

History of the Holocaust, History 347.01
Meeting Room: 135 OSH
Meeting Times: Tues & Thurs, 2:00-3:15 pm

Dr. Stallbaumer-Beishline
Spring 2015
 (updated 18 January 2015)

Office Hours & Locations

- Monday: 4:15-5:00 PM (132 OSH)
- Tuesday: 3:15-4:00 PM (132 OSH);
- Wednesday: 4:15-5:00 PM (132 OSH)
- Thursday: 3:15-4:00 PM (132 OSH)

Glad to schedule appointments also; just contact me.

**TALE Center (420 Andruss Library)
 OSH 132**

I currently split my time and offices between the History Department and the TALE Center, which is located in the library. Most weekdays you can find me in the TALE Center starting at 11:00 AM until I head down to Old Science to teach.

Old Science Hall Office Phone: 389-4979

TALE Center Office Phone: 389-4310

Home Phone: 570-925-0304 (9 AM-9 PM)

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Email etiquette:

- always include the topic of your email in the memo line
- never send an assignment by email unless specifically instructed to do so
- never assume that I read my email more than once a day, or that I will respond immediately when you send a message
- to receive a timely response to your questions, you should call me at both phone numbers or see me during my office hours
- the lack of planning on your part does not constitute an emergency on my part

Learning and teaching is a shared responsibility between the professor and the students. My responsibility as the teacher is to provide expert knowledge and a stimulating environment in which to learn, identify learning goals and help you achieve them, and to offer timely, useful feedback on your progress as you test your competencies. Your responsibility as the learner is to always be prepared for class, successfully complete reading and writing assignments in a *timely and thoughtful manner*, and to learn, that is to create new pathways in your brain that allow you to recall lessons and apply to real life situations years into the future.

How can studying the Holocaust be applicable to real life situations in the future? While studying the event in context, we learn more about racism, conformity, non-conformity, and human nature; lessons on these topics are universally applicable across time. Unfortunately, what happened in Nazi Germany is not exceptional. What is more, history offers a disciplinary way of thinking that encourages you to analyze and evaluate evidence and to advance plausible interpretations of the historical record – skills that are useful in many aspects of your life.

My promise: If you fulfill your responsibilities as a learner, upon completion of this course you will be able:

Learning Goals or Outcomes:

How the goals will be accomplished:

To evaluate primary and secondary sources to determine how Germany created a racial state and who all and how the decision was made to kill European Jews.

→ →



To examine the behavior of perpetrators of the final solution to determine if they were "ordinary men".

→ →

Lecture; reading, discussing, and evaluating primary and secondary sources;

To comprehend how Jews responded to persecution during the killing years and specifically if they resisted.	→ →	composing informal and formal essays to advance plausible interpretations in response to open-ended historical questions. ¹
To arrive at your own conclusions on whether or not Jews could have been rescued during the killing years and specifically contemplate whether or not the US did enough to facilitate rescue.	→ →	
To understand how victims recall their experiences in the aftermath of destruction.	→ →	
To advance convincing historical interpretations orally and in writing that fulfill the standards of the profession.	→ →	To participate in discussions, complete writing tutorials, and engage in informal and formal writing assignments.

Communication:

 All course materials are found in **BOLT** <https://bolt.bloomu.edu>. All written communication is completed through your BU email address so you must access that account routinely. Any alterations to the course syllabus, meeting times, etc will be announced as a news item in BOLT and with a group email @huskies.bloomu.edu. Please ask questions if any instruction is ever unclear. I maintain a web site on learning and teaching history: <http://facstaff.bloomu.edu/lstallba>. You will find useful tutorials about how to write history essays (some of these are actually required to complete an assignment listed below). In addition, I will have the most updated syllabus available there in case you are having difficulty accessing it through BOLT; however, reading materials can only be accessed through BOLT → Content. 

Technology Requirements & Policies



- If you struggle accessing material through one browser, try a different one.
- Be sure you routinely update Java script and internet browsers.
- High-speed internet (no dial up). Be aware that wireless connections can be slower.
- You know how and are able to access all course materials from BOLT.
- Some course materials are Flash or pdf and not supported by some Apple products (your problem not mine).
- **Use Microsoft Word to upload all written work to BOLT or to me (i.e. file extension is a .doc or .docx) or use RTF.**



Mobile Technology Policy

Put your cell phone in silent mode upon beginning class and keep it in your pocket, purse or school bag or place face down on your desk. By the way, leaving class to answer a cell phone call or text a message is an equally inappropriate use of class time.

Attempting to multi-task shows a lack of engagement in the subject matter, and it is not

¹ **Primary sources** are documents (i.e. decrees, memos, letters, images, etc) originating from the historical time period or produced by those involved (e.g. trial testimony, diaries, memoirs). **Secondary sources** are the historians' interpretations of the past drawing upon primary sources and other historians' essays and books. Secondary sources will include my lectures, several monographs, and additional historical essays or book chapters.

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possible to accomplish successfully. In short, it is not conducive to learning. If you bring a laptop, please have a G-rated screen saver. If you have either a laptop or tablet, or other mobile device, you are not allowed to game, check or send emails, tweet, Instagram, check facebook, etc. Of course, you are permitted to use them for class related activities.

Consequences? You may be asked to leave the class if you are found to be violating the above policies. You will be asked not to bring your laptop to class or to leave if you are making inappropriate use of your laptop or mobile device.



Required Texts

Please note: on the days in which these materials are discussed, you must bring them to class. As you contribute to discussion, you are going to be asked to share page numbers, read passages, etc.

Bergen, Doris. *War and Genocide: A Concise History of the Holocaust*. Lanham, Maryland: Rowman & Littlefield, 2009.

Bergen will provide you with essential background information; my lectures will not regurgitate Bergen. Reading guides are found in BOLT Content.

Levi, Primo. *Survival in Auschwitz: The Nazi Assault on Humanity*. Trans. Stuart Woolf. A Touchstone Book. New York: Simon and Schuster, 1996; New York: Collier Books, 1993.

Browning, Christopher. *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*. 2nd ed. New York: HarperPerennial, 1998.

We will be reading selected chapters of this volume.

Reading Materials (Required) in BOLT → Content

- Claudia Koonz, "Genocide and Eugenics: The Language of Power"
- Creating a Racial State, Part I and Part II
- Documents on the Origins of the Final Solution
- Gerald Fleming, "It is the Führer's Wish"
- Christopher Browning, "A Product of Euphoria"
- *Words to Outlive Us* includes Anonymous Woman, Adolf Berman, Henryk Bryskier, Stefan Ernst, Helen Gutman-Staszewska, Chaim Hasenfus, Jan Mawult, Samuel Puterman, Henryk Slobodzki, Stefania Staszewska, Marek Stok, Natan Zelichower, Samuel Zylbersztejn
- Raul Hilberg, "Two Thousand Years of Jewish Appeasement"
- Yehuda Bauer, "Forms of Jewish Resistance"
- Nechama Tec, "Self Preservation"
- *Fresh Wounds* includes Introduction, Edith S, Hadassah M, Hildegard F, Lena K, Lena K's Children, Nechama E, Rabbi Solomon, Udel S
- The Politics of Rescue Select Documents
- David Wyman, "Abandonment of the Jews"
- Yehuda Bauer, "Negotiating for Jewish Lives"
- William Rubinstein, "The Myth of Rescue"

"...knowing how to read something results almost automatically from knowing why we are reading, and without some purpose, reading is an aimless activity." In advance, look at the questions posed for daily class meetings, DLEs, essay questions, and Bergen reading guides to make your reading effective.

Recorded Lectures (Required) in **BOLT → Content**

- The Politics of Rescue, Part 1 of 4
- The Politics of Rescue, Part 2 of 4

History Writing Tutorials/Lectures (Required) in **BOLT → Content**

- What is plagiarism?
- What is authentic and inauthentic paraphrasing?
- Conventions in historical writing
- How to write lively sentences
- Writing paragraphs
- Writing thesis
- How to incorporate quotations into essays
- To cite, or not to cite, that is the question

Note about submitting DLEs and Essays:

- Bring a hardcopy to class and upload your final copy to BOLT dropbox.
- Only sign your name on the back of the last page so that I may grade blindly.

