The Holocaust
Hist 4342-001
Dr. Sandrine Sanos
Island Hall 157 TR (9:30-10:45am)

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

Course Outline

The Holocaust is the name given to the historical 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 its implication in thinking about genocide
- understood the meaning of racial antisemitism and the Nazi extermination project
- reflected on issues of violence, exclusion, and ethics

Course Readings
Marion Kaplan, *Between Dignity & Despair: Jewish Life in Nazi Germany* (1999)

Other readings will be made available as photocopies on reserve at the library.

BOOKS ARE AVAILABLE AT THE CAMPUS BOOKSTORE
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. Please do not record class conversation or my lectures without my permission.
7. 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: behaving 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.

Grader
Lauren Robinson will grade for this class.
Please do not hesitate to contact her if you any questions regarding quizzes, the reading, the class. Her email is: lrobinson@islander.tamucc.edu
You can make appointments to see her on Wednesday between 11am and 2pm.

Academic Affairs:

Academic Advising
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center.
The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call (361) 825-3466.

Disability Services
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.

Grade Appeal Process
Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, cla.tamucc.edu/students. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

Academic Dishonesty:
There will be a no-zero tolerance policy on cheating in class or plagiarism in take-home work. Plagiarism will not be tolerated and means you will be failed for the entire course.

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.
Please remember that the university policy does not distinguish between sloppy habits, a mistake made once, or a deliberate attempt at cheating. All are considered plagiarism, that is academic dishonesty.
You can read the following: https://owl.english.purdue.edu/owl/resource/589/01.

To avoid plagiarism: always be safe rather than sorry!

PROPER CITATION INVOLVES USING BOTH QUOTATION MARKS AND FOOTNOTES
1. quotation marks indicate the material is from someone else
2. footnotes tell the reader when the information or idea come from.
You must always quote and cite when you use someone else' words or ideas, or to show where you got your information from.

Even when you are paraphrasing (rewriting in your own words), include a footnote.
It is best to avoid paraphrase and, instead, rely on quotations.
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 essay or writing.

We will discuss in class how best to avoid plagiarism

How to cite Chicago-Style:
The Chicago style (or Turrabian) is the format used in history.
You can find the guidelines on the History area website or ask a reference librarian.
http://cla.tamucc.edu/history/History_Area_Guide_Fall2009.pdf

Papers that do not use the Chicago format will be downgraded by a 1/3 of a grade.
(for in-class quizzes, put page numbers in parenthesis)

The following rules also apply to your in-class write-ups.
In order to develop good quiz writing practices, please see below.

Course Assignments

<table>
<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>10%</td>
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<tr>
<td>Essay #2</td>
<td>15%</td>
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<tr>
<td>Essay #3 (Research essay)</td>
<td>35%</td>
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In-class Write-Ups:
There will be daily write-ups at the beginning of the class. These will be given letter grades.
Write-ups do not just test your knowledge: they are an opportunity for you to put into clear and concise writing the knowledge you gained from your reading.
They help practice writing and give you a chance to organize your ideas.
You are allowed to use your notes for the quiz, but not the book.
When you take notes, do NOT copy word for word the book: take notes using your own language and practice using proper names for facts, developments, concepts. Develop short-hands, abbreviations, symbols to designate phenomena, facts, etc.
We will discuss in class how to take good and effective notes.
If you copy the book, this will count as plagiarism.
The final grade for your quizzes will be an average of all semester quizzes grades.

**Deadlines:**
Extensions will only be granted more than 2 days in advance.
In general, it is not wise to ask for more than one extension per semester (I reserve the right not to give you one if you have already benefited from one).
Late essays will be graded down by one full letter-grade for every day late.
Again, in trying to manage your time and work, a policy of honesty is usually the wisest in communicating with me.

**Essays:**
You will be asked to write two historical essays responding to a particular question.
The question usually asks you to reflect on the historical developments and issues of a particular time period, using primary sources as well as knowledge from the textbook and notes taken in class.

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.

