

HST/JUS/REL 374: THE HOLOCAUST IN HISTORY AND MEMORY
Spring 2019

Prof. Susan A. Crane

Office/Hours: Chavez 319 A/B//Tues & Wed 10:00-10:50 and by appointment

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This course will explore the history, memories and representations of the Holocaust, the attempted annihilation of European Jews, and the murderous persecution of Roma, Sinti and other racial and political opponents by the Third Reich in Germany, 1933-1945. We will discuss the perspectives of survivors, perpetrators, witnesses, historians, and ourselves as students, while seeking to understand the nature of this event and its significance. Students will acquire historical knowledge about the events of the Holocaust; learn how to critically interpret diverse types of primary and secondary sources of historical information; and produce their own ethically responsible interpretations of complex historical information.

Due to the nature of this historical event, we will read about and discuss trauma and atrocity, always in an informed and respectful manner. Students are advised to see the instructor if they have concerns about any of the reading or subject matter.

READINGS

All of the assigned readings are either available for purchase or on D2L (see the list of additional assigned readings provided after the class schedule on this syllabus). Books available for purchase include:

Doris Bergen, *War and Genocide: A Concise History of the Holocaust*, **3rd edition required**
Art Spiegelman, *Maus: A Survivor's Tale*, v. 1 and *Maus: And Here My Troubles Began*, v. 2

CLASS PARTICIPATION

Regular attendance and participation in class discussion are required. Students should have completed each reading assignment in advance of the class meeting for which it is assigned, and be prepared to discuss the material in depth; bring those texts and your reading notes to class. To assist preparation for discussion, students will write **three reading analyses**.

ASSIGNMENTS

- All written work must be formatted in 12-pt Times Roman font with default Word-document margins and double spaced, with your name at the top.
- All writing assignments must be submitted electronically to D2L Dropbox. The Dropbox will close at 10:30, half an hour before the class in which the writing assignment is due.
- **All writing assignments must also be submitted as hard copy** during the class in which they are due.

- Read “A Guide to Success on Writing Assignments and Exams” on the last page of this syllabus.

Reading Analysis

Due Dates: ONE by Jan. 31; ONE by Feb. 26; ONE on April 16

Students are required to write THREE one-page reading analyses during the semester.

You must complete one reading analysis on or before each due date, and your analysis must discuss only the reading assigned for the day that you hand it in.

You must discuss ALL of the reading assigned for that class (i.e. on Jan. 31 there are two reading selections from two books; on other dates one chapter from Bergen is assigned, etc.). Your analysis must be handed in to D2L before the class in which that reading assignment is due AND submitted as hard copy at the beginning of that class. Read “A Guide to Success on Writing Assignments and Exams” on the last page of this syllabus for further instructions about the reading analysis.

GRADES AND ATTENDANCE

All writing assignments are due in class on the required date and will not be accepted later without prior permission of the instructor.

You must complete all writing assignments in order to receive a passing grade in the course.

Class participation, reading analyses, debate papers: 25%

Newspaper research assignment: 10%

Two exams (weighted equally): 40%

Final paper: 25%

Absence Policy:

If you know you will have to miss a class for legitimate reasons, you are expected to inform the instructor in advance. If you take the responsibility to let the instructor know ahead of time that you're sick or have to miss class, you will be excused.

****Late work will be accepted only from students who have received prior permission for excused absences on due dates.****

****Three or more unexcused absences may result in a letter-grade reduction in the final course grade.****

All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion.

Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored.

HISTORY DEPARTMENT ACADEMIC INTEGRITY POLICY

Plagiarism and cheating will not be tolerated. All assignments submitted for this course must be original and must be performed individually unless otherwise permitted. Every incident of academic dishonesty will be strictly punished. The history department mandates that academic dishonesty be punished by **a failing grade for the course**. Additional sanctions may include a permanent record on your academic transcript and suspension or expulsion from the university. For more information on UA policies concerning academic integrity see:

<http://deanofstudents.arizona.edu/codeofacademicintegrity>.

If you have any concerns about what plagiarism is and how to avoid it, consult the Main Library <http://www.library.arizona.edu/applications/quickHelp/tutorials/search/term:plagiarism>.