Optional Sources in BOLT to Help you Visualize the Past

- Documentary Film Clips BOLT → Content
- Web Resources BOLT → Content

Assessment of Student Learning

Deadlines for Assessment Pieces are Listed in the Schedule of Assignment Deadlines, Readings, Class Meetings located Below

Attendance

You are expected to attend class but you earn no points simply for being present. If you have a documented medical excuse, military service, varsity sports (or other reasonable absence listed below in the attendance policy) that includes a legible name, date, and phone number whom can be contacted by me, you may make up missed discussions. It is your responsibility to contact me to find out what to do.

History Writing Reflection Piece (0-5 points)

- Study History Writing Tutorials in BOLT → Content → History Writing (allow approximately 1.5 hours)
- Each tutorial lasts approximately 10 minutes or less depending upon your reading speed. Be sure to read for comprehension.
- Even if the tutorial indicates that you should turn in the quiz results, you do not need to do that unless you want additional proof that you completed the tutorial. (Take a screen shot and save it.)
- After Completing the Tutorials, compose a single page, single spaced informal reflection piece addressing the following:
 - Identify your greatest strengths and weaknesses in composing historical essays.
 - Describe at least one idea that you learned about each of the tutorial topics.
 - Identify at least three writing skills that you plan to develop while drafting essays for this course.

Two Exams**Mid-Term Examination (tentatively 0-30 points)**

Sources to review in preparation for the exam include:

- Bergen, chapters 1-7 (make use of the reading study guides)
- Claudia Koonz, "Genocide and Eugenics"
- Gerald Fleming, "It is the Führer's Wish"
- Christopher Browning, "The Product of Euphoria"
- Lecture notes

The exam will test your foundational knowledge through your ability:

- to place events in their correct chronological sequence;
- to identify and explain the significance of critical events and people involved with creating a racial state and implementing genocide;
- to recognize the correct use of terminology in its historical context;
- to identify the author and explain the meaning of essential quotations from secondary sources (Bergen, Koonz, Fleming, and Browning)
- Thus it could include short answer or paragraph responses; multiple choice; matching; order sequencing; fill-in-the-blank.

Final Examination (tentatively 0-30 points)

Sources to review in preparation for the exam include:

- Bergen, chapter 8 (make use of the reading study guide)
- Raul Hilberg, "Two Thousand Years of Jewish Appeasement"
- Yehuda Bauer, "Forms of Jewish Resistance"
- Nechama Tec, "Self Preservation"
- Scholarly Reflections on Human Nature and Memory
- David Wyman, "Abandonment of the Jews"
- Yehuda Bauer, "Negotiating for Jewish Lives"
- William Rubinstein, "The Myth of Rescue"
- Lecture Notes

The exam will test your ability:

- to recall foundational knowledge (partially a review of mid-term depending upon results of first exam) and content since the mid-term;
- to place events in their correct chronological sequence;
- to identify and explain the significance of critical events and people revolving around resistance and rescue;
- to identify the author and explain the meaning of essential quotations from secondary sources (Browning, Bauer, Hilberg, Wyman, Tec, and Rubinstein);
- to compose an essay that puts forth a plausible interpretation of the following question:
 - We have studied perpetrators and victims of the Holocaust in a variety of contexts and through a variety of primary and secondary sources. What lessons about human nature can mankind draw from the Holocaust? (Tip: do not make this essay a one-sided analysis of only victims or only perpetrators. Provide concrete examples from primary and secondary sources to advance a convincing interpretation.)
- Thus the final exam could include short answer or paragraph responses; multiple choice; matching; order sequencing; fill-in-the-blank; and definitely an essay with an introductory paragraph that ends with a thesis statement; body of paragraphs; concluding paragraph that summarizes the interpretation advanced in the essay.

Discussion grade (approximately 0-36 points; 0-3 points for each discussion)

- We will discuss the meaning and interpretation of primary (documentary) and secondary (historical interpretations) sources on specific subjects that are either controversial or deserve in-depth attention. Naturally, you are expected to have studied, not just read the material

assigned.

- Discussion allows students to think through the material with their classmates; the professor serves as a facilitator to keep students on track.
- Questions to guide your reading of document collections can be found in the syllabus calendar below and in the document log entry assignments. Discussion is not limited to those questions.
- Always have the discussion material in front of you; be prepared to explain how you arrived at an interpretation or why you are raising questions by making reference to specific documents, page numbers, paragraphs.
- In order for everyone to benefit from discussion, everyone should be engaged. If you have a serious and legitimate problem with shyness, you should discuss this with me at the beginning of the semester. Or if you tend to learn best by listening, then we need to discuss this.
- How is discussion graded? Participation can take the form of responding to questions posed by the professor or your classmates; asking questions to clarify any confusion that you have about the content of the readings or the ideas they generate; offering your interpretation of questions and documents.
 - 0 points if you are absent;
 - 1.5-2 points if you attend discussion but never speak; if what you say is totally irrelevant or clearly un-informed by having read the primary and secondary sources;
 - 2.25 points if you make at least one relevant contribution that is informed by the readings;
 - 2.5 points if you make at least two relevant contributions that is informed by the readings;
 - 3 points if you make three or more relevant contributions that are informed by the readings.

Stuff happens option: we all have bad days, fail to engage or get overwhelmed with work, and cannot prepare adequately. Your lowest discussion grade will be dropped at the end of the semester. If you miss a discussion, this will be the lowest grade dropped. So it is better to attend and be ill-prepared, than not to attend.

Tips on Preparing for Discussion:

If the discussion centers on primary sources (e.g. diaries, memoirs, memos, correspondence, speeches, etc.), you should do the following:

- Allow time to read the documents more than once. The ideas and vocabulary may be quite alien to you, and a single reading will not allow you genuinely to contemplate their meaning, let alone think about the documents in the context of the other documents and the secondary sources. Subsequently, the quality of your written work and discussion participation will undoubtedly suffer.
- Take notes to determine the **context** of the document: Who wrote/spoke it? Why? When? What are the major points/ideas contained in the document? How reliable is the primary source? How does it help us address the discussion questions (listed in the syllabus or posed in the document log entries)? Which sources are more reliable and why?
- Use study guides to keep track of notes.
- When taking notes, cite page numbers so that during discussion you can refer to them and encourage the class to consider the evidence with you. Also you can reference those page numbers later for writing assignments.
- Be certain that when you take notes that you authentically paraphrase or summarize so that you do not unintentionally plagiarize sources if you then draw upon those notes to write assignments.

If the discussion revolves around secondary sources, then you must consider how convincing historians are in presenting their arguments.

- Familiarize yourself with the author's thesis and the major points of his/her arguments

or interpretation.

- Identify transitions between major points in essays or book chapters.
- Identify what evidence (primary or secondary) or factual details that the author uses to support his/her interpretations.
- Determine if the author places his/her interpretations into any historiographic context that should provide clues to his/her working assumptions and research methods.
- Markup the text, take notes and cite page numbers so that during discussion, you can refer to them.
- Consider how convincing the author's interpretation of an event or historical question is. While you may be a novice, trust your instincts and ability to judge the merits of secondary sources. No interpretation is without flaws and some are outright controversial.
- What are the author's qualifications, working assumptions, and potential biases? Historians cannot avoid being shaped by their environment (time period in which they live, socio-economic background, ethnicity, gender, etc), what primary sources were accessible, previous research by other scholars, and so forth. You must try to read between the lines because two or more scholars can look at the same document and not necessarily arrive at the same conclusions.
- Ultimately, you will be partially relying upon the secondary sources to compose formal essays assigned during the semester.
- Allow time to study the secondary sources, at least portions of them, more than once for the same reasons that you should read documents more than once.
- Be certain that when you take notes that you authentically paraphrase or summarize so that you do not unintentionally plagiarize sources.

