary of the contents of a film and an evaluation of it. The goal is to bring attention to the film that you find has value and makes an important contribution. Explain its value and why others should view it. A successful review goes beyond a description and evaluation, by contributing new knowledge about the field to its readers. This will entail placing it in context and identifying its genre and possible biases of its creator/author. Finally the review should explain how the selected film relates to one or more themes explored in the course. How has it enriched your understanding of gender and revolutions? The film review is due at the end of week 3. It will be graded on context of and purpose for writing, topic selection, research and content development, information processing, and writing mechanics. (See GWS writing rubric).
- Final project: This project will be 6-8 pages. Students will select and read a Holocaust memoir from a list that will be provided and will write an analytical essay on how gender themes are reflected in the chosen text. (See GWS writing rubric).
- Discussions: 50 %
- Essay: 12.5 %
- Film review: 12.5 %
- Final Project: 25%

Grade scale

- A = 93+
- A- = 90+
- B+ = 87+
- B = 83+
- B- = 80+
- C+ = 77+

- C = 73+

- C- = 70+
- D+ = 67+
- D = 63+
- F = 0+

ATTENDANCE AND OTHER CLASS POLICIES

- Monday of the first week is considered the first day of class for online instruction.
- If a student misses more than one week of engagement in an online class, the student may, at the discretion of the instructor, fail the course.
- Regular online attendance/participation and engagement is expected for student success in both fully online courses. Online participation is evident through posting to a discussion board or other course-related activities.

NETIQUETTE FOR ONLINE COURSE

- Be polite and respectful of one another.
- Avoid personal attacks. Keep dialogue friendly and supportive, even when you disagree or wish to present a controversial idea or response.
- Be careful with the use of humor and sarcasm. Emotion is difficult to sense through text.
- Be helpful and share your expertise. Foster community communication and collaboration.
- Contribute constructively and completely to each discussion. Avoid short repetitive “I agree” responses and don’t make everyone else do the work.
- Consider carefully what you write. Re-read all e-mail and discussion before sending or posting.
- Remember that e-mail is considered a permanent record that may be forwarded to others.
- Be brief and succinct. Don’t use up other people’s time or bandwidth.
- Use descriptive subject headings for each e-mail message.
- Respect privacy. Don’t forward a personal message without permission
- Cite references. Include web addresses, authors, names of articles, date of publication, etc.
- Keep responses professional and educational. Do not advertise or send chain letters.
- Do not send large attachments unless you have been requested to do so or have permission from all parties.
- 2 word postings (e.g.: I agree, Oh yeah, No way, Me too) do not “count” as postings.

URI ACADEMIC WRITING STANDARDS

Students can assume that successful collegiate writing will generally:

- Delineate the relationships among writer, purpose and audience by means of a clear focus (thesis statements, hypotheses or instructor-posed questions are examples of such focusing methods, but are by no means the only ones) and a topic that's managed and developed appropriately for the specific task.
- Display a familiarity with and understanding of the particular discourse styles of the discipline and/or particular assignment.
- Demonstrate the analytical skills of the writer rather than just repeating what others have said by summarizing or paraphrasing
- Substantiate abstractions, judgments, and assertions with evidence specifically applicable for the occasion whether illustrations, quotations, or relevant data.
- Draw upon contextualized research whenever necessary, properly acknowledging the explicit work or intellectual property of others.
- Require more than one carefully proofread and documented draft, typed or computer printed unless otherwise specified.

PROFESSIONAL CONDUCT

Cheating and plagiarism are serious academic offenses, which are dealt with firmly by the College and University. Scholastic integrity presumes that students are honest in all academic work. **Cheating** is the failure to give credit for work not done independently (i.e., submitting a paper written by someone other than yourself), unauthorized communication during an examination, or the claiming of credit for work not done (i.e., falsifying information). **Plagiarism** is the failure to give credit for another person's written or oral statement, thereby falsely presuming that such work is originally and solely your own.

If you have any doubt about what constitutes plagiarism, visit the following website:

<https://honorcouncil.georgetown.edu/whatisplagiarism>, the URI Student Handbook, and University Manual sections on plagiarism and cheating at <http://web.uri.edu/studentconduct/student-handbook/>.

Students are expected to be honest in all academic work. A student's name on any written work, quiz or exam shall be regarded as assurance that the work is the result of the student's own independent thought and study. Work should be stated in the student's own words, properly attributed to its source. Students have an obligation to know how to quote,

paraphrase, summarize, cite and reference the work of others with integrity. The following are examples of academic dishonesty.

