

The Nazi Holocaust and Other Genocides

Course Syllabus

Course Description and Goals

The Nazi campaign of ethnic purification through eugenics and mass murder was 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 2 decades, during which the study and our understanding of the Nazi Holocaust itself has evolved. Increasing scholarly attention to the broader phenomenon of genocide has altered our understanding of the Nazi extermination programs. 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 combines a historical with sociological and psychological approaches, following the evolution of the field.

Your Contribution (course requirements):

1. **Attendance.** I expect you to **attend** all classes *and* scheduled events. Why take a course if you don't put in the effort to learn what it teaches? Lectures include images, videos, discussion and information not available elsewhere. Attendance counts for 5 points towards your course grade. Absences reported *in advance* will not require documentation in order to be excused.
 - ❖ *Watching at least 2 films outside of class is required.* You document this with journal entries.
 - ❖ We will use **iClickers** in most sessions, mostly "low stakes" (attendance), but also for some "Qs."
2. **"Midterm exam"-- 8 questions ("Qs").** There will NOT be a formal in-class midterm examination. Instead, we will either use clickers to answer questions given in advance, or you will be asked to write a short text (200-300 words) on questions about assigned readings or events. This will happen roughly once each week. The written Qs will be due on GauchoSpace before class. (5pts each) 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.*
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 lectures or outside events. (5 pts each entry: 30 total).
4. The **final examination** will have two parts. You will write one take-home essay (ca. 1200 words) in response to a prompt that will be distributed in advance. The in-class portion of the exam will be a one-hour exam of identifications of terms from the lectures (usually 3 chosen from 12-15). The final is worth 30 points towards your final grade: 20 for the essay and 10 for the IDs.
 - **No-essay-exam option:** In mid-Feb. students in good standing who would rather do in-depth research than the take-home essay exam may opt to research a topic in greater depth and write a 4-6 page paper on it.

GRADING

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

❖ **Late penalty:** Work submitted after its deadline *time* (i.e. 1:30pm) will lose one point per 24 hours. This class enrolls 145 students. Ph.D. student Jesse Wesso will be assisting with grading.

REQUIRED BOOKS to be purchased (also available at [Library Reserves](#)--search HIST133D)

- **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)
- Jean Hatzfield, *Machete Season: The Killers in Rwanda Speak* (Picador, 2006): DT450.435 .H3914 2005
- Daoud Hari, *The Translator: A Memoir* (New York: Random House, 2008): DT159.6.D27 H38 2009
- Reader of photocopied articles and chapters, available at SB Printer in the UCen after Jan. 13.

HIST 133D, WINTER 2020
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	7 Jan..	Course Introduction	Textbook chap. 1 (pp. 3-21)
2	9 Jan.	Film: Here is Germany (1945, 50 mins.)(YouTube) Becoming Targets: A History of Jews & Antisemitism	Textbook chaps. 2 & 3 (71 pages)
II-3	14 Jan.	Hitler from Follower to Leader	Textbook chap. 4 (pp. 75-112, 163f)
4	16 Jan.	Film: <i>Hitler: A Career</i> (1977, 151 mins.) (YT,Amzn,NtFlx) The Context: Germany in the 1920s	Engel, "Twisted Road" (11 pages)
III-5	21 Jan.	Life for Jewish & Non-Jewish Germans, 1933-1938	Textbook chap. 5 (pp. 115-133)
6	23 Jan.	Film: Color Films of the Third Reich (53 mins.)(YT) Concentration Camps, 1898-1938	Text chap. 6 (pp. 134-160)
IV-7	28 Jan.	The <i>Kristallnacht</i> Pogrom--Anatomy of an Event	Friedländer, "Onslaught" (32 pages)
8	30 Jan.	Film: <i>Killing Films of Third Reich</i> (1991, 54 mins) (YT) Ideology: From Eugenics to "Euthanasia"	<i>journals due Thu. Jan. 30</i> Markle, "Doctors & Eugenics" (19p.)
V-9	4 Feb.	Maus Discussion ; WWII & German Ghettos in Poland	<i>Maus</i> , vols. 1+2, entire
10	6 Feb.	Film: <i>Korczak</i> (1990, 113 mins.)(Amzn \$3) Perpetrators of "The Holocaust by Bullets"	Browning, "Jozefow" (14p)
VI-11	11 Feb.	Bystanders to "The Holocaust by Bullets"	Desbois, <i>Holo By Bullets</i> (25pp _{+gs})
12	13 Feb.	Film: <i>Wannsee Conference</i> (1987, 85 mins.)(YT) Auschwitz and the Extermination Centers	Textbook chap. 7 (161-180) Wachsmann, "Holocaust" (53pp)
VII-13	18 Feb.	What could they do? Jewish Opposition and Resistance	Perechodnik, Lodz & Warsaw texts (23+19 pp.)
14	20 Feb.	Film: <i>Uprising</i> (2001, 151 mins.) or <i>Defiance</i> (2008, 137 mins.) What did they do? Bystander Behaviors	Text chaps. 8 & 9 (59 pages)
VIII-15	25 Feb.	Learning about the Holocaust: Anne Frank	Prose, <i>Anne Frank</i> (52 pages)
16	27 Feb.	Film: <i>Anne Frank: The Whole Story</i> (2001, 189 mins.)(YT) Rwanda 1994: The Perpetrators Speak; Hatzfield disc.	<i>journals due Thu. Feb. 25</i> Hatzfeld, <i>Machete Season</i> (253p.)
IX-17	3 Mar.	Colonial Genocides: California & ...	Lindsay, "Southern Calif." (43 pp.)
18	5 Mar.	Film: <i>Komora: To Heal</i> (2014, 54 mins) (Vimeo) Other Genocides	Text chap. 10 (pp. 243-265) Pine, <i>Debating Genocide</i> (15-32)
X-19	10 Mar.	Genocide in Darfur; Hari discussion	Hari, <i>Translator</i> (207 pages)
20	12 Mar.	Film: <i>Devil Came on Horseback</i> (2007, 85 mins.) Summary & Conclusion	Exam Study Guide distributed
EXAM	17 Mar.	Tuesday, 4-5pm: Final Exam part B in IV Theater II	And take-home exam (part A) due

POLICIES

- **Students facing difficulties (of any kind):** I want to help you to succeed in this course, so please let me know if you have circumstances that may affect your performance. You may request exceptions to policies.
- **Electronic devices (laptops too)** in class are annoying and distracting for me and other students. I discourage their use, even for taking notes. If you want to use one, you **MUST** sit in one of the back three rows.
- **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.