Introduction to Assessment
for the
Undergraduate Minor in Holocaust & Genocide Studies

- **Everyone** who teaches a course in the Undergraduate Minor in Holocaust & Genocide Studies must have clearly written goals and Student Learning Outcomes (SLOs) for each course she/he teaches;

- **Everyone** who teaches a course in the Undergraduate Minor in Holocaust & Genocide Studies must incorporate at least one (1) Holocaust & Genocide Studies Program SLOs (see below) into his/her syllabus for each course she/he teaches in the Minor;

- **Everyone** who teaches in the Undergraduate Minor in Holocaust & Genocide Studies must provide in his/her individual syllabus clear **assessment measures** for each course she/he teaches in the Minor; and,

- **Everyone** who teaches in the Undergraduate Minor must provide in his/her individual syllabus for each course clear **assessment measures** for Holocaust & Genocide Studies Program Student Learning Outcomes (PSLOs).
The Undergraduate Minor in Holocaust & Genocide Studies

The Richard Stockton College of New Jersey

**Mission Statement:** The mission of the Minor in Holocaust & Genocide Studies at The Richard Stockton College of New Jersey is to provide a broad interdisciplinary study, from an interfaith perspective, of the Holocaust and other genocides of the 20th and 21st centuries. It is designed to advance knowledge and educate students about these various historical events in such a way that they are compelled to address a central tenet of education: What does it mean to be a responsible citizen in a democratic society?

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>GAH 2112</td>
<td>Art, Politics &amp; the Nazi Era</td>
<td>GEN 2238</td>
<td>Holocaust &amp; Children's Literature</td>
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<tr>
<td>GAH 2113</td>
<td>Non-Jewish Victims of the Nazis</td>
<td>GEN 2308</td>
<td>Children of the Holocaust</td>
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<tr>
<td>GAH 2114</td>
<td>Perspectives on Genocide</td>
<td>GSS 2190</td>
<td>Ordinary Evil</td>
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<tr>
<td>GAH 2119</td>
<td>History &amp; Memory of Nazi Era</td>
<td>GSS 2196</td>
<td>Race &amp; Nation in History</td>
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<tr>
<td>GAH 2319</td>
<td>Music &amp; the Holocaust</td>
<td>GSS 2240</td>
<td>The Holocaust</td>
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<tr>
<td>GAH 2326</td>
<td>Art &amp; the Holocaust</td>
<td>GSS 2246</td>
<td>Business &amp; Nazi Germany</td>
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<tr>
<td>GAH 3234</td>
<td>Holocaust Literature</td>
<td>GSS 3172</td>
<td>Ethnic Violence &amp; Nationalism</td>
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<tr>
<td>GAH 3215</td>
<td>Literature of Genocide &amp; Upheaval</td>
<td>GSS 3240</td>
<td>Holocaust &amp; Genocide Education</td>
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<tr>
<td>GSS 3240</td>
<td>Holocaust Center Internship</td>
<td>GAH 3248</td>
<td>Media, Public Perception &amp; Geno</td>
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<td>GIS 3418</td>
<td>Witnesses to Genocide</td>
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<td>GIS 3658</td>
<td>Women: Holocaust &amp; Genocide</td>
<td>GIS 3660</td>
<td>The Impact of the Holocaust</td>
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<td>GIS 3666</td>
<td>The Holocaust in Film &amp; Literature</td>
<td>GIS 3667</td>
<td>Families in Genocide</td>
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<tr>
<td>GIS 3671</td>
<td>The Holocaust &amp; the Christian World</td>
<td>GIS 3659</td>
<td>Genocide, War Crime &amp; Law</td>
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<td>GIS 3600</td>
<td>Seminar: Holocaust &amp; Genocide</td>
<td>GIS 3601</td>
<td>Seminar on the Holocaust</td>
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<tr>
<td>GIS 3662</td>
<td>Will Genocide Ever End?</td>
<td>GIS 4641</td>
<td>Approaches to Auschwitz</td>
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<tr>
<td>HIST 2117</td>
<td>Modern Germany</td>
<td>HIST 3615</td>
<td>Hitler, Mussolini &amp; Stalin</td>
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<tr>
<td>HIST 3616</td>
<td>History of the Third Reich</td>
<td>LITT 3206</td>
<td>Literature After the Holocaust</td>
</tr>
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</table>
# Program Learning Objectives