Five Document Log Entries; each worth 0-10 points (for a total of 0-50 points)

General Guidelines that apply to ALL submissions:

- These are informal writing assignments in which you should attempt to write your tentative interpretations of primary sources.
- **Informal does not mean slipshod work thrown together at the last minute. By informal**, I am not expecting an essay with introductory and concluding paragraphs, thesis, and body paragraphs built around topic sentences. In fact, I discourage this because it might inhibit your thinking. **By informal**, I am not suggesting that you write a creative essay that is a stream of consciousness and a collection of random thoughts. **I expect** that you support your interpretations with evidence from the assigned relevant sources. **Suggestion:** organize your responses clearly around each of the questions.
- **Know your Audience?** Your responses should be written so that any intelligent person, having a limited understanding of the subject matter, could comprehend. In short, do not assume the reader knows the course or course content. On another level, understand that the primary reader of your essay, me, knows what kind of primary or secondary sources you had at your disposal to support your interpretation.
- This assignment is based on the premise that writing about what you have read is a means of thinking through the material. Often the process of writing generates new thoughts.
- You are expected to answer the questions listed with the document log entry. You are not expected to have completely mastered the meaning of the documents, and you should also raise questions if you have any.
- You are not being assessed upon your writing skills but your attempts to interpret the documents and raise questions about their content. You are expected to support your interpretation of the questions with evidence from the assigned documents. Moreover, summarizing what you read from Doris Bergen's *War and Genocide* is unacceptable. However, you may want to make appropriate comparisons to Bergen.
- You are not necessarily required to discuss every single document, yet you should also not

avoid documents that you struggle with understanding. Indeed, if you struggle with a particular document discuss that. At least attempt to understand and raise questions.

- **Should you cite your sources?** BE SURE TO MAKE SPECIFIC REFERENCES TO THE DOCUMENTS within your writing either through footnotes, parenthetical citations, or in the text. For example, when discussing a document or group of documents put the document numbers in parentheses so that your ideas can be retraced. So you might write a sentence that reads like this, "Documents 1, 5 and 6 suggest to me . . ." then follow with the relevant page numbers. Or a sentence reads like this, "My understanding of the 31 July 1941 Göring memo is ... (#6, p. 10). (These crude references to documents are not allowed in more conventional historical essays, but for the log entries, they are acceptable.)
- Your log entries should be typed, single-spaced, and not to exceed 2 pages.
- Submit a copy to **BOLT → Dropbox** by the time indicated in the "Schedule of Readings and Assignments" below.

Document Log Entry Rubric I use this as a guide, not a calculator to help assess assignments.	
0-5.75 points	<input type="checkbox"/> Submits a DLE, but does not answer each of the questions posed. <input type="checkbox"/> Names a document or its author but does not explain how that document supports his/her response to the question. <input type="checkbox"/> Response does not appear informed by the documentary evidence assigned. <input type="checkbox"/> Reporting on what the student read in Bergen or heard in recorded lecture, not what they read in the documents. <input type="checkbox"/> A stranger, not knowledgeable about the course or course content, would struggle mightily. <input type="checkbox"/> Fails to cite origins of ideas, paraphrases, and/or quotations. <input type="checkbox"/> In-authentically paraphrases or plagiarizes.
6 points	<input type="checkbox"/> Answers all questions posed. <input type="checkbox"/> Supports response to each question with one document. <input type="checkbox"/> The document is not just named or mentioned, but student explains how the document supports interpretation. <input type="checkbox"/> May ignore evidence that undermines interpretation. <input type="checkbox"/> A stranger, not knowledgeable about the course or course content, would struggle. <input type="checkbox"/> Cites origins of ideas, paraphrases, and/or quotations. <input type="checkbox"/> Avoids inauthentic paraphrasing or plagiarism.
7-8 points	<input type="checkbox"/> Exceeds the requirements mentioned above. <input type="checkbox"/> Supports response to each question with two pieces of documentary evidence that corroborate (when available or applicable). <input type="checkbox"/> Explains how the documents support his/her interpretation. <input type="checkbox"/> Does not ignore evidence that undermines interpretation. <input type="checkbox"/> A stranger, not knowledgeable about the course or course content, would not struggle. <input type="checkbox"/> Cites origins of ideas, paraphrases, and/or quotations. <input type="checkbox"/> Avoids inauthentic paraphrasing or plagiarism.
9-10 points	<input type="checkbox"/> Exceeds the requirements mentioned above. <input type="checkbox"/> Supports response to each question with three or more pieces of documentary evidence that corroborates (when available or applicable). <input type="checkbox"/> Explains how the documents support his/her interpretation. <input type="checkbox"/> Qualitatively better as evident in word choice, sophisticated thinking, articulation. <input type="checkbox"/> Does not ignore evidence that undermines interpretation. <input type="checkbox"/> A stranger, not knowledgeable about the course or course content, would have no difficulty understanding your answers to the questions. <input type="checkbox"/> Cites origins of ideas, paraphrases, and/or quotations. <input type="checkbox"/> Avoids inauthentic paraphrasing or plagiarism.

Document Log Entry #1.

In the primary source collection **Creating a Racial State**, you are reading documents about how several groups were targeted by the Nazi racial state: the "genetically defective," Roma and Sinti, homosexuals, and Jews. Provide specific examples to illustrate your responses; incorporating details is essential to demonstrating that you have actually studied the documents. The questions that you should specifically address:

- The experiences of four victim groups are found in the documents: Jews, homosexuals, disabled, and Roma and Sinti. Compare and contrast how they were turned into objects and try to pay attention to what groups were involved (e.g. top government leaders; local party or government officials; German citizens). Please note: that the documents are far more extensive for Jews than the other groups.
- What patterns, if any, do you notice within or across the four groups?
- To what extent was Germany turned into a racial state by 1939-1940?



Reading Tips for this edited collection:

- Before reading each document, note the date and source/author.
- Try to determine the context in which the document was produced (e.g. what events have shaped the document or visa-versa, why was it written, what was the author's motives, etc).
- Consider using note cards or some other note-taking system so you can create concept maps or chart out what is happening on a timeline.
- Locate specific examples from each group's experience that documents how they were turned into objects.
- When interpreting, realize that these documents represent only a very small amount so do not assume that when you read about the persecution of the Roma & Sinti in 1936 that this was the first time they were victimized. Doris Bergen's *War on Genocide* and many websites can be consulted to get a sense of the larger context.

Document Log Entry # 2.

In the **Documents on the Origins of the Final Solution**, you should attempt to answer the following questions supporting your interpretations with specific reference to the documents (be careful, do not ignore evidence that could undermine the plausibility of your interpretation!):

- When was the phrase "final solution" used and what did it mean in the context of the documents in which they appear?
- Was the decision to kill all of Europe's Jews made incrementally or intended from the time the Nazis came to power?
- Given the documents in this set, arrive at your own conclusions about **when** (not looking for an exact date, but be as specific as your interpretation allows) the decision was made to kill European Jews and **who or who all** made that decision.



Reading Tips for this edited collection:

- Before reading each document, note the date and source/author.
- Try to determine the context in which the document was produced (e.g. what events have shaped the document or visa-versa, why was it written, what was the author's motives, etc).
- Develop a timeline that will allow you to note specific events being mentioned in the documents and compare this timeline to what you have read in Doris Bergen and heard in class.
- Consider using note cards or some other note-taking system so you can create concept maps.
- Make not of specific language that may appear ominous given the fact that we know what happened and try to interpret this ominous language in the context in which it was used.

Document Log Entry #3.

In this log entry, from the collection *Words to Outlive Us*, you are exploring first-hand accounts of the Warsaw Ghetto from the time of its creation to the Warsaw Ghetto Uprising of 1943. You should answer the following questions, supporting your interpretations with specific examples from the primary sources:

- If you had to write a history of the Warsaw Ghetto, from its creation through the uprisings of spring 1943, describe at least three patterns that emerge from the variety of eyewitnesses (without ignoring contrary evidence or the diversity of experiences). Your interpretations need to be supported with specific examples.
- What resistance, if any, occurred within the Warsaw Ghetto?
- Were the *Judenrat* and Jewish police collaborators with the Nazis?



