The Holocaust
HIST 4342
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Office Hours: by appointment, M-T-W 2:00pm-3:00pm

Course Description

Examines the Holocaust by exploring the role of racism and anti-Semitism, the rise of and policies of the Nazi regime, Jewish responses and resistance, the role of war in the deportation and genocide of European Jews, and consequences of memory of this event for European culture.

Course Outline

The Holocaust is the name given to the event that killed over 6 million Jewish men, women, and children from all across Europe, from 1939 to 1944. After the liberation of Nazi concentration camps in 1944, European Jewry—which had been the largest in the world—was almost wiped out, and 7 million people needed resettlement and return to their home countries. The Nazi enterprise of mass murder did not suddenly emerge. We will examine what allowed this event to take place politically, culturally, and intellectually; how it affected European Jewry and how Jews in Western and Eastern Europe experienced and resisted persecution, segregation, ghettoization, and deportation. In the process of learning and understanding, we will ask how we—as citizens can provide an adequate ethical commitment to the memory of an event many have called “beyond the human imagination.” How can we do justice to survivors' experiences? How do we remain historically “accurate” or “faithful?”

Student Learning Outcomes:

Remember:
- information & knowledge about the past (by reading & taking notes on historical studies and original sources)

Understand & Analyze:
- read and analyze original sources (documents from the past)

Analyze & Evaluate:
- learn to develop historical interpretations (by discussing the readings in class)

Create:
- write critically and historically in a wide range of assignments (in argumentative essays and a film review which examines the content and themes of the film).
By the end of the course, we hope to have:
- grasped the significance of the Holocaust as a historical event and its implication in thinking about genocide
- understood the meaning of racial antisemitism and the Nazi extermination project
- reflected on issues of violence, exclusion, and ethics

Course Readings:

Marion Kaplan, *Between Dignity & Despair: Jewish Life in Nazi Germany* (1999)
Other readings will be made available as photocopies on reserve at the library.

Films and film extracts will be shown:
Leni Riefenstal, *The Triumph of the Will* (1936)

Course Expectations and Guidelines:

Class participation:
PARTICIPATION IN CLASS IS CRUCIAL.
We will have small and large-group class discussion. Engaging with the material, being prepared for class and participating in class are essential for productive discussions: you will be expected to have done the reading.
You are expected to bring the reading to class (textbook, book, online document): you will be assessed for your participation: you will be expected to make substantial class contributions during our discussions. If large class discussions are intimidating, we will have opportunity for smaller group discussion.
Participation must include:
- evidence of reading done
- comments in class offering thoughts & analysis of the material
- making connections with issues brought up in lectures and during class discussion.

*** do not be afraid to ask questions in class, if you need clarification, or want more insights or information. That also constitutes participation as it shows you are actively engaged in issues raised by the readings.
The classroom should be a pleasant, exciting, and rewarding experience:
Students are expected to be respectful of each other in demeanor, tone, and behavior.
Rude or inconsiderate behavior and remarks will not be tolerated.
Please turn off your cell phones BEFORE CLASS.
Please do not send text messages, check or use your phones DURING CLASS.
If students engage in ANY of the above, I will ask you to leave class and this may affect your participation grade.

Students are expected to come to class on time: this is a sign of respect towards your peers and myself.
Any substantial lateness will be counted as an absence—unless documented or justified.
If you anticipate being late on a regular basis (because of work, family commitments, etc.), please come and inform me at the beginning of class.

Class Attendance:
Students are expected to attend ALL class sessions: attendance is part of your participation grade.
If you expect to be absent on a regular basis, I advise you to drop the class.
Students are allowed ONE UNJUSTIFIED ABSENCE.
More than one unjustified absence will result in an F for your participation grade (remember that this will affect in-class writing which is also assessed)
All absences must be documented in order to be justified.

It is your responsibility to make sure you keep up with the work done when absent.
Please be aware that irregular attendance usually makes it difficult to do well in this class.
If you cannot come to class, or will be unprepared due to unforeseen events, it is best to contact me as soon and early as possible, preferably by email.
A policy of honesty is usually the wisest in communicating with me.

Academic Affairs:

Disability: The Americans with Disability Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office: (361) 825-5816, or go and visit the office: Driftwood 101.
**Academic Dishonesty:**
There will be a no-tolerance policy on cheating or plagiarism. Plagiarism is the “UNCREDITED USE (INTENTIONAL OR UNINTENTIONAL) OF SOMEONE ELSE’S WORDS OR IDEAS.” (http://owl.english.purdue.edu/owl/resource/589/01). Using a word, a group of words, a sentence structure, ideas without giving proper credit to the original author constitutes plagiarism. Any instance of plagiarism will result in an automatic F for the work involved and, depending on the gravity, may earn you an F for the entire course. Please also refer to the Catalog, pp. 39-40, section on Academic Honesty and Integrity.

