

HISTORY OF THE HOLOCAUST

HST 564/664

Spring 2022

In this seminar, we will be examining the Holocaust from three interrelated perspectives: as a historical event; as the object of historical analysis; and as an icon of popular and creative memory. In so doing, we will be engaging not just with the question of what happened during the Holocaust, but also with the related question of how narratives about and representations of the Holocaust – both scholarly and popular – have evolved and changed over time. We will be reading work by scholars on a number of different topics and problems related to the Holocaust, although – given the enormity of the topic and of the field – our coverage cannot be comprehensive. Instead, my hope is to expose participants in the seminar to the work of some of the most important interlocutors in the field (both past and contemporary), as well as ongoing and current historiographic debates and methodological innovations.

Some of the topics we will be covering will include: the ‘causes’ and historical preconditions of the Holocaust; the psychology and motivations of the killers; Jewish agency and resistance; categories of “victimhood”; the ‘spatiality’ of the Holocaust; postwar trials and other attempts to enact justice; media and cultural representations of the Holocaust; and the politics of Holocaust Studies as a field and as a site of popular memory.

Required Texts

- ✓ Doris Bergen, *War and Genocide: a Concise History of the Holocaust*
- ✓ Alon Confino, *A World Without Jews: the Nazi Imagination from Persecution to Genocide*
- ✓ Wendy Lower, *The Ravine: A Family, A Photograph, A Holocaust Massacre Revealed*
- ✓ Art Spiegelman, *The Complete Maus*
- ✓ Deborah Lipstadt, *History on Trial: My Day in Court with a Holocaust Denier*

All other readings will be available on Blackboard and/or through the Meyer Library’s article databases (JSTOR and/or Academic Search) – as a rule, you should check Blackboard first and if it is not available there, you will be able to find it through the library.

As the instructor, I reserve the right to alter the reading assignments and schedule if necessary! If I do make a change to the reading schedule, I will update the syllabus and make an announcement on Blackboard.

Course Requirements and Expectations

Attendance and Participation	30%
Response Essays	30%

Proposal	10%
Final Paper	30%

Attendance and Participation

All students are expected to do the course readings by the time they are indicated on the syllabus, have the readings available to them during class, and actively participate in class discussions. Successful class discussions depend on a high level of student preparation and active engagement, and this is even more so the case with seminars. Although I will, from time to time, devote some of our class time to short introductions to the material, my hope is that the bulk of our time will be spent in discussion as a group – that said, I also recognize that active participation looks different for different students. If you feel like participation in class discussion could be difficult for you please get in touch with me so that we can discuss strategies for you to be able to contribute to the course in other ways.

We will be meeting via Zoom, and it is my expectation that all enrolled students will conduct themselves with the same level of professionalism during our Zoom sessions that they would in a seated class, meaning that you come to class prepared, ready to participate in discussion, and able to devote your full attention to the course while it is in session. In the interest of encouraging active participation, I do prefer that you keep your camera on during our discussions, and that you mute yourself unless you are talking.

Students are expected to attend class regularly, arrive on time, and stay until class is dismissed. Students are permitted **one (1) unexcused absence** over the course of the semester. Any subsequent absences (with the exception of excused absences) will result in a reduction of your participation grade, regardless how well you participate when present. If you miss more than five classes during the semester, you will receive a failing grade for the course. Regular or habitual tardiness will also result in a reduction of your participation grade.

Given the theme of this course, we will be engaging with material and themes that may be upsetting to individuals for a number of different reasons. Although it is my expectation that, by registering for the course, you are willing to seriously and thoughtfully engage with the subject matter, I also recognize that it can be difficult to anticipate your reactions to a particular image or text. With that in mind, I would like to establish some basic parameters for engaging with material for the course.

- Although historians debate how to interpret the historical facts surrounding the Holocaust, the fact of the Holocaust itself is **not up for debate – denialist language/rhetoric will not be tolerated!**
- Some of the readings **may include graphic and/or disturbing images and photographs**, but I will **never** include those images in any in-class presentations **without fair warning and a well-justified reason!**
- If you find yourself struggling with the readings because of their content, please let me know so that we can discuss strategies for navigating what I know can be some very tough topics.
- It is always my expectation that students are respectful and generous with each other during class discussions – this goes double for this course! Practice proactive empathy – this means not just being aware of other people’s potential emotional reactions to the content, but also giving your colleagues the benefit of the doubt that they are trying to extend the same courtesy to you!