Reading tips for this source:

- *Words to Outlive Us* is a compelling collection of eyewitness accounts, but we do not have time to read the entire book. Therefore, we will explore the experience of the Warsaw Ghetto through select eyewitness accounts, which will require that you pay close attention to where the entries fit within the timeline of the Warsaw Ghetto, and equally important what each author's biographical sketch may reveal about his/hers point of view. Include page numbers and the name of the person giving the account.

Document Log Entry #4.

You will be reading a memoir written by Primo Levi entitled *Survival in Auschwitz*. You should address the following questions and discuss specific examples to illustrate your answers:

- How does Levi account for his survival?
- What is Levi's "law of perspective"?
- What did Levi learn about the human nature of Auschwitz inmates and German guards from his experience in the camp?
- Did Levi behave "selfishly" or "self-ishly" while an inmate (see notes from lecture about the meaning of these terms)?

Document Log Entry #5.

You will be reading first-hand accounts of survivors, recorded just months after they were "liberated" from the concentration camps. These were edited for a publication entitled *Fresh Wounds*. Provide specific examples to support your interpretations.

- What do you learn about the experiences of the survivors?
- How do their recollections compare to others we have read during the semester?
- Were the survivors behaving "selfishly" or "self-ishly" (see notes about Lawrence Langer)?
- How do they explain their survival?

Two historical essays

General Guidelines that apply to both essays:

- ✘ **Know your Audience.** Your essay should be written so that any intelligent person having a limited understanding of the era could read it and comprehend the subject matter. Do not assume the reader knows the essay question, the assignments, what happened in class, or is your professor; still understand that the primary reader of your essay, me, knows what kind of primary and secondary source evidence you had at your disposal.
- ✘ Understand that writing a historical essay is rhetorical exercise, and the goal is to persuade the reader of your interpretation. Your essays must be plausible. Common factors that undermine plausibility: regurgitating lecture notes or textbook; heavy reliance on a small number of sources; ignoring primary or secondary sources that could undermine interpretations; relying more heavily on secondary sources when primary sources are available; failing to contextualize the evidence; dumping data or facts without analyzing it; telling a story or describing what happened chronologically rather than advancing an

interpretation.

- ✘ No outside research is required; your assigned readings of primary and secondary sources will provide you with sufficient evidence to advance plausible interpretations.
- ✘ Follow conventions of writing historical essays.
- ✘ History Writing tutorials and History Writing Reflection Piece were created as separate assignments in order to encourage you to learn more about history writing. In addition, you will understand my expectations for writing history essays which are standards in the profession. In addition, a writing manual is located in BOLT that reviews this information and explains how to cite.
- ✘ Your essay should have an introductory paragraph that ends with a thesis (not focus) statement, a body of several paragraphs that begin with paragraph topic sentences that further your thesis, and a conclusion that restates the main points of your thesis. Be sure that your thesis answers fully the question being posed in each essay.
- ✘ Direct quotations should be used yet sparingly and judiciously to reinforce your interpretation. Quotations, paraphrases, **and** summaries of ideas must be cited unless it is common knowledge.
- ✘ Must be submitted to BOLT as a Microsoft Word document, i.e. it should end with a .doc or .docx or rtf
- ✘ DO **NOT** PUT YOUR NAME ON YOUR ESSAY OR IN THE HEADER/FOOTER so that I may grade blindly. Your name should only appear on the back of the last page.
- ✘ Your answer should be in essay format and include page numbers, standard 1 inch margins, typed, double-spaced, and in Verdana 10 point font or Times New Roman 12 point font. Be sure to set your default font!
- ✘ FOOTNOTES are required. No parenthetical or endnote citations. Bibliography is unnecessary.
- ✘ Number of pages are an approximation, so please do not fill pages simply to achieve a magical number. Also, you may need to exceed the approximations but be certain that the excess is not due to wordiness or to a failure to make choices about what is the most convincing evidence.
- ✘ **TWLEVE-HOUR Rule:** If you would like feedback, please share drafts (partial or complete) with me at least 12 hours in advance in order to get feedback. Or at least discuss how you plan to tackle the essay questions. I am here to help, not so much to help you make the grade, but to help you improve your writing skills.

Content: _____	Presentation: _____	Essay Grade: _____
Commendable:		Room for Improvement:
<input type="checkbox"/> clean copy quality suggests student took time to proofread and edit before submitting; appearance is professional		<input type="checkbox"/> devote more time to proofreading and editing; appearance is unprofessional
<input type="checkbox"/> well-defined thesis (sophisticated, recognizes complexity of the problem) <input type="checkbox"/> thesis present and addresses the question/assignment		<input type="checkbox"/> absent thesis <input type="checkbox"/> thesis present but does not fully or clearly address the question/assignment
<input type="checkbox"/> audience (does not assume audience knows the assignment, sources, explains unconventional terms, events, ideas, people, and provides sense of chronology)		<input type="checkbox"/> audience (assumes audience is professor/grader who knows the assignment, sources, factual content, and dates; fails sometimes/always to explain)
<input type="checkbox"/> effective introduction (knows what background is relevant; explains the essential problem defined by the assignment)		<input type="checkbox"/> rework introduction (insufficient background; does not explain the essential problem found in the essay question)
<input type="checkbox"/> effective conclusion (reminds the reader of the major points of the argument making reference to selected details and the kind of evidence utilized)		<input type="checkbox"/> rework conclusion (does not restate the main points of the argument; does not make reference to select details essential to paragraphs; introduces new evidence or ideas; absent)
<input type="checkbox"/> effective ¶ topic sentences advancing a thesis		<input type="checkbox"/> ¶ topic sentences only describe or not advancing a thesis consistently
<input type="checkbox"/> all content in all paragraphs are dedicated to proving thesis		<input type="checkbox"/> some content in paragraphs not clearly or wholly contributing to proving thesis (suggests the author is struggling with comprehension; inability to prioritize what is essential)

<ul style="list-style-type: none"> <input type="checkbox"/> interpretation is plausible/convincing (history standards) • corroborates with at least two pieces of evidence/factual examples to support a single point in the argument • does not ignore contrary evidence • in-depth/articulate analysis of evidence • judicious use of quotations to gain reader’s confidence • accurately interprets primary & secondary sources in their context • uses quotations as evidence convincingly • word choice and use of details such as dates, names, etc is knowledgeable to help the reader understand the context • accurate use of specialized vocabulary • avoids overgeneralizations and oversimplifications • exploits a variety of sources if available/relevant • relies more on primary sources than secondary sources when available, relevant or assigned • correctly places/explains events in chronological sequence 	<ul style="list-style-type: none"> <input type="checkbox"/> interpretation is not (wholly) plausible/convincing • evidence or factual examples are not corroborated • heavy reliance on limited sources despite availability • ignores more convincing evidence or ineffectively corroborates • ignores contrary evidence that could undermine interpretation • misinterprets or misrepresents sources (primary or secondary) • unconvincing, poorly articulated, or inarticulate interpretation of evidence • deeper analysis was necessary • describes/narrates events but does not interpret • fails to contextualize or accurately interpret context • quotations as evidence are unconvincing, under-utilized, or non-existent • lacks specificity in word choice or details such as dates, names, etc, or inaccurate use of specialized vocabulary • mistakes in chronology/sequence undermine interpretation
<ul style="list-style-type: none"> <input type="checkbox"/> command of topic (factually correct; accurate context & chronology) 	<ul style="list-style-type: none"> <input type="checkbox"/> factual or concept errors (minor errors that do not detract from interpretation; undermines essay partially or completely)
<ul style="list-style-type: none"> <input type="checkbox"/> well-structured (paragraphs are in logical order; effective paragraph breaking; sentences are in logical order) 	<ul style="list-style-type: none"> <input type="checkbox"/> rethink organization (paragraphs out of order; ineffective paragraph breaking; sentence order within paragraphs)
<ul style="list-style-type: none"> <input type="checkbox"/> well-documented • uses footnotes (not parenthetical citations) • footnotes provide sufficient information to retrace source of ideas and exactly follow guidelines; • cites ideas, even if paraphrased or summarized, not original to the student; • authentically paraphrases; • puts verbatim passages into quotation marks) 	<ul style="list-style-type: none"> <input type="checkbox"/> citing sources incorrectly <input type="checkbox"/> commits plagiarism • by failing to cite paraphrased or summarized ideas; ideas not your own • by failing to put quotation marks around verbatim passages (impossible to discern student’s words from quoted source) • by failing to paraphrase authentically • by failing to cite quoted sources
<ul style="list-style-type: none"> <input type="checkbox"/> effectively frames quotations (gives attribution to the author; provides context for the quotation; explains how the quotation is evidence for the argument) 	<ul style="list-style-type: none"> <input type="checkbox"/> ineffectively frames quotations (fails to give attribution to the author; fails to contextualize the quotation; fails to explain what the quotation proves)
<ul style="list-style-type: none"> <input type="checkbox"/> clearly written (includes appropriate word choice; active voice; uses third person; simple past tense; extensive/sophisticated vocabulary; in short, follows the stylistic conventions for writing history papers) <input type="checkbox"/> not just clearly written; articulate, creative, convincing <p>COMMENTS:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> fix unclear language (<i>wordy, awk, clarify</i>) <input type="checkbox"/> fix word choice (<i>wc</i>)/usage (<i>wu</i>)/order (<i>wo</i>) <input type="checkbox"/> fix passive voice (<i>pv</i>) <input type="checkbox"/> fix verb tense (verb-subject agreement; write about the past in the past tense) (<i>v.t.</i>) <input type="checkbox"/> develop vocabulary (word choice is unnecessarily repetitious, inaccurate, or limited) (<i>wc rep, inaccurate, meaning unclear</i>) <input type="checkbox"/> fix the use of personal pronouns (e.g. you) or first person (e.g. I) (<i>pers. pron.</i>) <input type="checkbox"/> pronouns (unclear antecedents; singular/plural agreement) <input type="checkbox"/> fix punctuation (e.g. commas; semicolons; colons; possessive case) (<i>punct</i>) <input type="checkbox"/> fix spelling errors (<i>sp</i>) <input type="checkbox"/> fix paragraph topic sentence (<i>ineff. ¶ ts</i>) <input type="checkbox"/> fix paragraph transitions (chaining ideas b/w paragraphs; jump in logic; not summarizing the evidence in the paragraph) (<i>¶ trans</i>) <input type="checkbox"/> fix sentence segues (chaining ideas b/w sentences; jump in logic) (<i>s.s.</i>)

