

## 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

- 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

## Addendum 2

### 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 main points of this 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