A history essay does more than just tell me what happened at the time. It does not just summarize.
It offers an argument (or interpretation) on how to think about that time period.

1. your essay should not be a summary of what happens during a time period, but include an analysis of how and why things happened and how we should understand them.
2. You may use and refer to all the knowledge you have acquired during the semester.
3. You will be asked to use primary documents as evidence from a particular time period:
   when you use a primary document, always consider:
   - “what does this document tell me about the time period?”
   - include BOTH historical context (author, date) and close-reading (analysis of the text itself, its language, vocabulary, meaning, assumptions, etc.). Not just one or the other.

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](http://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.
Course Outline

Week 1

Jan. 20  
*Introduction: The Meaning of the Holocaust & Genocide*
Lecture & Syllabus overview

Week 2

Jan. 26  
*World War One and the Armenian Genocide*
Reading: Dwork & van Pelt, Ch. 1 & 2.

Jan. 28  
*The AfterEffects of World War One (I)*

Week 3

Feb. 02  
*The Aftereffects of World War One (II): Fascism & Nazism*
Reading & Lecture: Hitler, Hitler, and Goebbeles (photocopies on reserve)

Feb. 04  
*The Weimar Republic & The Nazi Regime*
Lecture & Reading: Dwork, Ch. 3; Mussolini (photocopies on reserve)

Week 4

Feb. 09  
*Nazi Law & Propaganda*
Reading: Dwork, Ch. 4; Nuremberg racial law (photocopies on reserve)

Feb. 11  
*Nazi Policy*
Reading: Kaplan, Ch. 1 & 4

Week 5
Feb. 16  
*Kristallnacht*

Reading: Kaplan, Ch. 2 & 5

Feb. 18  
*Emigration*

Reading: Dwork, Ch. 5 & *Maus*, Vol. I: Ch1. & 2

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**Week 6**

Feb. 26  
*The Outbreak of the War*

Reading: Dwork, Ch. 6 & 7

Feb. 24  
Essay#1 to hand in, by 3pm in my office

Feb. 25  
*Jews under German Occupation (I)*

Reading: Kaplan, Ch. 6

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**Week 7**

March 01  
*Jews under German Occupation (I)*

Reading: Dwork, Ch. 8

March 03  
NO CLASS

*Jews Under German Occupation (II)*

Reading: *Maus*, Vol. 1: Ch. 3-4 & Korczak (photocopies on reserve)

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**Week 8**

March 08  
*Jews Under German Occupation (II)*

Reading: *Maus*, Vol. 1: Ch. 3-4 & Kaplan, & Korczak (photocopies on reserve)

March 10  
*Ghetto & Genocide in the East*

Reading & Lecture: Dwork, Ch. 9

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**Week 9**

SPRING BREAK
Week 10
March 22  
*Jewish Responses*
Reading: Kaplan, Ch. 7 & *Maus*, Vol. I: Ch. 5 & 6

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

Week 11
March 29  
*The Final Solution (II)*
Reading: Browning, p. 1-77

March 31  
NO CLASS
ESSAY #2 TO HAND IN BY 3PM IN MARTI BECK'S OFFICE

Week 12
Apr. 05  
*The Final Solution (III)*
Reading: Browning, p. 78-189 &

Apr. 07  
Reading: Kaplan Ch. 8 & *Maus*, Vol. II: Ch. 1 & 2

Week 13
Apr. 12  
*Death Camps (I)*
Reading: Dwork, Ch. 14 (Dwork, Ch. 13 recommended)

Apr. 14  
*The Experience of the Camp*

Week 14
Apr. 19  
*From Camp to Liberation*
Reading: Levi, *Survival*, 87-173, & *Maus* Vol. II: Ch. 4

Apr. 21  
*The Aftermath: Justice & History*
Reading: Levi, *Drowned and Saved*, 11-69
Week 15

Apr. 26    FILM SHOWING: *The Pianist*

Apr. 28    FILM SHOWING: *The Pianist*

Week 16

May 03    LAST CLASS
          HAND IN RESEARCH ESSAY