



## **Resistance during the Holocaust and World War II Undergraduate Course Information Guide**

**Course Number: CCH 254, 4 credits, 10 Weeks**

**Cross listed Course Number: SNC 205, 4 credits, 10 Weeks**

**Delivery Formats: On Campus, Online: Sync, Hybrid**

<a href="#"><u>Learning Outcomes</u></a>	<a href="#"><u>Learning Strategies and Resources</u></a>	<a href="#"><u>Learning Deliverables</u></a>
<a href="#"><u>Assessment/Grading</u></a>	<a href="#"><u>Course Schedule</u></a>	<a href="#"><u>Policies</u></a>

### **Course Description**

This course explores the history of the Holocaust in the context of the Second World War (1939-1945) with a central focus on examples of resistance to discrimination, fascism and oppression. We will explore varied forms of opposition including armed resistance, spiritual resistance, resistance through writing and identity preservation. We will read autobiographies, view documentary and dramatic films, and use museum resources to develop our understanding of resistance. Required activities include a visit to the Illinois Holocaust Museum and Education Center (Skokie, IL). We will also consider the implications of this history for making ethical choices in our world today.

### **SCPS Student Learning Outcomes**

After completing this course, you will be able to:

- Describe in writing historical context and timeline of relevant events
- Develop historical skills by examining historical evidence provided in class, assess the online materials and through museum exhibits
- Discuss various forms of resistance that occurred during the Holocaust
- Discuss the historical research related to rescue and resistance as it relates to the Holocaust.
- Develop historical thinking as they evaluate different point of view and write critical analyses of primary sources that provide first hand testimony on past events.

## **Learning Outcomes for SNC 205 Liberal Studies Program/ Historical Inquiry Domain**

- Historical understanding is a critical competence for our society and a fundamental component of a liberal arts education at DePaul University. Students who are competent in understanding the past are able to achieve learning outcomes that demonstrate their successful development and application of historical knowledge, historical skills, and historical thinking.
- Students have demonstrated a depth and breadth of historical knowledge of specified content when they are able to: explain historical developments in terms of continuity and change; describe the relevant political, economic, social or cultural contexts of historical events and developments; explain how people have lived, acted and thought in one or more particular historical periods.
- Students have demonstrated historical skills when they are able to: analyze and evaluate primary and secondary sources; differentiate between historical facts and historical interpretations; articulate an historical argument; support an interpretation with evidence from primary and secondary sources.
- Students have demonstrated historical thinking when they are able to: articulate how geography and regional differences affect the past; interpret the complexity and diversity among issues, events, and ideas of the past; distinguish among multiple perspectives that shape interpretations of the past; use the categories of race, gender, class, ethnicity, region, and religion to analyze historical events and developments.
- Students will have demonstrated their abilities in understanding the past to communicate in writing when they compose written work that expresses historical knowledge, historical skills, and historical thinking.

## **Learning Strategies and Resources**

Some learning activities, assignments and deadlines will vary depending on the delivery format of the course and may differ slightly from what is presented in this document.

In this course: students will develop a depth and breadth of historical knowledge about the historical context of the Holocaust including important people, places, events, and ideas during 1933-1945 in Europe. Course activities include listening to lectures, reading history textbooks, assessing online materials from the U.S. Holocaust Memorial Museum and participating in a guided tour of the Illinois Holocaust Museum & Education Center. Our analysis, evaluation, and synthesis of primary and secondary source materials will focus on questions on the nature of resistance and rescue by those who opposed the war, genocide, and persecution.

## **Required Readings**

Books and learning materials are available at the DePaul bookstore, at <http://depaul-loop.bncollege.com>, or through alternative sources.

- Bergen, War and Genocide: A Concise History of the Holocaust (3rd edition, 2016, ISBN: 1442242280)
- Primo Levi, Survival in Auschwitz (1996, ISBN: 0684826801)]
- Additional readings available on the course D2L site.

## [Back to Top](#)

## Learning Deliverables

In this hybrid course, we'll use a combination of weekly participation assignments, weekly writing assignments, and a final paper to develop your skills.

The assignments in this course are designed to help you build your historical thinking and research skills. All assignments must be satisfactorily completed for a passing grade in this course. All written assignments submitted via D2L (typed, doubled-spaced, 12-pt font).

## Assessment of Student Learning

### Grading Practices

The assessment philosophy for the course is founded in a growth model: in the course, you'll find detailed rubrics that outline key composition characteristics for each genre, which will help you know what to aim for. The course format encourages an iterative feedback-and-revision model as a best practice for all students.