Response Essays

Every student will be required to submit **five (5)** short essays on the weekly readings over the course of the semester. A good response essay **does not need to be comprehensive** – in other words, it is not my expectation that you address everything covered in the week's material in each essay. There will be suggested questions and/or prompts associated with each week's reading available on Blackboard, but don't feel limited by my suggestions. You may also structure your response around a specific idea, problem, or claim that you find particularly interesting, useful, or confusing – the main thing to keep in mind is that your response essays **should be analytical responses to the arguments and ideas raised in the readings, and not just descriptive summaries!**

Required length of the weekly essays will be 2-3 pages for undergraduates and 3-4 pages for graduate students. Together, the five essays will constitute 30% of the final grade for the course (6% each), and so it is important that you devote the necessary time and attention to the assignment – **it is expected that your essays will follow the stylistic and technical conventions of formal academic writing, and they should have a thesis statement and properly cited evidence from the readings!**

At least two of the responses must be submitted during the first half of the semester (Weeks 2-8) and at least two must be submitted during the latter half of the semester (Weeks 9-16). Essays will be due by **Midnight on Sunday** at the end of each week – for example, essays for Week Two will be due by Midnight on January 30.

Proposal

Every student (undergraduate and graduate) will be required to submit a formal proposal for their final paper, which will include both a presentation of the proposed project and a preliminary bibliography, by **Midnight Sunday April 10**. Detailed information regarding expectations for the proposal is available on Blackboard.

Final Paper

Every student will be required to submit a **15-20 page** final paper on a topic related to the course, due by **Midnight Sunday May 15**. **For graduate students, this paper will be a historiographic essay; undergraduate students can choose to write either a research paper utilizing primary and secondary sources or a historiographic essay.** Detailed information regarding expectations for the final paper is available on Blackboard.

LATE WORK POLICY: Deadlines in this course are to be taken very seriously, although I will consider requests for extensions as necessary and appropriate. Late work will be marked down a full letter grade the first day (10%) and one-third of a letter grade for every subsequent day that it is late.

Grading Scale

Grade	Percentage
A	93-100%

A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	60-66%
F	0-59%

University Policies

Academic dishonesty: Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the University's academic integrity policy plus additional more-specific policies for each class. The University policy, formally known as the "Student Academic Integrity Policies and Procedures" is available online at http://www.missouristate.edu/policy/Op3_01_AcademicIntegrityStudents.htm and also at the Reserves Desk in Meyer Library. Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

Students caught engaging in academic dishonesty will fail the assignment and/or the class. Pay special attention to statements regarding academic dishonesty made in this syllabus and on assignment sheets. If you violate this policy you will fail the assignment and possibly the class. I must report any acts of academic dishonesty to the appropriate office which in turn keeps a record of students who violate this policy. You cannot drop a course to avoid a charge of academic dishonesty. You do have the right to appeal a charge of academic dishonesty.

Statement of nondiscrimination: Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Institutional Equity and Compliance, Park Central Office Building, 117 Park Central Square, Suite 111, 417-836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head. Please visit the OED website at www.missouristate.edu/equity/.

Disability accommodation: If you are a student with a disability and anticipate barriers related to this course, it is important to request accommodations and establish an accommodation plan with the University. Please contact the Disability Resource Center (DRC) (<https://www.missouristate.edu/disability/>), Meyer Library, Suite 111, 417-836-4192, to initiate the process to establish your accommodation plan. The DRC will work with you to establish your accommodation plan, or it may refer you to other appropriate resources based on the nature of your disability. In order to prepare an accommodation plan, the University usually requires that students provide documentation relating to their disability. Please be prepared to provide such documentation if requested. Once a University accommodation plan is established, you may notify the class instructor of approved accommodations. If you wish to utilize your

accommodation plan, it is suggested that you do so in a timely manner, preferably within the first two weeks of class. Early notification to the instructor allows for full benefit of the accommodations identified in the plan. Instructors will not receive the accommodation plan until you provide that plan, and are not required to apply accommodations retroactively.

