

History of the Holocaust
HIST 4000



Fall 2023
Instructor: Andrew Walsh



Contact Information
email: walsha1@kean.edu
Phone: 609-489-2684
Office hours: Before and after every class/email anytime.

Classroom: TBD
Class Meeting Times: TBD (TBD)

Course Description:

(3 Credits)

Using a historiographical approach, this course aims to highlight significant themes and events that occurred during the Holocaust. We will investigate the nature of totalitarianism, specifically within the Third Reich. Course themes include a History of Anti-Semitism, the Second Reich, militant politics, the allure of fascism, genocide, World War II, the Final Solution, testimonies from survivors of the death camps, and transitional justice.

Kean University Conduct

KEAN EMAIL ACCOUNT

All students must have a valid Kean e-mail account. For those who do not already have one, forms are available online at <http://www.kean.edu/KU/Forms-OCIS>; click on E-mail Account Request Form. It is through this account that all official communication with the class will take place.

Email Communication

All students must use the Kean University email system. Do not email me using your personal or private email address. Please use your @kean.edu address when sending me messages. Establish this account by the second-class meeting. Per university policy, all students must have a valid Kean Email Account. Students are expected to check their email daily.

Kean University Counseling Center

<http://www.kean.edu/offices/counseling-center>

Academic Integrity Policy

You are responsible for reading and understanding the university integrity policy regarding cheating and plagiarism.

Civility

Please know the expectations of appropriate conduct in the classroom as detailed in the Kean University Student Code of Conduct: <http://www.kean.edu/KU/Code-of-Conduct>.

Attendance and Assignments Policy

Missing roll call or leaving class at any point during a class session will be counted as an absence. Late assignments are accepted only at the discretion of the instructor and may receive only partial credit. Make-up assignments are given at the discretion of the instructor and only for extraordinary reasons.

Classroom Rules of Demeanor:

- *** Turn off/mute all cell phones prior to coming to class. No text messaging during class.
- *** Beverages and small snacks are allowed in class, but no full course meals.
- *** No Laptops without prior permission.
- *** Audio and video recording is not permitted.
- *** Courtesy and Civility is essential to creating a friendly environment conducive to learning.
- *** You are expected to clean up after yourselves. This includes taking out any trash and straightening your chairs/desks after class.

For campus-wide expectations and regulations go to: <http://www.kean.edu/KU/Code-of-Conduct>.

Course objectives

- Understand the historical origins of issues that impact East Asia and the world today.
- Develop and articulate our own positions on these issues.
- Sharpen our critical thinking, reading, and writing skills.
- Develop a greater understanding of the Historical Context.

Kean Resources

(Log in to your Kean account on Keanwise before attempting to use the databases.)

Kean Learning Commons - <https://libguides.kean.edu/c.php?g=20560&p=118935>

Kean Library Worldcat search - <https://libguides.kean.edu/NTLC>

Kean A-Z Database - <https://libguides.kean.edu/az.php>

ProQuest eBook Central - <https://ebookcentral.proquest.com/lib/kean/home.action>

ProQuest Policy - <https://support.proquest.com/articledetail?id=kA14000000GxmECAS>

ProQuest NYT articles - <https://www-proquest-com.kean.idm.oclc.org/nytimes?accountid=11809>

JSTOR - <https://www-jstor-org.kean.idm.oclc.org/>

InfoBase (US History) –

<https://online-infobase-com.kean.idm.oclc.org/HRC/LearningCenter/BrowseByCenter/2?lcId=17>

Academic Early Alert information will be provided to students by the instructor via Advise. Please see the 2021-2022 Undergraduate or Graduate Catalog for more information.

Policies

Class Recordings (Live Sessions/Collaborate)- if applicable

In this class, software may be used to record live class discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review the content that was presented. All recordings will become unavailable to students in the class when the course is closed.

Students are not permitted to record (or download) the course experience. If a recording of the course is required for accommodation purposes students must make those arrangements with the Office of Accessibility Services. Students found to have recorded (or downloaded) course experiences without authorization are subject to review by the Office of Student Conduct and Community Standards.

Privacy Statement

Assuring privacy among faculty and students engaged in online instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered.

Important University Policies and Information

All students and faculty should familiarize themselves with the **Return to Campus** information found on the University's home page: www.kean.edu

Students are responsible to review and understand the *University Academic Integrity Policy* available via the following link: <https://www.kean.edu/academic-integrity>

Instructors must indicate on the syllabus and/or individual assignment if the use of Kean University academic support services ([Tutoring and/or Writing Center](#)) is permitted for take home assignments/exams.

Students should review the *Student Code of Conduct*, as it discusses expectations of appropriate conduct in the classroom:

<https://www.kean.edu/offices/community-standards-and-student-conduct/student-code-conduct>

Students are strongly encouraged to register for the University's emergency notification system (<http://www.kean.edu/campusalert>) in order to be informed of campus emergencies, weather notices, and other announcements. Kean Ocean students would sign up via the following link:

<https://ocean.sendwordnow.com/LicensePage.aspx>

All students must have a valid Kean email account. For those who do not already have one, forms are available on-line at <https://www.kean.edu/offices/computer-and-information-services/ocis-forms> click on E-mail Account Request Form.

