



Introduction to Holocaust and Genocide Studies

HIST 3000
Spring 2022
Instructor: Andrew Walsh



Contact Information
email: walsha1@kean.edu
Phone:
Office hours: Before and after every class.

Class Meeting Times: TBD

Classroom: Gateway Building TBD

Course Description:

Introduction to Holocaust and Genocide Studies is a concise course designed to examine the distinctions and commonalities that are often found within historical atrocities. The course aims to define the term *genocide*, by studying how the word came to be, how the term has been used, and where it is appropriate. As a class, we will use the information learned from studying the Holocaust and apply our knowledge to other genocides. It will become clear that the Holocaust was truly a unique event, but it is also true that it is not the only time that humans have engaged in genocidal acts. This feat will be achieved through coursework that includes the following: economics, philosophy, genocide studies, African history, Asian history, American history, studying anti-Semitism, World history, multimedia presentations, a critical examination of both gender and race relations, along with an emphasis on historical context and individual motivations.

We will also identify subjective and objective truths, personal biases, prejudices, and authoritarianism.

The course will function as a hybrid class between lecture and seminar. Students will be required to participate in every session. The course will focus heavily on reading and as a supportive aid; the students will construct a series of reading summaries. The series of short, targeted works will support the development of content mastery and effective research practices for future scholastic endeavors.

Students will engage with complex topics like philosophy, bigotry, religion, fanaticism, economics, and individual responsibility. The content will provoke critical thinking and discussion that is productive among advanced learners. Throughout the semester we will compare/contrast the specific details from one event in history against another. The course units are as follows: The Holocaust, The Holodomor, Genocide in Africa, Genocide in Asia, Genocide in America, and Aftermath.

Introduction to Holocaust and Genocide Studies (3 credits)

Introduction to Holocaust and Genocide Studies is a course designed to examine various genocides throughout the 20th century. The course will focus on an examination of these events in a comparative context (including such atrocities as the Nanjing Massacre, the Holodomor, and the Rwandan genocide). The course will expose students to *some* of the darkest chapters in human history within a context that is constructive to fostering gratitude for the society that we live in today, while simultaneously understanding the fragility that exists within our current paradigm.

Academic Calendar/Emergency / Snow-Day Closings

The Kean-Ocean campus follows the Union campus for the academic calendar. Kean-Ocean follows the OCC system for emergency closings. [Check the OCC website for emergency or snow-day closing information.](#)

Nondiscrimination Policy

Kean University is an affirmative action, equal opportunity institution.

Accommodations for disabilities

Please contact student disability services to verify eligibility for accommodations. Call 908-737-4910 to discuss special needs.

Kean University Conduct

KEAN EMAIL ACCOUNT

All students must have a valid Kean e-mail account. For those who do not already have one, forms are available on-line at <http://www.kean.edu/KU/Forms-OCIS>; click on E-mail Account Request Form. It is through this account that all official communication with the class will take place.

Email Communication

All students must use the Kean University email system. Do not email me using your personal or private email address. Please use your @kean.edu address when sending me messages. Establish this account by the second-class meeting. Per university policy, all students must have a valid Kean Email Account. Students are expected to check their email daily.

Kean University Counseling Center

<http://www.kean.edu/offices/counseling-center>

Academic Integrity Policy

You are responsible for reading and understanding the university integrity policy regarding cheating and plagiarism.

Civility

Please know the expectations of appropriate conduct in the classroom as detailed in the Kean University Student Code of Conduct: <http://www.kean.edu/KU/Code-of-Conduct>

Attendance and Assignments Policy

Missing roll call or leaving class at any point during a class session will be counted as an absence. Late assignments are accepted only at the discretion of the instructor and may receive only partial credit. Make-up assignments are given at the discretion of the instructor and only for extraordinary reasons.

Why are class attendance and participation so important?

According to a report from the University of Minnesota, "By far the most valuable and important time commitment in a course was the time actually spent in the classroom. That time was the most important determinant of student success and each unit of time in the class itself provided, among all the class related activities, the greatest improvement in student performance. The next most important time spent on a class was any time spent in discussion... that accompanied the lectures. Third in importance was any time spent studying outside of class preparing for the class session itself."

