Course Syllabus: The Holocaust

History 4317: W01

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In the event that you cannot access me through my regular Sul Ross account (blackouts; system down; etc. as a second alternative; you can access me through my alternative email marksaka25@gmail.com

Course Objectives

This course attempts to deal with the historical, social and psychological forces, ideas and events leading up to the Holocaust, the attempted annihilation of all Jews and the almost complete destruction of the European Jewish communities (Shoah), and the murder of the non-Jewish “Undesirable Others.”

“The Shoah ... the attempt to ‘exterminate’ the Jewish people ... overwhelming event” (Emil L. Fackenheim, What is Judaism) ... the destruction of the lives of two-thirds of the Jews in Europe ... and about one-third of the entire Jewish people the most traumatic experience of the Jewish people in living memory ... Eradication was to be total (M. R. Marrus, The Holocaust in History).

The Holocaust is a course unlike any other subject in the university/college curriculum. This is not only due to the enormous demands it makes upon us intellectually, challenging us to develop and draw upon knowledge in history, sociology, psychology, philosophy, politics, and theology, covering centuries of history. But the study of the Holocaust is also extraordinarily challenging because of the additional emotional and moral demands it makes on us. The issues raised by a study of the Holocaust call into question many of the basic values of Western Civilization, and it challenges us to redefine the meaning of human being.”

We will seek to investigate and attempt to understand the origins/causes, progression/development, of the onslaught against the Jews and against the non-Jewish “Others,” the “Undesirables.” This course will examine from a psychological/sociological perspective, using an interdisciplinary approach, the groups of individuals associated with the Holocaust (perpetrators, victims, bystanders, resistance fighters, rescuers).

“Can we educate? ... You see, the Holocaust, that extreme, and best-researched case of genocide, turns out to be also the arena for the most amazing examples of the other side of human capability, namely that of self-sacrifice for others, of our ability to stand up for moral values that we and our listeners will admire. ... rescuers during the Holocaust ... teach us of different behavior, though the road to that end is extremely difficult.”

The Holocaust, ultimately, teaches valuable lessons about human nature and society. The educational and moral lessons of the Holocaust have been summed up by Professor Yehuda Bauer, the Academic Advisor to the task Force for International Cooperation on Holocaust Education, in the following memorable three-point prohibition:
Purpose: The Holocaust

"They came for the communists, and I did not speak up because I wasn't a communist; They came for the socialists, and I did not speak up because I was not a socialist;

They came for the union leaders, and I did not speak up because I wasn't a union leader; They came for the Jews, and I didn't speak up because I wasn't a Jew. Then they came for me, and there was no one left to speak up for me."
Martin Niemoller, 1892-1984

“It is doubtful that any real sense can be made of what happened under Nazi Germany; the very nature and magnitude of the events defy comprehension. Nonetheless, there is a moral obligation upon us as contemporary representatives of humankind to make an attempt, however feeble, at understanding the historical, social and psychological forces which coalesced between 1932 and 1945 to turn the unimaginable into devastating reality. Elie Wiesel, one of the most articulate ... commentators on the Holocaust ... argued ...: ‘The Holocaust? ... a human disaster ... stands as a landmark of man’s faculty for evil.’ ... Holocaust history remains ... an unprecedented historical event” (Lessons & Legacies, Teaching the Holocaust in a Changing World).

“Understanding the Holocaust leads to understanding hate. Studying the rise of the Nazis and their extermination of the Jews and other undesirables is an exploration into how ordinary people can, through mass persuasion and social structural constraints, be led into committing genocide.” Milton Meltzer observes, ‘that it happened once, unbelievable as it seems, means that it could happen again. Hitler made it a possibility for anyone. Neither the Jews nor any other group on earth can feel safe from that crime in the future’

We will see the extreme results of intolerance of “the other,” and of inter-ethnic and inter-cultural conflict represented in the course. This case study of genocide also provides examples of the use of modern technology without moral or ethical bounds. We will be forced to closely examine our own moral understandings in light of the realities of genocide in the 20th century.