Diversity & Non-Discrimination Statement

Kean University is committed to establishing and maintaining a diverse campus community through inclusive excellence and equal opportunity. Kean's commitment to access and equity is designed to prepare each graduate to not only thrive, but climb higher in a diverse world. As an affirmative action, equal opportunity institution we work to support a campus-wide agenda to foster a community that both values and promotes the diversity and equity of all students, faculty, staff, administrators, and beyond. Kean adheres to the [New Jersey State Policy Prohibiting Discrimination in the Workplace](#); for more information on Kean's non-discrimination policy and procedures, and protected categories under the policy, please visit: <https://www.kean.edu/offices/affirmative-action>.

Americans with Disabilities Statement

Students with documented disabilities who may need instructional accommodations or special arrangements in the event of an evacuation should notify the instructor as soon as possible and no later than the second week of the term. Students may also contact The Office of Accessibility Services by phone at (908) 291-3137 or email accessibilityservices@kean.edu to discuss special needs, accommodations, and arrangements.

Title IX

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination on the basis of sex in education programs or activities. Sexual harassment in any form will not be tolerated at Kean University. Sexual harassment by students should be reported to the Office of Affirmative Action Programs, Office of the Vice President for Student Affairs or the Office of Community Standards and Student Conduct immediately. Information about the University's Sexual Misconduct Policy may be found at the following: <https://www.kean.edu/offices/policies/sexual-misconduct-policy>.

Course Materials

Articles for Summaries can be found on Blackboard, or in your books/video lists.

1. Blood and Iron - Otto von Bismarck (1862)
2. Heinrich von Treitschke - Politics
3. Adolf Hitler, Mein Kampf, (1925-26), Volume I (1925), Chapter 5. “The World War”
4. Ernst Junger - The Storm of Steel
5. Rosa Luxemburg - The War and the Workers
6. Adolf Hitler, Mein Kampf, (1925-26), Volume I (1925), Chapter 7. “The Revolution”
7. Susan Sontag - Fascinating Fascism
8. Thomas-Mann-Mario-and-the-Magician (1929)
9. Hitler, Mein Kampf, Vol. I., Ch. 6 (“War Propaganda”)
10. Hitler Youth Quex (1933) - <https://archive.org/details/Hitlerjungequex>
11. Hitler, Mein Kampf, Volume II (1926), Chapters 1,4,6,8
12. George Orwell - Literature and Totalitarianism (1941)
13. Hitler, Mein Kampf, Vol. I, Ch, 11 “Nation and Race”
14. The War Against the Jews Ch, 3 “Phase One Anti-Jewish Legislation 1933 – 1935”
15. The War Against the Jews Ch, 5 “Foreign Policy, Race, and War”
16. The War Against the Jews Ch, 6 “Phase Two From Internal War to World War”
17. Jew Suess (1940) - <https://archive.org/details/jud-su-ss-english-subbed-1940>
18. Charles A Lindbergh - Who are the War Agitators
19. Doris Bergen - War & Genocide (2016) Chapter 6, 167-206.
20. Doris Bergen - War & Genocide (2016) Chapter 7, 207-236.
21. Heinrich Himmler - Speech before SS Group Leaders, Posen, Poland (1943)
22. Wannsee Protocol (1942)
23. Wannseekonferenz (1984). https://www.youtube.com/watch?v=i9Ug_MXToEE
24. (Pick 1) The Shoah part I, II, III, or IV - <https://hdclump.com/shoah-holocaust/>
25. (Pick 1)The Shoah Part I, II, III, or IV - <https://hdclump.com/shoah-holocaust/>
26. Doris Bergen - War & Genocide chapter 8
27. Doris Bergen - War & Genocide chapter 9
28. Nuremberg, Army Television Release Version (1950) full
29. Extra Credit - (Pick 1)The Shoah Part I, II, III, or IV
30. Extra Credit - (Pick 1)The Shoah Part I, II, III, or IV

Required Books:

Adolf Hitler, Mein Kampf Houghton Mifflin
ISBN# 0395925037

Doris Bergen, War and Genocide: A Concise History of the Holocaust
ISBN# 978-0760789063

Lucy Dawidowicz, The War Against the Jew 1933 – 1945
ISBN# 978-0553345322

Students will be required to select a book and present on it. The fourth required book can be found in the Books by Unit list on page 8.

Films/ Video clips:

Hitler Youth Quex - <https://archive.org/details/Hitlerjungequex>

Jew Sues - <https://archive.org/details/jud-su-ss-english-subbed-1940>

Wannseekonferenz - https://www.youtube.com/watch?v=i9Ug_MXToEE

The Shoah - <https://hdclump.com/shoah-holocaust/>

Nuremberg, Army Television Release Version, 1950 (full) -
https://www.youtube.com/watch?v=zdqB58Z-QVY&ab_channel=WWIIPublicDomain

Assignment Descriptions and Grading

- I. **Attendance and Engagement (10%)**
 - Every student will be required to participate in every class session.
 - Every student will respect their peers.
 - Every student will contribute to class discussions.
 - If you did not do your summaries, you will lose participation points. – You cannot participate if you did not do the work.