Classroom Rules of Demeanor:

- *** Turn off/mute all cell phones prior to coming to class. No text messaging during class.
- *** Beverages and small snacks are allowed in class, but no full course meals.
- *** No Laptops without prior permission.
- *** Audio and video recording is not permitted.
- *** Courtesy and Civility is essential to creating a friendly environment conducive to learning.
- *** You are expected to clean up after yourselves. This includes taking out any trash and straightening your chairs/desks after class.

For campus-wide expectations and regulations go to: <http://www.kean.edu/KU/Code-of-Conduct>.

Course Materials

- Article 1** – UN Convention on the Prevention and Punishment of the Crime of Genocide (1948) 1-4.
Article 2 – S. Stein, “Genocide- Definitions and Controversies” (1996) 1-2.
Article 3 – Doris Bergen - *War & Genocide* (2016) Chapter 6, 167-206.
Article 4 – “Shoah” part 1 - <https://hdclump.com/shoah-holocaust/>
Article 5 – Doris Bergen - *War & Genocide* (2016) Chapter 7, 207-236.
Article 6 – “Shoah” Part 2 - <https://hdclump.com/shoah-holocaust/>
Article 7 – J Améry, *At the Mind's Limits Contemplations by a Survivor*, (1980) 21-40.
Article 8 – Ruth Kluger, “Forgiveness and Remembrance” (2002) 311-313.

Red Famine was removed from the *Source Reader*, to reduce cost and page count.

Articles 9-12 are still required. Digital copies of selected chapters are available on request. However, it is strongly recommended that you purchase the book. It is \$12-\$15 (cheaper than printing the pages).

- ***Article 9** – Anne Applebaum, *Red Famine*, (2017) Preface and Introduction.
***Article 10** – Anne Applebaum, *Red Famine*, (2017) Chapter 1.
***Article 11** – Anne Applebaum, *Red Famine*, (2017) Chapter 7.
***Article 12** – Anne Applebaum, *Red Famine*, (2017) Chapter 11.
Article 13 – R. Lemarchand, *Century of Genocide: Critical Essays and Eyewitness Accounts*, “The 1994 Rwanda Genocide,” 483-493.
Article 14 – Stanley Meisler, “Rwanda & Barundi” 1-10.
Article 15 – (In class) Watch “Sometimes in April,” dir. Raoul Peck (140 min.) Accessible on Amazon Prime.
Article 16 – “Gacaca Justice” - <https://youtu.be/LiDea-PNoyw>
Article 17 – (In class) “Nanking,” dir. Dan Sturman (2007) <https://vimeo.com/86753688>
Article 18 – G. Chon and S. Thet, *Behind the Killing Fields*, (2010), Chapter 1, 1-8.
Article 19 – G. Chon and S. Thet, *Behind the Killing Fields*, (2010), Chapter 13, 170-178.
Article 20 – G. Chon and S. Thet, *Behind the Killing Fields*, (2010) Chapter 3, 13-55.
Article 21 - Rigoberta Menchu, “The Indians of Guatemala” (1997) 394-400.
Article 22 - Dinesh D’Souza, “Fraudulent Storyteller Still Praised.” (1999) 1-3.
Article 23 - Janna Thompson, “Historical Injustice and Reparation: Justifying Claims of Descendants,” *Ethics* 112 (October 2001): 114-135.
Article 24 - Hannah Arendt & Jerome Kohn, *Responsibility and Judgment* (2005, Schocken Books) 147-158, (Collective Responsibility). 147-158.

Required Books:

Applebaum, Anne. *Red Famine: Stalin's War on Ukraine*. New York, NY: Random House, 2017.

Walsh, Andrew. *The Assault Against Humanity: A Source Reader*. Union, NJ: Kean University, Unpublished Work, 2021.

Films/ Video clips:

- “Sometimes in April,” dir. Raoul Peck (140 min.) Accessible on Amazon Prime.
Gacaca Justice, <https://youtu.be/LiDea-PNoyw>.
“Nanking,” dir. Dan Sturman (2007) <https://vimeo.com/86753688>.