Our understanding of genocide leads us to an appreciation of the necessity for equal dignity and equal rights for everyone, for maintaining tolerance of people diversity, and a refusal to let hate-based policies of small groups become the policy of a nation. It is crucial that, through the examination of the extreme results of prejudice, intolerance of “the others,” ethnocentrism, we begin to understand our individual and corporate responsibilities for moral and ethical acceptance of diverse peoples and perspectives.

Required Reading:

Course Requirements

There are a number of requirements for the successful completion of this course.

1. The reading of the required text and the writing and turning in of written assignments through Blackboard.
2. Each written assignment should be five pages, double-spaced, 12 font.
3. A research paper 10 pages in length on a topic pertaining to the Holocaust. For more details concerning the research paper, see the section below.
4. Regular communication, you do not have to email me everyday, but if for some reason I do not hear from you for a week or you are not turning in your assignments, I become concerned that something has happened or preventing your communication. For an online class, I just like to maintain some regular communication to know that we are still on the same sheet of music so to speak.

Course Grading

There will be daily reading and written assignments. Each daily reading/writing assignment will be graded on a 100-point scale; 90-100=A; 80-89=B; 70-79=C; 60-69=D; 0-59=F.

There are fifteen daily reading assignments for a total of 1,500 points.

The research paper is 1000 points.

Therefore, I will add up your points at the end of class for a total possible 2,500 points.

2250-2500=A; 2000-2499=B; 1750-1999=C; 1500-1699=D; 0-1499=F.

Course Outline and Daily Assignments

May 20-send me an email and let me know that you have read the syllabus, understand the requirements for the course, and have obtained the text.

May 21-pages 1-40

May 22-pages 49-83

May 25-no class-Memorial Day

May 26-pages 85-133

May 27-pages 134-173

May 28-pages 177-230

May 29-pages 237-275

June 01-pages 283-323

June 02-pages 324-343

June 03-pages 349-407

June 04-pages 408-427
June 12—Your paper topic must be approved by this date and also—this is the last to withdraw from the course with a grade of “W”

June 25—last class day. Papers due at 12 noon.

**Distance Education Statement:** Students enrolled in distance education courses have equal access to the university’s academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students’ identities and to protect students’ information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

**ADA (Americans with Disabilities Act):** Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student’s responsibility to initiate a request for accessibility services. Students who need accessibility services should contact Rebecca Wren at 432-837-8691; Ferguson Hall Room 112.

**Marketability Skills of a History Major**

**SLO 1**—The history student will demonstrate historical research skills in a logically organized, written paper that is mechanically correct and supported by relevant documentation of historical content.

Marketable skills---Students can identify useful resources from a pool of data.
   Students can select and organize data in a relevant manner.
   Students can make written presentations to various audiences.

**SLO 2**—The history student will demonstrate the ability to write about topics in historiography and how those topics are interpreted.

Marketable skills---Students can utilize data to persuade various audiences.
   Students can utilize data to generate and strengthen ideas.
   Students can decipher stances adopted by various individuals.

**SLO 3**—The history student will demonstrate knowledge of American History, World History, and Non-American History.

Marketable Skills---Students can meet deadlines in a successful manner.
   Students can discharge responsibilities in an adequate manner.
   Students can manage the absorption of data.
**Requirements for the Research Paper**

**Due June 25 at 12 noon, each of you will submit your proposed final paper topics.**

You must consult with the professor about possible paper topics prior to making your final decision. You may choose any subject relevant to the theme and chronology of this seminar. This essay must have a strong, coherent thesis statement, which will be supported by a minimum of 15 scholarly sources. These may include works from the required, supplemental, and/or recommended reading lists.

Papers must be typed or word-processed in 12-point fonts (Times New Roman, Arial, or Calibri), double-spaced, with one-inch margins all around. All papers will be evaluated on style and content and therefore should be well-written and free of grammatical errors. Papers that are not formatted according to guidelines and requirements will be dropped one letter grade.

Topic selection must occur no later than Friday June 12. It is expected that each of you will consult with me to discuss possible paper topics prior to making your final decisions. You may choose any subject relative to the theme of this seminar, and your papers must be based on both primary and secondary sources. You will be required to include at least six (6) scholarly, 3 books and no more than three-internet sources in your final paper.

