

Spring 2011
 Dr. Heikki Lempa
 HIST 220
 MW: 2:35-3:45
 COMEN 305

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 MW: 3:45-4:45
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THE HOLOCAUST

Objectives. This course discusses the persecution and mass killing of European Jews by Nazi Germany. We will explore antisemitism in historical context. We will explore the complexities of ultimate moral choices, in the context of a fundamental experience of the twentieth century, by asking why killers became killers, why victims became victims, and what the victims experienced, how they shaped their everyday life and how the gender differences influenced their experience. Finally, we will study how and why the outside world, the civilians and the foreign governments and intellectuals reacted or failed to react to the Holocaust.

Grading:

Paper	30%
Final	28%
Midterm	14%
Statements (11)	11%
Group Work	5%
Quizzes (2)	4%
Intro, outline, bibliography	2%
Basic Narrative	2%
Draft	2%
Comments	2%
Each absence after 2 nd	-1/4 of letter grade

Research Paper. To choose a topic, see me and consult pp. 245-258 of Bergen for further reading. If you know your topic, check with me for its appropriateness and feasibility. The length of the paper is 12-15 pages. The paper will be based on at least ten secondary sources (five books and five articles) of which **none can be an internet text** unless it is from J-STOR or Ebsco or a pdf-file of a printed text. Use footnotes in Chicago style and attach a bibliography sheet in Chicago style at the end. For more detailed instructions on the paper, see the guidelines at the end of this syllabus.

Statements. For each session designated with an (S) prepare a statement of at least 500 words discussing the various interpretations that pertain to the text(s) and the class topic. Your statement is a contribution to your group's effort to explain **why the Holocaust happened**. The statements have to be typed. The statements will be graded on pass/fail basis.

Group Work. The class will be divided in groups of five and you can choose your own group. In each discussion session you will continue your ongoing effort to explain **why the Holocaust occurred** by building on your work from previous discussion sessions. Each group provides a folder where you keep your individual statements and group reports. After each discussion session, I collect

the folders and evaluate your group work by assigning a tentative grade that can be changed until the last discussion session.

Exams. There are two quizzes, a midterm exam, and a final exam. The quiz will consist of six short identification questions on the preceding thematic sections. The midterm exam and final exam will consist of three parts. The first part tests your understanding of historical and ethical thinking. The second part will test your reading of the secondary texts and original documents by using short identification questions. The final part is an historical essay that tests your understanding of the content and your skills in creating an historical narrative in the same manner you write your paper and create your group project. All exams are cumulative. There will be no make-ups except in the case of **documented illness**.

Attendance Policy. You are allowed to be absent twice. After the second absence each individual absence will lower your overall grade by 1/4 of a letter grade unless you have a doctor's note or a written explanation from an athletics coach.

Electronic Devices Policy. You cannot use in class any electronic devices including, laptops, netbooks, cell phones or electronic games. Before the class starts **I collect all cell phones**—including mine—and put them to a place of your choice to make sure that we all—including me—concentrate on class discussion.

Support Policy for Students with Disabilities. Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.

Language Credit. In support of your engagement with foreign languages I will give extra credits up to 60% of a letter grade to those who, in their research papers, are willing to use texts written in any other language than English. Please see me to discuss the details of using those texts.

Books

- Bergen, Doris. *War and Genocide: A Concise History of the Holocaust*. Second Edition. Lanham: Rowman & Littlefield, 2009. ISBN-13: 978-0742557154
- David Cesarani, *Becoming Eichmann. Rethinking the Life, Crimes, and Trial of a "Desk Murderer"* (Cambridge, MA: Da Capo Press, 2007). ISBN-13: 978-0306815393
- Edward B. Westermann, *Hitler's Police Battalions. Enforcing Racial War in the East* (Lawrence, Kansas: University Press of Kansas: 2005). ISBN-13: 978-0700613717
- Isaacson, Judith. *Seed of Sarah. Memoirs of a Survivor*. Urbana: University of Illinois Press, 1991). ISBN-13: 978-0252062193

Text in Database

- Browning, Christopher R, "Daniel Goldhagen's Willing Executioners." *History & Memory* 8 (1996) No. 1, 88-108.
<https://ezproxy.moravian.edu:2043/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=afh&AN=7582567&site=ehost-live&scope=site>

Handouts

- Fleming, Gerald. "It is the Führer's Wish."
- Mommsen, Hans. "There Was No Führer Order."
- Rubinstein, William. "The Myth of Rescue."
- Phayer, Michael. "The Silence of Pope Pius XII."
- Laqueur, Walter. "The Failure to Understand."