Major Course Topics and Learning Objectives

I. Historical context

Students will demonstrate the ability to:

- Define the term “**genocide.**”
- Describe the influence of culture, race, class, and gender on historical inquiry.
- Explain how historians demonstrate objective and subjective approaches to understanding the past.
- Explain how historical understanding and methods change over time and over cultures.
- Explain the concept of historical “revisionism.”
- Identify the difference between subjective and objective truths.
- Identify the “Steps to genocide.”
- Identify what is a genocide and what is not.
- Compare/Contrast atrocities.

II. Critical Thinking and Content Analysis.

Students will demonstrate the ability to:

- Explain how / why the Holocaust happened.
- Explain terms like, antisemitism, Fascism, Communism, and Authoritarianism.
- Explain what it means to be a “True Believer.”
- Explain “Nativism.”
- Explain the terms “acculturation” and “integration.”
- Identify components of Transitional Justice that include reparations, retributive justice, etc.
- Identify potential positive and negative aspects of multiculturalism.
- Recognize the historical consequences of utopianism – Examples include the Third Reich, the Soviet Union, the Japanese Empire, and other genocidal examples throughout history.

III. Advanced Historical Research Skills / Advanced Note taking skills

Students will demonstrate the ability to:

- Distinguish between primary and secondary sources.
- Identify “point of view” in secondary sources.
- Demonstrate the skills to utilize educational technology effectively.
- Demonstrate the research and writing process.
- Demonstrate the ability to think critically on a diverse set of topics.
- Demonstrate the ability to analyze detailed information throughout written works.

IV. Discussion / Presentation Skills

Students will be able to:

- Participate actively in discussions as an informed member of the class.
- Demonstrate **effective oral presentation skills.**
- Use **PowerPoint** effectively as an enhancement to an oral presentation.
- Use critical thinking skills and engage with other students.

Assignment Descriptions and Grading

I. Class Participation and Discussion (20%)

- Every student will be required to participate in every class session.
- Every student will respect their peers.
- Every student will contribute to class discussions.
- **If you did not do your Summary, then you did not participate.**

II. Reading and Summaries = (40%)

- Students will be required to read the assigned material.
- Students will then write summaries of said material in a specific format.
- Students will share their depth of knowledge through discussion. They will be questioned regarding specifics to determine mastery of the material.
- Summaries will be used to construct a *Presentation*. The presentation is a second metric for recognizing mastery.
- Summaries will also serve as a summative assessment.
- **Digital submissions will only be accepted in Microsoft Word format.**

III. Formal Presentation (40%)

- Students that are presenting will be required to use PowerPoint or an alternative and creative method for this presentation. (Speak to me about alternatives).
- Each assigned presentation should last between fifteen and twenty minutes.
- There will be a discussion period after the presentation is concluded.
- Students that are *NOT* presenting are required to give their full attention and respect to those that are presenting. Any rudeness from non-presenters will result in a penalty on the rude student's presentation grade.
- Formal Presentations will be treated as formative assessments.
- Each student will compare a selected atrocity against the Holocaust. Noting both similarities and differences.
- Topics will be confirmed no later than March 1st.
- Students are permitted to present on topics outside of the course *with the instructor's approval*.
- In select cases, students will be permitted to write a 12-page research paper, in Chicago style, on a topic related to the coursework completed in class: in lieu of the presentation.
- **All digital presentations should be submitted through email (before their due date).**
- **All digital presentations should be in PowerPoint format.**

Presentation Directions

- Each student will select a topic from the provided list and compare/contrast, their topic with what they have learned throughout the course.
- Presentations will be 15-20 minutes in length. (If more time is needed, please consult with me before presentation day).
- There will be a question-and-answer period after each presentation.
- I will (most likely) ask questions throughout the presentation. This will serve as a test for *Mastery* of the topic and to help the presenter if they are stuck or missing key features to their assignment.
- Each presentation should answer the following:
 - ✓ Are the events in question correctly labeled “Genocide?”
 - ✓ What exactly makes these events a “genocide?”
 - ✓ Identify the 8 steps to genocide within your topic.
 - ✓ How is your topic comparable to the Holocaust?
 - ✓ How is your topic distinctive from the Holocaust?