- II. **Reading Summaries (RS)= (50%)**
 - Students will be required to read assigned materials.
 - Summaries will be constructed within the assigned format.
 - **Digital submissions will only be accepted in Microsoft Word format.**
 - **Digital submissions should be sent via Blackboard – unless otherwise discussed.**

- III. **Formal Presentation (40%)**
 - Students that are presenting will be required to use PowerPoint or an alternative and creative method for this presentation. (Speak to me about alternatives).
 - Each assigned presentation should last roughly 20 minutes.
 - Presentations should not last longer than 30 minutes.
 - There will be a discussion period after the presentation is concluded.
 - Students that are *NOT* presenting are required to give their full attention and respect to those that are presenting. Any rudeness from non-presenters will result in a penalty on the rude student's presentation grade.
 - Topics will be confirmed by no later than the second class meeting.
 - In select cases, students will be permitted to write a 12-page paper, in Chicago style, on a topic related to the coursework completed in class: in lieu of the presentation.
 - **All digital presentations should be submitted through email (before their due date).**
 - **All digital presentations should be in PowerPoint format.**

Presentation Directions

- Each student will select a book from the list below. The books have assigned days for when they are to be presented. This is by design. The subject matter of the book synergizes with the coursework listed in the syllabus.
- Presentations will be 20-30 minutes in length. (If more time is needed, please consult me before presentation days).
- All digital presentations are to be submitted prior to their due date.

Book list by Unit

Unit 2: The Second Reich & Antisemitism

Walter Laqueur - *The Changing Face of Anti-Semitism: From Ancient Times to the Present Day*
<https://www.amazon.com/Changing-Face-Anti-Semitism-Ancient-Present/dp/019534121X>

Unit 3: Total War

W.G Sebald - *The Natural History of Destruction*
<https://www.amazon.com/Natural-History-Destruction-Classics-Paperback/dp/0375756574>

Unit 4: Militant Politics

Sinclair Lewis - *It can't Happen Here*
<https://www.amazon.com/Cant-Happen-Here-Signet-Classics/dp/0451465644>

Unit 5: The Allure of Fascism

Robert Browning - *Ordinary Men*
https://www.amazon.com/Ordinary-Men-Reserve-Battalion-Solution/dp/0141000422/ref=tmm_pap_swatch_0?encoding=UTF8&qid=1679458155&sr=1-1

Unit 6: Gleichschaltung: The Totalitarian State

Daniel Jonah Goldhagen - *Hitler's Willing Executioners*
https://www.amazon.com/Hitlers-Willing-Executioners-Ordinary-Holocaust/dp/0679772685/ref=tmm_pap_swatch_0?encoding=UTF8&qid=1679458179&sr=1-1

Unit 7: The Totalitarian State of Mind

Jan Gross - *Neighbors: The Destruction of the Jewish Community in Jedwabne*
https://www.amazon.com/Neighbors-Destruction-Jewish-Community-Jedwabne/dp/0691234302/ref=tmm_pap_swatch_0?encoding=UTF8&qid=1679459022&sr=1-1

Unit 8: The Racial State

Lucy S. Dawidowicz - *The War against the Jews Part I*
https://www.amazon.com/War-Against-Jews-1933-1945/dp/055334532X/ref=tmm_pap_swatch_0?encoding=UTF8&qid=1679459133&sr=1-1

Unit 9: Racial Empire

Lucy S. Dawidowicz - *The War against the Jews Part II*
https://www.amazon.com/War-Against-Jews-1933-1945/dp/055334532X/ref=tmm_pap_swatch_0?encoding=UTF8&qid=1679459133&sr=1-1

Unit 11: World War II and the Final Solution II

Yitzhak Arad - *State of Deception: Belzec, Sobibor, Treblinka: The Operation Reinhard Death Camps*
https://www.amazon.com/Belzec-Sobibor-Treblinka-Operation-Reinhard/dp/0253213053/ref=tmm_pap_swatch_0?encoding=UTF8&qid=1679459268&sr=1-1

Unit 13: Life and Death: The Extermination Camps

Tadeusz Borowski - *This way for the Gas, Ladies, and Gentlemen*
https://www.amazon.com/Ladies-Gentlemen-Penguin-Modern-Classics/dp/0140186247/ref=tmm_pap_swatch_0?encoding=UTF8&qid=1679459289&sr=1-1

Unit 14: Nuremberg Trials and Transitional Justice

Deborah E. Lipstadt - *The Eichmann Trial*
https://www.amazon.com/Eichmann-Trial-Jewish-Encounters-Hardcover/dp/B004SYA5EK/ref=tmm_pap_swatch_0?encoding=UTF8&qid=1679459312&sr=1-1

Grade Scale

A	3.8-4.0	C+	2.3-2.9
A-	3.6-3.7	C	2.0-2.2
B+	3.3-3.5	D	1.0-1.9
B- Minimum Passing Grade	2.7-2.9	F	0.0

Scoring Rubric for Presentations

Category	Scoring Criteria	Total Points	Score
Organization (10 points)	The type of presentation is appropriate for the topic and audience.	2	
	Information is presented in a logical sequence.	3	
	Presentation appropriately cites requisite number of references.	5	
Content (25 points)	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	3	
	Technical terms are well-defined in language appropriate for the target audience.	2	
	Presentation contains accurate information.	5	
	Material included is relevant to the overall message/purpose.	5	
	Appropriate amount of material is prepared, and points made reflect well their relative importance.	5	
	There is an obvious conclusion summarizing the presentation.	5	
Presentation (25 points)	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	5	
	Speaker uses a clear, audible voice. Good language skills and pronunciation are used.	5	
	Visual aids are well prepared, informative, effective, and not distracting.	5	
	Length of presentation is within the assigned time limits.	5	
	Information was well communicated. – Not read off the screen like a giant flashcard	5	
Score	Total Points (50 Points = 100%)	50	