Films

- Witnesses to the Holocaust. The Trial of Adolf Eichmann.
- Stanford Prison Experiment
- Warsaw Ghetto Uprising

SCHEDULE

Jan 17	Introduction
Part I: The Course of Events	
Jan 19	Jews, Gentiles, and the Traditions of Antisemitism/ Bergen, Ch. 1
Jan 24	Hitler, Party, and Nazi Ideology/ Bergen, Ch. 2. Quiz: Antisemitism and Hitler. Division into work groups.
Jan 26	Nazi Germany, 1933-38/ Bergen, Ch. 3. Quiz: Nazi Germany.
Jan 31	Increasing Aggression/ Bergen, Ch. 4
Feb 2	War against Poland/ Bergen, Ch. 5
Feb 7	War against Soviet Union/ Bergen, Ch. 6
Feb 9	Discussion: Functionalism or Intentionalism/ Fleming, Mommsen. Why did the Holocaust happen? Who is right? Mommsen or Fleming? Write a statement of 500 words. (S=Statement)
Feb 14	The Peak Years of Killing, 1942-43/ Bergen, Ch. 7.
Feb 16	Brutality until the End, 1944-45/ Bergen, Ch. 8. Due: Paper topic.
Feb 21	Midterm I
Part II: Explaining Killers' Behavior	
Feb 23	Discussion: Interpretations. Browning, "Daniel Goldhagen's Willing Executioners"/ Ebscohost; Westermann, "Introduction." (S)
Feb 28	Discussion: Making Nazi Mentality, 1918-1938. Westermann, 20-91. (S)
March 2	Discussion: SS. Westermann, 92-162. (S)

March 14	Discussion: Everyman as Killer. Westermann, 163-200/ Compare with Browning. (S)
March 16	Eichmann. Cesarani, "Introduction;" Film: Trial of Adolf Eichmann/ Due: Introduction, Outline, and Bibliography
March 21	Discussion: Making a Bureaucrat. Cesarani, 18-60. (S)
March 23	Discussion: Solutions to the Jewish Question. Cesarani, 61-116. (S)
March 28	Discussion: Managing Genocide. Cesarani, 117-199. (S)
March 30	Why do we comply?/ Stanford Prison Experiment/ Film. Due: Basic Narrative
Part III: Victims and Onlookers	
April 4	Discussion: Women's Experience/ Isaacson, 1-118. (S)
April 6	Resistance/ Bergen, Ch. 7. Due: Drafts
April 11	Discussion: Warsaw Ghetto Uprising/ Film; Bergen, Ch. 7.
April 13	Research Workshop. Due: Comments on Drafts.
April 18	Discussion: Bystanders/ Rubinstein, Phayer, Laqueur, 233-274. (S)
April 20	Aftermath/ Bergen, "Conclusion." Due: Papers.
April 27	Discussion: The Memory of the Holocaust in Germany/ Isaacson, 119-170. (S)
May 6	Final Exam: 8:30am, 305 Comenius Hall

Guidelines for Paper

I. Introduction, Outline, Bibliography

Your introduction, outline, and bibliography should three pages long.

1. Introduction

Formulate the thesis that you will defend in your paper. Formulate it in such a way that you can prove it, provide evidence to support it. Mention the main schools of thought pertaining to your topic. Shortly indicate the structure of your paper. The introduction should not be longer than a page and a half.

2. Outline

An outline gives the substantive structure of your paper and it shouldn't be longer than a page. Designate all major sections of your paper. Mention the thesis. Use key words the way I use them in my lecture notes. Do not use complete sentences.

3. Bibliography

Your bibliography should include your secondary sources that should follow the *Chicago Manual of*

Stule. Use the format a. if it is a book, format b. if it is an article, and format c. if it is a chapter in an edited collection of articles. Be meticulous in crafting your bibliography and remember that the author(s) should always be credited. If you use primary sources, list also them accordingly.

a. *A book written by an author or several authors (the title of a book is italicized):*

Machiavelli, Niccolo. *The Prince*. Cambridge: Penguin, 1981.

