

History of the Holocaust (History 347)

Fall 2019

Meeting Room: 223 Navy Hall

Meeting Times: 2:00-3:15 PM Tu/Th

(3086) Syllabus updated on 9 August 2019

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Mondays: 2:00-3:00 PM in OSH 106

Tuesdays: 3:30-4:30 PM in Andruss 420

Wednesdays: 2:00-3:00 PM in OSH 106

Thursdays: 3:30-4:30 PM in Andruss 420

Happy to schedule appointments outside these times as well; just contact me.

I am serving the University as Interim Director of the TALE Center, located Andruss Library, Rooms 419-420. I will largely be there in the mornings.

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 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 relevant to you? 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. An additional real life application? History offers a disciplinary way of thinking that encourages you to analyze and evaluate evidence in their context 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; writing to advance plausible interpretations in response to open-ended historical questions. ¹ |
| To comprehend how Jews responded to persecution during the killing years and specifically how they resisted. | → → | |
| 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 provide aid or facilitate rescue. | → → | |
| To understand what survivors and victims recall about their experiences usually recorded 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, develop knowledge through reading and studying recorded lectures, and engage in 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 short videos about how to write history essays, reading tips, etc. In addition, I will have the most updated syllabus available there in case you are having difficulty accessing it through BOLT.



Technology Requirements & Policies

- If you struggle accessing material through one browser, try a different one. (Safari is notoriously unreliable.)
- If you are sent video feedback, I use Screencast.com, and some web browsers will block this content. Know how to change these settings to unblock.
- Be sure you routinely update Java script and internet browsers.
- High-speed internet (no dial up) to stream recorded lectures and view documentaries. Be aware that wireless connections can be slower.
- You need to know how and are able to access all course materials from BOLT.
- 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/odt. Failure to upload written work that I can

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.

open with ODT or .doc or .docx will result in withholding your grade for that item until you correct the error.



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 to text a message is an equally inappropriate use of class time. You are demonstrating an inability to exercise self-control and prioritize. Cut the cords, be independent and avoid addictive behavior! (If you are on-call for your job, you need to make me aware of that.)

Attempting to multi-task is not possible to accomplish successfully; from my perspective, it shows a lack of engagement in the subject matter. In short, it is not conducive to learning.

If you bring a laptop, tablet, etc., please have a G-rated screen saver. All apps, games, emails, etc should be closed to avoid distracting pop ups and notifications. If I even SUSPECT from your facial features that you are multitasking or not paying attention to the course, I may ask you to never bring it again. Of course, you are permitted to use them for class related activities.



Required Texts

Bergen, Doris. *War and Genocide: A Concise History of the Holocaust*. 3rd ed. Lanham, Maryland: Rowman & Littlefield, 2016. (Study guide in workbook.)

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*. Revised Edition. New York: HarperPerennial, 2017. (We will be reading selected chapters of this volume.)

Reading Materials (Required) in workbook at University Store

- Claudia Koonz, "Genocide and Eugenics: The Language of Power"
- Creating a Racial State, Parts I and Part II
- Documents on the Origins of the Final Solution
- Historians Debates Excerpts
- Raul Hilberg, "Two Thousand Years of Jewish Appeasement"
- Yehuda Bauer, "Forms of Jewish Resistance"
- Words to Outlive Us* is divided into groups that will be randomly distributed to class. Intro in Workbook; group readings distributed in class.
- 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

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- The Politics of Rescue, Part 2 of 4

Optional Sources in BOLT to Help you Visualize the Past

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



Want to know what historians expect about writing, citing and quoting history essays?