<table>
<thead>
<tr>
<th>Learning Objectives (Desired Outcomes)</th>
<th>Measures (How We Know Students Achieved Learning Outcomes)</th>
<th>Results (aka Outcomes)</th>
<th>Action Taken (After collecting data)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will</td>
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<tr>
<td>1. analyze and explain the idea that</td>
<td><strong>Direct</strong> [Examples of How to assess]:</td>
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<td>genocide is not an “accident” of history</td>
<td>* Map Tests</td>
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<td>but occurs because individuals,</td>
<td>* Written Tests</td>
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<td>institutions and governments</td>
<td>* Research Papers</td>
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<tr>
<td>encourage, make choices, and</td>
<td>* Short essays</td>
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<td>implement policies that promote</td>
<td>* Attend Lectures, Concerts or Art Exhibits on relevant</td>
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<tr>
<td>prejudice, legalize discrimination,</td>
<td>topics;</td>
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<tr>
<td>and enable prejudice, hatred, and mass</td>
<td>* Visit the US Holocaust Memorial Museum, or other</td>
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<tr>
<td>murder;</td>
<td>relevant museum(s).</td>
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<tr>
<td>2. identify examples of, and explain</td>
<td>* Vote in local, state, national elections;</td>
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<td>why silence and indifference to the</td>
<td>* Report for Jury Duty when called;</td>
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<td>suffering of others, and/or to the</td>
<td>* Write letters to State and/or National officials</td>
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<td>infringement of human and civil</td>
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<td>rights in any society – however</td>
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<td>unintentional – helps perpetrators not</td>
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<td>victims;</td>
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<td>3. identify on a map countries and</td>
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<td>areas of the world where genocide and</td>
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<tr>
<td>genocidal events have occurred in the</td>
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20th and 21st centuries;

4. Identify and analyze historical events leading up to particular genocides of the 20th and 21st centuries (e.g., Armenia, Holocaust, Indonesia, and/or Rwanda, etc.);

5. Compare and contrast parallels and differences between at least two (2) different genocides occurring in the 20th and 21st centuries;

6. Analyze the psychological and behavioral differences between and among perpetrators, victims, bystanders, and rescuers during genocide;

7. Read, interpret, analyze, and evaluate aesthetic, philosophical, theological, historical, and/or literary responses to the Holocaust and other genocides of the 20th and 21st centuries;

8. Identify and assess various components involved in genocide prevention, including leadership, expressing an opinion on a topic

- Pay taxes

In written work:

Student is able to discuss the existence of prior humiliation for the aggressors, the ability of extremists to seize control and propagate messages of hate and terror, and giving examples of propaganda in media (e.g., newspapers, publications, posters, radio, television, film, websites, etc.);

Student is able to include in a written response to relevant questions the social, cultural, theological, and/or historical influences that have impacted the actions of victims, bystanders, and rescuers during genocide.

Indirect:

- Syllabus review
- Survey
- Participate in a Study Tour to sites of genocide in Europe, or in another location where
| education, early warning, diplomacy, military options, etc.; and, | genocide occurred. |
| evidence behavior that demonstrates what it means to be a responsible citizen in a democratic society. |
Dear Stockton Graduate,

The Holocaust & Genocide Studies program is undertaking a program assessment. As part of this process, we are interested in hearing about your experiences with Holocaust & Genocide Studies at Stockton to help understand how you reacted to Genocide Studies courses, and how they relate to your life since Stockton.

You are welcome to use the space at the end to elaborate on any answer or to add anything we failed to ask that would help us make the H&GS program more valuable to students.

1. Year of graduation __________ Major: __________ Minor: __________
   - 1-2 Holocaust & Genocide Courses
   - 3-4 Holocaust & Genocide Courses
   - Minor/Certificate in Holocaust & Genocide Studies

2. (FOR ALL RESPONDENTS) Why did you enroll in a Holocaust & Genocide course? (Check all that apply)
   - To fulfill a graduation requirement
   - Intellectual curiosity or interest
   - Course has some relevance to my major
   - To round out my education
   - Other

3. (FOR Holocaust & Genocide MINORS/Certificate students only) What was your motivation for pursuing a certificate/minor in Holocaust & Genocide Studies? (Check all that apply)
   - Preparation for graduate study
   - Intellectual curiosity or interest
   - To make myself more marketable
   - Preparation for work
   - To round out my education
   - Other

4. If you did not get a minor/certificate in Holocaust & Genocide Studies, why not?
   - Insufficient interest in subject matter
   - Discovered Holocaust & Genocide Studies too late to minor
   - Too many other requirements for graduation
   - Other

