

**HIST 133D FINAL EXAM HANDOUT
WINTER 2012**

This final examination is worth 30 points overall (30% of the course grade), 20 for the take-home essay, and 10 for the two in-class IDs. The take-home portion is not time-limited, but should take you no longer than 2 hours to complete. You may use the course readings and *your own* course notes, and other reference sources you have access to (including the internet), *but not* notes taken by others in the class. (Note that anyone sharing their notes with someone else is as guilty of plagiarism as the person using those notes.)

Your essay is limited to 800-1200 words, and should be typed and printed out, with a word count inserted in the header where you type your name.

(To get a word count, in Microsoft Word 2003 select the text, then use the Tools > Word Count command; in Word 2007/2010, when the text is selected the number appears at lower left in the status bar, e.g. “words: 414”. You can also use Review | Proofing | ABC123 icon (on the “ribbon” to top).

You should submit a printout of the take-home portion at the beginning of the in-class exam, Monday 4pm in HSSB 4020. You will need to bring two sheets of blank lined paper for that as well.

Note that the best answers will use material from the course readings and lectures. I will be looking to see whether you construct a clear explanation supported by evidence (examples). In general, an “A” answer will also consider counterevidence or counterarguments, that is, it will also consider some opposing explanations, examples or rankings and explain why they are less convincing.

I. Take-Home Exam Question; 20% of the overall course grade

Answer **no. 1 OR no. 2** of the following in 800-1200 words (1500 absolute maximum).

1. Many of the factors contributing to genocide can be categorized as: economic, geographical, actions by governing leaders or powerholding elites, ideologies of racism or nationalism, and (real or imputed) actions by the targeted group. For each of the three genocides Namibia 1904-5, Armenia 1915-16, and German Reich 1941-45, discuss the factors in each category. Be sure to argue, with examples as evidence, which of these factors were more important and which less in that particular case. Also discuss the role of the media, oppositional groups, and international responses in bringing these genocides to an end.
2. In lecture I presented various categories of perpetrators, and various motivations they had to participate in genocide. Name at least three of the categories, and give examples of each (from the lectures, readings, films or textbook). For each of the examples, explain the personal/individual motivations that may have played a role in that person’s participation. For counterarguments, explain why some motivations did not apply or were less important.

II. In-class Exam (Mon. 3/19, 4-5pm in HSSB 4020); 10% of overall course grade

In the exam you will be given one term and one image taken from the following list (on the exam, one term will be represented by an image).

You will be asked to define or identify both and *EXPLAIN WHY IT IS SIGNIFICANT* in the context of the study of the Holocaust. I will be looking especially for things mentioned in the textbook, readings or in lecture.

Auschwitz I, II and III	Einsatzgruppen	Hitler Youth	Porrajmos
Bystander effect	Euthanasia program	Kristallnacht	Ernst Röhm
concentration camp	functionalism	Milgram experiments	Wannsee conference