

3 Credits * Marcil Hall 317 * Tues./Thurs. 9:30-10:50

This course is an introduction to the goals, methods and tools of historical research and writing. Students will learn how historians formulate research questions, how to locate and read primary sources, how to use secondary sources, how to develop research topics that are incisive and focused, and how to organize and present one's research in oral and written form. This course is of particular benefit to students majoring in history and other humanities fields, education students preparing to teach history or social studies and students in any field interested in research projects.

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In the midst of World War II the Nazi state engaged in a program of systematic mass murder, killing some eleven million people. Can we comprehend such widespread horror? How does the historians' toolbox contribute to the beginnings of an explanation? Yet the story of the Holocaust does not end with the defeat of the Nazis and the questions raised by this horrible period of European history do not stop in 1945. Once the war was over, the Holocaust assumed a new role as a political tool and as a symbol of all-consuming evil. Can historical methods offer any explanation for the uses and misuses of Holocaust memory? This class examines these questions, moving from the roots of racial anti-Semitism to the development of Nazi racial policy, and the killing to memory of destruction. Beyond exploring the history, we will also examine historical methods and approaches. How do scholars use sources? Why? What issues are involved when writing about an event such as the Holocaust? Are there special challenges?

Spring 2014: History Hands On The Holocaust in History and Memory



REQUIRED TEXTS

Art Spiegelman, *The Complete Maus* (New York: Pantheon, 1991). ISBN: 0-679-40641-7.

Elie Wiesel, *Night* (New York: Hill and Wang, 2006). ISBN: 978-0-374-50001-6

Rudolph Höss, *Death Dealer: The Memoirs of the SS Kommandant at Auschwitz* (Minneapolis: Da Capo Press, 1996). ISBN: 978-0-306-80698-8

Andrea Liss, *Trespassing Through Shadows: Memory, Photography and the Holocaust* (Minneapolis: University of Minnesota Press, 1998). ISBN: 0-8166-3060-7

Additional readings are available for download, either directly from websites listed in the course schedule or on Blackboard.

RECOMMENDED TEXTS

The Holocaust is certainly the most discussed topic in all of German history and is reportedly the most written-about topic in *all* of world history. As a result, there are numerous textbooks, monographs (single-author scholarly works; note that “novels” are works of fiction), and other accounts that seek to explain what took place. If you are especially interested in this topic, you may wish to consult the following:

David M. Crowe, *The Holocaust: Roots, History, and Aftermath* (Boulder, CO: Westview Press, 2008). [This textbook offers a solid overview.]

Christopher R. Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland* (New York: Harper Perennial, 1993). [Far and away the best study of the perpetrators. This book is exceptionally researched and brilliantly written. I cannot recommend it highly enough.]

Raul Hilberg, *The Destruction of the European Jews* (New Haven: Yale University Press, 2003). [Hilberg was among the first to seek a comprehensive understanding of the Holocaust. His book, first published in 1961, provides a painstaking and detailed account of Nazi genocide. Subsequent research has expanded on Hilberg’s work, but this remains a brilliant study.]

The following text offers extensive advice about how to succeed in history courses—including information about how to write papers, how to take notes, how best to study, and how to properly cite sources. Although there will be no formal reading assignments drawn from this book, I will likely refer to it from time to time. I strongly advise you to purchase a copy and to keep it on hand throughout your tenure in history courses here at UNE.

Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, Sixth Edition (New York and London: Bedford/St. Martin's). ISBN-13: 978-0-312-53503-2

COURSE GOALS

The objective of this course is for each student to gain knowledge of the historian's toolbox, that is, to learn what it is that historians do and how they do it. In doing so, the student will achieve several goals. They will:

1. Learn to locate and use primary and secondary sources;
2. Learn how to evaluate the quality and reliability of sources;
3. Understand the difference between evidence and interpretation;
4. Learn when and how to cite material (in notes and bibliography) using the *Chicago Manual of Style* format;
5. Practice communicating ideas clearly (both orally and in writing);
6. Gain an understanding of how and why the Holocaust was possible and of the implications of the Nazi genocide for subsequent history and memory.

With these goals in mind, you will be asked to read and discuss required readings, complete assorted in-class writing assignments and quizzes, carry-out a semester length research project that will result in a short "journal article," and present your work to the class in an oral presentation.

DISCUSSIONS

We will have group discussions or small group activities each week. Discussion is required and you should come prepared to participate—this means that you must complete the assigned reading and/or coursework before each class.