GRADING PHILOSOPHY

A “grade” is a single letter given to indicate the level of performance attained in scholastic work. It is the professor’s evaluation of the accuracy, depth and quality of expression found in students’ written assignments for this course. Although it is not a precise measure, each letter has a meaning that conveys important feedback about the quality of academic work. An “A” is reserved for the very best work in the course. It means that the student *far exceeds normal expectations* for work at this level in all aspects of the assignment (accuracy, depth, quality of expression). Grades in the “B” range indicate that while accurate and adequate in depth and quality of expression, the assignment could still be improved significantly in one or more of these aspects. *Grades in the “C” range indicate that the student has met minimum expectations for undergraduate work in the course*, but that his or her work is undistinguished in accuracy, depth and/or quality of expression; considerable room for improvement exists. A “D” grade indicates that student work is below expectations for undergraduate work and that serious deficiencies need to be addressed. An “E” or “F” indicates that the student has not performed the assigned work.

HISTORY COURSE LEARNING OUTCOMES

Write clear, well-organized prose.

Analyze primary sources in light of their historical context, audience, and author’s intent.

Recognize and evaluate competing historical interpretations.

ACCESSABILITY AND ACCOMODATIONS

It is the University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations.

Please be aware that the accessible table and chairs in the classroom should remain available for students who find that standard classroom seating is not usable.

For further information about university policies and procedures related to the safety and integrity of this course and its classroom, see “The Fine Print” at the end of the syllabus.

...AND FINALLY:

The information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

CLASS SCHEDULE

Jan. 10	Introduction to the Course
Jan. 15	Defining Genocide and the Holocaust Read: Bergen, Introduction
Jan. 17	Social Outsiders in Europe and Antisemitism, 1800-1933 Read: Bergen, ch. 1
Jan. 22	From Weimar to Hitler. Read: Bergen, ch. 2
Jan. 24	The Third Reich. Read: Bergen ch. 3 Exam Review Questions posted on D2L
Jan. 29	Antisemitism as Propaganda. Read selections from Hitler's <i>Mein Kampf</i> : "Adolf Hitler and the Jewish Question" and "Propaganda" [D2L] Exam Review Questions posted on D2L
Jan. 31	Pre-war Persecution. Read: Bergen, ch. 4
Feb. 5	Review for Exam 1: Aryanization and Emigration
Feb. 7	Exam 1 Bring a blue book to class
Feb. 12	World War II and the Holocaust. Read: Bergen, ch. 5
Feb. 14	World War II and the Holocaust con't. Read: Bergen, ch. 6
Feb. 19	Film: "The Łódz Ghetto"
Feb. 21	"The Final Solution". Read: Bergen, ch. 7
Feb. 26	The Killing Centers. Read Bergen, ch. 8
Feb. 28	Film: "Children of the Holocaust" Debate paper assignment posted on D2L
Mar. 5-7	No Class: Spring Break
Mar. 12	Death Marches and "Liberation". Read: Bergen, Ch. 9
Mar. 14	Perpetrators Read: Browning, "One Day in Josefow" and Goldhagen, "Hitler's Willing Executioners" [D2L] Debate paper due
Mar. 19	Lecture: Postwar Justice? Perpetrators on Trial Optional reading: Bergen, conclusion
Mar. 21	EXAM 2 Bring a blue book to class

- Mar. 26 Film screening in class: Selections from Claude Lanzmann, "Shoah" (1985)
- Mar. 28 Read: *Maus* vol. 1
Newspaper Research assignment posted on D2L
- Apr. 2 Read: *Maus* vol. 2
Apr. 4 Film screening in class: selections from Claude Lanzmann, "Shoah" (1985)
- Apr. 9 Who Knew What When?
Due in class: Newspaper Research assignment
- Apr. 11 Survivor Testimonies from the DP Camps
Read: selections from Boder, *I Did Not Interview the Dead*, Intro plus chs. 1 and 4 [D2L]
- Apr. 16 Gender and Holocaust Experience. Read: Fink, "A Scrap of Time" and "The Table"; Perl, "A Doctor in Auschwitz"; and Delbo, "Days and Memory" in Rittner and Roth, eds, *Different Voices* [D2L]
Reading Analysis Due
- Apr. 18 Lecture: The Holocaust in Popular Culture
Debate paper and final paper assignments posted on D2L
- Apr. 23 Lecture: Remembering the Holocaust: Memorials, Museums, and Holocaust Denial
- Apr. 25 Debate: Denial on Campus? Read: Lipstadt, *Denying the Holocaust*, ch. 10: "The Battle for Campus" [D2L]
Due in class: debate paper
- Apr. 30 Remembering the Holocaust
Read: Christine Tanz, "Hiding in the Open" [D2L]
- May 3 Final paper due by 5pm in Dropbox and hard copy in Prof. Crane's mailbox, Dept. of History office, Chavez 400N

Reading List (in order of assignment)

"Adolf Hitler and the Jewish Question" in Richard Levy, ed., *Antisemitism in the Modern World: An Anthology of Texts* (Lexington, Mass.: DC Heath and Company, 1991), pp. 203-223.