| WRITING, CITING, QUOTING | | | |
|-------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------------|---------------------------------------------------------------------------|
| Writing a Thesis | https://youtu.be/11H_KVP-8r0 | Citing Source | https://youtu.be/Zyc2KFXnOS0 |
| Writing Lively Sentences | https://youtu.be/yg3EzGYNPHU | Quotations: When and How | https://youtu.be/LANKDP5uks4 |
| Writing Paragraphs a Definition | https://youtu.be/O-EOrLkJbq8 | Quotations: Framing | https://youtu.be/LeHR9KW-T-5I |
| Writing Paragraphs: Unity and Coherency | https://youtu.be/SGF4ALsot3k | Epistemology and Writing Conventions | https://youtu.be/gIh7hsIEBfk |
| Writing Paragraphs: Segues | https://youtu.be/vj_yhgzsGcs | Writing Conventions: Avoid First Person | https://youtu.be/fOkV0FgLDdR4 |
| Writing Paragraphs: Proving Claims | https://youtu.be/RZF0wJ1CzOo | Writing Conventions: Personal Pronouns | https://youtu.be/OnTStJ0edNk |
| Writing Paragraph: Concluding a Paragraph | https://youtu.be/oHtMvepU_jI | Writing Conventions: Past Tense | https://youtu.be/tIeTYeqxQXY |
| Writing Paragraphs: Proofreading | https://youtu.be/xQScA50mJGg | Writing Conventions: Avoid Vernacular | https://youtu.be/RhGuAIDDsQM |
| Writing Paragraph: Diagnosing Problems | https://youtu.be/jb018mU5-vg | Writing Conventions: Sweeping Generalizations | https://youtu.be/W7mV8RHOO20 |
| | | Writing Conventions: Global Statements | https://youtu.be/XkH--Uun36Q |

Always read from a hard copy of the materials!
Always bring a hard copy to class!
It improves your learning and hence your grade!
 As you contribute to discussion, you are going to be asked to share page numbers, read passages, etc.

Assessment of Student Learning



Blind grading reduces the halo-horn impact, that is prejudging student writing because of class encounters, etc.

Deadlines for are listed in the Class Calendar below.

- Submit all assignments as a hard copy and upload to the BOLT assignment folders.
- Never write your name on the pages that I read.
- Do not waste paper with a cover page.

Attendance

You are expected to attend class but you earn no points simply for being present. Consult the policies section for more about attendance and excused absences.

Prior Knowledge and Perception Response Paper (0 or 5 points)

Please describe or explain what you know or your perceptions, about the following topics. The goal is to get your initial knowledge or perceptions on paper, then you are encouraged to revisit during the semester as we study the topics. At the end of the semester, part of your final exam will ask you to re-evaluate your responses to three of the five questions and write about what you have learned (see below for these details).

1. What is your interpretation of the origins of the Holocaust? (People who made the decision, timing of a decision, etc.)
2. What motivated the perpetrators?
3. What do we learn about human nature, choice, and self-preservation from the perspectives of victims/survivors and perpetrators?
4. How would you characterize Jewish resistance during the Holocaust?
5. Did the United States do enough to aid or rescue Jews during the Holocaust?

Submission:

- typed, single-spaced, and not to exceed 2 pages.
- **Use Microsoft Word** to upload all written work to BOLT (i.e. file extension is a .doc or .docx; odt or pdf also acceptable)
- Submit a copy to **BOLT → Assignment Folder** by the time indicated in the course calendar.

How will this be graded?

- Not graded by whether or not you are correct, but whether or not you have attempted to answer each question or explain what your struggles are in answering the questions (it is possible that even the questions might not yet make sense).

Two Exams

Mid-Term Examination (tentatively 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 40 points)

Sources to review in preparation for the exam include:

- Bergen, chapter 8-9 (make use of the reading study guide)
- Raul Hilberg, "Two Thousand Years of Jewish Appeasement"
- Yehuda Bauer, "Forms of Jewish Resistance"
- David Wyman, "Abandonment of the Jews"
- Yehuda Bauer, "Negotiating for Jewish Lives"
- William Rubinstein, "The Myth of Rescue"
- Lecture and Reading Notes to prepare for testing of foundational knowledge

The exam will test your ability:

- 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);
- 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.)
- Ask you to re-evaluate three of five of your original responses to the Prior Knowledge/Perception Response Paper assignment and discuss what you have learned. (This portion will be take-home and submitted on the day of the final.)

