

HIS 396 The Holocaust: History and Memory
Fall 2019
TR 11am-12:20pm
Popplewell 102

Professor: Dr. Emily R. Gioielli

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Office: Popplewell 114a

Office hours:

- MW: 1-2:30pm
- T/R: 9am-10am
- By appointment

Course Introduction and Learning Goals

What was the Holocaust? How does understanding of the Holocaust change over time? What role does the Holocaust play in our lives today? This course will cover the history of the Holocaust as well as explore the development of Holocaust memory and how it shapes the contemporary world.

It will examine a number of core issues and themes such as the emergence of modern Anti-Semitism, legal policies intended to exclude Jews from public life; the role of the war in the extermination of Jews and other peoples classified as “undesirable”. We will also spend time exploring the historical development of Holocaust memory and delve into the ethical questions raised when we study violence in general, and the Holocaust in particular.

The goals of this course are multiple: to provide you with knowledge of important issues in the study of the genocide of European Jews from 1933-1945; to explore the history of how the holocaust became The Holocaust (with a capital H); and to help you build skills in analysis, argumentation, oral presentation skills, and clear and persuasive writing skills, using a variety of sources including memoirs, films, oral testimony, legal depositions, laws, speeches, etc. At the end of the course you will have a strong knowledge of many of the key issues and debates within Holocaust history and genocide studies.

In this course you will:

- A) Grow your knowledge in the history of the Holocaust
- B) Critically analyze primary and secondary sources that present multiple perspectives on the past;
- C) Develop skills in historiography;
- D) Advance your knowledge of history as an academic discipline;
- E) Develop academic writing skills and general college “survival” skills you can use throughout your career.

Required Readings*:

- 1) Doris Bergen, *War and Genocide: A Concise History of the Holocaust* (3rd Edition); ISBN: 978-1442242289
- 2) Chil Rajkman, *The Last Jew of Treblinka: A Memoir*, ISBN: 978-1605983424
- 3) Annette Wieviorka, *The Era of the Witness*, ISBN: 978-0801473166
- 4) Jan Gross, *Neighbors*, ISBN: 978-0142002407
- 5) Christopher Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*, ISBN: 9780062303028

2) Sources available on Canvas. These must be printed out and brought to class on days they are listed on the syllabus.

**All readings and course materials are required and are due on the day they are listed under in the syllabus. I reserve the right to alter readings as necessary.*

Assignments

<u>Requirements:</u>	<u>Date</u>	<u>% of Final Grade</u>
Course Engagement and Attendance	Throughout semester	25%
Holocaust Narrative Assignment x2	3 September/10 December	35%
Interview	15 October	10%
Memorial, Monument, Museum Presentation	21 November	10%
Critical Analysis of Testimony	3 December	20%

Explanation of Assignments

Attendance and Contribution (25%)

For this class to be successful and for you to obtain advanced education in history, attending class is simply not enough. You are responsible for attending class; however, you also need to be properly prepared so you can contribute to the class each day we meet. This includes reading or viewing the materials assigned for the day and bringing necessary materials to class. You also need to be taking notes, participating in class and small group discussions, and turning things in on time. There may also be short writing reflections and this will be included in the contribution grade.³

The classical formula for workload in college is 3 hours of work for every hour spent in class (i.e. a 3 hour course = 9 hours of prep a week). Historians read and write—a lot; it's one of the main things we do, so much of our discussions will come from reading you will need to complete before class. Make sure to budget your time. You will notice that there are guides to help you navigate the textbook. These are not required; they are intended to help you get through the reading efficiently, and prepare you to take part in our discussions and in-class exercises on historical analysis and methodology.

Holocaust Narrative (35%)

The focus of this course will be on how people tell the history of Holocaust. The first part of this assignment is to get a sense of what we as a class “know” about the Holocaust; how you might tell someone else the history of the Holocaust (the narrative); and where we get our information (books, films, TV shows, speakers, etc.) This does NOT require any outside research or reading.

