

Course Syllabus: The Holocaust

History 5304: WO1

Dr. Mark Saad Saka; Sul Ross State University:

Summer I 2022

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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.”¹*

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:

*Do not be a perpetrator
Do not be a victim
Do not be a bystander.*

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:

Voices & Views: A History of the Holocaust. Edited, With Introductions, By Deborah Dwork. 2002, Published by the Jewish Foundation for the Righteous. ISBN # 0-9700602-1

The Complete Maus: A Survivor's Tale, by Art Spiegelman, 1996 ISBN # 978-0679406419 if you can find another edition, that is fine, this has been reproduced many times, make sure you have a complete volume.

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 three page book review over the graphic novel *The Complete Maus: A Survivor's Tale*.
4. 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.
5. 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 book review is 500 points.

The research paper is 500 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

June 3-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.

June 6-pages 1-40

June 7-pages 49-83

June 8-pages 85-133

June 9-pages 134-173

June 10-pages 177-230

June 13-pages 237-275

June 14-pages-283-323

June 15-pages 324-343

June 16-pages 349-407

June 17-pages 408-427

June 20-pages 433-461

June 21-pages 462-531

June 22-pages 537-580

June 23-pages 587-621

June 24-pages 624-661 (**last day to drop the course with a grade of W.**) **Your paper topic must be approved by this date and also.**

July 1-review of *The Complete Maus: A Survivor's Tale* due

July 5--Last class day. Papers due by 5:00.

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: 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 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

- Bauer, Yehuda. *Rethinking the Holocaust*. Yale University Press; New Ed edition, 2002. ISBN 0-300-09300-4.
- Bauer, Yehuda. *Jews for Sale? Nazi-Jewish Negotiations 1933-1945*. Yale University Press, 1994. ISBN 0-300-06852-2.
- Berenbaum, Michael, *A Mosaic of Victims: Non-Jews Persecuted and Murdered by the Nazis* (1990)
- Bergen, Doris, *War and Genocide: A Concise History of the Holocaust* (2009)
- Berkhoff, Karel C. *Harvest of Despair : Life and Death in Ukraine under Nazi Rule* (2004)
- Biesold, Horst. *Crying Hands: Eugenics and Deaf People in Nazi Germany* (2004)
- Black, Edwin. *The Transfer Agreement* (1984)
- Black, Edwin. *IBM and the Holocaust* (2001)
- Black, Edwin. *Nazi Nexus: America's Corporate Connections to Hitler's Holocaust*. Washington, DC: Dialog Press, 2009. ISBN 978-0-914153-09-2.
- Black, Edwin. *The Farhud: The Arab-Nazi Alliance in the Holocaust*. Washington, DC: Dialog Press, 2010. ISBN 0-914153-14-5.
- Braham, Randolph L.. *The Politics of Genocide: The Holocaust in Hungary* 2 vols. Boulder: Social Science Monographs, Columbia University Press, 1981 (rev. and enlarged, (1994) ISBN 0-88033-247-6
- Braham, Randolph L. and vanden Heuvel, William. *The Auschwitz Reports and the Holocaust in Hungary*. Columbia University Press, 2011.
- Broszat, Martin. "Hitler and the Genesis of the 'Final Solution': An Assessment of David Irving's Theses" pages 73-125 from *Yad Vashem Studies*, Volume 13,1979; reprinted pages 390-429 in *Aspects of the Third Reich* edited by H.W. Koch, London: Macmillan, (1985) ISBN 0-333-35272-6.
- Browning, Christopher R. *The Origins of the Final Solution: The Evolution of Nazi Jewish Policy, September 1939-March 1942* (2004). With contribution by Jürgen Matthäus.