Participation Grade

- Historians build a community of knowledge by engaging in dialogue about the subject matter. We are not usually trying to reach consensus. We are trying to develop plausible interpretations of the past given the information (documents from the past; other historical interpretations) available. Plausibility is outlined by the standards of the profession. Through discussion, we have the opportunity to test our ideas and raise questions. Discussing texts in class allows you to engage in a similar dialogue and to test your understanding.
- The dialogue should be respectful and constructive.
- You are expected not only to have read, but to have made notes and thought about the readings.
- You are expected to bring the texts to class in order to make reference to what you have read. You cannot participate effectively and meaningful otherwise.
- Contributing to discussion includes: raising questions about confusing passages or historical context and responding to questions that reveals you are thinking about the material and essential questions raised in the syllabus. Discussion can help us identify misperceptions that develop from prior knowledge or a misreading of the text. History is

one of those disciplines in which there may not always be right answers, but there can be wrong answers.

- 2 points: you are expected to contribute routinely (no magic number but I do keep a tally). Your contributions are relevant to the topics; you demonstrate effective listening skills by responding to classmates and not dominating the discussion. You support interpretations or questions by referencing the text. You remain engaged, alert throughout.
- 1.6 points: Minimal but relevant contributions; still informed by the readings.
- 1.2 points: Physically present, alert, but never contributes that day. (this is D-level grade)

Stuff Happens: You will drop your two lowest discussion grades (includes absences due to an isolated sick day).

Making up Excused Discussions: See attendance policy below. If your absence is excused, you must submit typed responses to the discussion questions listed in the calendar on the day that you missed or schedule a separate discussion. These makeups must be completed within five days of having missed the class and will earn you 1.8 points.

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.
- Read the text, and interpret the context and subtext of each source.
- When provided, use worksheets 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.

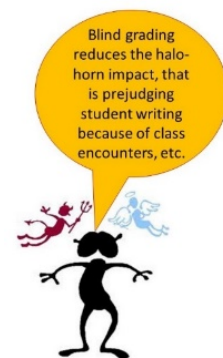
- Familiarize yourself with the author's thesis and the major points of his/her arguments or interpretation.
- Identify transitions between major points in essays or book chapters.
- Identify what evidence (primary or secondary) or factual details that the author uses to support his/her interpretations.
- 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 (DLEs) 10 points each; total of 50 points

General Guidelines for DLEs

- 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 claims with evidence from the assigned relevant sources. I expect that you write in complete sentences (no bullet pointed phrases).
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 DLE, me, knows what kind of primary or secondary sources you had at your disposal to support your claims, that not all evidence is equally persuasive, useful, or relevant.
- 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 ability to advance plausible interpretations and raise informed questions about their content. You are expected to support your claims 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 secondary sources.
- You are not necessarily required to discuss every single document, yet you should also not avoid documents that you struggle with understanding or ignore documents that might undermine your interpretation. 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 or parenthetical citations that indicate source number and page number.
- Your log entries should be typed, single-spaced, and not to exceed 2 pages.
- **Use Microsoft Word** to upload all written work to BOLT (i.e. file extension is a .doc or .docx; odt or pdf also acceptable)
- Submit a hard copy in class and upload a copy to **BOLT → Assignment** by the time indicated in the course calendar.

Document Log Entry #1

In the primary source collection **Documents on 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. When responding to the questions below, provide specific examples to illustrate your responses; incorporating details is essential to demonstrating that you have actually studied the documents. (Please note: these documents are a small sampling heavily weighted to the Jewish experience, so I would expect that your discussion of Jews will be more lengthy; that you should distinguish and provide examples that reveal different groups persecuting e.g. top government leaders; local party or government officials; German citizens. In addition, be mindful of sequence of events. Because the documents are a tiny sample, the date of the document does not inherently mean the first time something happened.)