- Using material, directly or paraphrasing, from published sources (print or electronic) without appropriate citation;
- Claiming disproportionate credit for work not done independently;
- Unauthorized possession or access to exams;
- Unauthorized communication during exams;
- Unauthorized use of another's work or preparing work for another student;
- Taking an exam for another student;
- Altering or attempting to alter grades;
- The use of notes or electronic devices to gain an unauthorized advantage during exams;
- Fabricating or falsifying facts, data or references;
- Facilitating or aiding another's academic dishonesty;
- Submitting the same paper for more than one course without prior approval from the Instructor.

Please note the following section from the University Manual:

8.27.17. Instructors shall have the explicit duty to take action in known cases of cheating or plagiarism. The instructor shall have the right to fail a student on the assignment on which the instructor has determined that a student has cheated or plagiarized. The circumstances of this failure shall be reported to the student's academic dean, the instructor's dean, and the Office of Student Life. The student may appeal the matter to the instructor's dean, and the decision by the dean shall be expeditious and final. Such action will be initiated by the instructor if it is determined that any written assignment is copied or falsified or inappropriately referenced.

Any good writer's handbook as well as reputable online resources will offer help on matters of plagiarism and instruct you on how to acknowledge source material. If you need more help understanding when to cite something or how to indicate your references, PLEASE ASK.

Please note: Students are responsible for being familiar with and adhering to the published "**Community Standards of Behavior: University Policies and Regulations**" which can be accessed in the **University Student Handbook**.

ACADEMIC ENHANCEMENT CENTER

Located in Roosevelt Hall, the AEC offers free face to face and web-based services to undergraduate students seeking academic support. Peer tutoring is available for STEM-related courses through drop-in centers and small group tutoring. The Writing Center offers peer tutoring focused on supporting undergraduate writers at any stage of a writing assignment. The UCS160 course and academic skills consultations offer students strategies and activities aimed at improving their studying and test-taking skills. Complete details about each of these programs, up-to-date schedules, contact information and self-service study resources are all available on the AEC website, web.uri.edu/aec.

- STEM Tutoring helps students navigate 100 and 200 level math, chemistry, physics, biology, and other select STEM courses. The STEM Tutoring program offers free online and limited in-person peer-tutoring this fall. Undergraduates in introductory STEM courses have a variety of small group times to choose from and can select occasional or weekly appointments. Appointments and locations will be visible in the TutorTrac system on September 14th, 2020. The TutorTrac application is available through URI Microsoft 365 single sign-on and by visiting aec.uri.edu. More detailed information and instructions can be found at uri.edu/aec/tutoring.
- Academic Skills Development resources helps students plan work, manage time, and study more effectively. In Fall 2020, all Academic Skills and Strategies programming are offered both online and in-person. UCS160: Success in Higher Education is a one-credit course on developing a more effective approach to studying. Academic Consultations are 30-minute, 1 to 1 appointments that students can schedule on Starfish with Dr. David Hayes to address individual academic issues. Study Your Way to Success is a self-guided web portal connecting students to tips and strategies on studying and time management related topics. For more information on these programs, visit uri.edu/aec/academic-skills or contact Dr. Hayes directly at davidhayes@uri.edu.
- The Undergraduate Writing Center provides free writing support to students in any class, at any stage of the writing process: from understanding an assignment and brainstorming ideas, to developing, organizing, and revising a draft. Fall 2020 services are offered through two online options: 1) real-time synchronous appointments with a peer consultant (25- and 50-minute slots, available Sunday - Friday), and 2) written asynchronous consultations with a 24-hour turn-around response time (available Monday - Friday). Synchronous appointments are video-based, with audio, chat, document-sharing, and live captioning capabilities, to meet a range of accessibility needs. View the synchronous and asynchronous schedules and book online, visit uri.mywconline.com.

ACADEMIC SUPPORT SERVICES

Office of Disability Services

Americans With Disabilities Act Statement

Any personal learning accommodations that may be needed by a student covered by the “Americans with Disabilities Act” must be made known to the university as soon as possible. This is the student's responsibility. Information about services, academic modifications and documentation requirements can be obtained from the The Office of Affirmative Action, Equal Opportunity and Diversity (AAEOD). <https://web.uri.edu/affirmativeaction/>

Any student with a documented disability is welcome to contact me early in the semester so that we may work out reasonable accommodations to support your success in this course. Students should also contact Disability Services for Students, Office of Student Life, 330 Memorial Union, 401-874-2098.