- Browning, Christopher R. *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland* (1992)
- Burleigh, Michael & Wippermann, Wolfgang *The Racial State : Germany 1933-1945*, Cambridge : Cambridge University Press, (1991) ISBN 0-521-39114-8.
- Chalmers, Beverley. *Birth, Sex and Abuse: Women's Voices Under Nazi Rule*, Surrey : Grosvenor House Publishing Ltd, (2015) ISBN 1781483531.
- Davidowicz, Lucy, *The War Against the Jews : 1933-1945* (1975).
- Davies, Norman and Lukas, Richard C. *Forgotten Holocaust: The Poles Under German Occupation 1939-1944*, (2001, c1996)
- Dean, Martin: *Robbing the Jews - The Confiscation of Jewish Property in the Holocaust, 1935 - 1945*, Cambridge University Press, 2008.
- Dlugoborski, Waclaw and Franciszek Piper, eds. *Auschwitz 1940–1945: Central Issues in the History of the Camp*, William Brand, trans. Oswiecim: Auschwitz-Birkenau State Museum, 2000, 5 vols. ISBN 83-85047-87-5
- Dwork, Deborah. van Pelt, Robert Jan, *Auschwitz: 1270 to the Present* (1996)
- Dwork, Deborah and van Pelt, Robert Jan. *Holocaust: A History* (2002)
- Ehrenreich, Eric. "The Nazi Ancestral Proof: Genealogy, Racial Science, and the Final Solution" (2007) ISBN 978-0-253-34945-3.
- Evans, Suzanne. *Forgotten Crimes: The Holocaust and People with Disabilities* (2004)
- Friedländer, Saul. *Nazi Germany and the Jews : Volume 1: The Years of Persecution 1933-1939* (1998); Volume 2: *Nazi Germany and the Jews 1939-1945: The Years of Extermination*. HarperCollins, 2007.
- Friedlander, Henry. *The Origins of Nazi Genocide: From Euthanasia to the Final Solution* (1997, c1995)
- Gilbert, Martin. *Auschwitz and the Allies* (1983, c1981)
- Gilbert, Martin. *The Holocaust: A History of the Jews of Europe during the Second World War* (New York, 1985) ISBN 0-8050-0348-7
- Gilbert, Martin. *The Routledge Atlas of the Holocaust*, Routledge, New York, 2002. ISBN 0-415-28145-8
- Goldhagen, Daniel Jonah. *Hitler's Willing Executioners: Ordinary Germans and the Holocaust*. New York: Vintage, 1997.
- Grau, Gunter & Shoppmann, Claudia. *The Hidden Holocaust?: Gay and Lesbian Persecution in Germany 1933-45* (1995)
- Gutman, Israel, Gutman, Yisrael, and Berenbaum, Michael, eds. *Anatomy of the Auschwitz death camp* (1994) ISBN 0-253-32684-2
- Heberer, Patricia. *Children during the Holocaust* (2011)
- Hedgepeth, Sonja & Saidel, Rochelle. *Sexual Violence against Jewish Women during the Holocaust* (2010)
- Hilberg, Raul. *The Destruction of the European Jews*, vol. 1-3 (2003, c1961)
- Hilberg, Raul. *Perpetrators, Victims, Bystanders: The Jewish Catastrophe 1933-1945*, (1992)
- *The Holocaust Chronicle*, (2001)
- Klempner, Mark. *The Heart Has Reasons: Holocaust Rescuers and Their Stories of Courage* (The Pilgrim Press, 2006) ISBN 0-8298-1699-2
- Lewy, Gunter. *The Nazi Persecution of the Gypsies* (2001)
- Longerich, Peter (2010). *Holocaust: The Nazi Persecution and Murder of the Jews*. Oxford: University Press. ISBN 978-0-19-280436-5.
- Lusane, Clarence. *Hitler's Black Victims: The Historical Experience of Afro-Germans, European Blacks, Africans and African Americans in the Nazi Era* (2002)