The final assignment of the course will be a revision of your original paper to think about how our work in the class has shaped that narrative. **NCSS Themes: 1-10*

Interview and Education Project (10%)

You will need to interview a high school history teacher about their methods for teaching students about the Holocaust and write up the results of that interview. Instructions will follow. **NCSS Themes: 1-10*

Critical Analysis of Oral Testimony (20%)

An analytic essay for 4–5 pages (1200-1500 words) on an oral testimony taken from the Visual History Archives of the USC Shoah Foundation. (Instructions to follow) *Themes: 1-10*

Monument, Memorial Presentation (10%)

A 5–7 minute analytic presentation on a memorial or monument to the Holocaust that addresses the historical, aesthetic, and political dimensions of the object under analysis. Instructions to follow. *Themes: 1-10*

Grading Scale*

100-90 = A

89-80 = B

79-70 = C

69-60 = D

59-0 = F

While this course adheres to the University’s grading structure for final grades, I will use pluses and minuses in grading your assignments, so as to provide you with a better idea of your progress throughout the class.

Grading Criteria

- "A" = An "A" indicates an outstanding performance in the course. It shows originality, mastery of the material and themes of the course.
- "B" = A "B" indicates solid grounding in the material. However, work may be lacking in originality and also some confusion of course material.

- "C" = A "C" indicates some problems in terms of understanding course material and written assignments. These may include misreading or misinterpreting course materials, lack of originality, vagueness in writing, asserting positions without supporting evidence from course materials or appropriate scholarly sources.
- "D" = A "D" is a more intense version of the "C" paper.
- "F" = An extreme version of the "D." An "F" may also be the result of plagiarism (making use of shape, form, or content of another's work without citing it).

Late Work Policy

Deadlines are taken seriously in this course, as you can only be an engaged participant in the class by completing the work on time. Any in-class work you miss may not be made up. Other assignments such as writing exercises and tests will receive reduced grades when turned in late.

Communication

I will be available in my office during the hours listed on the first page of the syllabus. You can make an appointment for a specific time or simply "drop in". If you are unable to meet during the posted office hours, please contact me via [email](#) to make an appointment for another time.

I will respond to email within 24 hours of receipt, Monday through Friday between 9am–5pm. Please use appropriate professional email etiquette when sending correspondence.

Attendance: University Statement

"Missouri Western State University has the expectation that students should be active participants in their coursework. Regular class attendance is considered a key element of participation and an essential part of the educational experience." (MWSU Student Handbook)

Attendance: Course Statement

Attendance is necessary for you to succeed in this course. You are expected to attend every class, arrive on time, and be prepared to take notes and participate in class discussions. You may miss up to two (2) classes with no direct penalty. Every absence beyond two will result in a reduction of your final grade. I will pass around an attendance sheet to sign during each class period. You are responsible for signing the sheet. I do not make distinctions between excused and unexcused absences.

Please note that the classroom door will be closed at 11:05am. If you come later than that you will not be able to enter the classroom.

If you are involved in athletics or another university-sponsored activity, or have health issues, or a prolonged absence planned that may cause you problems attending class on time, see me ASAP.

Classroom Behavior Guidelines

- You may not text, email, or receive phone calls during class. You need to stow away your phones for the duration of the class.
- You may not wear headphones during class.
- No laptops or e-readers are to be used during class unless medically necessary. This is to prevent you and other students from becoming distracted. It is also shown that note-taking by hand improves learning and retention of material.
- I expect all students to come to class on time, act professionally, and treat each other and the professor with respect.
- The classroom door will be closed at 11:05am. If you come later than that you may not gain entry.
- See the Student Handbook section concerning Student Code of Conduct for additional details.

Academic Honesty, Due Process, and Grade Appeal

- “Academic honesty is required in all academic endeavors. Violations of academic honesty include any instance of plagiarism, cheating, seeking credit for another’s work, falsifying documents or academic records, or any other fraudulent classroom activity.” (MWSU Student Handbook)
- “Violations of academic honesty may result in a failing grade on the assignment, failure in the course, or expulsion from school. When a student’s grade has been affected, violations of academic honesty will be reported to the Provost or the designated representative.” (MWSU Student Handbook)
- For more details concerning Departmental Grade Appeal Procedure, see “GRADE APPEAL PROCEDURE MATERIALS” which is filed in Popplewell 115.
- For more details see <https://www.missouriwestern.edu/studentaffairs/wp-content/uploads/sites/292/2014/02/StudentHandbook2016.pdf>.
- For information about Academic Regulations and Standards Committee, go to <https://www.missouriwestern.edu/facsenate/academic-regulations/>.