General Comments:

Article Summary Form Instructions for Submissions

When reading the assigned article, remember to underline passages that express the article's thesis. Use one separate sheet of paper for each assigned article. At the top, type –

- Your name and date of the submissions.
 - The name of the course
 - The author, title, and **date** of the document
 - The document's source and page range

Checklist for each summary, follow form (see the samples for comparison). Did you –

- Limit to one page? (I will not read additional pages).
- Type in **single space**?
- Type each heading in **bold** font.
- **Type each summary in 12-point, Times New Roman with 1" margins?**
- Staple together all summaries as one set that are due each class?
- **If submitted digitally – Submit in 1 word document file.**
- **(Example) – If there are 3 summaries, each will fill 1 page but there will be one word file.**

Using just one page (single-space), complete four sections. Type each heading in bold face, your responses in roman type (see example).

Thesis summary- In just 2-3 sentences, carefully sum up the article's main argument in your own words. **You must read the entire article to determine its thesis.**

Four specific "thesis" ideas – List four distinctive ideas expressed in your thesis summary.

Quotations and their relations to the thesis – Select and quote one brief passage from the article to illustrate each of the four ideas in order – four passages in all. Use passages that you underline in the article. *Please note.*

- After each quoted passage, indicate (in parenthesis) the document author and the page number of the article or *Source Reader* where the passage appears. (If there is no author, indicate the document's title, then page number. If there is no page number, number each documented page sequentially.)
- For each quoted passage, be sure to comment in your words, showing in 1-2 sentences exactly how the passage illustrates the document's thesis. Do not merely reprise a thesis point.

Historical context – In this section you must compare each document you are summing up (A) with one other document (B) –

- Select document B from documents you *already* summed up in the preceding weeks.
- Select a *different* document B for each document A you are summing up.
- In 1-3 sentences, use your class lecture and discussion notes to show how both documents reflect key contemporary political developments.

For reading assignments accompanied by audio notes, add a fifth section –

Audio Notes – Briefly explain how the audio notes clarified the assigned articles, at the beginning of class on the class day when the summary or summaries are due. *Under no circumstances will I accept submissions at any other time.*

Unpublished document© 2010 by Dennis B. Klein. All rights reserved. Article Summary Form and Sample 08.doc
(With Permission and minor adjustments – Summary format is utilized by Andrew Walsh for academic purposes.)

Article Summary Form – Sample 1

Your summaries should look just like this form (substituting your words for those below).

Jane Hasno Doe

September 23, 2010

Western Civilization / Dr. Klein

Martin Luther, "Address to the Nobility of the German Nation" (1520), *Source Reader*, pgs. 108-109

Thesis summary:

Luther attacked the powerful Church in Europe on three grounds: Its absolute power ("spiritual over temporal"); the Pope's control over scriptural, or biblical, interpretation; and the Pope's insistence that only he can summon an advisory council.

Four specific "thesis" ideas:

1. Luther argued that all Christians are equally spiritual.
2. The Pope is just as likely as any other Christian to behave poorly, even wickedly.
3. Christians generally, and not only a rubber-stamp council, are obligated to punish a pope who violates scriptural teaching.
4. Luther was particularly unhappy about the Church's defenses, or "walls, designed to protect the Church from criticism.

Quotations and their relationships to the thesis:

1. "All Christians are truly of the spiritual estate, and there is no difference among them, save office alone" (Luther, 108) - The "Church" and its leader, the pope, is not above its faithful believers.
2. The Church wrongly claims, "that the Pope cannot err in matters of faith, whether he be evil or good" (Luther, 108a) - how can the Church claim control over scriptural interpretation when he, too, can err (sin), and even act in evil ways?
3. "If the Pope acts contrary to the Scriptures, we are bound to stand by the Scriptures [and] to punish and to constrain him" (Luther, 108a) - a faithful Christian, to preserve real Christian teaching, must punish a sinful Pope.
4. "The Romanists have... drawn three walls round themselves, with which they have hitherto protected themselves, so that no one could reform them, whereby all Christendom has fallen terribly" (Luther, 108) - Luther stands out among Church critics by challenging the Church's claim that no one can criticize it. He believed that, by challenging an errant Church, he was preserving Christianity itself.

Historical context

Luther's attack on the Church stirred a disenchanted Christian Europe to challenge the Church's power. His attack resulted in a new "Protestant" version of Christianity. Machiavelli, too, from a secular perspective, exhorted leaders to assert their "will" rather than succumb to higher principles. Both Luther and Machiavelli affirmed the right to declare their independence from religious or secular authority. One result was the new standard of national sovereignty or self-rule.

Article Summary 2 - Digital format sample

Student's Name

Month Day, Year

Course name/ Instructor's name

Otto von Bismarck, "Iron and Blood" (1862), (Source Reader 1-2.)

Author, "Title" (Year), Publication, Page Range.