The questions that you must specifically address:

1. Claudia Koonz raised the question, "How does it happen that people become things?" Or put in other terms, how does the "in-group" scapegoat or marginalize the "out-group"? Locate and explain examples of how this happened to the four persecuted groups referenced in the documents: Jews, homosexuals, disabled, and Roma and Sinti. (Acknowledging that these documents are a small sampling heavily weighted to the Jewish experience, I would expect that your discussion of Jews will be more lengthy; that you should distinguish and provide examples that reveal different groups persecuting e.g. top government leaders; local party or government officials; German citizens).
2. To what extent do the experiences of Jews, homosexuals, disabled, and Roman and Sinti support the claim that Germany was turned into a racial state by 1939-1940? Be specific and explain.

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 that are originating out of lecture or Doris Bergen):

1. When the phrase "final aim" and "final solution" are used, what did they mean in the context of the documents in which they appear?
2. Was the decision to kill all of Europe's Jews made incrementally or intended from the time the Nazis came to power?
3. 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.

Document Log Entry #3

Imagine that you are employed by the United States Holocaust Memorial Museum, and you are contributing to a museum exhibit about the Warsaw Ghetto.

1. What are **three essential** experiences, observations, events, themes, or patterns that should be highlighted from your diarist/memoirist experiences? (patterns may exist within one person's experience or across all three persons, exception being Mawult). Remember that the goal of the exhibit is to offer an interpretation about the Warsaw Ghetto that does not oversimplify but allows audiences to understand the challenges confronting the inmates/inhabitants of the Warsaw Ghetto. (one question, but you should have three paragraphs)

| | Group of Readings | Reason for the grouping: |
|----------|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A | Anonymous Woman Helena Gutman-Staszewska Stefania Staszewska | Gender is what led me to group these three authors together. Helena and Stefania do not appear to have been related. |
| B | Adolf Berman Stefan Ernst Henryk Slobodzki | Two of these three men were employed by the Jewish Council, the third man's experience differs since his witnessing is limited to the inside of Pawiak prison. |
| C | Jan Mawult | Given the length of this excerpt and what appeared to be a highly placed position in the Jewish Police, Mawult will not be paired with other sources. |
| D | Henryk Bryskier Natan Zelichower Samuel Zylbersztejn | All three men have at least one thing in common: they were involved in some form of resistance. |
| E | Chaim Hasenfus Samuel Puterman Marek Stok | Bring the male perspective into the accounts, but each had different roles within the ghetto so not much unites them otherwise. |

Document Log Entry #4

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

1. How does Levi account for his survival?
2. What is Levi's "law of perspective"?
3. What did Levi learn about the human nature of Auschwitz inmates and German guards from his experience in the camp?
4. 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?

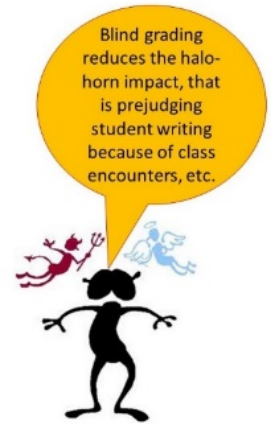
| Points | DLE Rubric (used as a guide not a calculator) | Updated 17 January 2018 |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| 9-10 | <input type="checkbox"/> Corroborates: each question is supported with multiple pieces of documentary evidence (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, but confronts it! | <input type="checkbox"/> Answers all questions posed <input type="checkbox"/> Cites ideas, paraphrases, |