To avoid plagiarism: *always be safe rather than sorry!* Cite (provide quotation marks, citation in MLA, Turrabian, or Chicago format, provide citation even when you are paraphrasing or using an idea or information) anything you may use for your paper. For best practices, see: http://owl.english.purdue.edu/owl/resource/589/03/

**Note:** wikipedia does NOT constitute an academic source that you may use. Any credited or uncredited use of wikipedia will result in an F for the piece of writing.

**Academic Advising:**
Academic advisors are available to assist students with course selection, degree plans, and other academic matters. Each college has an academic advising center, staffed by full-time, professional advisors. In our college, the undergraduate advisor is Natasha Crawford (825-3466, Natasha.crawford@tamucc.edu). The graduate advisor is Rachelle Stanley (825-5896, Rachelle.stanley@tamucc.edu). Both are located on the second floor of Driftwood. Students who have yet to declare a major are advised by the Academic Advising Transition Center. For more information please call (361) 825-5931 or log on to http://www.tamucc.edu/~aac.

**Course Assignments:**

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<tr>
<th>Activity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
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<tr>
<td>Film Review</td>
<td>15%</td>
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<tr>
<td>In-class Writing *</td>
<td>20%</td>
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<tr>
<td>Essay #1</td>
<td>15%</td>
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<tr>
<td>Essay #2</td>
<td>30%</td>
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* You will have to regularly write in class: answer questions, provide summaries, respond to handouts, etc. Expect to write every day. This grade will be calculated as an average of all your graded in-class writing.
**Essays:**
You will be asked to write two historical essays responding to a particular question. In the essays, you should demonstrate:
- your ability to critically engage the readings
- use of both primary and secondary sources
- your ability to reflect on the issues discussed, and offer an original argument.

The final Essay will be a *research essay.*
Guidelines will be distributed and you will be expected to do research primarily from the following resource: [www.ushmm.org](http://www.ushmm.org), the website of the Washington DC Holocaust Museum

**Film review:**
You will be asked to write a short review of the film explaining how well it reflects and fictionalizes the issues we have discussed in class, including historical accuracy.

**Deadlines:**
Extensions will be granted at least 24 hours in advance.
Any late paper will be graded a full-letter grade down for every day late.
No paper will be accepted 4 days after the deadline, unless an extension has been arranged.
In trying to manage your time and work, a policy of honesty is usually the wisest in communicating with me.

**Grade Appeal:**
According to University guidelines, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal.
A student with a complaint is encouraged to first discuss the matter with the instructor—myself—first. If a resolution cannot be found at this level, the student should begin a Grade Appeal process. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.
Please refer to the Undergraduate Catalog 2008-09, pp. 36-37 for det
Course Outline for Summer Session:

Session 1  
*Introduction: The Meaning of the Holocaust & Genocide*
Lecture & Syllabus overview

Session 2  
*World War One and the Armenian Genocide*
Reading: Dwork & van Pelt, Ch. 1 & 2.

Session 3  
*The AfterEffects of World War One:*

Session 4  
*The Weimar Republic & The Interwar*

Session 5  
*The Nazi Regime: Legal & Cultural Foundations*
Reading: Patricia Szobar, “Telling Sexual Stories in the Nazi Courts of Law: Race Defilement in Germany, 1933-1945” 131-163, in: Herzog (ed;) *Sexuality and German Fascism* (photocopies) & Dwork & van Pelt, Ch. 4
Film showing: Leni Riefenstahl, *Triumph of the Will*

Session 6  
*The Outbreak of War & Nazi Policy*
Reading: Dwork & van Pelt, Ch. 6 & 7
Kaplan, Ch. 1 & 4

Session 7  
*Emigration and the Eastern War*
Reading: Dwork & van Pelt, Ch. 5 & Kaplan, Ch.5

Session 8  
*Ghetto & Genocide in the East*
Reading: Dwork & van Pelt, Ch. 8 & 9
Session 9  
**Reaction & Resistance to Nazism**  
Reading: Kaplan, Ch. 6  
**Essay #1 due**

Session 10  
**The Final Solution:**  
Reading: Dwork & van Pelt, Ch. 10 & 11

Session 11  
**The Final Solution**  
Reading: Browning, pp. 1-77

Session 12  
**The Final Solution**  
Reading: Browning, pp. 78-189

Session 13  
**Jewish Responses**  
Reading: Kaplan, Ch. 7 & 8

Session 14  
**Film Showing: The Pianist**

Session 15  
**Death Camps I**  
Reading: Dwork & van Pelt, Ch. 13 & 14

Session 16  
**Death Camps II**  
Reading: Levi, *Survival*, 9-81

Session 17  
**Film assignment due**  
One Paragraph summary of research project due.  
*** by 2pm in my office.

Session 18  
**Liberation**  
Reading: Levi, *Survival*, 87-173

Session 19  
**The Aftermath: Justice, and History**  
Lecture

Session 20  
**The Memory of the Holocaust**  
Film showing: *The Walnut Tree*  
Lecture & Discussion

**FINAL**  
**Essay #2 (research essay) due in class.**