Thesis summary: Bismarck's speech was a declaration of what the newly formed country would become. Through "Iron and Blood," Bismarck would unify the country with Prussian might. Through new taxes and a strong commitment from the German citizens, Germany would prepare itself for unknown conflicts with the intentions of asserting dominance throughout Europe.

Four specific "thesis" ideas:

1. Bismarck was not afraid of conflict.
2. Prussia made Germany powerful.
3. Bismarck wanted Germany to be recognized as a powerful nation.
4. Bismarck was not interested in diplomacy; he wanted Germany to be a war machine.

Quotations and their relationships to the thesis:

1. "It is true that we can hardly escape complications in Germany, although we do not seek them" (Bismarck, 1). - Bismarck is making the case that Germany is not seeking conflict but knows that it is unavoidable.
2. "Germany does not look to Prussia's liberalism, but to her power" (Bismarck, 1). - Bismarck is asserting that it is Prussian power that makes Germany strong, not southern liberalism.
3. "Prussia must collect her forces and hold them in reserve for an opportune moment, which has already come and gone several times" (Bismarck, 1). - Bismarck wants to exploit European weakness and assert Germany's dominance across the continent.
4. "Not by speeches and majorities will the great questions of the day be decided - that was the mistake of 1846 and 1849 - but by iron and blood" (Bismarck, 1). - Bismarck is prepared to go to war and has little interest in diplomacy.

Historical context

Bismarck makes it very clear in his speech that Germany must become a strong nation and to do that, the people would need the will to use a powerful military for both defense and offense. Heinrich von Treitschke goes even further in some ways when he states, "If we examine our definition of the State as 'the people legally united as an independent entity,' we find that it can be more briefly thus: 'The State is the public force for Offence and Defense'" (Treitschke, 353). Both Bismarck and Treitschke put an emphasis on the importance of sovereignty and the desire for military power.

Common Mistakes

Jane Hasno Doe September 23, 2021

Western Civilization / Dr. Klein

Martin Luther, "Address to the Nobility of the German Nation" (1520), Source Reader, pgs. 108-109. **-Remember citation that includes year and page numbers**

Thesis summary: -Remember to bold face headings

Luther attacked the powerful Church in Europe on three grounds: Its absolute power ("spiritual over temporal"); the Pope's control over scriptural, or biblical, interpretation; and the Pope's insistence that only he can summon an advisory council.

Four specific "thesis" ideas: -Use the Numbering tool to list the ideas.

1. Luther argued that all Christians are equally spiritual **-This Idea should match the 1st Quote**
2. The Pope is just as likely as any other Christian to behave poorly, even wickedly
3. Christians generally, and not only a rubber-stamp council, are obligated to punish a pope who violates scriptural teaching
4. Luther was particularly unhappy about the Church's defenses, or "walls, designed to protect the Church from criticism

Quotations and their relationships to the thesis:

-Use Quotation marks. -End the Quote and put the Author and the page range in Parentheses. The period should follow the citation. See Quotation 1 (below) for example.

1. "All Christians are truly of the spiritual estate, and there is no difference among them, save office alone" (Luther, 108). - The "Church" and its leader, the pope, is not above its faithful believers. **-This Quote should match the 1st idea. Same goes for the others.**
2. The Church wrongly claims, "that the Pope cannot err in matters of faith, whether he be evil or good" (Luther, 108a). - How can the Church claim control over scriptural interpretation when he, too, can (sin), and even act in evil ways?
3. "If the Pope acts contrary to the Scriptures, we are bound to stand by the Scriptures [and] to punish and to constrain him" (Luther, 108a). a faithful Christian, to preserve real Christian teaching, must punish a sinful Pope.
4. "The Romanists have ... drawn three walls round themselves, with which they have hitherto protected themselves, so that no one could reform them, whereby all Christendom has fallen terribly" (Luther, 10). Luther stands out among Church critics by challenging the Church's claim that no one can criticize it. He believed that, by challenging an errant Church, he was preserving Christianity itself.

Historical context

Luther's attack on the Church stirred a disenchanted Christian Europe to challenge the Church's power. His attack resulted in a new "Protestant" version of Christianity. Machiavelli, too, from a secular perspective, exhorted leaders to assert their "will" rather than succumb to higher principles.

Both Luther and Machiavelli affirmed the right to declare their independence from religious or secular authority. One result was the new standard of national sovereignty, or self- rule.

- **Compare/ Contrast this summary to a second source; A previously completed Summary's source. Make sure to cite the additional source (In parentheses).**

COURSE CALENDAR
Hist TBD / Wednesdays / Fall 2023
4:30pm – 7:15pm / September 1st – May 11th

Unit 1: A History of Anti-Semitism

From the early Christian church to the anti-Semitism of social Darwinism in the late 19th century, widespread prejudice against the Jews seeded the land for future atrocities (The Holocaust). This ancient hatred was revived with the misunderstood use of Darwin's work, religious misunderstandings, and scapegoating from the failed Liberal governments in Germany.

What will you learn in this unit?

- Understand the history of anti-Semitism in the Christian West.
- Recognize the role anti-Semitism played in the rise of the Nazi party.
- Identifying the Scapegoat Motif.
- Consider the role of the general population in allowing or objecting to anti-Semitism.

Lecture: Anti-Semitism within Christianity. Murder in Polina (Blood Libel).