Remember that THIS IS NOT A LECTURE COURSE. The class will only work if you come prepared and ready to take an active part in achieving our course goals.

RESEARCH PROJECT AND OTHER ASSIGNMENTS

In this class, we are limited to widely available English language sources. Your task this semester will be to explore a Holocaust-related topic with a large number of available sources. You have three basic options:

- 1) What did American and British newspaper readers know about Nazi activities and how did that knowledge influence these populations? There are actually many different potential

research topics available to you under this heading as many different Nazi activities drew coverage. For example, the 1936 Olympics undoubtedly inspired many column inches. What was covered and *why*? What did Americans think and did perceptions change with time? How might we account for change? The Jesse Owens story is well known, for example, but was it important at the time? If not, when did it become important and why? *[If something did not draw media attention, it is reasonable to ask why, however this paper demands that you find a topic that has significant source material available.]*

- 2) After the war, the Holocaust and Nazism continued to attract attention through commemoration efforts, tourism, monument and museum construction, survivor accounts, cinema, and more. You can craft a paper topic addressing postwar memory by focusing on one of these topics. As with option 1, the goal will be to explain *why* something happened as much as it is to show how and when.
- 3) I am willing to consider other alternatives however there must be source material available. If you are fluent in German and can locate an adequate number of sources in that language, doing a project based upon those sources is acceptable. Any such proposal must be discussed in detail with Professor Zuelow before it will be approved and you must come prepared with a bibliography of sources.

In all cases, remember that historians do not simply *report* events they seek to *explain* them. Regardless of your chosen topic, you must seek to explain *why*. It is the interpretation involved in this task that generates scholarly debate as well as expanding understanding of the past.

Remember that **you will not have a *thesis* until quite late in the research process.** You may start with a hypothesis or a research question, but only the information that you find along the way will allow for the formulation of an argument.

Most scholars start with a broad question and gradually narrow it down to formulate a workable topic. The *New York Times* published thousands of articles between 1922 and 1950 that mentioned the Nazis, as did British newspapers such as the *Guardian* and the *Observer* (both available through our library). Just like professional historians, you will gradually need to narrow down your project as you learn more. If you find that there are inadequate sources available to answer a given question, you may need to change research topics. Start serious primary source research *EARLY*.

You should utilize Professor Zuelow as an important resource throughout this project. Communicate with him regularly about what you are finding, about how you think your paper is coming together, and about any questions/concerns/anxieties you may have.

Although you should feel free to use any relevant newspaper from the period (1922-1950), the *New York Times Historical*, the *Guardian*, and the *Observer* (available online through the UNE Library) will probably be your principal sources. Some projects will allow you to move beyond newspapers to explore survivor memoirs, images, films, memorials, and other

sources. Talk with Professor Zuelow about what you find and where you think that it is taking you. Different sources demand different critical approaches. We should (and will) talk about this in class, so do not hesitate to ask questions or share experiences throughout the semester.

As discussed in class, scholarly papers *usually* follow a predictable format. Your paper should do the same. As such, you will need to do a limited amount of secondary source reading to “place” your research into a larger literature. While there are no hard and fast rules, most scholars usually start with secondary reading, identify gaps in existing knowledge, and then pursue answers to unanswered questions. In your case, you should start with the primary sources (newspapers) and then look for secondary work after you have narrowed your topic down to something reasonable. *Professor Zuelow will help you with this.*

Your “literature survey” (or “historiographical” section) need not be exhaustive. You should discuss a **minimum of two relevant secondary sources**, although it is desirable to consult more.

Paper proposal: In order to assure that you are off to a good start, write a paragraph that explains what you plan to research and how you plan to proceed. What sources do you intend to explore. Be sure to list several secondary sources that relate to your topic. Papers should be thoughtful and indicate that you have given serious thought to your project idea. This short piece of writing is worth the equivalent of four in-class assignments (20 points; see below). **This paper will be DUE on February 13th.**

Literature Survey Draft: In order to assure your success on the larger project, you will be required to turn in the literature survey portion of your larger paper separately for comments. The section should be between two and six pages in length. You should briefly summarize other work and discuss the strengths and weaknesses of this literature relative to your own research. This *draft* is worth the equivalent of four in-class assignments (20 points; see below). **This paper will be DUE on February 27th.**

Outline: Please note that I will require an outline of your final paper and that this outline should include a *complete* bibliographic list of the sources that you are using. This *draft* is worth the equivalent of four in-class assignments (20 points; see below). **This paper will be DUE on March 11th.**

