

UCSB Hist 133D, Winter 2012  
**The Holocaust in European History**  
HSSB 4020, M, W 2-3:15  
<http://www.history.ucsb.edu/faculty/marcuse/classes/133d>

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Office hours: M 3:30-4:30, Th 11-12

## **The Holocaust in European History**

### Course Syllabus

#### **Course Description and Goals**

The Nazi Holocaust can be defined as the systematic, state-run mass murder of entire groups of people—Jews and others. Recent scholarship has begun to focus on the Holocaust as an instance of a broader phenomenon of genocide, a term coined in the 1940s to describe this phenomenon. I am trying several new things in this course: a) deviating from a chronological narrative; b) focusing more on general aspects of genocide and the European context; and c) this course no longer fulfills the GE writing requirement, so I am doing a journal assignment instead of a term paper.

#### **Your Contribution (course requirements):**

1. **Attendance.** I expect you to **attend** all classes and scheduled 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. Participation counts for 6 points towards your course grade. Absences reported *in advance* will not require documentation in order to be excused.
2. **"Midterm exam"-- 8 questions.** There will NOT be a formal in-class midterm examination. Instead, you will be asked to write a short text (200-300 words) on questions about assigned readings or events, roughly once each week. These eight questions will *usually* be writing exercises during class, but may be announced in advance and submitted on GauchoSpace before class. They are worth 40 points towards the final grade.
  - Make-up questions are in general not possible, even for excused absences.
3. A **journal** with 1-2 entries per week, for a total of **6 entries**. Each single-spaced entry, averaging 400 words, will be based on your thoughts about the week's readings or newspaper or magazine articles that you relate to the course, or about the lectures, or outside events. Each entry: 4 points (24 total).
4. The **final examination** will have two parts. You will write two "take-home" essays (each 800-1200 words) in response to prompts that will be distributed in advance. The in-class portion of the exam will be a one-hour exam of identifications of terms and images from the lectures. The final is worth 30 points towards your final grade: 20 for the essays and 10 for the IDs.

#### **GRADING**

is on a point system. You can accumulate up to 100 points, distributed as follows:  
participation: 6; eight questions: 40; journal entries: 24; final exam: 30 (20 take-home + 10 in-class)  
final exam. Work submitted after 2pm on the due date will lose one point per day.

#### **REQUIRED BOOKS**

- **Textbook:** Ronnie Landau, *The Nazi Holocaust* (I.Deer & IB Tauris, 1994/2002 & 2006) D804.3.L344.
- Art Spiegelman, *Maus: A Survivor's Tale*, vols. I & II (1986, 1991) D 810.J4.S643 1986 [.S66 1991]
- A reader (296 pages) of photocopied articles and book excerpts will be available at GrafikArt on Pardall in IV.

## Schedule of Lectures & Assignments

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

| Wk-L#   | Date                | Topic   | Assignment  |
|---------|---------------------|---|---|
| I-1     | 9 Jan.              | Introduction  |   |
| 2       | 11 Jan.             | Organized Murder: The Mass Murder at Jozefow  | Browning & Goldhagen on GS<br>(Textbook chap. 8)      |
| II-3    | 16 Jan.             | <i>no class</i> , Martin Luther King Day  | Reader week 2   |
| 4       | 18 Jan.             | <b>Tue, 7pm:</b> film Wannsee Conference (85 mins., 4020)<br>Bureaucracy & Genocide: The Wannsee Conference | Tuesday evening film<br>Text ch. 7, start <i>Maus</i> |
| III-5   | 23 Jan.             | Antisemitism & the Nazi Rise to Power ( <i>Maus</i> )   | Textbook, ch. 1-4<br><i>Maus</i> , vols. 1+2 (entire) |
| 6       | 25 Jan.             | Adolf Hitler; <i>Maus</i> discussion  |   |
| IV-7    | 30 Jan.             | Germany in the 1930s  | Textbook ch. 5, 9                                     |
| 8       | 1 Feb.              | The System of Concentration Camps   | Reader week 4   |
| V-9     | 6 Feb.              | The Ghettos   | Text chap. 6  |
| 10      | 7 Feb.<br>8 Feb.    | <b>Tue, 7 pm:</b> film <i>Uprising</i> (177 mins.), HSSB 4020<br>Collaboration: The Gray Zone               | Tuesday evening film<br>Reader week 5 [journal due?]  |
| VI-11   | 13 Feb.             | Eugenics and "Euthanasia"   | Reader week 6   |
| 12      | 15 Feb.             | <i>Kristallnacht</i>  | Textbook chap. 7                                      |
| VII-13  | 20 Feb.             | <i>no class</i> , President's Day   | Reader week 7: Mahlendorf                             |
| 14      | 22 Feb.             | Discussion with Prof. Mahlendorf  |   |
| VIII-15 | 27 Feb.             | Non-Jewish Victims: Homosexuals and Roma  | Reader week 8   |
| 16      | 28 Feb.<br>29 Feb.. | <b>Tue. eve film TBD</b><br>The World Looks On: Bystanders  | Tuesday evening film<br>Textbook ch. 8 [journal due?] |
| IX-17   | 5 Mar.              | Genocide before the Holocaust: Namibia, Armenia   | Reader week 9   |
| 18      | 6 Mar.<br>7 Mar.    | Bosnia, Palestine, and the Concept of Genocide  | Textbook chap. 10                                     |
| X-19    | 12 Mar.             | Topic to be determined [Memory, Denial]   | online reading  |
| 20      | 14 Mar.             | Conclusion: Genocide: Causes & Consequences   |   |
| EXAM    | 19 Mar.             | Monday, 4-7pm: FINAL EXAM in HSSB 4020  | also: take-home exam due                              |

### 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. Hey: no text messaging either--it is very rude and distracting to those around you.