**THE HOLOCAUST**

**Objectives.** This course discusses the persecution and mass killing of European Jews by Nazi Germany. We will explore anti-Semitism in historical context. We will explore the complexities of ultimate moral choices, in the context of a fundamental experience of the twentieth century, by asking why killers became killers, why victims became victims, and what the victims experienced, how they shaped their everyday life and how the gender differences influenced their experience. Finally, we will study how and why the outside world, the civilians and the foreign governments and intellectuals reacted or failed to react to the Holocaust.

**Requirements**

I. Readings are due on the specified date. There will be no make-ups for missed exams or assignments except for documented illness.

II. Grading:

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<td>Paper</td>
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<td>Final</td>
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**Research Paper.** In choosing a topic, see me and consult pp. 275-278 of Niewyk for further reading. If you know the topic already, check with me for its appropriateness and feasibility. The length of the paper is 12-15 pages. The paper will be based on one major primary source and at least five secondary sources of which **none can be an internet text** unless it is from J-STOR or Ebsco and or a pdf-file of a printed text. Use footnotes and attach a bibliography sheet at the end.

**Exams.** There are four exams, one quiz, two midterm exams, and a final exam. The quiz will consist of six short identification questions on the preceding thematic section. The midterm exams and final exam will consist of three parts. The first part tests your understanding of historical thinking and research. The second part will test your reading of the secondary texts and original documents by using short identification questions. The final part is an historical essay that tests your understanding of the content and your skills in creating an historical narrative in the same manner you write your paper. All exams are cumulative. There will be no make-ups except in the case of documented illness.

**Honor Code.** I will not police your presence or conduct in class. By signing the honor code for the class and writing a half-page essay on how you understand the influence of the honor code on your personal conduct in this class you will be responsible for your conduct, attendance, behavior in exams, and honest preparation of the research paper and class work. By signing the honor code you are also responsible for reporting any violation of this code to the student Honor Board which will mediate and, if the violation is grave, such as cheating in exams and plagiarism, bring it to my and the academic dean’s attention. The student Honor Board will consist of three members to be elected in the second session. A copy of the Honor Code is attached to this syllabus.

**Feedback.** To ensure that we are “on the same page” and that no important questions remain unanswered I ask you to write a one-minute essay at the end of each class. I read them and, in the beginning of the following class, will shortly answer your questions and clarify points that had remained unclear.

**Books**

## SCHEDULE

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<th>Week 1</th>
<th>Jan 11</th>
<th>Introduction</th>
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| **Part I: Antisemitism before WWII**
| Week 2 | Jan 13 | Europe between 1789 and 1945 |
| Jan 18 | Jews, Gentiles, and the Traditions of Antisemitism/ Dwork, Ch. 1 |
| Jan 20 | Sources: Hochstadt, Ch. 1 (D) | Due: Topic |
| Week 3 | Jan 25 | WWI and Its Consequences/ Dwork, Ch 2 |
| Jan 27 | Sources: Hochstadt, Ch. 2 (D) |
| Week 4 | Feb 1 | The Making of the Third Reich/ Dwork, Chs. 3, 4 |
| Feb 3 | Sources: Hochstadt, Ch. 3 (D) | Work Groups start |
| Week 5 | Feb 8 | Jews Drifting/ Dwork, Ch 5 |
| Feb 10 | Midterm I |
| **Part II: Toward the Holocaust**
| Week 6 | Feb 15 | The Beginning of the WWII/ Dwork, Chs. 6, 7 |
| Feb 17 | Origins of the Holocaust/ Niewyk, Ch. 1 (D) |
| Feb 22 | Ghettos/ Dwork, Chs. 8, 9 |
| Week 7 | Feb 24 | Sources: Hochstadt, Ch. 7 (56-61) (D) |
| Week 8 | March 1 | Planning the Holocaust/ Dwork, Ch. 10 |
| March 3 | Wannsee Conference/
http://www.remember.org/wannsee.html |
| Week 9 | March 15 | The Holocaust/ Dwork, Ch. 11 |
| March 17 | Midterm II |
| **Part III: Perpetrators, Victims, and Onlookers**
| Week 10 | March 22 | Perpetrators: Motivations/ Browning, esp. Chs. 1, 5, 7, 8, 13 |
| March 24 | Explaining the Killing/ Browning, Chs. 16-18 (D) | Due: Drafts |
| Week 11 | March 29 | Research Workshop | Due: Comments |
| March 31 | Victims/ Isaacson, 1-118 (D) |
Week 12