From the University Manual: 6.40.10 and 6.40.11 Accommodations for Qualified Students With Disabilities.

Students are expected to notify faculty at the onset of the semester if any special considerations are required in the classroom. If any special considerations are required for examinations, it is expected the student will notify the faculty a week before the examination with the appropriate paperwork.

Uri Online Library Resources

<https://web.uri.edu/library/>

| Week | Topics Discussed | Course Learning Objectives | Assignments/Deliverables |
|------|--|---|--|
| 1 | <ul style="list-style-type: none"> Gender, Women, and the Holocaust Gender and Jewish History | <ul style="list-style-type: none"> Students will define terms “gender” and “Holocaust”. Students will explain debate over topic of gender and the Holocaust. Students will compare and contrast gender relationships in various Jewish communities | <ul style="list-style-type: none"> Readings: Lesson One Modules, Hyman, Bacon, Blatman in Ofer and Weitzman Discussions: Introduce yourself Discussions: Resistance to focus on gender Discussions: Women and gender in Jewish History |
| 2 | <ul style="list-style-type: none"> Gender and Antisemitism in Germany Gender and Nazi Ideology Gender and Everyday Life in Nazi | <ul style="list-style-type: none"> Students will trace the development of views on Jews, women, and gender through Imperial, Weimar, and Nazi | <ul style="list-style-type: none"> Reading: Lesson Two modules, Bridenthal and Koonz, Herzog (on Brightspace), Kaplan and |

| | | | |
|---|---|--|--|
| | Germany | <p>Germany.</p> <ul style="list-style-type: none"> ● Students will explain German women's attraction to National Socialism. ● Students will consider the role of Sex in the Third Reich. ● Students will identify the impact of Nazism on everyday life for Jewish and German men and women | <p>Bock in Ofer and Weitzman</p> <ul style="list-style-type: none"> ● Discussions: Why German women supported National Socialism ● Discussions: Compare/contrast impact of National Socialism on everyday life of non-Jewish and Jewish women ● Essay due |
| 3 | <ul style="list-style-type: none"> ● Gender and the Murder of the Disabled ● Gender in the ghettos | <ul style="list-style-type: none"> ● Students will examine the Nazi "euthanasia" program from a gendered perspective. ● Students will consider the role of doctors and nurses in carrying out the murder of the disabled. ● Students will compare/contrast experiences of Jewish women in the Lodz and Warsaw ghettos. ● Students will analyze transformation of roles and self-image of Jewish men, women, and children in ghettos. | <ul style="list-style-type: none"> ● Reading: Lesson Three modules, Sheffer, Letters on Extermination of People with Mental Disabilities (on Brightspace), Chapman, Fink, Unger, Ofer in Ofer and Weitzman, Irene Hauser Diary (Brightspace), ● Discussions: Murder of the disabled ● Discussions: Compare/contrast women in Lodz and Warsaw ghettos ● Film review due |
| 4 | <ul style="list-style-type: none"> ● Gender in the German-occupied Territories ● Gender in Concentration and Death camps | <ul style="list-style-type: none"> ● Students will examine Nazi sexual politics and violence in the borderlands. ● Students will analyze the motivations and justifications of female perpetrators. ● Students will identify gender specific experiences and coping mechanisms. ● Students will describe Jewish men and women's responses to hunger and starvation. | <ul style="list-style-type: none"> ● Reading: Lesson Four modules, Lower, <i>Hitler's Furies</i> (selections on Brightspace), Vago, Karay, Bondy, Goldenberg in Ofer and Weitzman ● Discussions: Female perpetrators and accomplices ● Discussions: Gender in the camps |
| 5 | <ul style="list-style-type: none"> ● Gender in Ghetto Resistance ● Gender in Partisan Movements and Rescue ● Gender and Holocaust Memory ● Conclusion | <ul style="list-style-type: none"> ● Students will describe roles of Jewish women in ghetto resistance. ● Students will compare/contrast women's and men's roles in partisan movements. ● Students will analyze texts from the Holocaust from a gendered perspective. ● Students will look ahead at how to apply the material to future studies and careers. | <ul style="list-style-type: none"> ● Reading: Lesson Five modules, Klibanski, Weitzman, Tec, Poznanski, Bauer, Ringelheim, Horowitz in Ofer and Weitzman ● Discussions: Gender, Resistance, and Rescue ● Discussions: Looking back and ahead ● Final project due |