Assignments:

- **SHOW UP!**
- Ice Breaker – Getting to know one another.
- Introductions, Covering the Syllabus.
- Choose your book/unit to present.

Unit 2: The Second Reich & Antisemitism

Germany was not a unified nation until 1871. Prior to German unification, Germany was a series of separate kingdoms. Through Prussian might and the strong hand of Otto von Bismarck, the region became a nation worthy of global attention. The “Iron Chancellor” set the precedent that might makes right; a standard that the German people would deeply remember after the failures of WWI and the proceeding Weimar Republic.

What will you learn in this unit?

- Germany's history with Liberalism.
- Identifying the scapegoat motif (again).
- Germany has a history of rejecting international authority.

Presentation: Walter Laqueur - *The Changing Face of Anti-Semitism: From Ancient Times to the Present Day*

Assignments:

- Iron and Blood
- Heinrich von Treitschke, “Politics” (1862-1896)

Unit 3: Total War (World War I)

While it is true that many Europeans glorified the brutality of war, harkening back to a time of chivalry and proving one's worth on the battlefield; the nature of warfare had changed. The world soon learned that total war left no room for humanity and the conditions for victory were muddled by international politicking. A politicking that the German people detested. In a swift stroke, the German people saw themselves as being victimized by a failing Kaiser, the "corrupted" West, and international defamation. Adding insult to their weakened state, the conditions set to them by the *Treaty of Versailles*...

What will you learn in this unit?

- How international agreements led Germany into a World War.
- The nature of "Total War."
- The formula to convince the German people that they NEEDED a strong man once again.

Presentation: W.G Sebald - *The Natural History of Destruction*

Lecture: The Treaty of Versailles

Assignments:

- Adolf Hitler, *Mein Kampf*, (1925-26), Volume I (1925), Chapter 5. "The World War"
- Ernst Junger, *The Storm of Steel: From the Diary of a German Storm Troop Officer on the Western Front* (1919)

Unit 4: Militant Politics

World War I was a calamity in Europe. Nations were faced with difficult problems; with questions that they thought they had answered centuries ago: how should they govern themselves? Is capitalism the best system? Does Democracy work? These questions were asked during the Bolshevik Revolution, the creation of Fascist Italy, and the inoperable Weimar Republic. The Germans were faced with 3 choices for their government: Democracy (The Weimar Republic,) Socialism/Communism, or Fascism. With the Weimar Republic failing and their strong distrust of international commitments, the German people began their search for a Strong Man to save their nation.

What will you learn in this unit?

- Germany attempted to transition from the Kaiser to a Republic.
- The people were influenced by the Bolshevik Revolution. The new form of governance promised to solve many of the German people's issues. Fairness, equality, a strong central government, and the promise of international peace; at the cost of national sovereignty.

Presentation: It can't happen Here

Assignments:

- Rosa Luxemburg, “The War and the Workers” (1916)
- Adolf Hitler, Mein Kampf, (1925-26), Volume I (1925), Chapter 7. “The Revolution”

Unit 5: The Allure of Fascism

Humans are fascinated with the idea that a single person can make all of their problems go away. They search for simple solutions in religion, in their homes, and in their governments. The concept of “bureaucracy,” or “red tape,” is revolting to a populace that is suffering. The answer “it’s complicated,” is universally rejected. If a strong man could come and solve the nation’s problems, the people would be grateful. They would even be willing to overlook actions that go against their better judgment. Their sensibilities may become malleable: “If the savior says this is what is needed, who am I to say otherwise?”

What will you learn in this unit?

- How fascism has a universal appeal to the downtrodden.
- The nature of propaganda films in the Nazi era.
- An example of how one might be “possessed” by power.
- Thomas Mann leaks the reality of Fascism through story telling.
- Motivations for participants in the Final Solution / Who were the “Ordinary Men?”

Presentation: Ordinary Men

Assignments:

- S. Sontag, “Fascinating Fascism,”
- Thomas Mann, “Mario and the Magician” (1929).

Unit 6: Gleichschaltung: The Totalitarian State

The Strong man has no power without the support of the populace. Rhetoric alone is not enough to convince a nation to sacrifice its freedom for a new totalitarian style of governance. After Hitler is elected, he begins to problematize basic things within German society. Showing the people that he is an effective leader; he begins to attack issues that are greater in scale. This process continues until he has complete control over the hearts and minds of the German people.

What will you learn in this unit?

- How Hitler went from elected official to Führer.
- The importance and effectiveness of Propaganda.
- Did the “Ordinary Men” want to Hitler’s “Final Solution?”
- Issues with Goldhagen

Presentation: Hitler's Willing Executioners.

Assignments:

- Hitler, Mein Kampf, Vol. I., Ch. 6 (“War Propaganda”)
- Hitler Youth Quex (1933)

Unit 7: The Totalitarian State of Mind

After Hitler won or stole the hearts and minds of the German people, he was emboldened to push the limits of his power. After several years of progressive legal restrictions, the Nazi ideology went from rhetoric to legal precedent. Hitler promised the people of Germany a new nation built with their best interests in mind; a genetically pure nation (free of Jews).

*Daniel Jonah Goldhagen claims that antisemitism was seeded throughout Europe and that the people were just looking for an excuse to act on their true desires.

What will you learn in this unit?