Topic list

(With suggested independent material)

- The Holodomor – Anne Applebaum, *Red Famine*.
- Rwanda – Romeo Dallaire, *Shake Hands with the Devil*.
- Irish Famine – Christine Kinealy, *The Great Irish Famine: Impact, Ideology and Rebellion*.
- Guatemala – Greg Grandin, *The Last Colonial Massacre*.
- Latin America (1492-1700) – David Stannard, *American Holocaust: The Conquest of the New World*.
- Native North Americans (1600 – present day) – Alexander Laban Hinton, *Colonial Genocide in Indigenous North America*
- Armenian – *The Armenian Genocide: A Captivating Guide to the Massacre of the Armenians by the Turks of the Ottoman Empire (Captivating History)*.
- Cambodia (Khmer Rouge) – Gina Chon and Sambath Thet, *Behind the Killing Fields*.
- The Nanjing Massacre – Iris Chang, *The Rape of Nanking: World War II's Forgotten Holocaust*.
- North Korea – Kim Il Sung – present day.
- Mao Zedong China: The Great Leap Forward/ The Cultural Revolution. - Frank Dikötter, *Mao's Great Famine: The History of China's Most Devastating Catastrophe, 1958-1962*
- China: Falun Gong – (Ongoing)
- China: Uyghur – (On Going)

We can discuss topics that are not listed if you are interested.

Grade Scale

A	3.8-4.0	C+	2.3-2.9
A-	3.6-3.7	C	2.0-2.2
B+	3.3-3.5	D	1.0-1.9
B- Minimum Passing Grade	2.7-2.9	F	0.0

Scoring Rubric for Presentations

Category	Scoring Criteria	Total Points	Score
Organization (10 points)	The type of presentation is appropriate for the topic and audience.	2	
	Information is presented in a logical sequence.	3	
	Presentation appropriately cites requisite number of references.	5	
Content (25 points)	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	3	
	Technical terms are well-defined in language appropriate for the target audience.	2	
	Presentation contains accurate information.	5	
	Material included is relevant to the overall message/purpose.	5	
	Appropriate amount of material is prepared, and points made reflect well their relative importance.	5	
	There is an obvious conclusion summarizing the presentation.	5	
Presentation (25 points)	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	5	
	Speaker uses a clear, audible voice. Good language skills and pronunciation are used.	5	
	Visual aids are well prepared, informative, effective, and not distracting.	5	
	Length of presentation is within the assigned time limits.	5	
	Information was well communicated. – Not read off the screen like a giant flashcard	5	
Score	Total Points (50 Points = 100%)	50	

General Comments:

Assistance with Chicago Manual of Style 17th Edition:

Chicago Manual of style 17th Edition website:

https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmoss_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html

Kean Writing Resource webpage:

<https://www.kean.edu/academics/college-liberal-arts/department-history/history-student-resources/writing-resources>

CMOS 17th edition textbook:

<https://www.amazon.com/Chicago-Manual-Style-17th/dp/022628705X>

CMOS 17th edition student assistance webpage:

<http://cmosshoptalk.com/for-students/>

Video guide on setting up a word document for CMOS 17th:

Chicago Style Format (17th) - Manuscript, Footnotes & Endnotes

<https://youtu.be/TcIISwE0UIg>

Video guide setting up your title page.

- The University name should be listed
- My name should be listed as Instructor: Andrew Walsh
- Pages are in the top right-hand corner.
- Title pages do not get page numbers.
- Page numbers go in the top right-hand corner

A second video to help with setting up your word document:

Tutorial for Chicago Style Title Page

<https://youtu.be/ZLGIWPB1A8g>

Kean Resources

Notable Resources:

(Log in to your Kean account on Keanwise before attempting to use the databases.)

Kean Learning Commons - <https://libguides.kean.edu/c.php?g=20560&p=118935>

Kean Library Worldcat search - <https://libguides.kean.edu/NTLC>

Kean A-Z Database - <https://libguides.kean.edu/az.php>

ProQuest eBook Central - <https://ebookcentral.proquest.com/lib/kean/home.action>

ProQuest Policy - <https://support.proquest.com/articledetail?id=kA140000000GxmECAS>

ProQuest NYT articles - <https://www-proquest-com.kean.idm.oclc.org/nytimes?accountid=11809>

JSTOR - <https://www-jstor-org.kean.idm.oclc.org/>

Academic Search Premier -

<http://web.b.ebscohost.com.kean.idm.oclc.org/ehost/search/basic?vid=0&sid=b138d4d2-bdf9-47e3-bc57-b227cf2a612a%40sessionmgr101>