Rough Draft: You will also be required to complete a full rough draft of your paper (again worth 20 points). *You will circulate this draft to an assigned group of your peers in order to complete a “workshop” exercise whereby you will provide one another with detailed feedback regarding how to improve the draft.* **You must provide copies for your writing group and for your professor.** BRING THESE TO CLASS FOR DISTRIBUTION. Please note that you will have more than two weeks from our writing group session to the due date. You WILL be expected to undertake significant revisions during this period based on group feedback. **This paper will be DUE on April 3rd.**

Final Paper: Your final paper should be between 10 and 20 pages. Use 12pt Times-New Roman font and 1-inch margins. Use footnotes (Chicago Manual of Style) to cite sources. [We will discuss how to do this in class.] It is not possible to define the precise number of primary sources required as you will read far more sources than you ultimately cite. In essence, you should read *all* potential primary sources available to you and base your paper on the information that you feel is most important. **Your research paper is worth 35% of your overall course grade. IT IS DUE ON THE FINAL DAY OF CLASS.**

QUICK NOTE ABOUT EXPECTATIONS: I look for four things when grading research papers:

- 1) Follow directions (Do you carefully follow the directions listed above? **Failure to correctly use footnotes, for example, will result in an immediate 10-point grade penalty.** The first rule for success is to follow instructions CAREFULLY and COMPLETELY! If you are confused or unclear about them, ask.)
- 2) Quality of writing (Does the essay “flow?” Is the paper well copy-edited?);
- 3) Argument (Is your thesis clear? Do you make a strong and logical argument? Is it supported by solid evidence?);
- 4) Quality of research (How do you handle sources? Do you have evidence that fully supports your various points? How thoroughly did you explore your topic?).

Research Notes and Other Assignments: It is not possible to write a major research paper overnight. You *must* work on this consistently throughout the semester. In order to help you do this, you will be required to hand in photocopies of your research notes every-other week starting on February 13th.

Each time that you hand in notes, I would like you to include a short paragraph that briefly summarizes how you think the various sources fit together. Also include a short yet detailed account of all progress that you have made since turning in your previous notes.

Your bi-weekly notes/status updates will be graded on a 1-5 point scale. I will keep a record of your scores, dropping the two lowest grades before calculating your final grade (***THIS DOES NOT APPLY TO PAPERS, DRAFTS, OR OUTLINES***). You should not expect extensive comments on your notes, however I will alert you if I believe that you can be more effective in your record keeping.

We will also do a handful of in-class assignments. These will be handed in and marked on a 1-5 point scale (as above). **Your in-class assignments, various drafts (see above), and research notes are worth 40% of your overall course grade.**

Oral Presentation: At the end of the semester, you will be required to give a short oral presentation summarizing your findings. I will determine the length of your oral presentation based on the number of students enrolled in the class; details will be announced after the add/drop deadline. Having said this, your talk will not exceed ten minutes in length (regardless of class size). Talks will be followed by a short question/answer period. **Your oral presentation is worth 5% of your overall course grade.**

PARTICIPATION

Your attendance and participation are vital for success in this course. You cannot learn, nor can you contribute to the group's progress, if you are absent. I will keep track of both who attends regularly and of who participates in discussion. **Participation is worth 20% of your overall grade.**

OTHER POLICIES

LATE ASSIGNMENTS

- **All papers must be handed in on the day that they are due. This must be done IN CLASS. No late papers will be accepted.**
- **Papers will not be accepted electronically unless otherwise specified.**

Having said this, if an unforeseen and serious problem arises, please contact me and we will work something out. Please be prepared to provide a doctor's note, obituary, or other paperwork as needed.

CELL PHONES AND OTHER ELECTRONICS

Cellular phones, MP3 players, and other electronic devices (excluding laptops) are distracting to others and are therefore not acceptable in the classroom. **TURN OFF YOUR PHONES WHEN YOU ENTER THE CLASSROOM.** If it becomes a problem, I will confiscate offending devices until the end of the class period.

If you would like to take notes on a laptop, please feel free to do so. *This said, any student seen using their computer for tasks unrelated to this course will be asked to leave and will not be permitted to use a computer during subsequent class meetings.*

DISABILITY ACCOMMODATIONS

Students who require special accommodations for any disability should provide the professor with relevant documentation from the Disability Services Office (DSO) at the start of the semester. Every effort will be made to provide these students with additional time for exams, special testing facilities, or any other assistance prescribed by the DSO.