- How Hitler thought about power.
- How limitations on speech translate to limitations on thought. Restricting thought is mind control!
- Hitler wanted more than just a strong central government.
- Hitler’s power came from the willing masses.
- How people (outside of Germany) accepted Nazi ideology.

Presentation: Neighbors

Assignments:

- Hitler, Mein Kampf, Volume II (1926), Chapters 1,4,6,8
- George Orwell, “Literature and Totalitarianism” (1941)

Unit 8: The Racial State

Hitler's vision of a thousand-year Reich would only be a fantasy or rhetoric if he only spoke about it. First, Hitler and his Nazi government used the authority given to them by the people to set up the structure required to achieve their goals of recreating Germany. The Nazis engaged in a campaign against the Jewish population by attacking their status as citizens, their careers, and ultimately their very lives. Hitler's views on Nation and Race become apparent through his usage of legislation and his rhetoric.

What will you learn in this unit?

- How Hitler used the system to turn rhetoric into reality.
- How the Nazis demonized Jews.
- How the State was used against the Jews.

In-class Discussion:

- Hitler, "Why the Nuremberg Laws" (1935)
- Law for the Protection of German Blood and Honor (1935)
- Heydrich, "Kristallnacht--A Preliminary Secret Report" (1938)
- Security Service Report on the Kristallnacht (1938)

Presentation: The War Against the Jews Part I

Lecture: In-Class Discussion handouts

Assignments:

- Hitler, Mein Kampf, Vol. I, Ch, 11 "Nation and Race"
- The War Against the Jews Ch, 3 "Phase One: Anti-Jewish Legislation 1933 – 1935"
- The War Against the Jews Ch, 5 "Foreign Policy, Race, and War"

Unit 9: Racial Empire

Hitler made it clear that he saw the Jews as parasites that were waiting for the opportunity to intergrade themselves into positions of authority and manipulate nation-states for their own purposes. With this view in mind, destroying the Jewish influence in Germany would not be enough. He saw the Jewish people as a potential threat, lurking in other nations. For that reason and others, he felt the need to extinguish the Jewish presence from the planet. The Third Reich could not last a thousand years if Nazism was limited to Germany. Hitler and his Propagandists took the values of Nazism and exported them through film.

What will you learn in this unit?

- Propaganda through cinema
- The export of Nazism.
- Nazi paranoia.

- The United States' hesitation to join the war.

Presentation: State of Deception: The War Against the Jews Part II

Assignments:

- The War Against the Jews Ch, 6 “Phase Two: From Internal War to World War”
- Jew Sues (1940) (98 min.-excerpts)
- Charles A Lindbergh - Who are the War Agitators

Unit 10: World War II and the Final Solution I

September 1938, Germany annexes Czechoslovakia. The Western world argues over the validity of Hitler's claim to the territory. In truth, the West was fearful of upholding the conditions of the Versailles treaty and focused on their own recovery. The conventional wisdom and the will of the people dictated that peace needed to be preserved. Coming out of the Great Depression, countries were more than willing to look the other way. Besides, many of the Czechs spoke German and they did have a common ancestral history. Perhaps the Western powers felt guilty for their abusive and humiliating conditions in the *Treaty of Versailles*. Letting the broken country have access to some farmland wouldn't be the end of the world...

A year later, on September 1st, 1939, Hitler sets his War Machine on Poland and begins the Blitzkrieg through Europe.

What will you learn in this unit?

- WWII events.
- The Molotov–Ribbentrop Pact
- The effectiveness of the Nazi War Machine
- The vastness of WWII.

Lecture: World War II

Assignments:

- Bergen Chapter 6
- Bergen Chapter 7

Unit 11: World War II and the Final Solution II

While the early years of the Third Reich and World War II were difficult ones, particularly for the Jews of Europe, these years paled in comparison to 1941 to 1944. Between 1941 and 1944, the German government implemented the **Final Solution**, or the plan to kill all of the 11 million Jews residing throughout Europe and the territories of the former Soviet Union. The **Final Solution** required facilities, transportation, and bureaucracies to manage this horrific task.

What will you learn in this unit?

- Discuss the 1941 plans and preparations for the **Final Solution**.
- Explain the importance of the **Wannsee Conference**, as well as the differences between the **Final Solution** as described at the Conference and the **Final Solution** as it was implemented throughout Europe.
- Discuss the role of **Operation Reinhard** as part of the **Final Solution**.
- Explain the arguments for and against both **intentionalism** and **functionalism** in the study of the Holocaust and the **Final Solution**.

Presentation: State of Deception: Belzec, Sobibor, Treblinka: The Operation Reinhard Death Camps

Assignments:

- Himmler, Speech before SS Group Leaders, Posen, Poland (1943) (SR)
- Wannsee Protocol (1942)
- Wannseekonferenz (1984). (81 min.)

