

UCSB Hist 133D, Winter 2008  
**The Holocaust in German History**  
HSSB 4020, T-Th 12:30-1:45; Hssb 4020  
<http://www.history.ucsb.edu/faculty/marcuse/classes/133d>

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Office hours: Mon. 11-12, Tue. 2-3

## The Holocaust in German History

### Course Syllabus

#### Course Description and Goals

There are many reasons to study the Holocaust, which I understand to be the systematic, state-run mass murder of entire groups of people. In this course we will not only study what happened, but also investigate why those events happened. My courses also emphasize historical skills: assessing and interpreting historical sources, and presenting the results of research.

#### Your Contribution (course requirements):

- Attendance.** I expect you to **attend** all classes and scheduled evening events. Why take a course if you don't make the effort to learn what it teaches? Lectures include images, videos, discussion and information not available elsewhere. I call roll until I learn your names. Participation counts for 5% of the course grade.
  - If you wish to have an excused absence, including undocumented medical absences, you must inform me by e-mail or phone message *before* the class in question begins.
- Midterm journal--"8 questions."** There will NOT be a formal midterm examination. Instead, you will be asked to write a short text (200-300 words) on questions about the assigned readings or films, roughly once each week. These eight questions will generally be announced in advance. They are worth 40% of the final grade.
  - This is a lot--and plays a large role in determining your final grade.)
  - Make-up questions are only possible for absences excused prior to the start of class.*
- Book essay**, comprised of a **proposal** (1-2 pages), **essay**, and a **revised version** (1800 words, 5-6 pages). This paper is based primarily on one book, but requires some research. (See the [blue handout](#)) The proposal is due Thursday, Jan. 31; the essay Thursday, Feb. 21; and the revised version Tuesday, March 4, always at the beginning of class. All together the proposal and essay draft and revision count for 5+20+5=30% of your final grade.
  - Note:** This course fulfills the General Education writing requirement. *If you do not submit the book essay, you will not receive credit for this course (i.e., you will fail).*
- A **take-home final examination** will have 3 IDs chosen from 9, and one essay question. The final is worth 25% of your total grade. The exam will be available in the last week of classes.
  - No-exam option:** Students receiving a B+ or better on their book essay may opt out of taking the final exam. If you choose this option, you must submit, on Feb. 28, a *60-word project abstract* and a *5-10 item annotated reference list*.
  - By March 11, you will need to submit corrected and revised electronic versions for publication on the course web site.
  - Your annotated source list will comprise most of your exam grade. Details will be available on a separate [web option handout](#).

#### GRADING

is on a point system. You can accumulate up to 100 points, distributed as follows:  
participation: 5; eight questions: 40; proposal+book essay+revision 30; final exam or web option: 25.  
Work submitted after 12:30pm on the due date will lose one point per day.

#### REQUIRED BOOKS

- Textbook:** D. Dwork and R.J. van Pelt, *Holocaust: A History* (Norton, 2002) ([\\$13 at amazon](#)).
- Biography:** Art Spiegelman, *Maus: A Survivor's Tale*, vols. I & II (1986, 1991) ([\\$18-20 combined](#))
- Reflections:** Viktor Frankl, *Man's Search for Meaning* (1946, 1959, 2006) ([\\$6 at amazon](#))
- Additional readings** available at: [eres.library.ucsb.edu/eres/coursepass.aspx?cid=2851](http://eres.library.ucsb.edu/eres/coursepass.aspx?cid=2851), password: rhythm

## Schedule of Lectures & Assignments

Please note: The professor reserves the right to make changes in topic and due date as necessary.

Wk-L#	Date	Topic	Assignment
I-1	8 Jan.	Introduction: Why study the Holocaust?	
2	10 Jan.	Causes of the Holocaust: Antisemitism	Textbook intro & chap. 1, 3-28.
II-3	15 Jan.	World War I: History paves the way	Text chap. 2, pp. 29-62
4	17 Jan.	Learning about the Holocaust; discussion of <i>Maus</i>	<i>Maus</i> , vols. 1+2 (entire)
III-5	22 Jan.	Why did the Nazis come to power? The 1920s	Text chap. 3, pp. 63-81 Textbook ch. 14, pp. 356-374
6	24 Jan.	Presentation by Sobibor survivor Thomas Blatt	Text chap. 4, pp. 65-80
IV-7	28 Jan. 29 Jan.	Monday, 5:30pm, 524 Chapala St: lecture by A. Owings Discussion with oral historian Alison Owings	Four chapters on eres
8	31 Jan.	Germany in the 1930s	<b>Thu: book proposal due</b>
V-9	5 Feb.	Accelerating persecution: <i>Kristallnacht</i>	Textbook chap. 5, pp. 81-132
10	7 Feb.	The Course of World War II	Textbook ch. 6+7, pp. 133-201
VI-11	12 Feb.	Adolf Hitler: Planner or Opportunist?	Textbook chap. 8, pp. 202-238
12	14 Feb.	From Eugenics to Euthanasia	Textbook chap. 9, pp. 239-258
VII-13	19 Feb. 20 Feb.	The Ghettos: Czerniakow vs. Rumkowski Wed. 6pm: film <i>Uprising</i> (177 mins.)	Textbook chap. 10, pp. 259-284
14	21 Feb.	Resistance to Nazism; discussion of film	<b>Thu: book essay due</b>
VIII-15	26 Feb.	The Concentration Camp System	<b>Thu: web option sources due</b>
16	28 Feb. 28 Feb.	Techniques of Mass Murder Feb. 28, 7pm: lecture by Prof. Claudia Koonz	Textbook ch. 11, pp. 285-315
IX-17	4 Mar.	Life in the Death Camps	Textbook ch. 12, pp. 316-336 <b>Tue: final book essay due</b>
18	6 Mar.	Dissolution, Liberation and the Perpetrators	Textbook ch. 13, pp. 337-355
X-19	11 Mar.	Discussion of Frankl	Frankl, <i>Man's Search</i>
20	13 Mar.	Summary and Conclusions	
EXAM	18 Mar.	Tuesday, by 3pm: FINAL EXAM DUE in HSSB 4221	take-home exam

### POLICIES

- **Plagiarism & academic dishonesty**—presenting someone else's work as your own, or failing to credit or attribute the work of others on whom you draw (including materials found on the web)—is a serious academic offense, punishable by dismissal from the university. It hurts the one who commits it most of all, by cheating them out of an education. I report offenses to the university authorities for disciplinary action.
- **Cell phones** ringing in class are an annoyance and distraction for me and other students. If your phone rings during class, I will stop the lecture and answer your call myself. Also: no text messaging, please.