- 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-autonomic French Government in Vichy)
- Ofer, Dalia & Weitzman, Lenore. *Women in the Holocaust* (1999)
- Peukert, Detlev "The Genesis of the 'Final Solution' from the Spirit of Science" pages 234-252 from *Reevaluating the Third Reich* edited by Thomas Childers and Jane Caplan, New York: Holmes & Meier, 1994 ISBN 0-8419-1178-9.
- Plant, Richard. *The Pink Triangle: The Nazi War Against Homosexuals* (1988)
- Poliakov, Léon. *Harvest of Hate: The Nazi Program for the Destruction of the Jews of Europe* (1954)
- Pringle, Heather. *The Master Plan: Himmler's Scholars and the Holocaust*. London: Fourth Estate, 2006.
- Ioanid, Radu. *The Holocaust in Romania: The Destruction of Jews and Gypsies Under the Antonescu Regime, 1940-1944* (2001)
- Rees, Laurence (2017). *The Holocaust: A New History*. London: Viking Press. ISBN 978-1610398442.
- Reitlinger, Gerald. *The Final Solution: The Attempt to Exterminate the Jews of Europe, 1939-1945* (1953)
- Rhodes, Richard. *Masters of Death: The SS-Einsatzgruppen and the Invention of the Holocaust*. New York: Vintage, 2003.
- Satloff, Robert. "Among the Righteous: Lost Stories from the Holocaust's Long Reach into Arab Lands" (Public Affairs, 2006)
- Rossel, Seymour. *The Holocaust: The World and the Jews, 1933-1945* (1992).
- Schleunes, Karl A., *The Twisted Road to Auschwitz: Nazi Policy Toward German Jews, 1933-1939* (1990, 1970).
- Snyder, Timothy (2010). *Bloodlands: Europe Between Hitler and Stalin*. London: The Bodley Head. ISBN 978-0-224-08141-2.
- Stone, Dan, ed. *The Historiography of the Holocaust*. New York: Palgrave, 2004
- United States Holocaust Memorial Museum, *Historical Atlas of the Holocaust*, Macmillan Publishing (1996)
- Waldstein Wilkes, Helen: *Letters from the Lost, A Memoir of Discovery*. 2009
- Yahil, Leni. *The Holocaust: The Fate of European Jewry, 1932-1945*. Oxford and New York: Oxford University Press, 1990.

Selected survivor accounts

- Altman, I. (ed.) *Sokhrani moi pisma. [Keep My Letters]*. (2010)
- Améry, Jean. *At the Mind's Limits: Contemplations by a Survivor on Auschwitz and its Realities* (1998, c1980)
- Beck, Gad. *An Underground Life: Memoirs of a Gay Jew in Nazi Berlin* (1999)
- Blitz König, Nanette. *Holocaust Memoirs of a Bergen-Belsen Survivor and Classmate of Anne Frank* (2018) Amsterdam Publishers ISBN 9789492371614
- Buber-Neumann Margarete *Under Two Dictators. Prisoner of Stalin and Hitler* (1949)
- Delbo, Charlotte. *Auschwitz and After* (1995)
- Dittman, Anita. *Trapped in Hitler's Hell*. 2005. ISBN 0-9721512-8-1

- Dunn, Krista Perry. *The Courtship of Julian and Frieda: A True Story* (2005, 2006), ISBN 1-4134-8641-X
- Frankl, Viktor E. *Man's Search for Meaning* (1997, c1984)
- Gerrard, Mady *Full Circle* (Autobiography) Publisher: KLPM Ltd ISBN 095586500X ISBN 978-0955865008
- Gutman, Israel, *Resistance : The Warsaw Ghetto Uprising* (1998)
- Heger, Heinz. *Men With the Pink Triangle: The True, Life-And-Death Story of Homosexuals in the Nazi Death Camps* (1994, c1980)
- Kertész, Imre. "Fateless" or "Fatelessness" Hungarian "Sorstalanság" (between 1969 and 1973) First published 1975
- Klemperer, Victor. *I Shall Bear Witness: A Diary of the Nazi Years*, 2 vols., also published as *I Will Bear Witness* in the U.S. (2001, c1998)
- Klüger, Ruth. *Still Alive: A Holocaust Girlhood Remembered* (2003) First published in German *weiter leben: Eine Jugend* (1992)
- Kogon, Eugen. *Der SS-Staat. Das System der deutschen Konzentrationslager* (1974)
- Kovaly, Heda Margolius, *Under a Cruel Star* (1985)