InfoBase (US History) –

<https://online-infobase-com.kean.idm.oclc.org/HRC/LearningCenter/BrowseByCenter/2?lcId=17>

Article Summary Form Instructions for Submissions

When reading the assigned article, remember to underline passages that express the article's thesis. Use one separate sheet of paper for each assigned article. At the top, type –

- Your name and date of the submissions.
 - The name of the course
 - The author, title, and **date** of the document
 - The document's source and page range

Checklist for each summary, follow form (see the samples for comparison). Did you –

- Limit to one page? (I will not read additional pages).
- Type in **single space**?
- Type each heading in **bold** font?
- **Type each summary in 12-point, Times New Roman with 1" margins?**
- Staple together all summaries as one set that are due each class?
- **If submitted digitally – Submit in 1 word document file.**
- **(Example) – If there are 3 summaries, each will fill 1 page but there will be one word file.**

Using just one page (single-space), complete four sections. Type each heading in bold face, your responses in roman type (see example).

Thesis summary- In just 2-3 sentences, carefully sum up the article's main argument in your own words. **You must read the entire article to determine its thesis.**

Four specific "thesis" ideas – List four distinctive ideas expressed in your thesis summary.

Quotations and their relations to the thesis – Select and quote one brief passage from the article to illustrate each of the four ideas in order – four passages in all. Use passages that you underline in the article. *Please note.*

- After each quoted passage, indicate (in parenthesis) the document author and the page number of the article or *Source Reader* where the passage appears. (If there is no author, indicate the document's title, then page number. If there is no page number, number each documented page sequentially.)
- For each quoted passage, be sure to comment in your words, showing in 1-2 sentences exactly how the passage illustrates the document's thesis. Do not merely reprise a thesis point.

Historical context – In this section you must compare each document you are summing up (A) with one other document (B) –

- Select document B from documents you *already* summed up in the preceding weeks.
- Select a *different* document B for each document A you are summing up.
- In 1-3 sentences, use your class lecture and discussion notes to show how both documents reflect key contemporary political developments.

For reading assignments accompanied by audio notes, add a fifth section –

Audio Notes – Briefly explain how the audio notes clarified the assigned articles, at the beginning of class on the class day when the summary or summaries are due. *Under no circumstances will I accept submissions at any other time.*

Unpublished document© 2010 by Dennis B. Klein. All rights reserved. Article Summary Form and Sample 08.doc
(With Permission and minor adjustments – Summary format is utilized by Andrew Walsh for academic purposes.)

Article Summary Form – Sample 1

Your summaries should look just like this form (substituting your words for those below).

Jane Hasno Doe

September 23, 2010

Western Civilization / Dr. Klein

Martin Luther, "Address to the Nobility of the German Nation" (1520), *Source Reader*, pgs. 108-109

Thesis summary:

Luther attacked the powerful Church in Europe on three grounds: Its absolute power ("spiritual over temporal"); the Pope's control over scriptural, or biblical, interpretation; and the Pope's insistence that only he can summon an advisory council.

Four specific "thesis" ideas:

1. Luther argued that all Christians are equally spiritual.
2. The Pope is just as likely as any other Christian to behave poorly, even wickedly.
3. Christians generally, and not only a rubber-stamp council, are obligated to punish a pope who violates scriptural teaching.
4. Luther was particularly unhappy about the Church's defenses, or "walls, designed to protect the Church from criticism.

Quotations and their relationships to the thesis:

1. "All Christians are truly of the spiritual estate, and there is no difference among them, save office alone" (Luther, 108) - The "Church" and its leader, the pope, is not above its faithful believers.
2. The Church wrongly claims, "that the Pope cannot err in matters of faith, whether he be evil or good" (Luther, 108a) - how can the Church claim control over scriptural interpretation when he, too, can err (sin), and even act in evil ways?
3. "If the Pope acts contrary to the Scriptures, we are bound to stand by the Scriptures [and] to punish and to constrain him" (Luther, 108a) - a faithful Christian, in order to preserve real Christian teaching, must punish a sinful Pope.
4. "The Romanists have... drawn three walls round themselves, with which they have hitherto protected themselves, so that no one could reform them, whereby all Christendom has fallen terribly" (Luther, 108) - Luther stands out among Church critics by challenging the Church's claim that no one can criticize it. He believed that, by challenging an errant Church, he was preserving Christianity itself

Historical context

Luther's attack on the Church stirred a disenchanted Christian Europe to challenge the Church's power. His attack resulted in a new "Protestant" version of Christianity. Machiavelli, too, from a secular perspective, exhorted leaders to assert their "will" rather than succumb to higher principles. Both Luther and Machiavelli affirmed the right to declare their independence from religious or secular authority. One result was the new standard of national sovereignty, or self-rule.

