

Readings on the Nazi Holocaust and Genocide **SYLLABUS**

Course Theme: Bystanders as Beneficiaries and Observers

COURSE DESCRIPTION

- This course is designed for students who are concurrently enrolled in Hist 133D or have substantial knowledge of the Nazi Holocaust, 20th century (German) history, and/or theories of genocide.
- **This is an intensive reading course:** Everyone will read 200-300 text pages per week, in seven scholarly and memoir works about the Nazi Holocaust and other genocides.
Each week I expect you to devote 3 or 4 blocks of 3 hours each (i.e. 9-12 hours total) to course readings and assignments. This means: phone in another room, pen and paper in hand!
- **Learning goals:** practicing skills used in historical research: interpreting primary sources, assessing secondary works, formulating research questions, and reporting orally and in writing about one's findings.

REQUIREMENTS

1. Regular, active **participation** in class discussion, which counts for 1/3 of the final grade. Grading for each session is on a 5 point scale. You really *must* participate in class discussion!
2. There are seven discussion meetings during the quarter. For one topic, students will conduct *and present* additional background research. During the other six sessions, students will submit either a short paper (3x), or a set of questions (4x). (Note: the lowest score will be dropped.)
 - The **research presentation** to the class related to one of the weekly topics counts for 10%. Students presenting their research must also submit a set of questions on the topic they present.
 - a) The **3 short papers**, about 500 words (two 1.5-spaced, typed pages) in length, about a suggested topic or one that strikes you during the reading. Personal reflections may be included, but they must be integrated into a coherent and thoughtful engagement with the book. You should be sure to *state a question* and *use specific examples* as evidence to formulate a thesis about it. These papers are due on **Sundays by midnight**, on Gauchospace. Each is worth 5% of your final grade.
 - b) The **4 sets of ca. 10 questions** are also based on the weekly readings. A few questions may address specific points that you don't understand; others will start with a paraphrase or quotation (with page citation) from the book and aim at broader issues raised by that passage, which we can discuss in class. They must be spread relatively evenly from throughout the book (not just on the first few chapters). These are also due on **Sundays by midnight** on Gauchospace. Each question set is also worth 5% of the final grade.
3. A 6-8 page paper plus annotated source list on the topic of your presentation. A draft is due *before* your presentation, the final version at the latest March 17 at 4pm. (20% of final grade)
4. An **oral final examination**. Groups of 2-3 students will meet with the professor for 15-20 minutes each to discuss what they have learned from the course readings. (10%; no written final examination.)

COMPONENTS OF GRADE:

discussion: 6x5%=30%; papers & questions: 6x5%=30%; presentation: 10%; paper: 20%; final: 10%.

REQUIRED BOOKS (in the order we will read them)

1. Art Spiegelman, *Maus: A Survivor's Tale*, vols. 1 & 2 (Pantheon, 1986, 1991), 159+136 comic pages.
2. Sven Lindqvist, *Exterminate All the Brutes: One Man's Odyssey* (New Press, 1992[96]), 172 pages.
3. Lisa Pine, *Debating Genocide* (Bloomsbury, 2019), 173 pages.
4. Patrick Desbois, *The Holocaust by Bullets: A Priest's Journey to Uncover...* (Palgrave, 2008), 213 pages.
5. Jan Gross, *Golden Harvest: Events at the Periphery of the Holocaust* (Oxford, 2012), 124 pages.
6. Francine Prose, *Anne Frank: The Book, the Life, the Afterlife* (HarperCollins, 2009), 277 pages.

Hist 133Q, Winter 2020

Schedule of Topics

I. Jan. 6	Introduction	Presenters:
II Jan. 13	<i>Maus: A Survivor's Tale, vols. I & II</i> by Art Spiegelman (1986, 1991), graphic (comic) format A son's memoir in comic book form about his Holocaust survivor father. →What are Vladek's views of human nature? Who "comes first"?	_____ Desert
III Jan. 20	No Class: Dr. Martin Luther King, Jr. Day	
IV Jan. 27	<i>Exterminate All the Brutes: One Man's Odyssey ...</i> by Sven Lindqvist (1996, [1992]), 172 pages. An autobiographical inquiry into the origins of European genocide. →What factors predispose(d) "Western Civilizations" to act genocidally?	_____ Andrew S.
V Feb. 3	<i>Debating Genocide (Debates in World History)</i> by Lisa Pine (2019), Intro & chaps 1-4, pages 1-87. An overview of the field of Genocide Studies, with case studies. →Discuss the issues about genocide that scholars try to resolve.	_____ Emily _____ Sonya
VI Feb. 10	<i>The Holocaust by Bullets: A Priest's Journey to Uncover the Truth...</i> by Father Patrick Desbois (2008), 213 pages Interviews of Polish bystanders reveal the dirty reality of genocide. →How do bystanders contribute to the implementation of mass murder?	_____ Catie _____ Desert
VII Feb. 17	No Class, Presidents' Day	
VIII Feb. 24	<i>Golden Harvest: Events at the Periphery of the Holocaust</i> by Jan Tomasz and Irena Gross (2012), 124 pages Examines the role of economic plunder in the commission of genocide. →How do economic factors foster the implementation of genocide?	_____ Harrison _____ Diana
IX Mar. 2	<i>Anne Frank: The Book, the Life, the Afterlife</i> by Francine Prose (2009), 277 pages Shows how Anne turned her diary into a book, and its reception. →What lessons do readers learn from The Diary of Anne Frank?	_____ Daniel
X Mar. 9	<i>Debating Genocide</i> by Lisa Pine (2019), chapters 5-9 and conclusion, pages 89-173. Cases of genocides since the 1970s. →What new issues have arisen in cases of genocide since the 1970s?	_____ Rachel
Mar. 17	Tuesday, 4-7pm & tba: oral final exams (20 min. each), HSSB 4222	

- **Plagiarism**—presenting someone else's work as your own, or deliberately failing to credit or attribute the work upon which you draw (including materials found on the web)—is a serious academic offense, punishable by dismissal from the university. It hurts the one who commits it most of all, by cheating them out of an education. Offenses will be reported to the appropriate university authorities for disciplinary action.
- **Students facing difficulties (of any kind):** I want to help you to succeed in this course, so please let me know if you have circumstances that may affect your performance. You may request exceptions to policies.