

The Nazi Holocaust and Other Genocides

Course Syllabus

Course Description and Goals

The Nazi campaign of ethnic purification through eugenics and mass murder can be considered a watershed event in European history. This course examines the factors that combined to result in the Nazi genocides, as well as the contexts, causes and consequences of other modern genocides.

This course has evolved over about 15 years, as the study and our understanding of the Nazi Holocaust itself has evolved. Increasing scholarly attention to the broader phenomenon of genocide has altered my--our--understanding of the Nazi program to murder everyone they defined as Jewish, throughout the world. Whereas Holocaust Studies was clearly embedded in German history, Genocide Studies is an explicitly interdisciplinary field, with many different approaches attempting to explain this complex phenomenon. This course melds these two approaches, following the evolution of the field.

Your Contribution (course requirements):

- **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 5 points towards your course grade. Absences reported *in advance* will not require documentation in order to be excused.
- **"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 may be writing exercises during class, but may also be announced in advance and submitted on Gauchospace before class. The lowest score will be dropped, so these "Qs" are worth up to 35 points towards the final grade.
 - ❖ Make-up questions are in general not possible, even for excused absences.
- 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 lectures or outside events. Each entry: 5 pts (30 total).
- The **final examination** will have two parts. You will write one "take-home" essay (ca. 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 essay and 10 for the IDs.
 - **No-essay-exam option:** In early February I will offer students in good standing who would rather do in-depth research than the take-home essay exam the possibility of pursuing a topic in greater depth. These projects/short papers may be published on the web and presented orally.

GRADING

Is on a point system and may be curved. You can accumulate up to 100 points, distributed as follows: participation: 5; eight questions: 35; journal entries: 30; final exam: 30 (20 take-home + 10 in-class)

- **Late penalty:** Work submitted after its deadline time will lose one point per day.

REQUIRED BOOKS (also on reserve at the library)

- **Textbook:** Ronnie Landau, *The Nazi Holocaust* (Ivan Dee, 1994/2006): D804.3.L344.
- Art Spiegelman, *Maus: A Survivor's Tale*, vols. I & II (1986, 1991): D 810.J4.S643 1986 [.S66 1991]
- Daoud Hari, *The Translator: A Memoir* (New York: Random House, 2008): DT159.6.D27 H38 2009
- Photocopied articles posted on the Gauchospace course website, as noted on the reverse side.

HIST 133D, WINTER 2015
Schedule of Lectures & Assignments

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

Wk-L#	Date	Topic	Assignment
I-1	6 Jan.	Introduction: Survey, Genocide, Hitler	online survey
2	8 Jan.	One Day in Jozefow; Hitler before the 1930s	GS: Browning, "One Day in J."
II-3	13 Jan.	Jewish History, Expulsions, Antisemitism	Textbook chaps. 1,2 & 3 (71 pp.)
4	15 Jan.	German History, World War I to 1933	Textbook chap. 4
III-5	20 Jan.	German History: Anti-Jewish Laws, 1933-1938	Textbook chap. 5; GS: Giles
6	22 Jan.	<i>Kristallnacht</i> --Anatomy of an Event	Text chap. 6; R5: Friedländer
IV-7	26 Jan. 27 Jan.	Monday, 8pm , Corwin: "The Nazis Next Door" 1938-1941: War, Ghettoization, Mass Murder	Required evening event Text chap. 6; <i>Maus</i> , vols. 1+2
8	29 Jan.	Life in the Ghettos; discussion of <i>Maus</i>	Finish <i>Maus</i>
V-9	2 Feb. 3 Feb.	4-6pm, UCen Flying A: Knowles & Giordano Visit by Anne Knowles, <i>Geographies of the Holocaust</i>	Required afternoon event GS: Knowles & Giordano <i>journals due Thu. 2/5</i>
10	5 Feb.	Life and Death in the Ghettos	GS: Perechodnik, Rumkowski
VI-11	10 Feb	The Wannsee Conference and World War II	GS: Roseman, Textbk ch. 7 & 8
12	11Feb. 12 Feb	4pm, HSSB 6020: Prof. Luther, "Operation Barbarossa" Guest lecture by Prof. Luther	GS: Luther, "Op. Barbarossa"
VII-13	17 Feb.	The Concentration Camp System	GS: Pingel, Kotek/Rigoulot
14	14 Feb 19 Feb	What did they know? Bystanders	Textbook chap. 9
VIII-15	24 Feb.	Explaining the Holocaust and Genocide	GS: Engel, "Twisted Road"
16	22 Feb 26 Feb	Possible Holocaust survivor visit	<i>journals due Thu. 2/26</i> GS; Daoud Hari, <i>The Translator</i>
IX-17	3 Mar	Genocides before the Holocaust: California, Namibia	GS: Lindsay, ?Schaller
18	X Mar. 5 Mar	Evening film: <i>Devil Came on Horseback</i> (85 mins.) Genocides after the Holocaust: Bosnia, Darfur	Film, room TBA Textbook chap. 10
X-19	10 Mar	Student Presentations	GS: tba
20	12 Mar	Conclusions: Causes & Legacies of Genocide	R19: Todorov, "Comparison"
EXAM	18 Mar.	Wednesday, 1-2pm: Final Exam part B in Phelps 2115	Take-home exam (part A) 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.
- **Texting and Phones ringing** in class are annoying and distracting for me and other students. If your phone rings or I see you texting during class, I will confiscate your phone.