| | | |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> <input type="checkbox"/> Acknowledges context by exact word choice, use of names, and dates <input type="checkbox"/> Recognizes that not all sources are equally relevant and reliable to answer the questions <input type="checkbox"/> Quotations reveal an ability to recognize what is essential proof <input type="checkbox"/> A stranger, not knowledgeable about the course or assignments, would have no difficulty understanding your answers to the questions | <p>summaries and quotations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Avoids inauthentic paraphrasing or plagiarism. <input type="checkbox"/> Verbatim passages are in quotation marks |
| 8 | <ul style="list-style-type: none"> <input type="checkbox"/> Corroborates with two pieces of convincing evidence but not necessarily the best or most exhaustive <input type="checkbox"/> Explains how the documents support his/her interpretation <input type="checkbox"/> Does not ignore evidence that undermines interpretation <input type="checkbox"/> Acknowledges context by exact word choice, use of names, and dates but not consistently <input type="checkbox"/> Reveals some ability to recognize that not all evidence is equally reliable and relevant <input type="checkbox"/> The reader might ask for clarification or elaboration in isolated places <input type="checkbox"/> Quotations help advance interpretation but not necessarily the most essential proof | |
| 7 | <ul style="list-style-type: none"> <input type="checkbox"/> Corroborates, but an outsider might not be wholly convinced, and an insider knows better evidence is available <input type="checkbox"/> Context not being acknowledged through the use of dates, names or imprecise word choice <input type="checkbox"/> Fails to acknowledge that not all evidence is equally reliable and relevant <input type="checkbox"/> Equal effort being put forth in answering each question but the reader might suspect that the student is avoiding evidence <input type="checkbox"/> Explains how the evidence supports his/her interpretation but not consistently or thoroughly <input type="checkbox"/> Writer is clearly struggling but aspiring to arrive at an interpretation <input type="checkbox"/> Misrepresentation or errors in interpretation are isolated | |
| Below 7 | <ul style="list-style-type: none"> <input type="checkbox"/> Submits a DLE, but does not answer all questions posed <input type="checkbox"/> Evidence to support is "cherry picked" or isolated suggesting student wrote in haste or did not complete the readings <input type="checkbox"/> Evidence or factual information is not corroborated <input type="checkbox"/> Patterns of misinterpretation or misrepresentation suggest problems in comprehension or hasty work <input type="checkbox"/> Reporting what the student heard in the recorded lectures <input type="checkbox"/> A knowledgeable reader has several questions. <input type="checkbox"/> Lacks specific dates, names, word choice suggesting student does not understand context <input type="checkbox"/> Identifies evidence but fails to explain <input type="checkbox"/> Strings together quotations, does not interpret | <ul style="list-style-type: none"> <input type="checkbox"/> Fails to cite verbatim passages, ideas, paraphrases or summaries <input type="checkbox"/> Plagiarizes or inauthentic paraphrasing <input type="checkbox"/> Fails to place verbatim passages in quotation marks |

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 content. 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 videos encourage you to learn more about history writing.
- ✘ 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.
- ✘ TWELVE-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.



Essay 1: (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 (30 points possible; approximately 5-7 pages)

- a. 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.)
- b. Raul Hilberg writes, “The reaction pattern of the Jews is characterized by an almost complete lack of resistance.” Assess the plausibility of Hilberg’s thesis and 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.)
- c. 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 aid or rescue Jews. Based upon all relevant primary and secondary sources, do you believe that the United States did as much as possible to aid or rescue 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.)

| Content: _____ | | Composition: _____ | | 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"/> well-defined thesis (sophisticated, recognizes complexity of the problem) | <input type="checkbox"/> devote more time to proofreading and editing; appearance is unprofessional | <input type="checkbox"/> absent thesis | | |
| <input type="checkbox"/> thesis present and addresses 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"/> thesis present but does not fully or clearly address the question/assignment | <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"/> 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 introduction (insufficient background; does not explain the essential problem found in the essay question) | <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"/> all content in all paragraphs are dedicated to proving thesis | <input type="checkbox"/> ¶ topic sentences only describe or not advancing a thesis consistently | <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) | | |
| <input type="checkbox"/> interpretation is plausible/convincing (history standards) | | <input type="checkbox"/> interpretation is not (wholly) plausible/convincing | <ul style="list-style-type: none"> • evidence or factual examples are not corroborated • heavy reliance on limited sources despite availability | | |

