

Montclair High School

Course Syllabus

Department: Social Studies

Course: The Holocaust, Genocide, and Modern Humanity

Level: Honors

Credits: 2.5

Course Description:

This course will introduce the history of the European Holocaust and address the wider questions of genocide in the modern world. Examination of these events in comparative context (including such events as Armenian, Stalinist, and Cambodian massacres and the Rwandan and Darfur genocides) and discussion of their impact on modern cultural, political, intellectual developments would be explored. Students would be exposed to some of the greatest moral and ethical dilemmas in modern history to examine the notion of humanity. How does an understanding of the origins and virulence of genocide challenge societies to be more tolerant, pluralistic, and open? This is an interdisciplinary course drawing from history and the humanities, the social sciences, and education.

Standards:

NJCCCS Social Studies: 6.1.12 United States History, 6.2.12 World History, 6.3.12 Active Citizenship

NJCCSS.ELA-Literacy: RH.11-12.1-10 and WHST.11-12.1-10

NJ Commission on Holocaust Education Mandate

Anchor Text(s):

Text Title	Publisher/Author	Year/Edition	ISBN	Text Distribution
Holocaust and Human Behavior	Facing History and Ourselves/Margot Stern Strom	1994	0961584149	

Supplementary Materials:

- Berenbaum, Michael. (2006) *The World Must Know: The History of the Holocaust as Told in the United States Memorial Museum*. 2nd edition. Washington, DC: The United States.
- Bergin, Doris. (2003). *War and Genocide*. Lanham : Rowman & Littlefield.
- Donnelly, Jack (2003). *Universal Human Rights in Theory and Practice*. Ithaca: Cornell University Press..
- Jones, Adam. (2011). *Genocide: A Comprehensive Introduction*. New York: Routledge..
- Power, Samantha. (2002). *The Problem From Hell: American and the Age of Genocide*. New York: Basic Books.
- Totten, S., and Parsons, W., and Charney, I. (eds). (2004). *Century of Genocide: Critical Essays and Eyewitness Accounts*. New York: Routledge.

Units of Study:

Identity and Society, Genocide in Historical Context, The Holocaust, Case Studies in Genocide, Justice and Legacy, Modern Humanity and Human Rights Issues

Proficiencies:

By the end of this course, students will:

- demonstrate a comprehension of the key elements of the origins, history, and effects of the Holocaust and genocide, as well as the moral and ethical dimensions of those subjects
- Understand multidisciplinary perspectives on significant historical, ethical, and cultural questions, and how various groups have differed and continue to differ in their interpretations of these events.
- Assess the impact of historical and other perspectives of diversity on major modern social, political, economic and other processes.
- Understand diverse perspectives on the Holocaust and genocide and their relationships to factors such as gender, race, religion, age, ethnicity and sexual orientation.
- Confront major ethical questions in order to recognize that an understanding of the Holocaust and genocide improves comprehension of other societies, cultures, values, beliefs and actions.
- Explore the extent to which the past—in this case, the Holocaust and related or comparable events bearing on intolerance, genocide, and “crimes against humanity”—shapes current social, ethical, and cultural values.
- Critically assess events and sources through an understanding of interpretive perspectives and potential biases.
- Understand that a study of the Holocaust and genocides, past and present, clearly demonstrates that humanity has not comprehended and come to terms with concepts such as prejudice, ethnicity, ethnocentrism, xenophobia, racism, nationalism, and fanaticism.
- Appreciate the need to promote tolerance and understanding in the classroom as well as society at large.
- Understand that prejudice is a learned behavior.
- Recognize that as America becomes more diverse, citizens in a democratic society must acquire the knowledge, attitudes and skills to succeed in cross-cultural interactions.
- Understand the role of education, educators, and informed citizens in changing attitudes and perceptions that lead to tolerance and empathy.

Evaluation and Assessment:

- 45% Assignments and/or activities completed in class
- 35% Assessments (in-class writings, at-home project based)
- 10% Journal Entries
- 10% Participation (behavior, rules, productive discussions, and group work)