- Lambert, Raymond-Raoul, *Diary of a Witness, 1940-1943* (2007), Ivan R. Dee, Publisher ISBN 1-56663-740-6
- Lengyel, Olga. *Five chimneys: the story of Auschwitz.* (1985, c1947)
- Levi, Primo. *If This Is a Man* and *The Truce*, published separately in the U.S. as *Survival At Auschwitz* and *The Reawakening* (1995)
- Levi, Primo. *The Drowned and the Saved* (1985)
- Müller, Filip. *Eyewitness Auschwitz: Three Years in the Gas Chambers at Auschwitz* (1999, c1979)
- Nomberg-Przytyk, Sara. *Auschwitz: True Tales from a Grotesque Land* (1985)
- Nyiszli, Miklós. *Auschwitz : A Doctor's Eyewitness Account* (2001)
- Orenstein, Henry. "I Shall Live: Surviving against all odds, 1939-1945" (1987), ISBN 0-8253-0441-5
- Rekhtman, Moyshe. *Here My Home Once Stood* (2008) ISBN 0-615-21703-6
- Rittner, Carol & Roth, John. *Different Voices: Women and the Holocaust* (1998)
- Seel, Pierre. *I, Pierre Seel, Deported Homosexual: A Memoir of Nazi Terror* (1995)
- Stojka, Ceija. *We Live in Seclusion. The Memories of a Romni* (1988), also known as *Wir leben im Verborgenen. Erinnerungen einer Rom-Zigeunerin* (1988)
- Smith, Lyn, *Forgotten Voices of the Holocaust* (2005), Ebury Press ISBN 978-0-09-189826-7
- Steinberg, Manny *Outcry - Holocaust Memoirs*, (2014), Amsterdam Publishers ISBN 978-9-082103137
- Vrba, Rudolf. First published as *I Cannot Forgive* by Sidgwick and Jackson, Grove Press, 1963, ISBN 0-394-62133-6; also published as *Escape from Auschwitz: I Cannot Forgive*; latest edition *I Escaped from Auschwitz*, Barricade Books, 2002, ISBN 1-56980-232-7.
- Weissmann Klein, Gerda. *All But My Life* (1995)
- Wiesenthal, Simon and James, Harry, et al. *The Sunflower: On the Possibilities and Limits of Forgiveness* (1998, c1997)
- Wetzler, Alfréd. *Escape from Hell: The True Story of the Auschwitz Protocol.* Berghahn Books, 2007.
- Winter, Walter. *Winter Time: Memoirs of a German Sinto who Survived Auschwitz* (2004)
- Zuckerman, Yitzhak. *A Surplus of Memory: Chronicle of the Warsaw Ghetto Uprising* (1993)

Selected semi-autobiographical by survivors

- Borowski, Tadeusz. *This Way for the Gas, Ladies and Gentlemen* (1992, c1967)
- Fink, Ida. *A Scrap of Time and Other Stories* (1995, c1987)
- Kertész, Imre. *Fateless* (1996, c1992)
- Spiegelman, Art. *Maus: A Survivor's Tale*, volume 1: "My Father Bleeds History," volume 2: "Here My Troubles Began" (2 volumes bound in one, Comic book format; story is of author's father, a survivor, 1997, c1986-1991).
- Weil, Jiří. *Life With a Star* (1998, c1964)
- Wiesel, Elie. *Night*. Hill & Wang, 1960.
- Greenfield, Hana. *Fragments of Memory* (1998, c1998)

Other documentation

- Arad, Yitzhak, *Belzec, Sobibor, Treblinka: The Operation Reinhard Death Camps* (1999, c1987)
- Browning Christopher R., *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland* (1998, c1992)
- Carr, Firpo Wycoff *Germany's Black Holocaust, 1890-1945* (2003)
- Czech, Danuta, *Auschwitz Chronicle: 1939-1945* (1999)
- Dean, Martin. *Collaboration in the Holocaust: Crimes of the Local Police in Belorussia and Ukraine, 1941-44* (1999)
- Dippler, Christoph "The German Resistance and the Jews" pages 51–93 from *Yad Vashem Studies*, Volume 16, 1984.
- Lucjan Dobroszycki (ed.), *The Chronicle of the Lodz Ghetto, 1941-1944* (1987, c1984)
- Gilbert, Martin, *Holocaust: A History of the Jews of Europe During the Second World War* (1987, c1985)
- Fings, Karola and Kenrick, Donald (ed.) *The Gypsies During the Second World War*, 2 vols. (1999)
- Gutman, Israel, Berenbaum, Michael, et al. (ed.), Yehuda Bauer, Raul Hilberg, et al. (ed. bd.) *Anatomy of the Auschwitz Death Camp* (1998, c1994)
- Hogan, David J. and Aretha, David, eds. *The Holocaust Chronicle: A History in Words and Pictures*. Lincolnwood, IL: Publications International, 2000
- Kaplan, Vivian Jeanette - *Ten Green Bottles: Nazi Occupied Vienna to Shanghai* (2004)
- Koren, Yehuda and Negev, Eliat, *In Our Hearts We Were Giants: The Remarkable Story of the Lilliput Troupe - A Dwarf Family's Survival of the Holocaust* (2005)
- *The Protest of Zofia Kossak-Szczucka*
- Oppenheimer, Deborah and Harris, Mark Jonathan (ed.), *Into the Arms of Strangers : Stories of the Kindertransport* (2001, c1998)
- Pressac, Jean-Claude, *Auschwitz: Technique and operation of the gas chambers* (1989)
- van Pelt, Robert Jan. *The Case for Auschwitz: Evidence from the Irving Trial* (2002)
- Steger, Bernd and Wald, Peter (ed.). *Hinter der grüne Pappel: Orli Wald im Schatten von Auschwitz – Leben und Erinnerungen* (2008)^[1]
- Vromen, Suzanne. *Hidden Children of the Holocaust: Belgian Nuns and their Daring Rescue of Young Jews from the Nazis* (2010)