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • 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"> • 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 |
| <input type="checkbox"/> command of topic (factually correct; accurate context & chronology) | <input type="checkbox"/> factual or concept errors (minor errors that do not detract from interpretation; undermines essay partially or completely) |
| <input type="checkbox"/> well-structured (paragraphs are in logical order; effective paragraph breaking; sentences are in logical order) | <input type="checkbox"/> rethink organization (paragraphs out of order; ineffective paragraph breaking; sentence order within paragraphs) |
| <input type="checkbox"/> well-documented <ul style="list-style-type: none"> • 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) | <input type="checkbox"/> citing sources incorrectly <input type="checkbox"/> commits plagiarism <ul style="list-style-type: none"> • 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 |
| <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) | <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) |
| <input type="checkbox"/> clearly written and convincing (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, and convincing COMMENTS: | <input type="checkbox"/> fix unclear language (<i>wordy, awkward, 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>) |

Form revised 23 October 2015

 fix sentence segues (chaining ideas b/w sentences; jump in logic) (s.s.)

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 | B Range | C Range | D Range | F Range |
|----------------|----------------|----------------|----------------|----------------|
| A 94-100% | B+ 87-89% | C+ 77-79% | D+ 67-69% | F 0-59% |
| A- 90-93% | B 84-86% | C 74-76% | D 60-66% | |
| | 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

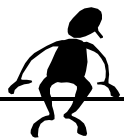


Dr. Stallbaumer's Attendance and Assignment Deadlines' Policies

- ✘ Regular classroom attendance is expected. There is a direct corollary between attendance and doing well in the course.
- ✘ 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.

- ✧ If you missed a discussion due to an excused absence, you may make this up by responding in writing to the discussion questions listed in the Calendar on the day that you missed; your response to the questions must demonstrate that you have completed the readings and pondered them. These are due at our next class meeting with the excuse. **Do not wait until the next class meeting to discuss how you can make-up the work.** If you are in doubt, email me.

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 deadline to complete your assignment. To use your “stuff happens option,” you need to email me so that I can keep records, and you must still submit a hardcopy of your work within the deadline (unless instructed otherwise). Only be used for DLEs and Essays.



Need help with study skills and writing?

BU's Writing and Literacy Engagement Studio (WALES) Support for Writing and Reading

The Writing and Literacy Engagement Studio (WALES), supports students' growth as writers and readers. We enjoy easing the writing process for all students from any background working in any major. We also enjoy helping students develop strategies for reading and making sense of course and research material. Students set the agenda for each appointment—whether they're concerned about their reading material, about getting started on a writing project, about improving clarity, grammar, organization, or citations, or about any other aspect of reading, writing, or the English language. Appointments are highly recommended, but walk-ins are welcome.

Our diverse group of WALES Consultants represent a variety of majors and share the common goal of working with students to develop skills and strategies that help them grow as readers and writers. WALES Consultants are also 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 can reach us online through a link we will provide. Students will be able to speak with consultants and share their documents with us.

WALES hours for Fall 2019

- In Bakeless 206, Mon.—Thurs. from 9:00 am to 7:00 pm and Fridays from 9:00 am to 4:00 pm.
- In the Elwell lobby area, Sun.—Thurs. from 7:00 pm to 11:00 pm.
- In Andruss (Schweiker Room), Sun.—Thurs. from 7:00 pm to 9:00 pm.

You can drop in to Bakeless 206 or request an appointment through email: wales@bloomu.edu. Visit their website (www.bloomu.edu/wales) 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.



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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.

Course 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 |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Tue, 27 Aug | Course Introduction |
| Between classes do the following | <input type="checkbox"/> Read and make notes Bergen, <i>War & Genocide</i> , introduction and chapters 1-2 (Reading guides available in BOLT) <input type="checkbox"/> Submit Prior Knowledge-Perception Response in BOLT Assignments by 2:00 PM, Thursday, 29 August. |
| Thur, 29 Aug | 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" |
| Tue, 3 Sep | 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 |

