

Spring 2014
 Dr. Heikki Lempa
 HIST 220
 MW: 1:10-2:20
 COMEN 305

Office: 307 Comenius Hall
 Email: hlempa@moravian.edu
 Tel. 861-1315
 Office hours: TR: 3:45-4:45
 MW: 3:30-4:30
 Or by Appointment

Web: <http://home.moravian.edu/public/hist/lempa.html>

HIST 220 (U2) 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%	Statements (7)	7%
Final Exam	17%	Group Project	5%
Midterm Exam	15%	Quizzes (2)	4%
Intro, outline, bibliography	4%		
Draft	4%		
Comments	4%		
Class Participation	10%		
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 and 267-270 of Niewyk for further reading. The length of the paper is 10-12 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. Since the writing of the paper has been divided into multiple steps I ask you to **submit all the previous stages of your paper with each submission.**

Statements. For each designated discussion session you will prepare a statement of at least 500 words discussing the interpretations of the assigned text(s). 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 Project. The class will be divided into groups of five and you can choose your own group. In each discussion session your group 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 group work. 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. Your individual contribution to the group project will be evaluated by the other group members. We

will use a confidential evaluation form.

Exams. There are two quizzes, a midterm exam, and a final exam. The quiz will consist of five short identification questions on the chapter indicated in the syllabus entry. 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 Ipad without my permission.

Support Policy for Students with Disabilities. Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

Late Policy

Late assignments will be penalized 5% for the first day late and 5% each day thereafter. Computer problems, printing problems, and zero printer balance are not valid reasons for lateness.

Books

- Bergen, Doris. *War and Genocide: A Concise History of the Holocaust*. Second Edition. Lanham: Rowman & Littlefield, 2009. ISBN-13: 978-0742557154
- Niewyk, Donald, ed. *The Holocaust. Problems and Perspectives of Interpretation*. Boston: Wadsworth, Cengage Learning, 2011.
- Isaacson, Judith. *Seed of Sarah. Memoirs of a Survivor*. Urbana: University of Illinois Press, 1991). ISBN-13: 978-0252062193

Films

- Witnesses to the Holocaust. The Trial of Adolf Eichmann.
- Stanford Prison Experiment
- Warsaw Ghetto Uprising
- Nicolas Winton: The Power of Good

SCHEDULE

Jan 13	Introduction
Part I: Surviving the Holocaust	
Jan 15	From Hungary to Auschwitz/ Isaacson, 1-65
Jan 22	Living the Holocaust/ Isaacson, 66-118
Part II: The Course of Events	
Jan 27	Antisemitism before Nazi Germany/ Bergen, Ch. 1
Jan 29	Adolf Hitler and Nazi Ideology/ Bergen, Ch. 2
Feb 3	Class cancelled
Feb 5	Nazi Germany, 1933-38/ Bergen, Ch. 3.
Feb 10	Increasing Aggression/ Bergen, Ch. 4.
Feb 12	War against Poland/ Bergen, Ch. 5. Quiz: Ch. 5
Feb 17	War against Soviet Union/ Bergen, Ch. 6. Quiz: Ch. 6
Feb 19	The Peak Years of Killing, 1942-43/ Bergen, Ch. 7.
Feb 24	Brutality until the End, 1944-45/ Bergen, Ch. 8. Due: Paper topic.
Feb 26	Midterm
Part II: Explaining Killers' Behavior	
March 10	Discussion: Explaining the Origins of the Holocaust/ Niewyk, Ch. 1. Due: Statement
March 12	Why do we comply? Stanford Prison Experiment/ Film.
March 17	Discussion: The Motivations of the Killers/ Niewyk, Ch. 2. Due: Statement
Part III: Explaining Victims' Behavior	
March 19	Being a Holocaust Victim. Due: Introduction, Outline, and Bibliography
March 24	Discussion: The Victims' Experiences/ Niewyk, Ch. 3. Due: Statement
March 26	Warsaw Ghetto Uprising/ Film
March 31	Discussion: The Problem of Resistance/ Niewyk, Ch. 4. Due: Statement
Part IV: Bystanders	

April 2	Discussion: Bystander Reactions/ Niewyk, Ch. 5. Due: Statement
April 7	The Power of Good: Kindertransport/ Film. Due: Drafts
April 9	Research Workshop. Due: Comments on Drafts.
April 14	Discussion: The Possibility of Rescue/ Niewyk, Ch. 6. Due: Statement
April 16	Discussion: The Memory of the Holocaust in Germany/ Isaacson, 119-170. Due: Statement
April 23	Review for the Final Exam. Due: Papers.
April 28	Final Exam. 1:30pm/ 305 Comenius Hall

Guidelines for Paper

I. Introduction, Outline, Bibliography

Your introduction, outline, and bibliography should be 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 at least three competing interpretations 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 Style*. 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. Do not use any primary sources (autobiographies, letters etc.).

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. 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.

III. 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? Does it include all required components?
 - 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

IV. Final Version

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

V. General Guidelines for Paper

The length of your paper is 10 to 12 pages. A good paper has a structure as following:

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

The **body** is the bulk of your paper. It should be organized as a narrative. A convenient way of organizing the text is to insert your discussion of competing interpretations into the beginning of each section of your paper. Contrast your own interpretation with other interpretations (those you already mentioned in the introduction). Be critical in reading the other interpretations. The following narrative part is then a support to your own interpretation.

The **conclusion** is an important section of your paper. Pull all the threads of your research together and tell your audience what your findings are.

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

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.

6

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.

²Pearson, “National Life,” 230.

³Machiavelli, *The Prince*, 120.

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

⁵Hunt, *Challenge*, 474.