

Certification Criteria

Reading Primary sources historically – asking and answering basic questions about historical sources (historical context, author, audience, genre); drawing historical conclusions from the sources and assessing their reliability and usefulness; and reflecting on how their own background shapes their interpretation.

- For a list of assigned primary sources, please see the bibliography at the end of the syllabus. Slight modifications may occur, but each week will include primary source readings.
- Early in the semester, students will be provided with guidelines on how to read primary sources (see addendum 1), and how to present on their reading (see assigned source analysis presentation). Each week, two groups of two students will present on one primary source (short presentation/discussion for 15 min). During the first week of the semester, I will provide examples of how this is done. For the first presentations, I will meet ahead of class with the group of 2 students and help them work on summaries and questions they want to pose to the class.
- Students will receive separate directions for their film analysis project (groups of 4). This includes a reading on how to “read” a film historically and a set of questions to consider as you are analyzing a film.

Identify the arguments of **secondary sources** and recognize differences in interpretation.

- For a list of assigned secondary sources, please see the bibliography at the end of the syllabus (and the books assigned in the syllabus). Slight modifications may occur, but each week will include secondary source readings.
- Early in the semester, students will be provided with guidelines on how to read secondary sources (see addendum 2), and how to present on their readings (see assigned source analysis presentation). Starting on week 4, two groups of two students will present on one secondary source each week (short presentations/discussion for 15 min max). During the first week of the semester, I will provide examples of how this is done. We will practice this skill as a class for the first 2 weeks. For the first presentations, I will meet ahead of class with the group of 2 students and help them work on summaries and questions they want to pose to the class.

Articulate responsibly how the past is relevant for the present, drawing informed connections between their study of past events and their bearing on the present.

- See the statement under “outcomes” and ‘you are invited to be historians of the Holocaust”
- See also the last 2 weeks of the semester on memory and implications: the relevance of the holocaust for the present will not be limited to questions of memory and contemporary conflicts.
- All that students will learn will have immediate implications for how they think about environmental issues in the present.

- Students (hopefully students majoring in the sciences) will learn about the place of scientists (biologists, landscape specialists, botanists, chemists, medical doctors) in the history of the Holocaust. It raises critical questions about the responsibility they bear in their own society. Students will learn about antisemitism and race, and the ways in which they connects to particular understandings of the environment. The course deals extensively with the question of colonial genocide, and consequently, with the relationship between imperialism and race.

Addendum 1

How to Read a Primary Source

1. Identify main themes and organization –after first reading
2. Genre (written? printed? letter, poem, myth, government document, etc.) -How does this affect the way you interpret the source?
3. Authorship (class, gender, religious background, etc.)
How does this affect the way you interpret the source?
4. Context (when, what part of the context may be relevant here? Social, gender, political...)
5. Audience
How does this affect the way you interpret the source?
6. Summing up your interpretation

Secondary Source

Reference: _____

7. Your notes on the source (main sections, main points, what does this author say?)

8. Argument

- The central argument of this book/article is

- “The subsidiary arguments of this book/article are

9. Historiography (debates among historians)

The author of this piece responds to

The author of this piece agrees with

on this(ese) particular point(s)

and disagrees with

on this(ese) particular point(s)

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10. Critical Evaluation –what to look for to raise questions

- Time-frame and locations –so what?
- Terms and concepts: so what?
- Evidence