Papers will be evaluated on the following points:

1. strength of your historical arguments and content
2. how well you have used historical evidence to support your arguments • composition (i.e., spelling, grammar, sentence structure) • form (i.e., correct citation)

**Academic Honesty** The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of their classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. “Cheating” includes: 1. Copying from another student’s test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same. 2. Using, during a test, materials not authorized by the person giving the test. 3. Collaborating, without authorization, with another person during an examination or in preparing academic work. 4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a nonadministered test. 5. Substituting for another student; permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit. 6. Bribing another person to obtain a non-administered test or information about a nonadministered test. 7. Purchasing, or otherwise acquiring and submitting as one’s own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of a rough and/or final version of an assignment by a professional typist. 8. "Plagiarism" means the appropriation and the unacknowledged incorporation of another’s work or idea in one’s own written work offered for credit. 9. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit. 10. "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of
course materials. 11. “Academic work” means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade. 12. “Falsification of Data” means the representation, claim, or use of research, data, statistics, records, files, results, or information that is falsified, fabricated, fraudulently altered, or otherwise misappropriated or misrepresented.

All academic dishonesty cases may be first considered and reviewed by the faculty member. If the faculty member believes that an academic penalty is necessary, he/she may assign a penalty but must notify the student of his/her right to appeal to the department chair, the dean and eventually, to the Provost and Vice President for Academic and Student Affairs before imposition of the penalty. At each step in the process, the student shall be entitled to written notice of the offense and/or of the administrative decision, an opportunity to respond, and an impartial disposition as to the merits of his/her case. The decision of the Provost and Vice President for Academic and Student Affairs shall be final.

Please read the complete policy at http://www.sulross.edu/sites/default/files/sites/default/files/users/docs/stulife/student_conduct_discipline.pdf

RESOURCES FOR HOLOCAUST STUDIES: Books-Secondary and Primary Sources

- Browning, Christopher R. *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland* (1992)
• Friedlander, Henry. The Origins of Nazi Genocide: From Euthanasia to the Final Solution (1997, c1995)
• Heberer, Patricia. Children during the Holocaust (2011)
• Hedgepeth, Sonja & Saidel, Rochelle. Sexual Violence against Jewish Women during the Holocaust (2010)
• The Holocaust Chronicle, (2001)
• Lewy, Gunter. The Nazi Persecution of the Gypsies (2001)
• Mayer, Michael. Staaten als Täter. Ministerialbürokratie und 'Judenpolitik' in NS-Deutschland und Vichy-Frankreich. Ein Vergleich. Preface by Horst Möller and Georges-Henri Soutou München,
Oldenbourg, 2010 (Studien zur Zeitgeschichte; 80). ISBN 978-3-486-58945-0. (Comparative study of anti-Jewish policy implemented by the Government in Nazi-Germany, by German occupational forces in France and by the semi-autonomous French Government in Vichy)

- Satloff, Robert. "Among the Righteous: Lost Stories from the Holocaust's Long Reach into Arab Lands" (Public Affairs, 2006)
- Waldstein Wilkes, Helen: *Letters from the Lost, A Memoir of Discovery*. 2009

*Selected survivor accounts*

- Buber-Neumann Margarete Under Two Dictators. Prisoner of Stalin and Hitler (1949)


- Kertész, Imre. "Fateless" or "Fatelessness" Hungarian "Sorstalanság" (between 1969 and 1973) First published 1975


- Levi, Primo. *If This Is a Man* and *The Truce*, published separately in the U.S. as *Survival At Auschwitz* and *The Reawakening* (1995)


**Selected semi-autobiographical by survivors**


**Other documentation**

• Carr, Firpo Wycoff *Germany's Black Holocaust, 1890-1945* (2003)
• *The Protest of Zofia Kossak-Szczucka*
• Oppenheimer, Deborah and Harris, Mark Jonathan (ed.), *Into the Arms of Strangers : Stories of the Kindertransport* (2001, c1998)
• Steger, Bernd and Wald, Peter (ed.). *Hinter der grüne Pappe: Orli Wald im Schatten von Auschwitz – Leben und Erinnerungen* (2008)[1]