Cell phone policy: As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the Office of the Provost prohibits the use by students of cell phones, pagers, PDAs, or similar communication devices during scheduled classes. All such devices must be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class. Given the fact that these same communication devices are an integral part of the University's emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a university emergency exists. If that is not the case, the devices should be immediately returned to silent mode and put away. Other exceptions to this policy may be granted at the discretion of the instructor.

Religious accommodation: The University may provide a reasonable accommodation based on a person's sincerely held religious belief. In making this determination, the University reviews a variety of factors, including whether the accommodation would create an undue hardship. The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the University. Students who expect to miss classes, examinations, or other assignments as a consequence of their sincerely held religious belief shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious Accommodation Form to the instructor by the end of the third week of a full semester course or the end of the second week of a half semester course.

Dropping a Class: It is your responsibility to understand the University's procedure for dropping a class. If you stop attending this class but do not follow proper procedure for dropping the class, you will receive a failing grade and will also be financially obligated to pay for the class. For information about dropping a class or withdrawing from the university, contact the Office of the Registrar at (417) 836-5520.

See Academic Calendars (www.missouristate.edu/registrar/acad_cal.html) for deadlines.

Mental Health and Stress Policy: As a student you may experience a range of personal issues that can impede learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. You can learn more about free and confidential Missouri State University Counseling Center services available to assist you at counselingcenter.missouristate.edu.

Title IX Policy: Missouri State University has a Title IX policy that guides our response to instances of sexual violence. Sexual Violence includes: Rape, Sexual Assault, Sexual Misconduct, Sexual Discrimination, Domestic Violence, Dating Violence, Stalking, Sexual Harassment and Pregnancy issues. The Title IX policy can be located on the MSU Title IX website at www.missouristate.edu/titleix. This website is also a good resource for any questions

or issues involving Title IX and contains contact information for the MSU Title IX Office and staff. Read an [overview of the Title IX office](#).

If an MSU student discloses a Title IX related issue to a MSU faculty or staff member who is deemed to be a “Responsible Employee” under the policy, that faculty or staff member is required to report such disclosure to the Title IX Coordinator. A responsible employee includes any employee who has the authority to take action to redress sexual violence; who has been given the duty of reporting incidents of sexual violence or any other misconduct by students to the Title IX Coordinator or other appropriate school designee; or whom a student could reasonably believe has the authority or duty to take action. Magers Health and Wellness Center employees and MSU Counseling Center Clinicians are not considered to be Responsible Employees under the policy, and therefore, are not required to report Title IX issues to the Title IX Coordinator.

Schedule and Assigned Readings

WEEK	TOPIC	READING
WEEK ONE January 20	History and the Holocaust	Omer Bartov, “The Holocaust as Leitmotif of the Twentieth Century,” in Dagmar Herzog, ed. <i>Lessons and Legacies VII</i> (2006). Saul Friedländer, “History, Memory, and the Historian: Dilemmas and Responsibilities,” <i>New German Critique</i> 80 (2000): 3-15.
WEEK TWO January 27	Precedents and Preconditions	**Doris Bergen, <i>War and Genocide</i> (Introduction, Chs. 1-5). Raul Hilberg, <i>The Destruction of the European Jews</i> (Precedents). Detlev K. Peukert, “The Genesis of the ‘Final Solution’ from the Spirit of Science,” in David Crew, ed. <i>Nazism and German Society 1933-1945</i> (1994): 274-299.
WEEK THREE February 3	War and Genocide	Waitman Wade Beorn, “All the Other Neighbors: Communal Genocide in Eastern Europe,” in Simone Gigliotti and Hilary Earl, eds. <i>A Companion to the Holocaust</i> (2020): 153-172. **Bergen, <i>War and Genocide</i> (Chs. 6-9, Conclusion). Christian Gerlach, “The Wannsee Conference, the Fate of German Jews, and Hitler’s Decision in Principle to Exterminate all European Jews,” <i>The Journal of Modern History</i> 70, no. 4 (1998): 759-812.