Students with Disabilities

Students seeking accommodations must first provide documentation of needed accommodations to the Accessibility Resource Center (ARC) located in Eder Hall, Suite 203. Once accommodations have been approved by the ARC, students are responsible for notifying their instructors of those accommodations and providing appropriate paperwork. This should be done within the first two weeks of classes. Accommodations are not retroactive.

A Note on Harassment, Discrimination and Sexual Misconduct

Consistent with its mission, Missouri Western seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and University policy prohibit harassment, discrimination and sexual misconduct. Missouri Western encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to someone from the Campus and Local Resources list found in the Student Handbook about what happened so they can get the support they need and Missouri Western can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Missouri Western is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, see the MWSU sexual-misconduct policy

Students have received information via email regarding training regarding Title IX. Student employees may have additional required training. Please follow the link in the email sent to your MWSU student account to complete the training. Students who do not complete the training will receive a hold on their account, prohibiting future semester enrollment until the training is complete. These training courses will ensure that all students are appropriately educated about these important regulations.

Classroom Recording Policy

The course materials that I author, including, but not limited to, PowerPoint slides, Panopto recordings, Canvas screen shots, class hand-outs, web-based and social media content, and course syllabi, are my intellectual property and are protected by copyright law. Students in the course may download and make copies of my course materials for the course student's own use.

Students are not allowed to record course proceedings, publicly reproduce or distribute these materials or enable others to do so without my express written consent. Failure to comply with this direction may constitute a violation of the Student Code of Conduct as outlined in the Student Handbook and result in disciplinary action by the University.

Inclement Weather and Illness Policy

In the event that the instructor is unable to make it to a scheduled class session, you will be notified through your university email account and Canvas, when possible. The email will contain instructions for what you are to do in lieu of coming to class that day.

External Assistance

Success in college is not just about learning the material, but learning how to learn. Especially in your first two years, you should be developing skills in studying, critical thinking and communication that will help you in college and life. If you are having problems with this class, please come see me. However, there are additional resources available to offer assistance. The Center for Academic Support is located in Hearnes Library. For more information regarding the services the CAS offers see: <https://www.missouriwestern.edu/cas/>.

Meeting Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students, 226 Blum Student Union, for a list of resources and support.

The Campus Cupboard is a free resource with pantry and hygiene items, located at 214 Blum Student Union. The pantry is typically open Tuesdays and Thursdays from 2-4 pm and by appointment. You can stop by the Vice President for Student Affairs Office, Blum 228, or contact the Dean of Students, grimes@missouriwestern.edu with questions or concerns. Furthermore, please notify the professor if you are comfortable in doing so. This will enable him/her to provide any resources that he/she may possess.

COURSE SCHEDULE

I reserve the right to change this schedule.

UNIT ONE: THE HOLOCAUST AS HISTORY

WEEK ONE: **Antecedents and the Interwar**

27 August: **Introduction**

Watch:

“This is Your Life” (in Class)

29 August: **Antisemitism in Europe before the Holocaust**

Read:

Doris Bergen, *War and Genocide*, Introduction and Chpt. 1
Eduard Drumont, from *Jewish France* (Canvas)

Listen:

“Before it had a name” (Canvas)

WEEK TWO: **The Rise of the Third Reich**

3 September: **Who were the Nazis and what did they believe?**

Read:

Doris Bergen, *War and Genocide*, Chpt. 2
Adolf Hitler, excerpts from *Mein Kampf* (Canvas)

Assignment:

Holocaust Narrative Essay #1 (Googledoc)

5 September: **National Socialist Revolution**

Read:

Marion Kaplan, *Between Dignity and Despair*, 17-50; 62-74; 94-119 (Canvas)
Doris Bergen, *War and Genocide*, Chpt. 3 (Canvas)

WEEK THREE: **Innovation, Experimentation, and Expansion**

10 September: **1938-39**

Read:

Doris Bergen, *War and Genocide*, Chpt. 4 & 5

12 September: **1940-41**

Read:

Doris Bergen, *War and Genocide*, chpt. 6

WEEK FOUR: Expansion and War

17 September: The Peak

Read:

Doris Bergen, *War and Genocide*, chpt. 7 & 8

19 September: Death Throes

Read:

Doris Bergen, *War and Genocide*, chpt. 9

WEEK FIVE: The Aftermath

24 September: Anti-Jewish Violence after the Holocaust

Read:

David Engel, "Patterns of Anti-Jewish Violence in Poland, 1944-1946", *Yad Vashem Studies*, vol. XXVI (1998), p. 43-85 (Canvas)

UNIT TWO: SOURCES AND DEBATES

26 September: **Perpetrators; Class begins after conclusion of Convocation**

Read:

Christopher Browning, *Ordinary Men*

Wendy Lower, excerpts from *Hitler's Furies* (Canvas)

Daniel J. Goldhagen, *Hitler's Willing Executioners: Ordinary Germans and the Holocaust*, 3-24 (Canvas)

WEEK SIX: Off-Campus Holocaust Education; Class does not meet in-person

1 October: **Teaching the Holocaust**

Assignment:

Interview of secondary school teacher

3 October: **Reading Day**

Read:

Jan Gross, *Neighbors*

WEEK SEVEN: Local Dynamics and Local Controversies

8 October: **Neighbors**

Read:

Jan Gross, *Neighbors*
Excerpts from the Neighbors Respond
Assorted articles on “Holocaust Law” in Poland

10 October: **Guest Speaker, Prof. Leslie Waters**

Read:

TBA

WEEK EIGHT: Geographies of Genocide

15 October: **Ghettos**

Read:

Christopher Browning, “Jewish Workers in Poland: Self-Maintenance, Exploitation, Destruction” (Canvas)
Dan Diner, “Why the Jewish Councils Cooperated” (Canvas)

Assignment:

Interview Write-up due (Google Doc)

17 October: **Camps**

Read:

Chil Rajchman, *The Last Jew of Treblinka*

WEEK NINE: Holocaust Survivor Testimony Project Research; Class does not meet

22 October: **How it Happened**

Read:

Annette Wieworka, *The Era of the Witness* (Canvas)

24 October: **Introduction to the Shoah Project** (See Week Nine Module on Canvas)

Read:

Annette Wieworka, *The Era of the Witness* (Canvas)

WEEK TEN: Agency and Ethical Choices

29 October: **Resistance**

Read:

Richard Middleton-Kaplan: “The Myth of Jewish Passivity” (Canvas)

31 October: **Moral Choices**

Read:

Jan Grabowski, "Rural Society and the Jews in Hiding" (Canvas)

Nechama Tec, "Righteous Gentiles" (Canvas)

Primo Levi, "The Grey Zone" (Canvas)

WEEK ELEVEN: **Agency**

5 November: **Gender and Sexuality**

Read:

Anna Hajkova, "Sexual Barter in Times of Genocide" (Canvas)

REPRESENTING THE (LESSONS OF THE) HOLOCAUST

7 November: **Film**

View:

Shop on Main Street (Library)

WEEK TWELVE: **Holocaust in/on Film**

12 November: **Cinema**

Discuss:

Shop on Main Street

14 November: **Photographs**

Read:

Peter Pastor, "Photographs as Historic Documents: An Examination of Two of Evgenii Khaldei's Budapest Photos" (Canvas)

Bring In:

Image

WEEK THIRTEEN: **Museums, Monuments, Memorials**

19 November: **Museums, Monuments, Memorials**

Read:

Dan Stone, "Memory, Memorials and Museums" (Canvas)

Asst. Essays from Cultures of History (<http://www.cultures-of-history.uni-jena.de/>)

21 November: **Museums, Monuments, Memorials**

Assignment:

Presentation on Holocaust memorial/monument/museum

WEEK FOURTEEN: **The Era of the Witness**

3 December: **Witness Testimony**

Discuss:

Survivor Testimony Analysis

Assignment:

Critical Analysis of Survivor Testimony (Google Doc)

5 December: **Holocaust and Social Media**

Discuss:

Anne Frank on Facebook

Anne Frank Unbound on Facebook

St. Louis Manifest on Twitter

USHMM on Instagram

•Jason Francisco, "The Selfie and the Monument: Shahak Shapira's Yolocaust" LA Review of Books, Feb 13, 2017

YOLOCAUST

Dewey, Caitlin. 2014. "The Other Side of the Infamous Auschwitz Selfie," The Washington Post, July 22, 2014.

Lilit Marcus, "#Holocaust selfies are inevitable if you turn solemn sites into tourist traps," The Guardian, October 9, 2014

The Holocaust on Instagram (The story of Éva Heyman)

FINAL EXAM TIME:

Tuesday, 10 December 11:30am–1:30pm