Form revised 28 January 2013

**What Makes the Grade in a Historical Essay?
Dr. L. M. Stallbaumer-Beishline**

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A Range: Content

- In each paragraph, uses at least two pieces of convincing evidence to support major points in the argument (given the available primary and/or secondary sources)
- Relies more on primary sources than secondary interpretations to advance an argument (if the primary are available).
- Imaginative use of sources; shows an ability to synthesize; makes use of diverse accounts and challenging sources.
- Does not ignore evidence (primary or secondary) that could undermine argument.
- Does not advance an argument that is not supported by the evidence.
- Effectively and convincingly interprets the evidence for the reader.
- Makes no fact or concept errors (incredibly minor fact errors are tolerable).
- Knows what facts and details to include which demonstrates an ability to contextualize.
- Effectively uses quotations as evidence to advance an argument.
- Thesis statement addresses the question assigned and is located at the end of the introductory paragraph.
- Makes reference to specific dates or sequence of events when appropriate to establish a timeframe.

A Range: Presentation

- Word choice demonstrates an extensive vocabulary.
- Word choice effectively and accurately conveys meaning.
- Paragraph topic sentences consistently further the thesis.
- Paragraph transitions smoothly guide the reader to the next point of the argument.
- Effectively segues between sentences all of the time.
- Avoids common grammatical mistakes (standard English): e.g. verb tense error, verb-subject agreement error, spelling errors, punctuation error, error in word order, pronouns always have clear antecedents.
- Avoids passive voice except when appropriate.
- Writes in simple past tense except where it is appropriate to use present or subjunctive.
- Effectively frames quotations all of the time.
- Organized in a logical and persuasive manner.
- Quality of presentation suggests that author has taken time to proofread and edit one's own work.
- Introduction is informative and demonstrates an ability to know what essential details, facts, and dates should be offered.
- Conclusion restates the major points of the argument and how it was proven as a reminder to the reader.
- Correct citation of sources always allows the reader to retrace the author's steps.
- Clean copy (limited instructor markings) indicates a sincere effort to proofread and edit.
- Does not assume audience is the instructor.

B Range: Content

- Expectations for A Range are the same.
- The evidence is predictable but well-chosen, slightly less effort to exploit potentially diverse or challenging sources.
- Qualitatively different from the A Range that is manifest in presentation.

B Range: Presentation

- Word choice is occasionally less effective or repetitive.
- Wordiness rarely inhibits the flow for the reader.
- Paragraph topic sentences consistently further thesis, but less creative in composition.
- Makes minor grammatical mistakes (standard English).
- Rare difficulty in effectively framing a quotation.
- Inappropriate use of passive voice on rare occasions.
- Organized in a logical and persuasive manner.
- Correct citation of sources always allows the reader to retrace the author's steps.
- Should have proofread and edited paper at least one more time.
- Conclusion restates major points of the argument, but does not remind reader how thesis was proven.
- Occasionally, assumes the reader is the professor.

C Range: Content

- Obvious evidence is effectively utilized, but not necessarily the most convincing evidence.
- May rely more on secondary sources to support argument when primary are available.
- Sometimes struggles with what facts and dates that are essential to contextualize essay.
- Makes no more than two minor fact errors.
- Makes no major factual or concept errors.
- Does not convincingly use two pieces of convincing evidence to support major points in the argument (given the available primary and/or secondary sources).
- While the author does not ignore evidence (primary or secondary) that could undermine argument, s/he does not use sources in an imaginative way.

C Range: Presentation

- Thesis may be a focus statement or absent, but paragraph topic sentences clearly and consistently advance a coherent argument.
- Thesis is present, but paragraph topic sentences do not clearly and consistently advance a coherent argument.
- Wordiness inhibits author's meaning occasionally but the argument is coherent.
- Needs to proofread and edit paper more thoroughly.
- Assumes audience knows about the subject/course content.

D Range

- Makes a major fact error or concept error.

- Thesis is absent and indicates some difficulty in remaining focused on advancing an argument, but an argument can still be teased out by the reader.
- Paragraph topic sentences (and the paragraphs) are sometimes descriptive rather than advancing a thesis.
- Has difficulty discerning what background information should be explained to provide context for the argument.
- Evidence is partially or only minimally convincing, but student can still recognize what is relevant.
- Passive voice and/or wordiness causes the reader to struggle frequently.
- Inadequate editing made reader struggle to the point that comprehension was undermined.
- Assumes reader should know the assignment, the evidence, etc.

F Range

- Makes major fact errors.
- Raises completely irrelevant issues.
- Fails to address the assignment prompt.
- Does not support any assertions with convincing evidence either by quoting or paraphrasing, then citing.
- Presentation lacks topic sentences, ineffective paragraph breaks, inarticulate in places, etc.

Essay 1: (0-40 points possible; approximately 7 or more pages)

How do you account for the origins of the “final solution,” that is the extermination of European Jews? (You should advance an interpretation that includes an analysis of who or who all were instrumental in the decision, why Jews were targeted, and when the decision or decisions were made.) Support your interpretation with evidence, examples, facts from the primary and secondary sources assigned in this course and do not ignore evidence that can undermine the plausibility of your interpretation.

Essay 2: select either a, b, or c (0-30 points possible; approximately 5-7 pages)

- Christopher Browning argues that Police Battalion 101 was composed of ordinary men, that the battalion was not pre-selected to kill, and that “only following orders” does not explain why the majority of the men in the battalion killed. Drawing upon Browning’s study, as well as lecture and Doris Bergen, arrive at your own conclusions about what motivated the perpetrators. In short, why did they kill? (The most plausible explanations will take into account complex motivations. You are not expected to discuss every single motivation, but what you interpret are some of the most important reasons.)
- Raul Hilberg writes, “The reaction pattern of the Jews is characterized by an almost complete lack of resistance.” Do you agree or disagree with Hilberg? Advance your own interpretation of how you would characterize Jewish responses/resistance to persecution during the killing years? (Tip: while you need to show that you understand Hilberg, you are not being asked to summarize his work; you must demonstrate that you can interpret a variety of experiences in their context. Draw upon lecture notes, discussion, and primary and secondary sources to advance your interpretation.)
- Historians have long debated over whether or not the United States (the only major Allied power not occupied or directly attacked by Germany) did enough to rescue Jews. Based upon all relevant primary and secondary sources, do you believe that the United States did as much as possible to aid Jews during the Holocaust? (Tip: do not fall into the trap of simply finding fault or uncritically defending the US. The challenge in this question is to demonstrate that you can place events into context given the high degree of counterfactual argumentation.)

