

HST/JUS/REL 374: THE HOLOCAUST IN HISTORY AND MEMORY
Spring 2020

Prof. Susan A. Crane

Office//Hours: Chavez 319 A/B//Tues 10:00-10:50, alternate Wed 11-11:50 and by appointment

Contact: scrane@email.arizona.edu

Faculty Website: <https://scrane.web.arizona.edu/>

Course Objectives

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.

The Course in the Curriculum

Due to the nature of this historical event, we will read about trauma and atrocity for every class session, and discuss it in every class, 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 or discussing it in class.

The University of Arizona sits on the original homelands of indigenous peoples who have stewarded this land since time immemorial. Aligning with the university's core value of a diverse and inclusive community, it is our institutional responsibility to recognize and acknowledge the people, culture and history that make up the Wildcat community. At the institutional level, it is important to be proactive in broadening awareness throughout campus to ensure that students feel represented and valued. History and memory begin with you.

Learning Outcomes

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.

READING ASSIGNMENTS

All of the assigned readings are available either for purchase, through the Main Library, or on D2L. We will read the required books in their entirety.

Required books available for purchase at the bookstore:

Doris Bergen, *War and Genocide: A Concise History of the Holocaust*, **3rd edition required**

This textbook is also available online via D2L Library Tools.

Art Spiegelman, *Maus: A Survivor's Tale*, v. 1 and *Maus: And Here My Troubles Began*, v. 2

You may purchase these separately or combined into a single volume.

See the list of additional reading assignments, all provided on D2L, on p. 5 of this syllabus.

****Read “A Guide to Success in HIST 374” on pp. 6-7 of this syllabus****

CLASS PARTICIPATION

Daily 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.

WRITING ASSIGNMENTS

- All written work must be formatted in 12-pt Times Roman font, double spaced with default Word-document margins, with your name at the top of the first page or on a cover page.
- All writing assignments must be submitted electronically to D2L Dropbox prior to class on the day that they are assigned. 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.

Reading Analysis

- To assist preparation for class discussion, students are required to write one-page reading analyses throughout the course. The analysis must discuss only the reading assigned for class the day that it is due.
- The analysis must discuss ALL of the reading assigned for that class (i.e. on Feb. 4 there are two reading selections from two books; on other dates one chapter from Bergen is assigned, etc.). This is a challenging assignment, but it can be done well.

****Read “A Guide to Success in HIST 374” on pp. 6-7 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%

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 your instructor'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. 16	Introduction to the Course
Jan. 21	Defining Genocide and the Holocaust Read: Bergen, Introduction
Jan. 23	Social Outsiders in Europe and Antisemitism, 1800-1933 Read: Bergen, ch. 1
Jan. 28	From Weimar to Hitler. Read: Bergen, ch. 2 Reading Analysis Due
Jan. 30	The Third Reich. Read: Bergen ch. 3
Feb. 4	Antisemitism as Propaganda. Read selections from Hitler's <i>Mein Kampf</i> : "Adolf Hitler and the Jewish Question" and "Propaganda" [D2L] Reading Analysis Due
Feb. 6	Pre-war Persecution. Read: Bergen, ch. 4
Feb. 11	Review for Exam 1: Aryanization and Emigration
Feb. 13	Exam 1; bring a blue book to class
Feb. 18	World War II and the Holocaust. Read: Bergen, ch. 5
Feb. 20	World War II and the Holocaust con't. Read: Bergen, ch. 6
Feb. 25	Film: "The Łódz Ghetto"
Feb. 27	"The Final Solution". Read: Bergen, ch. 7 Reading Analysis Due
Mar. 3	The Killing Centers. Read Bergen, ch. 8
Mar. 5	Film: "Children of the Holocaust" Debate paper assignment posted on D2L
Mar. 10-12	No Class: Spring Break
Mar. 17	Death Marches and "Liberation". Read: Bergen, Ch. 9
Mar. 19	Perpetrators Read: Browning, "One Day in Josefow" and Goldhagen, "Hitler's Willing Executioners" [D2L] Debate paper due
Mar. 24	Lecture: Postwar Justice? Perpetrators on Trial Optional reading: Bergen, conclusion

- Mar. 26 **EXAM 2; bring a blue book to class**
- Mar. 31 Film screening in class: Selections from Claude Lanzmann, "Shoah" (1985)
- Apr. 2 Read: *Maus* vol. 1
Newspaper Research assignment posted on D2L
- Apr. 7 Read: *Maus* vol. 2
- Apr. 9 Film screening in class: selections from Claude Lanzmann, "Shoah" (1985)
- Apr. 14 Who Knew What When?
Due in class: Newspaper Research assignment
- Apr. 16 Survivor Testimonies from the DP Camps
Read: selections from Boder, *I Did Not Interview the Dead*, Intro plus chs. 1 and 4 [D2L]
- Apr. 21 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. 23 Two Auschwitz Albums
[view two photo albums online: see D2L for instructions]
Debate paper and final paper assignments posted on D2L
- Apr. 28 Lecture: Remembering the Holocaust: Memorials, Museums, and Holocaust Denial
- Apr. 30 Debate: Denial on Campus?
Read: Lipstadt, *Denying the Holocaust*, ch. 10: "The Battle for Campus" [D2L]
Due in class: debate paper
- May 5 No class (Prof. Crane at conference)
- May 13 Final paper due by 5pm in Dropbox and hard copy in Prof. Crane's mailbox, Dept. of History office, Chavez 419N

D2L Reading Assignments (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).

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 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 assigned reading 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.

- Although you do not have room for a summary of the reading assignment, your goal is to demonstrate that you understood its scope and main themes while also articulating your own understanding of its significance. Organize your thoughts into one or two paragraphs -- don't just fill up a page because you have been assigned to write "one page."
- 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, or to connect to an issue discussed in class. It's ok to ask a question about what you didn't understand or use a question to introduce your analysis.
- 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. You could refer to several key terms or main themes in a single sentence to demonstrate your understanding.
- Use brief quotes or terms from the text as examples or evidence to support a point. Because I have assigned the text, you do not need to provide bibliography or do any additional research. You may cite your sources either as (author, page) at the end of the sentence, or with endnotes (on a second page, if necessary). For example:

Bergen challenges stereotypes about the significance of the Versailles Treaty for ordinary Germans (Bergen, p. 26).

**Always refer to the author by name (last name is sufficient) to give them credit for unique contributions to your knowledge. A weaker analysis would fail to credit the author: "In the reading it says..."

**If you can't resist the lure of the internet or believe it is essential to your argument to refer to sources beyond this syllabus, YOU MUST CITE your source in an endnote. You are expected to keep your focus on the assigned reading.

- You have my permission to write in the first person voice IF AND ONLY IF doing so adds a compelling point to your analysis.
- Yes, it's possible to write just one page about an entire chapter and focus your thoughts into a coherent analysis. Still have concerns? See me for a rough draft review.

EXAMS

Both exams have identical formats. You will be asked to provide handwritten answers in blue books to identification questions and short answer prompts, during an in-class exam.

After we have discussed each assigned reading, I will provide exam review questions (ID's and one-paragraph, short answer questions) for that assignment on D2L. The exam questions will be selected from the review questions.

**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 short answer questions) 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 learning 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>