**Hypotheses and historiography**

• Bloxham, Donald. *The Final Solution: A Genocide* (2009)
• Christopher Browning, *Ordinary Men: Reserve Police Battalion 11 and the Final Solution in Poland* (Penguin, 1992)
• Dippel, John V. H. *Bound Upon a Wheel of Fire: Why so many German Jews made the tragic decision to remain in Nazi Germany* (1996)
• Tom Lawson, *Debates on the Holocaust*, (University of Manchester Press) 2010
• Lipstadt, Deborah. *Denying the Holocaust: The Growing Assault on Truth and Memory* (1994)
• Marrus, Michael R. *The Holocaust in History* (1989, c1987)
• Niewyk, Donald L. *Holocaust: Problems & Perspective of Interpretation* (1997, c1992)

**Online Resources for the Holocaust and Holocaust Studies**

*The Holocaust timeline*: http://www.webster.edu/~woolflm/chronology.html (excellent)
http://www.historyplace.com/worldwar2/holocaust/timeline.html#1942
http://fcit.coedu.usf.edu/holocaust/timeline/resist.html


*The Holocaust*: http://www.csuchico.edu/cmas/edelman/syllabi/Gen156.links.html

*Holocaust and Genocide Studies*: http://www.oup.co.uk/holgen/
*The Holocaust - Dickinson State University*
http://www2.dsu.nodak.edu/users/dmeier/Holocaust/holocau.html

*Harold Marcuse, UCSB History Department Faculty*
http://www.history.ucsb.edu/faculty/marcuse/#courses

*The Holocaust. PSYC/ANSO 3500 02. Instructor: Dr. Linda M. Woolf*
http://www.websteruniv.edu/~woolflm/holocaustsyllabi.html
http://www.websteruniv.edu/~woolflm/holocaustcourse.html (+ websites)
The Holocaust & WEBliography: http://www.webster.edu/~woolflm/holocaustcourse.html
http://www.webster.edu/~woolflm/
Holocaust & Genocide Studies: http://www.webster.edu/~woolflm/holocaust.html

Holocaust links: http://www.holocaustcenter.com/links.shtml
Cybrary of the Holocaust. One of the most detailed links to other Holocaust sites on the net.
http://remember.org
Guide to the Holocaust: http://fcit.coedu.usf.edu/holocaust/
Web sites: http://fcit.coedu.usf.edu/holocaust/resource/website.html
The Holocaust: http://www.us-israel.org/jsource/holo.html
http://globetrotter.berkeley.edu:80/PubEd/EdModule/violations/holocaust.html

The Holocaust - http://www.us-israel.org/jsource/Holocaust/history.html
The Holocaust: http://www.us-israel.org/jsource/holo.html
The Holocaust History Project Archive of documents, photographs, recordings, and essays including direct refutation of Holocaust-deny: http://www.holocaust-history.org

Holocaust resource center: http://home.snap.com/main/channel/item/0,4,-9364,00.html

The Holocaust\Shoah Page: http://www.mtsu.edu/~baustin/holo.html

Museum of Tolerance on line. Multimedia Learning Center. The Courage to Remember:
http://motlc.wiesenthal.com/resources/index.html
[The Jews] [The Nazis] [World War II] [Antisemitism & The Final Solution] [Resistance & Rescue] [The World Response] [Righteous Among the Nations] [After the War]:

Resources - http://www2.dsu.nodak.edu/users/dmeier/hef/resource.html

Shoah-Projekt The project has numerous links to other Holocaust sites as well as additional information on "The White Rose" Resistance organization and select concentration camps.
http://www.shoahproject.org/
Ursula Duba's links: http://users.rcn.com/duba/links.htm
United States Holocaust Memorial Museum - The site provides all the information the public needs for trips, calendars of upcoming events, access to museum resources, and on-line exhibits.
http://www.ushmm.org/
Additional links are on the Teaching History at: http://www.emporia.edu/socsci/journal/main.htm

Judaism 101 - http://members.aol.com/jewfaq/index.htm

Portals to Judaism - http://www.portals.portland.co.uk/pages/History/
Internet Jewish Sourcebook - http://www.fordham.edu/halsall/jewish/jewishsbook.html
Antisemitism - What's in a Hyphen? Shmuel Almog: http://sicsa.huji.ac.il/hyphen.htm
Antisemitic legends - http://www.pitt.edu/~dash/antisemitic.html

Dreyfus: French army concedes that Alfred Dreyfus was innocent
http://cgi.pathfinder.com/time/international/1995/950925/history.html