		Gerhard Weinberg, "Germany's War for World Conquest and the Extermination of Jews." USHMM Center for Advanced Holocaust Studies (1995).
WEEK FOUR February 10	The Nazi Imagination	**Alon Confino, <i>A World Without Jews</i> .
WEEK FIVE February 17	Ordinary Men/Germans	Christopher Browning, <i>Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland</i> (Chapters 5-9, 18, "Twenty-Five Years Later"). Daniel Goldhagen, <i>Hitler's Willing Executioners: Ordinary Germans and the Holocaust</i> (Chapters 7-8, 16). Thomas Kühne, "The Pleasure of Terror: Belonging through Genocide," in Swett, Ross, and d'Almeida, eds. <i>Pleasure and Power in Nazi Germany</i> (2011): 234-255
WEEK SIX February 24	Ghetto Life	Anna Hajkova, <i>The Last Ghetto: An Everyday History of Theresienstadt</i> (Introduction, Chapters 2-3). Katarzyna Person, <i>Warsaw Ghetto Police: The Jewish Order Service during the Nazi Occupation</i> (Introduction, Chapters 2-3, 5). Brad Prager, "The Warsaw Ghetto, Seen from the Screening Room: The Images that Dominate 'A Film Unfinished'," <i>New German Critique</i> no. 123 (2014): 135-157.
WEEK SEVEN March 3	Documenting Genocide	**Wendy Lower, <i>The Ravine: A Family, A Photograph, A Holocaust Massacre Revealed</i> .
WEEK EIGHT March 10	'Rescuing' Jewish Agency	Georges Didi-Huberman, <i>Images in Spite of All: Four Photographs from Auschwitz</i> . Primo Levi, "The Gray Zone," in <i>The Drowned and the Saved</i> . Michael Marrus, "Jewish Resistance to the Holocaust," <i>Journal of Contemporary History</i> 30, no. 1 (1995): 83-110. Anna Shternshis, "Between Life and Death: Why Some Soviet Jews Decided to Leave and Others to Stay in 1941," <i>Kritika</i> 15, no. 3 (2014): 477-504.

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SPRING BREAK – ENJOY!!

WEEK NINE March 24	Other Victims	<p>Yehuda Bauer and Sybil Milton, Correspondence “Gypsies and the Holocaust,” <i>The History Teacher</i> 25, no. 4 (1992): 513-521.</p> <p>Florian Freund, “Genocidal Trajectory: Persecution of Gypsies in Austria, 1938-1945,” in Anton Weiss-Wendt, ed. <i>The Nazi Genocide of the Roma: Reassessment and Commemoration</i> (2013): 44-71.</p> <p>Ari Joskowicz, “Separate Suffering, Shared Archives: Jewish and Romani Histories of Nazi Persecution.” <i>History and Memory</i> 28, no. 1 (2016): 110-140.</p> <p>Susanne Knittel, “Autobiography, Moral Witnessing, and the Disturbing Memory of Nazi Euthanasia,” in Stephanie Bird, et. al, eds. <i>Reverberations of Nazi Violence in Germany and Beyond: Disturbing Pasts</i> (2016): 65-84.</p>
WEEK TEN March 31 <i>(Split Session)</i>	Gender and Sexuality	<p>Pascale Bos, “Her Flesh is Branded: ‘For Officers’ Only’: Imagining and Imagined Sexual Violence against Jewish Women during the Holocaust,” in Hilary Earl and Karl Schleunes, eds. <i>Lessons and Legacies XI</i> (2014): 59-85.</p> <p>Michelle Kelso, “Romani Women in the Holocaust: Testimonies of Sexual Violence in Romanian-Controlled Transnistria,” in JoAnn DiGeorgia-Lutz and Donna Gosbee, eds. <i>Women and Genocide: Gendered Experience of Violence, Survival, and Resistance</i> (2016): 37-72.</p> <p>Regina Mühlhäuser, “The Historicity of Denial: Sexual Violence against Jewish Women during the War of Annihilation, 1941-1945,” in Hilary Earl and Karl Schleunes, eds. <i>Lessons and Legacies XI</i> (2014): 31-58.</p> <p>Robert Sommer, “<i>Pipels</i>: Situational Homosexual Slavery of Young Adolescent Boys in Nazi Concentration Camps,” in Hilary Earl and Karl Schleunes, eds. <i>Lessons and Legacies XI</i> (2014): 86-103.</p>