Hunt, Lynn and Thomas R. Martin. *The Challenge of the West: Peoples and Cultures from the Stone Age to 1640*. Lexington: D.C. Heath Company, 1995.

b. *An article in a journal, written by an author or several authors:*

Stearns, Peter N. and Carol Z. Stearns. "Emotionology: Clarifying the History of Emotions and Emotional Standards." *American Historical Review* 90 (1985): 815-20.

c. *A chapter in an edited book, written by an author or several authors:*

Pearson, Karl. "National Life from the Standpoint of Science." In *Sources of the Western Tradition*. Vol 2., *From the Renaissance to the Present*. Edited by Marvin Perry, Joseph Peden, and Theodor von Laue. Boston: Houghton Mifflin, 1999, 230-32.

II. Basic Narrative

Write a chronological, basic narrative (a story) of your topic. Think carefully which events, persons, and themes you include in your narrative, since this will be the foundation for your paper.

III. Draft

Take your introduction and basic narrative and add your discussion of historical interpretations. Your discussion should be throughout the paper, not only in the beginning. A draft should be at least ten (10) pages long and include all the parts of the final version of your paper. It should include footnotes (source references) to all used sources. Papers that do not include footnotes will not be commented—neither by the commentator nor me. I will comment on your drafts and assign a tentative grade after the commentators have done their work and after the Writing Workshop.

IV. Comments on Draft

1. Write a comment on the paper you will discuss in public discussion.
2. The length of the comment is one (1) page.
3. Pay attention to:
 - a. Clarity of the argument and/or question
 - i. Is the introduction good?
 - ii. Are the conclusions appropriate?
 - b. Use and analysis of sources
 - i. Is the analysis accurate?
 - ii. Is it compelling? Does it support the overall argument
 - iii. Is it sensitive to the text?
 - c. Style
 - i. Grammar
 - ii. Spelling
 - iii. Structure
 - iv. Use of language
4. Give short but specific advice how to improve

V. Final Version

Submit a folder including all the previous stages and versions of your work and the comments you received with the final version of your paper. The final version should fulfill all the formal requirements of an historical research paper as instructed in this syllabus. Use Chicago style including footnotes.

VI. General Guidelines for Paper

The length of your paper is 12 to 15 pages. A good paper has a structure as following:

The **beginning** of your paper is an important part of your study. First, you mention the argument that you will explore in your paper. Second, you introduce the most important schools of thought that pertain to your topic. Detailed discussion of these interpretations takes place only in the body. Finally, in two or three lines, you mention how you will proceed in your paper.

The **middle** is the bulk of your paper. Discuss systematically, in compact paragraphs, each of the main themes that you find essential for your argument. Contrast your own interpretation with other interpretations (those you already mentioned in the introduction). Be critical in reading the other interpretations and try to **disagree** with them as much as possible. Move on to support your disagreement and your own point by providing evidence that shows how your interpretation is better than the others. It does not matter if you cannot provide exhaustive evidence for your argument. But it matters that you disagree and develop your own argument. Finally, move to another point that you have chosen and discuss it accordingly.

The **conclusion** is an important section of your paper. You pull all the threads of your research together and tell your audience what are your findings. You can also make specific suggestions for further research.

Footnotes (Source References)

To guarantee that authors' rights are honored and that other scholars can control the originality, reliability, and truthfulness of your evidence historians use footnotes to refer to their sources. The first reference to any source gives the full bibliographic information of the source.¹ Any subsequent reference to the same source uses a shortened form like this.² See the examples at the bottom of this page.³ A footnote can also include a short commentary on the text it refers to.⁴ It is placed right after the sentence, "on the right side of a period and parenthesis as in this sentence."⁵ Most often the footnote is at the end of a paragraph.

¹Lynn Hunt and Thomas R. Martin, *The Challenge of the West: Peoples and Cultures from the Stone Age to 1640* (Lexington: D.C. Heath Company, 1995), 471.

²Pearson, "National Life," 230.

³Machiavelli, *The Prince*, 120.

⁴For a different interpretation, see Stearns and Stearns, "Emotionology," 810.

⁵Hunt, *Challenge*, 474.