5. Did the Holocaust & Genocide courses you took at RSC influence your career choice?
   STRONGLY AGREE (1) (2) (3) (4) (5) STRONGLY DISAGREE

6. Did the Holocaust & Genocide courses you took at RSC influence your job choice?
   STRONGLY AGREE (1) (2) (3) (4) (5) STRONGLY DISAGREE

7. Did the Holocaust & Genocide courses you took at RSC influence your graduate studies?
   STRONGLY AGREE (1) (2) (3) (4) (5) STRONGLY DISAGREE
The next two statements relate to broad learning impacts of the minor. What best represents your position:

8. The minor in Holocaust & Genocide Studies provided me with a broad interdisciplinary study of the Holocaust.
   STRONGLY AGREE (1) (2) (3) (4) (5) STRONGLY DISAGREE

9. The minor in Holocaust & Genocide Studies provided me with a broad interdisciplinary study of genocides in the 20th century.
   STRONGLY AGREE (1) (2) (3) (4) (5) STRONGLY DISAGREE

The next six statements relate to the ways in which you found the H&GS minor helpful. What best represents your position.

10. Completing the minor in Holocaust & Genocide Studies has helped me to reflect on what it means to be a responsible citizen in a democratic society
    STRONGLY AGREE (1) (2) (3) (4) (5) STRONGLY DISAGREE

11. Completing the minor in Holocaust & Genocide Studies has helped me realize that democratic institutions are not automatically sustained but must be nurtured and protected.
    STRONGLY AGREE (1) (2) (3) (4) (5) STRONGLY DISAGREE

12. Completing the minor in Holocaust & Genocide Studies has helped me be more sensitive to the dangers of silence and indifferences to the suffering of others.
    STRONGLY AGREE (1) (2) (3) (4) (5) STRONGLY DISAGREE

13. Completing the minor in Holocaust & Genocide Studies has helped me be more sensitive to the infringement of human and civil rights in American society.
    STRONGLY AGREE (1) (2) (3) (4) (5) STRONGLY DISAGREE

14. Completing the minor in Holocaust & Genocide Studies has helped me realize that I have to do something to ameliorate the infringement of human and civil rights in American society when I become aware of such infringement.
    STRONGLY AGREE (1) (2) (3) (4) (5) STRONGLY DISAGREE

15. Completing the minor in Holocaust & Genocide Studies has helped me realize that the choices I make and/or sanction can help to legalize discrimination and allow prejudice, hatred, and even, in extreme cases, murder to occur.
    STRONGLY AGREE (1) (2) (3) (4) (5) STRONGLY DISAGREE

The next three statements relate to the influence that the H&GS minor had on your attitude towards others.

What best represents your position.

16. Completing the minor in Holocaust & Genocide Studies influenced how I view people who are religiously or ethnically different from me.
    STRONGLY AGREE (1) (2) (3) (4) (5) STRONGLY DISAGREE
17. Completing the minor in Holocaust & Genocide Studies has affected my attitudes about gays and lesbians.

STRONGLY AGREE (1) (2) (3) (4) (5) STRONGLY DISAGREE

18. Completing the minor in Holocaust & Genocide Studies has encouraged me to involve myself in volunteer activities in my community (e.g. through my place of worship, or my place of work, or another entity in civil society).

STRONGLY AGREE (1) (2) (3) (4) (5) STRONGLY DISAGREE

19. STRONGLY AGREE (1) (2) (3) (4) (5) STRONGLY DISAGREE

20. Since graduating, have you engaged in the following? (Check all that apply)

____ Voted in the last national presidential election?
____ Voted in the last gubernatorial election?
____ Voted in the last mayoral election?

21. What have you learned, beyond the “facts, figures, and information”, as a result of completing the minor in Holocaust & Genocide Studies at the Richard Stockton College of New Jersey?

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

22. What kind of volunteer work do you do in the community?

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

23. What did we do that was particularly effective in helping you learn?

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

24. What could we do to improve our undergraduate minor in Holocaust & Genocide Studies?

_________________________________________________________________________________
_________________________________________________________________________________
We would like to keep in contact with our alumni. Please indicate your name, address, e-mail and phone, if you wish.

Name______________________________________
Address____________________________________
E-mail______________________________________

Would you be interested in returning as a guest speaker?____Yes____No

If yes, please list the topics you could address:______________________________________________

Thank you very much for your help. If you have any questions about this survey, please contact Dr. Carol Rittner, RSM at carol.rittner@stockton.edu