

Fall 2015
Dr. Heikki Lempa
HIST 220
TR: 1:10-2:20
COMEN 307

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Office hours: T: 3:45-4:30
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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%
Final Exam	17%
Midterm Exam	15%
Quizzes (2)	4%
Statements (7)	7%
Group Project	5%
Introduction	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 Bergen and 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 quizzes 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 a 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. The policy of using electronic devices will be decided collectively in the beginning of the term.

Support Policy for Students with Disabilities. Students who wish to request accommodations in this class for a disability should contact the Academic Support Center located on the lower level of Monocacy Hall, or by calling 610-861-1410. 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

Sept 1	Introduction
Part I: Surviving the Holocaust	
Sept 3	From Hungary to Auschwitz/ Isaacson, 1-65
Sept 8	Living the Holocaust/ Isaacson, 66-118
Part II: The Course of Events	
Sept 10	Antisemitism before Nazi Germany/ Bergen, Ch. 1
Sept 15	Adolf Hitler and Nazi Ideology/ Bergen, Ch. 2
Sept 17	Nazi Germany, 1933-38/ Bergen, Ch. 3.
Sept 22	Increasing Aggression/ Bergen, Ch. 4.
Sept 24	War against Poland/ Bergen, Ch. 5. Quiz: Ch. 5
Sept 29	War against Soviet Union/ Bergen, Ch. 6. Quiz: Ch. 6
Oct 1	Canceled/ GSA conference
Oct 6	The Peak Years of Killing, 1942-43/ Bergen, Ch. 7.
Oct 8	Brutality until the End, 1944-45/ Bergen, Ch. 8. Due: Paper topic.
Oct 15	Midterm
Part II: Explaining Killers' Behavior	
Oct 20	Discussion: Explaining the Origins of the Holocaust/ Niewyk, Ch. 1. Due: Statement
Oct 22	Why do we comply? Stanford Prison Experiment/ Film.
Oct 27	Discussion: The Motivations of the Killers/ Niewyk, Ch. 2. Due: Statement
Part III: Explaining Victims' Behavior	
Oct 29	Being a Holocaust Victim. Due: Introduction, Outline, and Bibliography
Nov 3	Discussion: The Victims' Experiences/ Niewyk, Ch. 3. Due: Statement
Nov 5	Warsaw Ghetto Uprising/ Film
Nov 10	Discussion: The Problem of Resistance/ Niewyk, Ch. 4. Due: Statement
Part IV: Bystanders	

Nov 12	Discussion: The Holocaust and the Germans/ Isaacson, 119-170. Due: Statement
Nov 17	The Power of Good: Kindertransport/ Film. Due: Drafts
Nov 19	Research and Writing Workshop. Due: Comments on Drafts.
Nov 24	Discussion: Bystander Reactions/ Niewyk, Ch. 5. Due: Statement
Dec 1	Discussion: The Possibility of Rescue/ Niewyk, Ch. 6. Due: Statement
Part V: Why the Holocaust Happened?	
Dec 3	Adolf Eichmann: The Banality of Evil/ Film
Dec 8	Review of Group Work: Why the Holocaust Happened?
Dec 10	Review for the Final Exam. Due: Papers.
Dec 18	Final Exam. 8:30pm/ 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 and 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 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.