Grading Scale

Grades are earned and not based on “effort”; the letter grade communicates a level of competency: excellent (A range); above average (B range); average (C range); below average (D range); and unacceptable (F range). Total points are determined at the end of the semester (the points will approximately add up to ____). A letter grade will be based on the percentage of total points earned. I try to update the BOLT gradebook periodically.

A Range

A 94-100%
A- 90-93%

B Range

B+ 87-89%
B 84-86%

C Range

C+ 77-79%
C 74-76%

D Range

D+ 67-69%
D 60-66%

F Range

F 0-59%

B- 80-83%

C- 70-73%

Policies



**Integrity, simply defined, is doing what is right even when no one is looking.
Do not make a mockery of individual achievement.
Take pride in your work and respect others' work.**

You are expected to be familiar with the following university policies:

Academic Integrity

Academic dishonesty includes: cheating, plagiarism, fabrication, misrepresenting circumstances, impersonation, obtaining an unfair advantage, aiding and abetting of academic dishonesty, falsification of records and official documents, and unauthorized access to computerized academic or administrative records or systems. For detailed definitions of these examples of academic dishonesty, consult Bloomsburg University's

http://www.bloomu.edu/policies_procedures/3512


Student Disruptive Behavior Policy

http://www.bloomu.edu/policies_procedures/3881

Attendance Policy

http://www.bloomu.edu/policies_procedures/3506

Dr. Stallbaumer's Attendance and Assignment Deadlines' Policies

- ✘ Regular classroom attendance is expected.
- ✘ An absence is excused if you have a varsity sports event, religious holy days, military and military reserve activity, illness that is documented by the health center or a doctor, and funerals. You must provide documentation that allows me to verify that your excuse is legitimate. 
- ✘ There is no makeup for unexcused absences; examples include court dates, sleeping in, studying for other classes, leaving campus early or arriving late because of ride-sharing, family vacations, even tending to a sick relative, etc. By the way, **falsely representing** why you are absent is a violation of academic integrity.
- ✘ It is the **student's responsibility** to contact the professor to make up work promptly. **Do not wait until the next class meeting to discuss makeup or submit makeup work unless that was the arrangement that we made.**
- ✘ **Deadlines:** You are required to turn in your assignments on time in hard copy and in the BOLT Dropbox. Unless you have an excused absence as defined in the policy above. **Late work will only be accepted within 24 hours of the deadline; you must still provide a hard copy in addition to submitting to the BOLT Dropbox.** You will only receive half credit of the grade that you would have earned for any late work.
- ✘ BOLT Dropbox is time-stamped and Quiz Deadlines close immediately. So be sure to allow sufficient time to upload to the dropbox or complete quizzes. Keep an electronic "mail trail" of receipts.
- ✘ You should always have backup copies of your files and print "hard copies" so you do not lose your work. Do not bring thumb-drives, disks, etc to my office and expect me to print your essays.

Stuff Happens Option: Recognizing that stuff happens that could interfere with submitting written work on time, you are allowed to use the "stuff happens" excuse once. This provides you with an additional 72 hours beyond the assignment deadline to complete your assignment. To

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use your “stuff happens option,” you need to contact me so that I can provide you with special access to BOLT dropbox, and you must still submit a hardcopy of your work within the deadline.



Need help with study skills and writing?

The Bloomsburg University Writing Center (BUWC) offers free support for graduate and undergraduate writers at any point in the writing process. They will not write any part of your paper, but they can help you get started and then keep going; they can read what you have written and ask questions to help you think about what your readers might need; they can work with you on grammar, mechanics, or format; and they can help you develop strategies for proofreading and editing.

BUWC consultants are available to conduct sessions online. Commuting students or any student who wants to work with a consultant but cannot get to one of our locations will be able to reach us online through a link we will provide. Students will be able to see and speak with consultants and share their documents, usually without having to download any new software. We will be offering workshops and individual tutorials for students who are interested in working with us online.

BUWC opens for Fall 2014 on the first day of the semester. Hours are Mon.—Thurs. from 10:00 a.m. to 7:00 p.m. and Fridays from 10:00 a.m. to 1:00 p.m. in Bakeless 206. There are also night hours on Sunday through Thursday from 7:00 p.m. -11:00 p.m. in Andruss Library. You can drop in or request an appointment through email: buwc@bloomu.edu. Visit their website (bloomu.edu/writingcenter) for more information.

University Tutorial Services: If you feel you need extra help to improve your academic performance in this or any of your courses, please consider requesting a tutor in University Tutorial Services (UTS). UTS offers peer tutoring at no charge to Bloomsburg University students. The UTS office is located in Warren Student Services Center, Room 13.

Accommodative Services


Any students eligible for classroom accommodations are invited to meet with me to discuss their concerns and to present their disclosure forms from the Office of Accommodative Services.



Our University provides reasonable accommodations to students who have documented disabilities. If you have a documented disability that requires academic accommodations and are not registered with the Accommodative Services Office, please contact this office in the Warren Student Services Center, Room 043 as soon as possible to establish your eligibility.


Reading the Calendar



According to the schedule below, you should have studied, not just read, by the date of the class meeting the assigned readings and be prepared to discuss them. Please note when assignments are due.


If classes are canceled because of road conditions, bad weather, etc., **I will use BOLT and your school email accounts** to announce any changes that must be made to the syllabus; it is your responsibility to check for these notifications. If in doubt, please do not hesitate to contact me.


This syllabus is subject to change.	
Class Meeting Dates	Schedule of Assignment Deadlines, Readings, Class Meetings
Tuesday 20 January	Schedule of Assignment Deadlines, Readings, Class Meetings ALL Course materials are available in BOLT Content except for textbooks required for purchase or rental.
Tuesday 20 January	Course Introduction
Between classes do the following	<input type="checkbox"/> Read and make notes Bergen, <i>War & Genocide</i> , foreword, preface, and chapters 1-2 (Reading guides available in BOLT) <input type="checkbox"/> Begin studying History Writing Tutorials
Thursday 22 January	Lecture: Hitler and the German People <ul style="list-style-type: none"> • What are your assumptions about how lives are lived in a dictatorship? • What was Hitler's role in the Nazi state? • How did ordinary Germans influence the racial state? • Why did the "final solution" emerge out of Germany?
Between classes do the following	<input type="checkbox"/> Read and make notes Claudia Koonz, "Genocide and Eugenics" <input type="checkbox"/> Continue studying History Writing Tutorials
Tuesday 27 January	Discussion of assigned reading <ul style="list-style-type: none"> • How do you read secondary sources? • What makes a "racial state"? • "How does it happen that people become things?"
Between classes do the following	<input type="checkbox"/> Read and make notes Bergen, <i>War & Genocide</i> , chapter 3 <input type="checkbox"/> Compose History Writing Reflection Piece on 29 January: Bring a hard copy to class and upload a copy to BOLT dropbox by 1:59 PM
Thursday 29 January 	Lecture: Antisemitism, Racism, and Prejudice <ul style="list-style-type: none"> • What is racism? • Why were Jews and other groups singled out as "enemies"? • Why would individuals find anti-Semitism or racism appealing? • What is prejudice and the role of group prejudice?
Between classes do the following	<input type="checkbox"/> Read and make notes Creating a Racial State, Part 1 <input type="checkbox"/> Begin composing Document Log Entry 1
Tuesday 3 February	Discussion: How was Germany turned into a racial state? <ul style="list-style-type: none"> • How do you read primary sources? • What techniques were being employed by Reich officials (i.e. Nazi Party Leaders at the level of the national government), by local party or government leaders, by German citizens to promote a racial state? • Why were certain groups targeted by the Nazi state? And how were they persecuted? • What evidence can you find to support and/or refute the statement: "All Germans were agreed upon the goals and implementation of Nazi racial policies"?
Between classes do the following	<input type="checkbox"/> Read and make notes Creating a Racial State, Part 2 <input type="checkbox"/> Finish composing Document Log Entry 1 on 5 February by 1:59