Hypotheses and historiography

- Agamben, Giorgio. *Remnants of Auschwitz: The Witness and the Archive* (1999)
- Bloxham, Donald. *The Final Solution: A Genocide* (2009)
- Christopher Browning, *Ordinary Men: Reserve Police Battalion 11 and the Final Solution in Poland* (Penguin, 1992)

- Arendt, Hannah. *Eichmann in Jerusalem: A Report on the Banality of Evil* (1994, c1963)
- Cole, Tim (2000). *Selling the Holocaust*. New York: Routledge. ISBN 0-415-92813-3.
- Goldhagen, Daniel J., *Hitler's Willing Executioners: Ordinary Germans and the Holocaust* (1997)
- 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)
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- Finkelstein, Norman G.. Ruth Bettina Birn, *A nation on trial: the Goldhagen thesis and historical truth* (1998)
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- Wolffsohn, Michael *Eternal Guilt? : Forty years of German-Jewish-Israeli Relations*, New York : Columbia University Press, (1993) ISBN 0-231-08274-6.

Online Resources for the Holocaust and Holocaust Studies

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

AITLC Guide to the Holocaust: <http://tlc.ai.org/holocaust.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/~woolfm/holocaustsyllabi.html>
<http://www.websteruniv.edu/~woolfm/holocaustcourse.html> (+ websites)

The Holocaust & WEBligraphy: <http://www.webster.edu/~woolfm/holocaustcourse.html>

<http://www.webster.edu/~woolfm/>

Holocaust & Genocide Studies: <http://www.webster.edu/~woolfm/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>

History of the Holocaust: <http://www.holocaustcenter.com/historyof.shtml>

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-denial: <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 Holocaust 1933-1945: <http://motlc.wiesenthal.com/resources/courage/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]:

<http://motlc.wiesenthal.com/pages/index.html>

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/jewishbook.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.htm#Antisem>
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](http://gopher1.cit.cornell.edu:70/00/.files/CH080593/CH08059317)
The Genocide Research Project: <http://www.holocaust-history.org>

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>

'We 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:*

<http://www.pathfinder.com/time/international/1996/960429/essay.html>

H-German Discussion of Daniel J. Goldhagen's Hitler's Willing Executioners: Ordinary Germans & the Holocaust: <http://h-net2.msu.edu/~german/discuss/goldhagen/>

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

Women And The Holocaust. <http://www.interlog.com/~mighty/>

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

Jehovah's Witnesses - Resistance: <http://www.Holocaust-trc.org/Jehovah.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>

Schindler's List: <http://www.holocaust.about.com/msub35.htm?pid=2765&cob=home>

Jan Karski: A Hero of the Holocaust: <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>

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 trial of Adolph Eichmann: <http://www3.pbs.org/eichmann/study.htm>

United Nations Convention on the Prevention and Punishment of the Crime of Genocide

The Nuremberg Laws, 1935 : Law of Protection of the German Race: Hereditary Health Kristallnacht. The

T4 Euthanasie Program. The Final Solution. Gypsies and the Holocaust

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 access to additional secondary sources: <http://www.nara.gov/research/assets>