SNOW DAYS OR OTHER CANCELLATIONS

To paraphrase a saying/popular bumper sticker: “Snow Happens.” Should we miss a day because of snow (or any other reason), we will adjust the schedule as we go. In some cases, it may be necessary to cancel or postpone scheduled activities. Should we miss class during the scheduled presentations at the end of the semester, an alternative time will be agreed upon to hold these (important) meetings.

WIKIPEDIA AND OTHER ONLINE RESOURCES

Wikipedia and a large number of other online sources are not acceptable scholarly secondary sources. Do not use them (unless expressly told to do so) in this or any other college-level course.

There are acceptable online sources such as those providing peer-reviewed journal articles: JSTOR, ProjectMUSE, ProQuest, etc. Depending on your project, you may also find useful primary sources on the web. **Consult with the professor to verify that ANY online source you are planning to use is acceptable.**

PLAGIARISM & OTHER DISHONESTY

Plagiarism represents serious academic misconduct. As per UNE guidelines, students who steal the words or ideas of another party will be referred to the History Department Chair for disciplinary action.

The University of New England defines plagiarism as:

- a. The use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement; or
- b. The unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

—*Student Handbook*, pp. 33-34

You can learn much more by consulting the following:

<http://www.une.edu/library/resguide/default.asp>

If you have any questions about how to properly cite sources, please contact me.

Anybody caught cheating on an in-class exam will receive an automatic failing grade for that exam and will be directed to the Dean for further disciplinary action.

OVERALL COURSE GRADE

The basic grade breakdown is as follows:

Participation: 20%
Research Project: 35%
Oral Presentation: 5%
Research Notes/In-Class Assignments: 40%

The following grading scale is in effect:

A	=	93-100
A-	=	90-92
B+	=	87-89
B	=	83-86
B-	=	80-82
C+	=	77-79
C	=	73-76
C-	=	70-72
D	=	60-69
F	=	59 and below

C O U R S E S C H E D U L E

Please note that the following schedule is provisional. Changes may be made as demanded by the weather, class progress, etc. Please watch your email for alterations/revisions.

THURSDAY, JAN. 16, 2014: INTRODUCTIONS

Today we will get to know one another while going over the syllabus in detail. We will also begin our semester-long consideration of scholarly history.

Required Reading:

S.W. Swain, "What is History?" *The Journal of Philosophy*, 20 (1923): pp. 281–289.

TUESDAY, JAN. 21, 2014: FOOTNOTES AND EVIDENCE

The purpose of scholarly history is to gain some understanding of the past using as many sources as possible that might provide light into the dark recesses of times gone by. Today we will discuss one of the most (in)famous Holocaust studies of the past thirty years, paying particular attention to the significant criticisms waged against it by prominent scholars of the Shoah. In addition, we will talk about the purpose of footnotes (and how to format them properly) as well as about how to correctly utilize them.

Required Reading:

Ruth Bettina Birn, "Revising the Holocaust" in *A Nation on Trial: The Goldhagen Thesis and Historical Truth*, eds, Norman G. Finkelstein and Ruth Bettina Birn (New York: Henry Holt and Co., 1998), pp. 101-148.

Suggested Reading:

Norman G. Finkelstein, "Daniel Jonah Goldhagen's "Crazy" Thesis: A Critique of *Hitler's Willing Executioners*," in Finkelstein and Birn (eds), pp. 1-100.

THURSDAY, JAN. 23, 2014: TRADITIONAL "CHRISTIAN" ANTI-SEMITISM

Christianity was born during a period of religious civil war among Jews. It was not long before the new Jewish-Christian sect imagined itself in opposition to Jews more generally. Religious "opponents" were increasingly seen as "evil" emissaries of Satan. By the Middle Ages, Christians widely believed that Jews murdered Christ and that they were involved in a host of horrendous practices including the cannibalistic consumption of children. Today we will consider the long history of traditional Christian anti-Semitism, paying particular attention to the ideas of Martin Luther.

Required Reading:

Martin Luther, Excerpts from "The Jews and Their Lies" (1543), *Medieval Sourcebook*. Available online: <http://www.fordham.edu/halsall/source/luther-jews.html>. (Accessed 8/8/06).

D.L. Ashliman (trans.), *Anti-Semitic Legends*. Available online: <http://www.pitt.edu/~dash/antisemitic.html>. (Accessed 11/7/09).