German Propaganda - http://www.calvin.edu/academic/cas/gpa/ww2era.html
Euthanasia: http://www.holocaust-history.org/19411025-wetzel-no365/
http://linz.orf.at/gast/gedenkbuch/schlosse.htm

Genocides Links: Armenia. The Balkans. Bosnia. Cambodia. Rwanda ...
http://www.people.memphis.edu/~genocide/link2.htm
The Armenian Genocide. Students and scholars can locate here photographs of the circa 1915 and circa 1916 Armenian Genocide: http://imia.cc.duth.gr/turkey/arme.e.html
Armenian Research Center Home Page - This site provides important facts that are important for anyone interested in the problem of genocide. http://www.umd.umich.edu/dept/armenian
Cambodian Genocide Program. Yale University provides important data on the 1.5 to 2 million Cambodians murdered in the killing fields of Cambodia: http://www.yale.edu/cgp

Ethnic hatred is a constant in times of social crisis, professors say. By Carole Stone: gopher://gopher1.cit.cornell.edu:70/00/.files/CH080593/CH08059317

Annihilation Minutes of the Wannsee Conference
http://www.historyplace.com/worldwar2/holocaust/h-wannsee.htm

Re-examining the Wannsee Conference:
http://www.nizkor.org/hweb/people/s/shaked-edith/re-examining-wannsee.html

Concentration Camps. Jewish Student Online Resource Center (JSOURCE) provides directories to many camps and testimonies of the victims.
http://www.us-israel.org/jsource/Holocaust/cc.html
Extermination camps in occupied Poland
http://www2.dsu.nodak.edu/users/dmeier/Holocaust/killing.html
'Ve did the dirty work of the Holocaust': Sonderkommando Auschwitz
http://www.hagalil.com/shoah/holocaust/greif-0.htm
A Virtual Tour of Auschwitz: http://remember.org/educate/intro.html

Perpetrators. Ordinary men or willing executioners:

Discussion of Ruth Bettina Birn's Controversial Review of Goldhagen's Work:
http://h-net2.msu.edu/~german/discuss/goldhagen/birn.html

Victims. Pink Triangle Pages This site details the fate of gays in the Holocaust and is named for the triangle worn by homosexuals within the German concentration camp system.
http://members.aol.com/dalembert/lgbt_history/nazi_biblio.html
Forgotten Victims: The Abandonment of Americans in Hitler's Camps. The site is the creation of Mitchell G.
Bard, the author of the book listed in the works cited in the text. It helps tell the story of those Americans caught in the Third Reich.
http://members.aol.com/bardbooks/index.htm

**Resisters. Jehovah's Witnesses** This website is for those who wore the purple triangle, the Jehovah's Witnesses. Currently this site is expanding and includes diagrams of camps that housed the religious enemies of the Reich.

http://www.watchtower.org/library/g/1995/8/22/nazism_exposed.htm


*Vichy Law and the Holocaust in France.* This site provides additional links to other locations dealing with Vichy France and the Holocaust. [http://www.amgot.org/weisberg.htm](http://www.amgot.org/weisberg.htm)


**Jan Karski: A Hero of the Holocaust:** [http://remember.org/karski/karski.html](http://remember.org/karski/karski.html)

**Some sites on Pius XII, very various.**
http://www.us-israel.org/jsource/anti-semitism/piusdef2.html
http://www.cin.org/p12-14.html
http://www.ianpaisley.org/article.asp?ArtKey=Washingtonpost
http://uahc.org/rjmag/1199ah.html

**Aftermath. SIMON WIESENTHAL & the sunflower:** [http://holocaust.about.com/msub69.htm](http://holocaust.about.com/msub69.htm)

*Nuremberg War Crimes Trials* The goal of this site is the complete proceedings of the Nuremberg Trials. Currently the designers have completed four volumes.

http://www.yale.edu/lawweb/avalon/imt/imt.htm


The International Military Tribunal: Nuremberg. Holocaust Denial and Deniers

*Holocaust-Era Assets Records* and Research at the National Archives and Records Administration. Provides access to primary sources and current information for research as well as access to additional secondary sources: [http://www.nara.gov/research/assets](http://www.nara.gov/research/assets)