Article Summary 2 - Digital format sample

Student's Name

Month Day, Year

Course name/ Instructor's name

Otto von Bismarck, "Iron and Blood" (1862), (Source Reader 1-2.)

Author, "Title" (Year), Publication, Page Range.

Thesis summary: Bismarck's speech was a declaration of what the newly formed country would become. Through "Iron and Blood," Bismarck would unify the country with Prussian might. Through new taxes and a strong commitment from the German citizens, Germany would prepare itself for unknown conflicts with the intentions of asserting dominance throughout Europe.

Four specific "thesis" ideas:

1. Bismarck was not afraid of conflict.
2. Prussia made Germany powerful.
3. Bismarck wanted Germany to be recognized as a powerful nation.
4. Bismarck was not interested in diplomacy; he wanted Germany to be a war machine.

Quotations and their relationships to the thesis:

1. "It is true that we can hardly escape complications in Germany, although we do not seek them" (Bismarck, 1). - Bismarck is making the case that Germany is not seeking conflict but knows that it is unavoidable.
2. "Germany does not look to Prussia's liberalism, but to her power" (Bismarck, 1). - Bismarck is asserting that it is Prussian power that makes Germany strong, not southern liberalism.
3. "Prussia must collect her forces and hold them in reserve for an opportune moment, which has already come and gone several times" (Bismarck, 1). - Bismarck wants to exploit European weakness and assert Germany's dominance across the continent.
4. "Not by speeches and majorities will the great questions of the day be decided - that was the mistake of 1846 and 1849 - but by iron and blood" (Bismarck, 1). - Bismarck is prepared to go to war and has little interest in diplomacy.

Historical context

Bismarck makes it very clear in his speech that Germany must become a strong nation and to do that, the people would need the will to use a powerful military for both defense and offense. Heinrich von Treitschke goes even further in some ways when he states, "If we examine our definition of the State as 'the people legally united as an independent entity,' we find that it can be more briefly thus: 'The State is the public force for Offence and Defense'" (Treitschke, 353). Both Bismarck and Treitschke put an emphasis on the importance of sovereignty and the desire for military power.

Common Mistakes

Jane Hasno Doe September 23, 2021

Western Civilization / Dr. Klein

Martin Luther, "Address to the Nobility of the German Nation" (1520), Source Reader, pgs. 108-109. **-Remember citation that includes year and page numbers**

Thesis summary: -Remember to bold face headings

Luther attacked the powerful Church in Europe on three grounds: Its absolute power ("spiritual over temporal"); the Pope's control over scriptural, or biblical, interpretation; and the Pope's insistence that only he can summon an advisory council.

Four specific "thesis" ideas: -Use the Numbering tool to list the ideas.

1. Luther argued that all Christians are equally spiritual -This Idea should match the 1st Quote
2. The Pope is just as likely as any other Christian to behave poorly, even wickedly
3. Christians generally, and not only a rubber-stamp council, are obligated to punish a pope who violates scriptural teaching
4. Luther was particularly unhappy about the Church's defenses, or "walls, designed to protect the Church from criticism

Quotations and their relationships to the thesis:

-Use Quotation marks. -End the Quote and put the Author and the page range in Parentheses. The period should follow the citation. See Quotation 1 (below) for example.