Suggested Reading:

Martin Luther, "The Jews and Their Lies," *Humanitas International*. Available online: <http://www.humanitas-international.org/showcase/chronography/documents/luther-jews.htm>. (Accessed 11/7/09).

TUESDAY, JAN. 28, 2014: RACIAL "SCIENCE"

The Enlightenment, which spanned the sixteenth through the eighteenth centuries, revolutionized the way Europeans understood the world around them. Superstition was sidelined in favor of rational thought. Racial ideas were one of the less desirable outcomes of this great intellectual transformation. Today we will talk about the ideas of Robert Knox, an English doctor who argued that all of human history should be understood in racial terms.

Reading:

Robert Knox, M.D., *The Races of Men: A Fragment* (Philadelphia: Lea & Blanchard, 1850), pp. 7-35 and 130-145.

THURSDAY, JAN. 30, 2014: EUROPEAN ANTI-SEMITISM BEFORE THE HOLOCAUST

One of the earliest Nazi racial policies involved pushing Jews to emigrate from German soil. Few countries were willing to accept the forced émigrés, largely because racism and anti-Semitism were endemic in European life. In fact, one of the more striking realities of the pre-Holocaust period is that if you were to predict racially motivated genocide in Europe, France, not Germany, would top your list of likely locations. Today we will examine a secondary source account of pre-World War II European racism as well as one of the most famous letters to the editor ever written: Emile Zola's "J'Accuse!"

Reading:

William I. Brustein and Ryan D. King, "Anti-Semitism in Europe before the Holocaust," *International Political Science Review* Vol. 25, No. 1 (Jan. 2004): 35-53.

Emile Zola, "J'Accuse!" *Marxist Internet Archive*. Available online:
<http://www.marxists.org/archive/zola/1898/jaccuse.htm>. (Accessed 11/7/09).

TUESDAY, FEB. 4, 2014: LIBRARY USE INSTRUCTION DAY

The major assignment for this class requires that you conduct significant primary source research using a variety of online resources. Today we will meet with Cadence Atchinson of the UNE library staff to learn more about available resources and how to use them.

Reading:

No required reading.

THURSDAY, FEB. 6, 2014: LIBRARY RESEARCH DAY #1

Fresh off our instructional day, today your task is to begin conducting primary and secondary source research on your assigned topic.

Reading:

No required reading.

TUESDAY, FEB. 11, 2014: THE MIND OF ADOLF HITLER

Although it is far too simplistic to claim that the Holocaust is entirely the fault of Adolf Hitler, the Nazi genocide is virtually unimaginable without him. Today we will discuss *Mein Kampf*, Hitler's autobiographical statement of his political philosophy and future plans.

Reading:

Adolf Hitler, selected chapters of *Mein Kampf*. Hitler.org. Available online: http://www.hitler.org/writings/Mein_Kampf/. (Accessed 11/7/09). [NOTE: See Blackboard to download the two relevant chapters.]

THURSDAY, FEB. 13, 2014: THE NAZI "SEIZURE OF POWER," PART I

The Nazis attained power on January 30, 1933. In German, this "seizure of power" is called the *Machtergreifung*. There are many factors that played a role in this event including: Nazis' co-option of clubs and voluntary societies, widespread anger over the Versailles Treaty, Interwar economic turmoil and resulting fear, and Nazi propaganda among others. Limited as we are by the availability of English language sources, we will focus our examination of primary sources on a survey of Nazi propaganda from both before and after the Nazi succession.

Reading:

"Program of the National Socialist German Workers' Party," *A Teacher's Guide to the Holocaust*. Available online: <http://fcit.usf.edu/Holocaust/RESOURCE/document/PROGRAM.htm>. [Accessed 11/9/09.]

Joseph Goebbels, "We Demand," *German Propaganda Archive*. Available online: <http://www.calvin.edu/academic/cas/gpa/angrif05.htm>. [Accessed 11/9/09.]

Joseph Goebbels, "Those Damned Nazis," *German Propaganda Archive*. Available online: <http://www.calvin.edu/academic/cas/gpa/haken32.htm>. [Accessed 11/9/09.]

Joseph Goebbels, "We are Voting for Hitler!" *German Propaganda Archive*. Available online: <http://www.calvin.edu/academic/cas/gpa/angrif12.htm>. [Accessed 11/9/09.]

Joseph Goebbels, "Make Way for Young Germany," *German Propaganda Archive*. Available online: <http://www.calvin.edu/academic/cas/gpa/goeb61.htm>. [Accessed 11/9/09.]

