The Holocaust  
Hist 4342-001  
Dr. Sandrine Sanos  
CI 109 TR  9:30-10:45

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Office Hours: by appointment, W 3pm-6pm & Th 2pm-4pm

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?”

Course Objectives
- acquire the basic skills of professional historians, namely:
  - read and analyze *original sources* (documents from the past)
  - learn to develop historical interpretations (in class & in writing)
  - reflect on issues of *continuity & change* (as guides to understanding events & phenomena in the past)
  - write critically and historically in a wide range of assignments.

By the end of the course, we hope to have:
- grasped the significance of the Holocaust as a historical event and for 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.

BOOKS ARE AVAILABLE AT THE CAMPUS BOOKSTORE AND ELSEWHERE
A COPY OF EACH WILL BE ON RESERVE AT THE LIBRARY
Please be aware this course syllabus is provisional and may be subject to change

Course Expectations and Guidelines

**Class participation:**
PARTICIPATION IN CLASS IS CRUCIAL.
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).
You will be assessed for your participation: you will be expected to make SUBSTANTIAL contribution during our discussions. If large group discussions are intimidating, we will have the opportunity for smaller group discussion.
Participation must include:
- evidence of reading done.
- comments in class (small or large group discussion) offering thoughts & analysis of the material.
- making connections with issues brought up in lectures and during class discussion.
- active listening (paying attention, taking notes, etc).
**do not be afraid to ask questions in class if you need clarification, are confused, or want more information. I welcome questions and queries.**

**Course Etiquette**
The classroom should be a pleasant, exciting, and rewarding experience:
1. Students are expected to be respectful of each other in demeanor, tone, and behavior.
2. Rude or inconsiderate behavior and remarks will not be tolerated.
3. Please turn off your cell phones BEFORE CLASS.
4. Please do not send text messages, check or use phones during class.
5. Please do not use laptop computers in class.
6. You are expected to be able to stay in class and not leave during the class period.
**If you text or use your phone during class, I reserve the right to ask you to leave, and will count you as absent for that class period. If you do this repeatedly, this may also affect your overall participation grade in the class.**
If students engage in ANY of the above, I reserve the right to ask you to leave class.
If you plan on using online versions of the reading, please come and see me.
7. Students are also 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, babysitting, etc.), please come and inform me at the beginning of class.
Email Etiquette

1. If you cannot ask me during or after class, never hesitate to email me. I will make every effort to answer as quickly as possible.

2. Emails are professional correspondence, which means they should include:
   - a subject heading (indicating what your email is about)
   - proper address (“Dear Dr. X” or “Dear Prof. S.”)
   - explain and ask your question
   - always include the usual forms of politeness (sign your name)

The rule is simple: **behave on email as you would in person**

3. The same rules apply if you send me an assignment over email: the email should include a subject-heading, a sentence explaining what you are sending me, and your name.

4. I will not respond to emails after 6pm. Please do not expect an immediate response over the weekend.

5. If you do not receive a response after two days, email again –your email may have got lost in spam or junk mail folders.

Class Attendance:

Students are expected to attend ALL class sessions: attendance is part of your participation grade.

Students are allowed **ONE UNJUSTIFIED ABSENCE**.

More than one unjustified absence will result in an F for your participation grade.

All absences must be documented in order to be justified and allow you to make up quizzes.

If you have more than 4 unjustified absences (two weeks of classes), your final grade may be affected, and you may fail the course.

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 Disabilities 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 call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116. If you are a returning veteran and are
experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**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.” 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, Turabian, or Chicago format, provide citation even when you are paraphrasing or using an idea or information) anything you may use for your paper. **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 Linda Miller (825-3466, Linda.Miller@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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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
</tr>
<tr>
<td>In-class Writing *</td>
<td>20%</td>
</tr>
<tr>
<td>Essay #1</td>
<td>15%</td>
</tr>
<tr>
<td>Essay #2</td>
<td>15%</td>
</tr>
<tr>
<td>Essay #3</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 form of research essay. Guidelines will be distributed and you will be expected to do research primarily from the following resource: www.ushmm.org, the website of the Washington DC Holocaust Museum. You will have to hand in an abstract a few weeks before the final designed to explain in one single-spaced page what you will talk about in your final essay.

**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 for details

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**Course Outline**

**Week 1**

Jan. 22  
*Introduction: The Meaning of the Holocaust & Genocide*  
Lecture & Syllabus overview

**Week 2**

Jan. 27  
*World War One and the Armenian Genocide*  
Reading: Dwork & van Pelt, Ch. 1 & 2.

Jan. 27  
*The AfterEffects of World War One (I)*

Week 3

Feb. 03  The Aftereffects of World War One (II): Fascism & Nazism
Reading & Lecture: Hitler, Hitler, and Goebbels (photocopies on reserve)

Feb. 05  The Weimar Republic & The Nazi Regime
Lecture & Reading: Dwork, Ch. 3; Mussolini (photocopies on reserve)

Week 4

Feb. 10  Nazi Law & Propaganda
Reading: Dwork, Ch. 4; Nuremberg racial law (photocopies on reserve)

Feb. 12  Nazi Policy
Reading: Kaplan, Ch. 1 & 4

Week 5

Feb. 17  Kristallnacht
Reading: Kaplan, Ch. 2 & 5

Feb. 19  Emigration
Reading: Dwork, Ch. 5 & Maus, Vol. I: Ch1. & 2

Week 6

Feb. 24  The Outbreak of the War
Reading: Dwork, Ch. 6 & 7
Feb. 25  ESSAY #1 TO HAND IN by 3pm in my office.

Feb. 26  Jews under German Occupation (I)
          Reading: Kaplan, Ch. 6

Week 7

March 03 Jews under German Occupation (II)
          Reading: Dwork, Ch. 8

March 05 Jews Under German Occupation (III)
          Reading: Maus, Vol. 1: Ch. 3-4 & Kaplan, & Korczak (photocopies on reserve)

Week 8

March 10 Ghetto & Genocide in the East
          Reading & Lecture: Dwork, Ch. 9

March 12 Jewish Responses
          Reading: Kaplan, Ch. 7 & Maus, Vol. I: Ch. 5 & 6

Week 9

SPRING BREAK

Week 10

March 24 The Final Solution (I)
          Reading: Dwork, Ch. 10 & 11

March 26 The Final Solution (II)
          Reading: Browning, p. 1-77

Week 11

March 31 The Final Solution (III)
          Reading: Browning, p. 78-189

Apr. 02 Reading: Kaplan Ch. 8 & Maus, Vol. II: Ch. 1 & 2

Apr. 03 ESSAY #2 TO HAND IN, IN MY OFFICE
Week 12

Apr. 07  
*Death Camps (I)*
Reading: Dwork, Ch. 14  
(Dwork, Ch. 13 recommended)

Apr. 09  
*The Experience of the Camp*

Week 13

Apr. 14  
*From Camp to Liberation*
Reading: Levi, *Survival*, 87-173, & *Maus* Vol. II: Ch. 4

Apr. 16  
NO CLASS

Week 14

Apr. 21  
FILM SHOWING: *The Pianist*
Hand in abstract for essay #3

Apr. 23  
FILM SHOWING: *The Pianist*

Week 15

Apr. 28  
WORKSHOP: ESSAY #3

May 30  
*The Aftermath: Justice & History*
Reading: Levi, *Drowned and Saved*, 11-69

Week 16

MAY 05  
LAST CLASS
ESSAY #3 TO HAND IN, IN CLASS