1. "All Christians are truly of the spiritual estate, and there is no difference among them, save office alone" (Luther, 108). - The "Church" and its leader, the pope, is not above its faithful believers. -This Quote should match the 1st idea. Same goes for the others.
2. The Church wrongly claims, "that the Pope cannot err in matters of faith, whether he be evil or good" (Luther, 108a). - How can the Church claim control over scriptural interpretation when he, too, can (sin), and even act in evil ways?
3. "If the Pope acts contrary to the Scriptures, we are bound to stand by the Scriptures [and] to punish and to constrain him" (Luther, 108a). a faithful Christian, in order to preserve real Christian teaching, must punish a sinful Pope.
4. "The Romanists have ... drawn three walls round themselves, with which they have hitherto protected themselves, so that no one could reform them, whereby all Christendom has fallen terribly" (Luther, 10). Luther stands out among Church critics by challenging the Church's claim that no one can criticize it. He believed that, by challenging an errant Church, he was preserving Christianity itself.

Historical context

Luther's attack on the Church stirred a disenchanted Christian Europe to challenge the Church's power. His attack resulted in a new "Protestant" version of Christianity. Machiavelli, too, from a secular perspective, exhorted leaders to assert their "will" rather than succumb to higher principles.

Both Luther and Machiavelli affirmed the right to declare their independence from religious or secular authority. One result was the new standard of national sovereignty, or self- rule.

- Compare/ Contrast this summary to a second source; A previously completed Summary's source. Make sure to cite the additional source (In parentheses).

COURSE CALENDAR
ID 1800 (Hist 3000) / TBD / Spring 2022
TBD / January 18th – May 11th

Week 1 January 21st	<ul style="list-style-type: none"> • SHOW UP! • Introductions. • Covering the Syllabus. • Summary explanation. • Presentation Explanation
Week 2 January 28th	Unit 1: Defining Genocide
	<ul style="list-style-type: none"> • PowerPoint/ Lecture (Steps to Genocide) • Articles 1 & 2 are due.
Week 3 February 4th	Unit 2: The Holocaust
	<ul style="list-style-type: none"> • PowerPoint/ Lecture (WWII and the Holocaust) • Articles 3 & 4 are due.
Week 4 February 11th	Unit 2: The Holocaust
	<ul style="list-style-type: none"> • PowerPoint/ Lecture (Anti-Semitism/ Bigotry) • Articles 5 & 6 are due.
Week 5 February 18th	Unit 2: The Holocaust
	<ul style="list-style-type: none"> • PowerPoint/ Lecture (Resentment and “The Sunflower”). • Articles 7 & 8 are due.
Week 6 February 25th	Unit 3: The Holodomor
	<ul style="list-style-type: none"> • “Execution by Hunger” Seminar Reading. • Articles 9 & 10 are due.
Week 7 March 4th	Unit 3: The Holodomor
	<ul style="list-style-type: none"> • PowerPoint/ Lecture (Dekulakization) • Stalin “Dizzy with Success” (Seminar Reading) • Articles 11 & 12 are due.
Week 8 March 11th	No Class. Holiday
Week 9 March 18th	Unit 4: African
	<ul style="list-style-type: none"> • PowerPoint/ Lecture (Berlin Conference 1885) • Articles 13 & 14 are due.

Week 10 March 25th	<p style="text-align: center;">Unit 4: African</p> <ul style="list-style-type: none"> • Film – “Sometimes in April” • Article 15 will be completed in class. • Article 16 is due.
Week 11 April 1st	<p style="text-align: center;">Unit 5: Asian</p> <ul style="list-style-type: none"> • PowerPoint/ Lecture (Nanjing – Historiography) • Article 17 is done in class. Watch film - “Nanking” • Article 18 is due.
Week 12 April 8th	<p style="text-align: center;">Unit 5: Asian</p> <ul style="list-style-type: none"> • PowerPoint/ Lecture • (Khmer Rouge - True Believers/ Re-Education). • Articles 19 & 20 are due.
Week 13 April 15th	<p style="text-align: center;">Unit 6: American</p> <ul style="list-style-type: none"> • Greg Grandin “Last Colonial Massacre” • Articles 21 & 22 are due.
Week 14 April 22th	<p style="text-align: center;">Unit 7: Aftermath</p> <ul style="list-style-type: none"> • PowerPoint/ Lecture (Transitional Justice). • Articles 23 & 24 are due.
Week 15 April 29th	<p style="text-align: center;">Class Presentations Day 1</p>
Week 16 May 6th	<p style="text-align: center;">Class Presentations (makeups)</p> <ul style="list-style-type: none"> • Class Presentations Day 2 • Course Recap • Exit survey