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| Thur, 5 Sep | <p>Lecture: Antisemitism, Racism, and Prejudice</p> <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 | <ul style="list-style-type: none"> <input type="checkbox"/> Read and make notes Creating a Racial State, Part 1 <input type="checkbox"/> Begin composing Document Log Entry 1 |
| Tue, 10 Sep | <p>Discussion: How was Germany turned into a racial state?</p> <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 | <ul style="list-style-type: none"> <input type="checkbox"/> Read and make notes Creating a Racial State, Part 2 <input type="checkbox"/> Submit Document Log Entry 1 on Thursday, 12 September, 2:00 PM upload to BOLT Assignment Folder AND bring a hard copy to class. <input type="checkbox"/> Optional: Documentary Film: <i>The Nazis: Chaos and Consent</i> |
| Thur, 12 Sep | <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 | <ul style="list-style-type: none"> <input type="checkbox"/> Read and make notes Bergen, <i>War & Genocide</i>, chapters 4-5 <input type="checkbox"/> Optional: Documentary Film <i>The Nazis: The Wild East</i> <input type="checkbox"/> Optional: Documentary Film on Youtube <i>The Nazis: The Wrong War</i> |
| Tue, 17 Sep | <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 | <ul style="list-style-type: none"> <input type="checkbox"/> Read and make notes Documents on the Origins of the Final Solution <input type="checkbox"/> Submit Document Log Entry 2 on Thursday, 19 September, 2:00 PM upload to BOLT Assignment Folder AND bring a hard copy to class. <input type="checkbox"/> Get Historians Debate Excerpts in class. <input type="checkbox"/> Be thinking about how you will compose Essay 1 |

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| Thur, 19 Sep | <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 Historians Debate Excerpts <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 |
| Tue, 24 Sep | <p>Discussion: Why do historians disagree on the origins of the Holocaust?</p> <ol style="list-style-type: none"> 1. How do your interpretations of select documents/events compare to historians' excerpts? |
| Between classes do the following | <input type="checkbox"/> Be thinking about how you will compose Essay 1 |
| Thur, 26 Sep | <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? <div style="border: 1px solid black; background-color: yellow; padding: 5px; width: fit-content;"> <p>I may deliver this lecture; it depends upon where we are at on the learning curve.</p> </div> |
| Between classes do the following | <input type="checkbox"/> Be composing Essay 1 in preparation for Peer Review on 1 October <input type="checkbox"/> Work with me and/or the WALES on the drafting of your essay |
| Tue, 1 Oct | <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 assignment folder in BOLT <div style="border: 1px solid black; background-color: yellow; padding: 5px; width: fit-content;"> <p>We may revise the expectations of this peer review, but these sessions really help individuals explore writing expectations for history essays and how their writing is perceived by others.</p> </div> |
| Between classes do the following | <input type="checkbox"/> Continue to revise your Essay 1 <input type="checkbox"/> Submit Essay 1 on Thursday, 3 October, 2:00 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 Grahیب prison scandal). |
| Thur, 3 Oct | <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? |

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|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------------------------------------------------------|----------|----------------------------------------------|----------|------------|----------|--------------------------------------------------------|----------|---------------------------------------------|
| | <ul style="list-style-type: none"> • 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 | | | | | | | | | | |
| Tue, 8 Oct | <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" • Historians Debate Excerpts • Christopher Browning, <i>Ordinary Men</i> • Lecture notes | | | | | | | | | | |
| Thur, 10 Oct | <p>Take in-Class exam that tests your ability:</p> <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, Browning, Historians Excerpts) | | | | | | | | | | |
| Between classes do the following | <input type="checkbox"/> Start reading your group <i>Words to Outlive Us</i> <table border="1" style="margin-top: 10px;"> <tr> <td>A</td> <td>Anonymous Woman; Helena Gutman-Staszewska; Stefania Staszewska</td> </tr> <tr> <td>B</td> <td>Adolf Berman; Stefan Ernst; Henryk Slobodzki</td> </tr> <tr> <td>C</td> <td>Jan Mawult</td> </tr> <tr> <td>D</td> <td>Henryk Bryskier; Natan Zelichower; Samuel Zylbersztejn</td> </tr> <tr> <td>E</td> <td>Chaim Hasenfus; Samuel Puterman; Marek Stok</td> </tr> </table> | A | Anonymous Woman; Helena Gutman-Staszewska; Stefania Staszewska | B | Adolf Berman; Stefan Ernst; Henryk Slobodzki | C | Jan Mawult | D | Henryk Bryskier; Natan Zelichower; Samuel Zylbersztejn | E | Chaim Hasenfus; Samuel Puterman; Marek Stok |
| A | Anonymous Woman; Helena Gutman-Staszewska; Stefania Staszewska | | | | | | | | | | |
| B | Adolf Berman; Stefan Ernst; Henryk Slobodzki | | | | | | | | | | |
| C | Jan Mawult | | | | | | | | | | |
| D | Henryk Bryskier; Natan Zelichower; Samuel Zylbersztejn | | | | | | | | | | |
| E | Chaim Hasenfus; Samuel Puterman; Marek Stok | | | | | | | | | | |
| Tue, 15 Oct | <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"/> Be prepared to discuss your group readings with others to ponder patterns about experiences in the Warsaw Ghetto <input type="checkbox"/> Submit Document Log Entry 3 on Thursday, 17 October, 2:00 PM upload to BOLT Assignment Folder AND bring a hard copy to class. | | | | | | | | | | |