### Distribution of Grade Points

Graded Assignments	Percentage of Final Grade
Weekly short papers (1-2 pages) or short-answer format (4-5 questions) course material	40%
Active participation in weekly class sessions	10%
Quizzes	5%
Online discussion posts + responses	20%
Final project part 1A: presentations to peers (4-6 slides plus narration) 1B: feedback to a peer	5%
Final project part 2: essay (6 pages plus references)	20%

## Grading Scale

A = 93 to 100	A- = 90 to 92	B+ = 87 to 89
B = 83 to 86	B- = 80 to 82	C+ = 77 to 79
C = 73 to 76	C- = 70 to 72	D+ = 66 to 69
F = 60 or below		

[Back to Top](#)

## Course Schedule

Week or Module Title or Theme	Readings / Learning Activities	Graded Assignments
Week 1, Module 1: Introduction to the Holocaust and Resistance	Bergen, chapter 1  Brief chronology + tactics handout  History of Antisemitism (documentary, 13 mins)	1.1 Introductions  1.2 Quiz on history of antisemitism  1.3 short answers on antisemitism  Class discussion
Week 2, Module 2: The Nazi Ideology, Policy and Appeal	Bergen, chapters 2-3  Hitler's Manifesto + statements of Nazi supporters  Path to Nazi Genocide (documentary, 0-24 mins)	2.1 on Nazi ideology and policy  Quiz 2.2  2.3 short answers to big questions  Class discussion
Week 3, Module 3: Nazi Brutalities, 1938-1941	Bergen, ch. 4-5 + primary sources  Euthanasia program  View: Path to Nazi Genocide (from 24	3.1 discussion  3.2 paper

	to 37 minutes)	Class discussion
Week 4, Module 4: The Perpetrators of Genocide, The Ghettos & Resistance	Bergen, ch. 6 + Browning ch. + short readings  Wannsee Conference Protocol + Warsaw archives  Who will write our history (documentary, 37 mins)	4.1 on perpetrators of violence  4.2 short answers to big questions  Class discussion
Week 5, Module 5: Jewish Partisans: Armed Resistance	Tec, ch. 6 + Re-read Bergen, pages 145-159 + USHMM on Resistance chapter pp. 3-30  Defiance (major motion picture, 2 hrs)	5.1 on Bielskis resistance  5.2 answer questions  Class discussion
Week 6, Module 6: Dissent in Nazi Germany: The White Rose	White Rose leaflets  Bergen ch. 7  Sophie Scholl: The Final Days (movie, 2 hrs)	6.1 on White Rose leaflets ideas  6.2 short answers to questions  Class discussion
Week 7, Module 7: Resistance and Complicity in Western Europe	Bergen, ch. 8  Phayer on the silence of the pope  French sources on occupation and resistance  Watch: Weapons of the Spirit	7.1 discussion  7.2 Assignment  Class discussion
Week 8, Module 8: Inside a Death Camp: Auschwitz and Primo Levi	Levi, Survival in Auschwitz (all)  Resistance in the camps  Testimonies on the camps  Auschwitz: Inside the Nazi State	8.1 resistance in the camps  8.2 Primo Levi analysis paper  Class discussion

	2 poems (Levi & Delbo)	
Week 9, Module 9: Memory and the Holocaust	Info on Terezin + lyrics (2)  Defiant Requiem (documentary, 47 mins)	9.1 on resistance and creative expression  9.2 short answers on big questions  Class discussion
Week 10, Module 10: USA and the Holocaust	Bergen, ch. 9 + conclusion  Roth, "Will Genocide ever end" + Novick, "Bigotry"  America and the Holocaust (documentary, 1 hr)	10.1 Discussion  10.2 American refugee policy & the Holocaust  Class discussion
Finals Week	<ul style="list-style-type: none"> <li>• Demonstrate the salient factors involved in a case of resistance or rescue during the Holocaust based on academic research.</li> <li>• Demonstrate research and writing skills using primary source and secondary source materials.</li> <li>• Create multi-part project that will demonstrate the significance of resistance during the Holocaust and World War II.</li> </ul>	1A. Create asynchronous presentation and upload for peers (due Monday).  1B. Provide constructive feedback on presentation to 1 peer (by Tuesday)  2. Write research paper and submit (due Thursday).

### [Back to Top](#)

## Course Policies

For access to all SCPS and DePaul University academic policies, refer to the following links:

[SCPS Student Resources Website](#)

[DePaul Student Handbook](#)

The [D2L Course Website](#) for this course.

## Credit for Prior Learning

Students whose home college is SCPS that have not transferred more than 99 credit hours from community college or exam credit, and have not reached 132 credit hours toward graduation may qualify for prior learning credit. If you have prior knowledge you think may be equivalent to the learning outcomes of a SCPS course, you can contact the Office of Prior Learning Assessment at [scpspla@depaul.edu](mailto:scpspla@depaul.edu) or the [PLA website](#) for information on how to submit a proposal to use Prior Learning Assessment (PLA) credit for a nominal fee in lieu of regular tuition as an alternative to completing a course.

## Course Syllabus

The official syllabus for this course that includes course dates, instructor information and quarter specific details will be provided by the course instructor by the start of the course and available on the course D2L website.

## Course Registration

To find out when this course will be offered next, you can go to the [SCPS Registration website](#) for details on how to register for the course.

For information on how this course can apply to your program, contact your academic advisor.

### **School of Continuing and Professional Studies**

Suite 1400, Daley Building, 14 E. Jackson Blvd., Chicago  
Website: <https://scps.depaul.edu/>

Office hours: 9:00 am - 5:00 pm, Monday-Friday.  
Telephone: 312-362-8001. General Email: [scps@depaul.edu](mailto:scps@depaul.edu)  
For Advising Assistance, call (312) 362-5445 or email [scpsadvising@depaul.edu](mailto:scpsadvising@depaul.edu)

This document was updated 7-1-24.

[Back to Top](#)