April 5  Victims: The Holocaust Experience/ Niewyk, Ch. 3 (D)
April 7  Victims: Resistance/ Niewyk, Ch. 4 (D)

Week 13

April 12 Onlookers/ Dwork, Chs. 12, 13
April 14 Onlookers’ Reactions/ Niewyk, Ch. 5 (D)

Week 14

April 19 Onlookers and Rescue/ Niewyk, Ch. 6 (D)
April 21 Aftermath/ Dwork, Epilogue  Due: Papers

Week 15

April 26 Sources: Isaacson, 119-170 (D)
April 28 To be decided by the class

May 3-8 Final Exam

I. Group work on primary sources

For each discussion session (D) prepare a statement of at least a half of page discussing either the primary sources or the various interpretations that pertain to the class topic. Always develop a thesis of your own that allows you to discuss with your group members or the class. The statements have to be typed. You can miss three statements to receive full credit. The class will be divided in groups of four or five. In each discussion session you should prepare a short group report of the discussion. For each group there is a folder where you keep your individual statements and group reports. I collect the folders at the end of the class.

II. Paper Topic

Pick up your paper topic by choosing an interesting one and one for which there are enough primary and secondary sources. For your topic there must be at least one significant primary source.

III. Two Interpretations

Find two important and significant interpretations that pertain to your topic and discuss what they are and how they differ. A good way is to use Niewyk’s book. The discussion should one page long.

IV. Thesis, Outline, Bibliography

Your thesis statement, outline, and bibliography should three pages long.

1. Thesis

Formulate the thesis that you will defend in your paper. Formulate it in such a way that you can prove it, provide evidence to support it.

2. Outline

An outline gives the substantive structure of your paper and it shouldn’t be longer than a page. Use your critical commentary as the basis, insert the discussion with your secondary source, and designate all major sections of your paper. Mention the argument. Use key words the way I use them in my lecture notes. Do not use complete sentences.

3. Bibliography

Your bibliography should include your primary sources that should follow the format given in the example c.; your secondary sources that should follow the format a. if it is a book, format b. if it is an article, and format c. if it is a chapter in an edited collection of articles. Be meticulous in crafting your bibliography and remember that the author(s) should always be credited.

a. A book written by an author or several authors (the title of a book is italicized):

b. An article in a journal, written by an author or several authors:

c. A chapter in an edited book, written by an author or several authors:

V. Draft
A draft should be at least ten (10) pages long and include all the parts of the final version of your paper. It should include footnotes (source references) to all used sources. Papers that do not include footnotes will not be commented—neither by the commentator nor me. I will comment on your drafts and assign a tentative grade after the commentators have done their work and after the Writing Workshop.

VI. Comments on Draft
1. Write a comment on the paper you will discuss in public discussion.
2. The length of the comment is one (1) page.
3. Pay attention to:
   a. Clarity of the argument and/or question
      i. Is the introduction good?
      ii. Are the conclusions appropriate?
   b. Use and analysis of sources
      i. Is the analysis accurate?
      ii. Is it compelling? Does it support the overall argument
      iii. Is it sensitive to the text?
   c. Style
      i. Grammar
      ii. Spelling
      iii. Structure
      iv. Use of language
4. Give short but specific advice how to improve

VII. Final Version
Submit all the previous stages and versions of your work and the comment you received with the final version of your paper. The final version should fulfill all the formal requirements of an historical research paper as instructed in this syllabus.

VIII. General Guidelines for Paper

Sources
Historians take data from sources. Sources are divided as following:
I. Primary Sources
II. Secondary Sources
   a. Research Monographs
      i. book
      ii. article
   b. Textbooks
For your paper, you should use a number of primary sources that serve as the basis of your analysis and at least five secondary sources, either books or articles. The secondary sources must meet the scholarly standards, i.e., they have to include a bibliography and have sufficient source references (footnotes). If you wish to use internet sources they must meet the same requirements as the printed sources.

Analysis
The length of your paper is 12 to 15 pages. A good paper has a structure as following:
I. Beginning
II. Middle/ Body
III. End/ Conclusion
IV. Bibliography
The beginning of your paper is an important part of your study. First, you mention the argument that you will explore in your paper. Second, you introduce three important interpretations of your topic and shortly discuss your take on these
interpretations. Detail discussion of these interpretations takes place only in the body. Finally, in two or three lines, you mention how you will proceed in your paper.