Adolf Hitler, "Propaganda". Selection from *Mein Kampf* in *Readings in Western Civilization, vol. 9: Twentieth-Century Europe*, John Boyer and Jan Goldstein, eds. (Chicago: University of Chicago Press, 1987), pp. 214-218.

Christopher Browning, "One Day in Josefow," in Peter Hayes, ed., *Lessons and Legacies: The Meaning of the Holocaust in a Changing World* (Evanston, IL: Northwestern 1991), 196-209.

Daniel Goldhagen, *Hitler's Willing Executioners* (New York: Random House, 1997), ch. 7.

David Boder, *I Did Not Interview the Dead* (Urbana, IL: University of Illinois Press, 1949): Intro, Chs. 1 and 4 (pp. xi-xix; 1-25; 95-126).

Carol Rittner and John Roth, eds., *Different Voices: Women and the Holocaust* (New York: Paragon House, 1993): Ida Fink, "A Scrap of Time" pp. 40-45; Gisella Perl, "A Doctor in Auschwitz" pp. 104-118; Ida Fink, "The Table" pp. 332-348; Charlotte Delbo, "Days and Memory" pp. 328-333.

Deborah Lipstadt, *Denying the Holocaust* (Free Press, 1993), Ch. 10, "The Battle for Campus" (pp. 183-208).

Christine Tanz, "Hiding in the Open" in Maria Tymoczko and Nancy Blackmun, *Born into a World at War* (Amherst: University of Massachusetts Press, 2015), pp. 127-152.

A Guide to Success in HST 374

STUDYING

If you don't believe me, ask anyone who's taken this class before: it's hard. A lot of reading and intensive work with the reading is required for success in this class! But hopefully you're already in this class because you care about the topic, and will find this reading interesting and the work you put into it very rewarding. Here's my best advice:

- ❖ **Do the reading. That means: complete the assigned reading before class. Take notes on the key themes and new information in the reading, as well as on any visual evidence provided (photos, maps, etc.). These notes will be invaluable for the exams.**
- ❖ **COME TO CLASS! Even if you're late; always better to be there than not.**
- ❖ **Bring your reading notes and the assigned reading with you to class, and be prepared to discuss them with reference to specific page numbers and images.**
- ❖ **You do not need any external sources of information (i.e. from the internet) to succeed in this class. Do not use the internet instead of your textbook for any assignment or exam preparation. Your textbook and our class discussion provide all the info you need to succeed.**

WRITING

Everything you hand in for credit should reflect your best writing abilities.

- ❖ **PROOFREAD** your work carefully before you hand it in.

The **Reading analysis assignment** requires you to write *ONLY ONE* DOUBLE-SPACED, TYPED PAGE of coherent comments, questions and reflections on ALL of the assigned reading for that due date. You do not have space to summarize the reading or include lengthy quotes. A better analysis will focus on a major theme that interested you and allows you to draw

connections among different aspects of a long and dense chapter or essay. It's always a good idea to cite or quote (briefly) from the text, but the bulk of the page should feature your own writing. Since I have assigned every text you will cite, you do not need footnotes or bibliography. You may use the short citation format at the end of the sentence (**author, page**).

EXAMS

Both exams have identical formats. You will be asked to provide handwritten answers in blue books to identification questions and short essay prompts. I will provide study questions for the exams two weeks prior. Students who succeed on the exams typically prepare entire answers (complete sentences and paragraphs) to the study questions, complete with details (dates, names, key terms) and (for the essays) a thesis statement.

****TIP:** Form a study group and compare notes, while still preparing unique answers of your own. Two heads are better than one! Still confused? Ask for help from your instructor. That's what office hours and appointments are for.

The Fine Print

Absence and Class Participation Policy

The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at: <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>
The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/human-resources/religious-accommodation-policy>.

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: <https://deanofstudents.arizona.edu/absences>

Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete> and <http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal> respectively.

Classroom Behavior Policy

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.).

The use of personal electronics such as laptops, iPads, and other such mobile devices can easily be distracting to the other students and the instructor. Their use can degrade the learning environment. If this becomes an issue in our classroom, students will not be permitted to use these devices during the class period.

Threatening Behavior Policy

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

Notification of Objectionable Materials

This course will contain material of a mature nature, which may include explicit language, depictions of nudity, sexual situations, and/or violence. The instructor will provide advance notice when such materials will be used.

Students are not automatically excused from interacting with such materials, but they are encouraged to speak with the instructor to voice concerns and to provide feedback.

UA Nondiscrimination and Anti-harassment Policy

The University is committed to creating and maintaining an environment free of discrimination; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>