Unit 12: Life and Death: The Extermination Camps

Before the death camps, the Nazis were charged with killing the Jews in their assigned areas. This led to Nazi improvisation. From shooting them one at a time to gassing them in specially equipped vehicles; the Nazis' killing methods evolved over time. The **extermination camps** of the Third Reich were designed to quickly and efficiently kill huge numbers of men, women, and children. The **factory-like** nature of the camps removed responsibility from the individual Nazis and made the task easier to complete. This was, fundamentally, the sole purpose of the death camps, even those with attached or affiliated labor camps. Most of the people deported to the death camps did not survive to tell their stories. In many cases, they were dead within hours of their arrival—gassed in the gas chambers, their bodies destroyed in the crematoria of the camp. The stories of camp survivors provide one of the most valuable records of transport, selection, and life in these camps. There were few survivors from Treblinka II, Belzec, and Sobibor; however, a larger number of people survived Auschwitz and have shared the horror of their stories, offering both their loss and experiences to help others understand the horror of the Holocaust, or *Shoah*, in Hebrew.

What will you learn in this unit?

- Discuss the function and workings of a Nazi death camp. Describe the living conditions and behavior of the SS and the SS auxiliary workers in the **extermination camps**.
- Describe the conditions for prisoners chosen to survive in the camp.
- Explain the dehumanization of the prisoners, both as workers and subjects for medical experimentation.
- Discuss the death marches across Europe in the last months of the war.

Assignments:

- **Pick any 2.**
- *Extra credit is offered for the other 2.*
- Watch part 1 of the Shoah (2h 26mins).
- Watch part 2 of the Shoah (1h 55mins)
- Watch part 3 of the Shoah (2h 19mins)
- Watch part 4 of the Shoah (2h 19 mins)

Unit 13: Non-Jewish victims of the Holocaust

While the Jewish peoples of Europe bore the heaviest losses during the Holocaust, they were far from the only victims of the horrific Nazi regime. The disabled, both physically and mentally, were among the first targeted by the Third Reich, even before anti-Semitism led to action against the Jews. Racial motivations did not impact only the Jews but also the Roma and Poles. Political enemies of the Nazi party, including Communists, trade unionists, and even religious figures willing to speak against the Nazis were also persecuted. Large numbers of people were imprisoned under various laws and statutes. These laws were used to imprison gay men, the homeless, and the underemployed. Many Soviet prisoners of war were killed in the concentration camps of the Third Reich.

What will you learn in this unit?

- Describe the impact of the Holocaust on non-Jewish populations.
- Discuss the importance of social, sexual, physical, and racial conformity within the Third Reich.
- Define and describe Aktion T-4 and the reaction surrounding it.
- Recognize the racial motivations behind the killings of Jehovah's Witnesses, **Romani**, Poles, and other Slavs.
- Discuss the differing treatment and motivation for groups of prisoners under the Nazi administration.

Presentation: This way for the Gas, Ladies, and Gentlemen

Assignments:

- Bergen Chapter 8
- Bergen Chapter 9

Unit 14: Nuremberg Trials and Transitional Justice

Even before the end of World War II, the Allied powers, including the United States, Soviet Union, Great Britain, and France began to formulate a plan to try and convict Nazi criminals of **war crimes**. This plan required the creation of new legal bodies and laws, intended specifically to prosecute the officials of the Third Reich, as well as those personally involved in the Holocaust. While many war criminals were captured or surrendered, others escaped and were captured and tried later. The **war crimes** trials, including the **Nuremberg Trials**, set a lasting legal precedent.

What will you learn in this unit?

- Discuss the planned war trials, including the creation of the **International Military Tribunal**.
- Describe the timeline and chronology of the war crimes trials.
- Describe the progression of the **Nuremberg Trials**.
- Explain the role of Nazi hunters, including Simon Wiesenthal.
- Discuss the importance of the Eichmann trial and how it varied from earlier trials.

Presentation: The Eichmann Trial

Lecture: Transitional Justice

Assignments:

- **Nuremberg, Army Television Release Version, 1950 (full)**

Unit 15: Presentations

- Make up week for summaries and presentations.
- End of course Survey.

Spring Semester 2022- Full Term Courses (January 18 - May 11, 2022)	
Date	Announcement
Tues., Aug. 1	Deadline to submit required immunization records (Students admitted Fall 2023)
Mon., Sept. 4	Labor Day - University Closed
Tues., Sept. 5	Term begins
Fri., Sept. 8	Final Deadline for Submitting January 2024 degree date graduation application (Undergraduate & Graduate)
Fri., Sept. 22	Last day for transfer students and special cases to file applications for junior field experience or student teaching for the following Spring semester
Tues., Oct. 3	Last day to file application for Spring 2024 graduate field study Last day to submit required immunization records prior to hold/restriction placed on student account (Students admitted Fall 2023)
Mon., Oct. 9	Columbus Day - state holiday - classes will be held
Mon., Oct. 16- Fri., Oct. 27	Advisement Week
Fri., Oct. 20	Last day to file for fall graduate comprehensive examinations
Tues., Oct. 31	Last day for students to initiate a change of grade for courses taken in the preceding Spring semester or Summer session
Tues., Oct. 31	Registration for Winter 2024 & Spring 2024 begins
Sat., Nov. 4	Graduate comprehensive examinations
Tues., Nov. 7	Election Day - University closed. <i>Online courses do not observe holidays or breaks - online students should review their course outline for details.</i>
Fri., Nov. 10	Veterans Day (Observed) - state holiday - classes will be held
Thurs., Nov. 23 - Sun., Nov. 26	Thanksgiving recess - University closed. <i>Online courses do not observe holidays or breaks - online students should review their course outline for details.</i>
Fri., Dec. 22	Courses end