The middle is the bulk of your paper. Discuss systematically, in compact paragraphs, each of the main themes that you find essential in your primary sources and that support your argument. Contrast your own interpretation with other interpretations (those you already mentioned in the introduction). Be critical in reading the other interpretations and try to disagree with them as much as possible. Move on to support your disagreement and your own point by providing evidence that shows how your interpretation is better than the others. It does not matter if you cannot provide exhaustive evidence for your argument. But it matters that you disagree and develop your own argument. Finally, move to another quotation that you have chosen and discuss it accordingly. In the final version of your paper some of the quotations can be rendered into your own words to make the text flow. It is, however, important that you make a clear distinction between your own interpretation and the voice (text) of your primary source when you decide to use your own words in citing your primary source.

The conclusion is an important section of your paper. You pull all the threads of your research together and tell your audience what are your findings, i.e., what was your argument and how did the data from the primary source support it. It is also important that you mention the limitations of your findings. You haven’t explained everything but only a fragment of a large problem confined to its time, place, and your narrow source base. You can also now make specific suggestions for further research.

Footnotes
A footnote includes a short title and the page number separated by a comma. See the examples at the bottom of this page. A footnote can also include a short commentary on the text it refers to. It is placed right after the sentence, “on the right side of a period and parenthesis.” Most often the footnote is at the end of a paragraph.

IX. Honor Code
We have come together in this class in order to create an environment in which each member is able to realize his/her full potential which is realized through intellectual and social growth. Such an environment is possible in a community that values respect and concern for individuals and with this respect and concern, a commitment to communication. We have founded our community on the honor and integrity of its members. We trust that each student will be guided by the values of this community. Such trust is essential to maintaining the reciprocity on which our community is based.

Our intellectual and social development requires freedom born from trust. For growth requires more than blind adherence to a code of conduct, it requires reflection upon our actions and how our actions affect those with whom we share the community. Such reflection is only possible when one’s judgment is trusted.

Growth also requires that we take responsibility for our judgments, actions, and also for our student community. At the heart of growth is the process of learning. Learning is dependent upon an exchange of ideas, a dialogue that can only occur when there is mutual trust, respect, and concern. These qualities are natural in a community where the members are aware of their interrelation and interdependence. Through the community we are able to create an atmosphere for growth and learning as the maintenance of the community has the identical requirement for success as does the process of learning-dialogue.

The quest for the realization of potential that has spawned this community has an intellectual component that extends to a mastery of academic subjects. Fundamental to intellectual development is a social one in which the members of this community reflect upon citizenship and what it means to belong to this community, or any community. The environment for learning that we have endeavored to create rests upon our sense of responsibility to the community, our peers within the community, and to ourselves. Basic to this learning process and the growth of this community and her members are a respect for and value of each member as an individual and also for the wealth of diverse experiences and backgrounds

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2Machiavelli, The Prince, p. 120.
3For a different interpretation see Steams and Steams, “Emotionology,” p. 810.
4Hunt, Challenge, p. 474.
each of us brings to our community.

Although we entered into a community that existed before our arrival, we recreate the community through our participation. Our continued commitment not only to our own development, but to that of our sisters and brothers, results in the enrichment of our atmosphere, the strengthening of our foundation, and the constant reaffirmation of our community.

Although our community is based on mutual respect and trust, tensions often arise between interests of individuals and community needs. Because of the diverse experiences and backgrounds of the members of this community, conflicts centering on differences among individuals develop. We recognize that acts of discrimination and harassment, including, but not limited to, acts of racism, homophobia, classism, ableism, and discrimination against religious and political minorities are devoid of respect and therefore, by definition, violate this Code. Moreover, acts of cheating, failing to contribute to the common work of the class and work groups, and disruptive behavior are in violation of this Code.

We recognize that in our interactions with members of our community, problems and conflicts do arise. We have developed procedures by which such problems can be resolved, procedures which are based on the principles of self-governance and the need for communication. Basic to these procedures is a dialogue between the parties involved in the conflict. If such a dialogue does not result in the resolution of a problem, a student Honor Board will assist the parties in arriving at a resolution of the situation.

I accept and understand this Code, as evidence of which I submit a half-page essay on the meaning of the Honor Code on my conduct in this class,
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