following	<p>PM: Submit a hardcopy to class and upload to BOLT Dropbox</p> <input type="checkbox"/> Optional: Documentary Films <i>The Nazis: Chaos and Consent</i>
Thursday 5 February 	<p>Discussion: How was Germany turned into a racial state?</p> <ul style="list-style-type: none"> • What techniques were being employed by Reich officials (i.e. Nazi Party Leaders at the level of the national government), by local party or government leaders, by German citizens to promote a racial state? • Why were certain groups targeted by the Nazi state? And how were they persecuted? • What evidence can you find to support and/or refute the statement: "All Germans were agreed upon the goals and implementation of Nazi racial policies"?
Between classes do the following	<input type="checkbox"/> Read and make notes Bergen, <i>War & Genocide</i> , chapters 4-5 <input type="checkbox"/> Optional: Documentary Films <i>The Nazis: The Wild East</i> <input type="checkbox"/> Optional: Documentary Films on Youtube <i>The Nazis: The Wrong War</i>
Tuesday 10 February	<p>Lecture: Nazi Racial Policies: Searching for a "final solution"</p> <ul style="list-style-type: none"> • How should we interpret the pre-war context of persecuting German Jews, the Roma and Sinti, disabled, and homosexuals? • How should we interpret the events between 1939 and 1941 to arrive at the answer of the origins of the "final solution"?
Between classes do the following	<input type="checkbox"/> Read and make notes Documents on the Origins of the Final Solution <input type="checkbox"/> Compose Document Log Entry 2 on 12 February by 1:59 PM: Submit a hardcopy to class and upload to BOLT Dropbox
Thursday 12 February 	<p>Discussion: Who all made the decision and when to exterminate?</p> <ul style="list-style-type: none"> • Why can we not reach absolute certainty or consensus about the decision-making behind genocide in Nazi Germany? • When was the phrase "final solution" used and what did it mean in context? • Was the decision to kill all of Europe's Jews made incrementally or intended from the time the Nazis came to power?
Between classes do the following	<input type="checkbox"/> Read and make notes Bergen, <i>War and Genocide</i> , chapter 6 (and review chapter 5) <input type="checkbox"/> Be thinking about how you will compose Essay 1
Tuesday 17 February	<p>Lecture: The Decision to Kill</p> <ul style="list-style-type: none"> • What are the obstacles to researching the answer to this historical problem? • Who was involved in the decision-making? • When was the decision made? • How was the decision made? • Were all European Jews initially targeted?
Between classes do the following	<input type="checkbox"/> Read and make notes Gerald Fleming, "It is the Führer's Wish" <input type="checkbox"/> Read and make notes Christopher Browning, "A Product of Euphoria" <input type="checkbox"/> Be thinking about how you will compose Essay 1
Thursday 19 February	<p>Discussion: Why do historians disagree on the origins of the Holocaust?</p> <ul style="list-style-type: none"> • Would you describe yourself as a functionalist, intentionalist, neither, both? • Why do Fleming and Browning have such diverse interpretations of the same documents?

	<ul style="list-style-type: none"> • What was Hitler's role in the origins of the Holocaust? • What are the differences between a functionalist and intentionalist interpretation? To what extent do these categories inhibit or help us understand the historical interpretations?
Between classes do the following	<input type="checkbox"/> Review History Writing Essay Tutorials and your goals expressed in the History Writing Reflection Piece <input type="checkbox"/> Be composing Essay 1 in preparation for Peer Review on 24 February <input type="checkbox"/> Work with me and/or the University writing center on the drafting of your essay
Tuesday 24 February	<ul style="list-style-type: none"> • Peer Review of Essay 1 • Everyone must bring three copies of essay 1 that includes introduction, body paragraphs and conclusion; it must reflect a good faith effort to write a complete essay or else your papers will not be reviewed by your peers. • Also upload the draft to the dropbox for this assignment
Between classes do the following	<input type="checkbox"/> Continue to revise your Essay 1 <input type="checkbox"/> Submit Essay 1 on Thursday, 26 February by 1:59 PM: Essay #1 due as a hard copy in class and upload to BOLT Dropbox <input type="checkbox"/> Read and make notes Bergen, <i>War & Genocide</i> , Chapter 7 <input type="checkbox"/> Begin reading Browning, <i>Ordinary Men</i> <input type="checkbox"/> Optional: Documentary Films <i>Zimbardo Speaks: The Lucifer Effect</i> (film might interest you; Zimbardo conducted the Stanford Prison experiment and more recently examined the Abu Grahb prison scandal).
Thursday 26 February 	<p>Lecture: Is perpetrator behavior comprehensible?</p> <ul style="list-style-type: none"> • What motivated the perpetrators? • Were the perpetrators ordinary men capable of extraordinary evil? • Or were the perpetrators evil men doing evil?
Between classes do the following	<input type="checkbox"/> Read and make notes Browning, <i>Ordinary Men</i> , prefaces, chapters 1-2, 5-9, 16, 18
Tuesday 3 March	<p>Discussion: Were the perpetrators ordinary men?</p> <ul style="list-style-type: none"> • What is meant by "ordinary"? • How did Police Battalion 101 become killers? • Is Browning's thesis convincing? • What does the research by Browning reveal about perpetrator motivations? • Can generalizations about all perpetrators be made from Browning findings? • What do we learn about the human nature of the perpetrators?
Between classes do the following	<input type="checkbox"/> Study for the in-class exam on foundational knowledge. <input type="checkbox"/> Sources to review include: <ul style="list-style-type: none"> • Bergen, chapters 1-7 • Claudia Koonz, "Genocide and Eugenics" • Gerald Fleming, "It is the Führer's Wish" • Christopher Browning, "The Product of Euphoria" • Christopher Browning, <i>Ordinary Men</i> • Lecture, reading and discussion notes
Thursday	Take in-Class exam that tests your ability:

5 March	<ul style="list-style-type: none"> • to place events in their correct chronological sequence; • to identify and explain the significance of critical events and people involved with creating a racial state and implementing genocide; • to recognize the correct use of terminology in its historical context; • to identify the author and explain the meaning of essential quotations from secondary sources (Bergen, Koonz, Fleming, and Browning)
Between classes do the following	<input type="checkbox"/> Start reading <i>Words to Outlive Us</i>
 <p>Spring Break, 9-13 March</p>	
Tuesday 17 March	<p>Lecture: Have the ghettos been ghettoized? Does the Holocaust impose limits on our language to communicate and comprehend “murder most foul”?</p> <ul style="list-style-type: none"> • What is the place of the ghettos in Holocaust histories? • How did ghetto conditions compare to concentration camps and killing centers? • What are the risks that diarists and memoirists take in recording their experiences? • Can we imagine the “terror that prevailed then”?
Between classes do the following	<input type="checkbox"/> Read and make notes <i>Words to Outlive Us</i> includes Anonymous Woman, Adolf Berman, Henryk Bryskier, Stefan Ernst, Helena Gutman-Staszewska, Chaim Hasenfus, Jan Mawult, Samuel Puterman, Henryk Slobodzki, Stefania Staszewska, Marek Stok, Natan Zelichower, Samuel Zylbersztejn
Thursday 19 March 	<p>Discussion: Life in the Ghetto: What is selfish and “self-ish” behavior?</p> <ul style="list-style-type: none"> • What history would you write about the Warsaw Ghetto? • How did resistance organize in the Warsaw Ghetto? • Were the <i>Judenrat</i> and Jewish police collaborators with the Nazis? • What do you learn about human nature from the experiences in <i>Words to Outlive Us</i>?
Between classes do the following	<input type="checkbox"/> Review lecture notes on these two questions: Have the ghettos been ghettoized? Does the Holocaust impose limits on our language to communicate and comprehend “murder most foul”?
Tuesday 24 March	<p>Film & Discussion: The Ghettos in Holocaust History: <i>The Pianist</i> (only showing the first sixty minutes)</p> <ul style="list-style-type: none"> • How has Hollywood portrayed the ghettos? • Did Roman Polanski achieve authenticity (or is this necessary)?
Between classes do the following	<input type="checkbox"/> Study and make notes Bergen, <i>War & Genocide</i> , pp. 203-214
Thursday 26 March	<p>Lecture: Jewish Responses to Persecution</p> <ul style="list-style-type: none"> • How did Jews respond to persecution during the killing years?