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| | <input type="checkbox"/> Optional: Survivor Testimonies in Documentary Films |
| Thur, 17 Oct | <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"? |
| Tue, 22 Oct | <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. 260-273 <input type="checkbox"/> Optional: Take the Virtual Museum Tour: Some Were Neighbors http://somewereneighbors.ushmm.org/ to ponder non-Jewish responses to persecution and levels of collaboration |
| Thur, 24 Oct | <p>Lecture: Jewish Responses to Persecution</p> <ul style="list-style-type: none"> • How did Jews respond to persecution during the killing years? • What were some of the practical obstacles to resistance? • What forms did resistance take? |
| Between classes do the following | <p>Read and Study</p> <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" |
| Tue, 29 Oct | <p>Discussion: How did Jews respond to their persecution?</p> <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> |
| Thur, 31 Oct | <p>Lecture: Human Nature & Memories of the Holocaust</p> <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> |
| Tue, 5 Nov | <p>Documentary Film and Discussion: <i>Kitty</i></p> <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? |

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| | <ul style="list-style-type: none"> • 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"/> Submit Document Log Entry 4 on Thursday, 7 November, 2:00 PM; upload to BOLT Assignment Folder AND bring a hard copy to class. |
| Thur, 7 Nov | <p>Discussion: Levi's <i>Survival in Auschwitz</i></p> <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"/> Submit Document Log Entry 5 on Thursday, 12 November, 2:00 PM; upload to BOLT Assignment Folder AND bring a hard copy to class. |
| Tue, 12 Nov | <p>Discussion: How do victims recall their experiences in the immediate aftermath 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? |
| Between classes do the following | <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.htm • http://news.bbc.co.uk/2/hi/europe/4175045.stm • http://www.pbs.org/wgbh/amex/holocaust/filmmore/reference/primary/index.html#bomb |
| Thur, 14 Nov | <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? |

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| | <ul style="list-style-type: none"> • What is counterfactual history and how does it shape interpretations about whether or not the United States did enough to rescue Jews? |
| Between classes do the following | <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" |
| Tue, 19 Nov | <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? |
| Between classes do the following | <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 WALES on the drafting of your essay |
| Thur, 21 Nov | <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? |
| Between classes do the following | <input type="checkbox"/> Continue revising your essay <input type="checkbox"/> Work with me and/or the WALES on the drafting of your essay <input type="checkbox"/> Submit Essay 2 on Tuesday, 3 December, 2:00 PM: Essay #2 due as a hard copy in class and upload to BOLT Dropbox |
| Tue, 3 Dec | <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> |
| Between classes do the following | <input type="checkbox"/> Read and make notes Bergen, <i>War & Genocide</i> , conclusion <input type="checkbox"/> Study for the final |
| Thur, 5 Dec | t.b.a. We will be meeting; at the least be discussing the final exam. |
| Between classes do the following | <input type="checkbox"/> Study for the final |
| Thur, 12 Dec, 8:00-10:00 AM | Final Exam |