	Graduate Session: Historiography and the Holocaust	"Holocaust Scholarship and Politics in the Public Sphere," <i>Central European History</i> 50, no. 3 (2017): 375-403.
WEEK ELEVEN April 7	Empire and Genocide	<p>Aime Cesaire, <i>Discourse on Colonialism</i> (TBD).</p> <p>Thomas Kühne, "Colonialism and the Holocaust: Continuities, Causations, and Complexities," <i>Journal of Genocide Research</i> 15, no. 3 (2013): 339-362.</p> <p>A. Dirk Moses, "Empire, Colony, Genocide: Keywords and the Philosophy of History," in A. Dirk Moses, ed. <i>Empire, Colony, Genocide: Conquest, Occupation, and Subaltern Resistance in World History</i> (2009).</p> <p>Jürgen Zimmerer, "The First Genocide of the Twentieth Century: The German War of Destruction in South-West Africa (1904-1908) and the Global History of Genocide," in Doris Bergen, ed. <i>Lessons and Legacies VIII</i> (2008).</p>
PAPER PROPOSALS DUE BY MIDNIGHT <u>SUNDAY APRIL 10</u>		
WEEK TWELVE	SPRING HOLIDAY – NO CLASS	
WEEK THIRTEEN April 21	Memory and Justice	<p>Hannah Arendt, "Eichmann in Jerusalem," <i>The New Yorker</i> (Feb. 8, 1963).</p> <p>Rivka Brot, "The Gray Zone of Collaboration in the Israeli Courtroom," in Laura Jockusch and Gabriel N. Finder, eds. <i>Jewish Honor Courts: Revenge, Retribution, and Reconciliation in Europe and Israel</i> (2015).</p> <p>Jovan Byford, "'Shortly afterwards we heard the sound of the gas van': Survivor Testimony and the Writing of History in Socialist Yugoslavia," <i>History and Memory</i> 22, no. 1 (2010): 5-47.</p> <p>Lawrence Douglas, <i>The Memory of Judgment: Making Law and History in the Trials of the Holocaust</i> (Chapters 4-6).</p> <p>Annette Wieviorka, <i>The Era of the Witness</i> (Chapter 2).</p>

<p>WEEK FOURTEEN April 28</p>	<p>The Holocaust on Film</p>	<p>Omer Bartov, "Spielberg's Oskar: Hollywood Tries Evil," in Yosefa Loshitzky, ed. <i>Spielberg's Holocaust: Critical Perspectives on Schindler's List</i> (1997): 41-60.</p> <p>Sara R. Horowitz, "But is it Good for the Jews? Spielberg's Schindler and the Aesthetics of Atrocity," in Yosefa Loshitzky, ed. <i>Spielberg's Holocaust: Critical Perspectives on Schindler's List</i> (1997): 119-139.</p> <p>Steven Jacobs, "Hitchcock, the Holocaust, and the Long Take: <i>Memory of the Camps</i>," <i>Arcadia</i> 45, no 2 (2011): 265-276.</p> <p>Memory of the Camps (1945/1985).</p> <p>Erin McGlothlin, "Rewriting the Fantasy of the 'Wrong' Victim in Jochen Alexander Freydank's <i>Spielzeugland</i>," <i>New German Critique</i> 123 (2014): 113-134.</p> <p>Spielzeugland "Toyland" (2007).</p> <p><u>Suggested:</u> <i>Schindler's List</i> (1993)</p>
<p>WEEK FIFTEEN May 5 (Split Session)</p>	<p>Representing the Holocaust</p>	<p>**Art Spiegelman, <i>The Complete Maus</i>.</p> <p>James E. Young, "Art Spiegelman's <i>Maus</i> and the After-Images of History," in <i>At Memory's Edge: After-Images of the Holocaust in Contemporary Art and Architecture</i>.</p>
<p>Undergraduate Session: Workshopping Outlines or Short Drafts (5pp)</p>		
<p>WEEK SIXTEEN May 12</p>	<p>Denialism</p>	<p>**Deborah Lipstadt, <i>History on Trial</i>.</p> <p><u>Suggested:</u> Richard Evans, "History, Memory, and the Law," <i>History and Theory</i> 41, no. 3 (2002): 326-345.</p>
<p>FINAL PAPERS DUE BY MIDNIGHT <u>THURSDAY MAY 19</u></p>		