	<ul style="list-style-type: none"> • What were some of the practical obstacles to resistance? • What forms did resistance take?
Between classes do the following	Read and Study <ul style="list-style-type: none"> <input type="checkbox"/> Read and make notes Raul Hilberg, "Two Thousand Years of Jewish Appeasement" <input type="checkbox"/> Read and make notes Yehuda Bauer, "Forms of Jewish Resistance" Study and make notes Nechama Tec, "Self Preservation"
Tuesday 31 March	Discussion: How did Jews respond to their persecution? <ul style="list-style-type: none"> • What are some potential definitions of resistance? • What explains the contradictory interpretations put forth by Raul Hilberg and Yehuda Bauer? • Is self-preservation a form of resistance?
Between classes do the following	<input type="checkbox"/> Be reading Primo Levi's <i>Survival in Auschwitz</i>
Thursday 2 April	Lecture: Human Nature & Memories of the Holocaust <ul style="list-style-type: none"> • What is human nature? • How does your definition of human nature influence your perceptions of Holocaust victims and perpetrators? • Do we risk trivializing the Holocaust or risk gross overgeneralizations if we draw contemporary lessons about human nature from this terrifying historical event?
Between classes do the following	<input type="checkbox"/> Read and make notes Bergen, <i>War & Genocide</i> , chapter 8 <input type="checkbox"/> Be reading Primo Levi's <i>Survival in Auschwitz</i>
Tuesday 7 April	Documentary Film and Discussion: Kitty <ul style="list-style-type: none"> • In what ways does language limit Kitty's ability to explain to her son David what happened to her and her mother at Auschwitz? • What do we learn about Kitty's experiences in Auschwitz from her recollections? • How does Kitty account for her survival? • What do we learn about human nature from Kitty's experiences?
Between classes do the following	<input type="checkbox"/> Read and make notes Levi, <i>Survival in Auschwitz</i> , all <input type="checkbox"/> Complete Document Log Entry 4 on 9 April by 1:59 PM: Submit a hardcopy to class and upload to BOLT Dropbox
 Thursday 9 April	Discussion: Levi's <i>Survival in Auschwitz</i> <ul style="list-style-type: none"> • Do we have evidence that Levi understood the limits of language? • How does Levi account for his survival? • What is Levi's "law of perspective"? • What did Levi learn about human nature of Auschwitz inmates and German guards from his experience in the camp? • In what ways were individuals, including Levi, being selfish or "self-ish"?
Between classes do the following	<input type="checkbox"/> Read and make notes <i>Fresh Wounds</i> includes Introduction, Edith S, Hadassah M, Hildegard F, Lena K, Lena K's Children, Nechama E, Rabbi Solomon, Udel S <input type="checkbox"/> Complete Document Log Entry 5 on 14 April by 1:59 PM: Submit a hardcopy to class and upload to BOLT Dropbox
Tuesday	Discussion: How do victims recall their experiences in the immediate aftermath

<p>14 April</p> 	<p>of destruction?</p> <ul style="list-style-type: none"> • What and how do they recall? • What sort of experiences do the individuals share? How do their experiences differ? • Are there patterns to what and how the individuals recollect? • In what ways were the individuals being selfish or "self-ish"? • What do we learn about human nature from their experiences?
<p>Between classes do the following</p>	<ul style="list-style-type: none"> <input type="checkbox"/> View and make notes of Recorded Lecture: The Politics of Rescue Parts 1 & 2 of 4 <input type="checkbox"/> Read and make notes The Politics of Rescue Select Documents <input type="checkbox"/> Optional: Explore the website below to learn more about the St. Louis, an on-line exhibit: http://www.ushmm.org/museum/exhibit/online/stlouis/ <input type="checkbox"/> Optional: Explore the topic of bombing Auschwitz at the following sites (links to these web sites have also been included in BOLT → Content): <ul style="list-style-type: none"> • http://www.jewishvirtuallibrary.org/jsource/Holocaust/bombau.html • http://news.bbc.co.uk/2/hi/europe/4175045.stm • http://www.pbs.org/wgbh/amex/holocaust/filmmore/reference/primary/index.html#bomb
<p>Thursday 16 April</p>	<p>Lecture: The Politics of Rescue</p> <ul style="list-style-type: none"> • Was rescue possible? In what contexts? • What were the obstacles to rescue? • What is counterfactual history and how does it shape interpretations about whether or not the United States did enough to rescue Jews?
<p>Between classes do the following</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Read and make notes David Wyman, "Abandonment of the Jews" <input type="checkbox"/> Read and make notes Yehuda Bauer, "Negotiating for Jewish Lives" <input type="checkbox"/> Read and make notes William Rubinstein, "The Myth of Rescue"
<p>Tuesday 21 April</p>	<p>Discussion: Could Jews have been rescued in larger numbers?</p> <ul style="list-style-type: none"> • Did the United States abandon the Jews? • Could the Nazi killing machine have been stopped? • Were the Allies morally obliged at least to explore rescue options if not attempt to rescue Jews? • If anti-Semitism and xenophobia created obstacles to rescue, how does that affect your interpretation of the historical problem of rescue? • How does your current perspective about the US as a world leader influence your interpretation of the politics of rescue?
<p>Between classes do the following</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Review previous essay and rubric to determine what skills you needed to work on for this essay <input type="checkbox"/> Review history writing tutorials to improve writing skills <input type="checkbox"/> Be working on essay 2 <input type="checkbox"/> Work with me and/or the University writing center on the drafting of your essay
<p>Thursday 23 April</p>	<p>Film and Discussion: <i>They Risked their Lives</i></p> <ul style="list-style-type: none"> • What risks did Europeans take to rescue Jews? • Why did they risk their lives?
<p>Between classes do the following</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Continue revising your essay <input type="checkbox"/> Work with me and/or the University writing center on the drafting of your essay <input type="checkbox"/> Submit Essay 2 on Tuesday, 28 April by 1:59 PM: Essay #2 due as a hard copy in class and upload to BOLT Dropbox

<p>Tuesday 28 April</p> 	<p>Discussion: What were the experiences of Jewish survivors as Displaced Persons? How important was the creation of an Israeli state to survivors?</p> <p>Film: <i>The Long Journey Home</i></p>
<p>Between classes do the following</p>	<p><input type="checkbox"/> Read and make notes Bergen, <i>War & Genocide</i>, conclusion</p> <p><input type="checkbox"/> Study for the final</p>
<p>Thursday 30 April</p>	<p>t.b.a. We will be meeting and at the least be discussing the final exam.</p>
<p>Between classes do the following</p>	<p><input type="checkbox"/> Study for the final</p>
<p> Final</p>	<p>In class exam 12:30-2:30 PM, Tuesday, 5 May will test your ability</p> <ul style="list-style-type: none"> • to recall foundational knowledge; • to place events in their correct chronological sequence; • to identify and explain the significance of critical events and people revolving around resistance and rescue; • to identify the author and explain the meaning of essential quotations from secondary sources (Browning, Bauer, Hilberg, Wyman, Tec, and Rubinstein); • put forth an interpretation on the following question: <ul style="list-style-type: none"> ○ We have studied perpetrators and victims of the Holocaust in a variety of contexts and through a variety of primary and secondary sources. What lessons about human nature can mankind draw from the Holocaust? (Tip: do not make this essay a one-sided analysis of only victims or only perpetrators. Provide concrete examples from primary and secondary sources to advance a convincing interpretation.)