You should also survey Nazi posters at:
<http://www.calvin.edu/academic/cas/gpa/posters1.htm> and
<http://www.calvin.edu/academic/cas/gpa/posters2.htm>.

RESEARCH PROPOSAL DUE
RESEARCH NOTES DUE

TUESDAY, FEB. 18, 2014: THE NAZI “SEIZURE OF POWER,” PART II

Today we continue our discussion of the *Machtergreifung*, focusing our attention on scholarly interpretations of events.

Reading:

Dieter D. Hartmann, “Anti-Semitism and the Appeal of Nazism, *Political Psychology*, Vol. 5, No. 4 (Dec., 1984): pp. 635-642.

THURSDAY, FEB. 20, 2014: THE PERSECUTION BEGINS

Nazi racial policy did not begin with the Final Solution. Instead, the Nazis seem to have stumbled into genocide, implementing policies, withdrawing them, implementing new policies, discussing alternatives, and so on. Today we will talk about some of these early approaches to persecuting Jews and others.

Reading:

“Kristallnacht Order,” *A Teacher’s Guide to the Holocaust*. Available online:
<http://fcit.usf.edu/Holocaust/RESOURCE/document/DocKNach.htm>. [Accessed 11/9/09.]

“Discriminatory Decrees Against the Jews,” *A Teacher’s Guide to the Holocaust*. Available online:
<http://fcit.usf.edu/Holocaust/RESOURCE/document/DocDec.htm>. [Accessed 11/9/09.]

“Nazi Extermination of People with Mental Disabilities,” *A Teacher’s Guide to the Holocaust*. Available online:
<http://fcit.usf.edu/Holocaust/RESOURCE/document/DocEuth.htm>. [Accessed 11/9/09.]

“Persecution of the Jews,” *A Teacher’s Guide to the Holocaust*. Available online:
<http://fcit.usf.edu/Holocaust/RESOURCE/document/document.htm> (bottom of page). [Accessed 11/9/09.]

TUESDAY, FEB. 25, 2014: THE KILLING, PART I

The “Final Solution” started with the establishment of the *Einsatzgruppen*, mobile killing squads given the task of rounding up Jews and murdering them in the woods of Poland, Russia, and other Eastern European states. These killing squads, staffed as they were by “ordinary men,” left behind numerous letters. Unfortunately, the majority of these sources are not yet available in English translation. Thus, we will skip to the more famous chapter of the Holocaust, the establishment of the killing centers. Our focus will be on the most notorious of these camps, Auschwitz, and on its infamous Kommandant, Rudolf Höss.

Reading:

Rudolf Höss, *Death Dealer: The Memoirs of the SS Kommandant at Auschwitz* (Buffalo, NY: Da Capo Press, 1996), pp. 19-186.

THURSDAY, FEB. 27, 2014: THE KILLING, PART II

Today we will consider two (among many) scholarly interpretations of the Nazi decision to murder European Jews.

Reading:

Christopher R. Browning, “The Nazi Decision to Commit Mass Murder: Three Interpretations: The Euphoria of Victory and the Final Solution: Summer-Fall 1941,” *German Studies Review*, Vol. 17, No. 3 (Oct., 1994): pp. 473-481.

Richard Brietman, “Himmler and the ‘Terrible Secret’ Among the Executioners,” *Journal of Contemporary History*, Vol. 26, No. 3/4, The Impact of Western Nationalisms: Essays Dedicated to Walter Z. Laqueur on the Occasion of his 70th Birthday (Sept., 1991): pp. 431-451.

**LITERATURE REVIEW DUE
RESEARCH NOTES DUE**

TUESDAY, MAR. 4, 2014: SURVIVING THE UNIMAGINABLE

Elie Wiesel is by far the most famous Holocaust survivor in the United States. *Night* is his most well known book and it is widely read in junior high and high schools; it was also an Oprah’s Book Club selection. Today we will discuss this most famous of survivor narratives.

Reading:

Elie Wiesel, *Night* (New York: Hill and Wang, 2006).

THURSDAY, MAR. 6, 2014: VISUAL SOURCES

Visual images, whether films or still photographs, represent one of the most important vectors of Holocaust memory. We often imagine that images cannot lie, that a “picture tells a thousand words.” Yet images provide significant challenges for historians. Today we will discuss images of the Holocaust and we will explore the challenge associated with using such images as source material for Holocaust studies.

Reading:

Andrea Liss, *Trespassing Through Shadows: Memory, Photography & The Holocaust* (Minneapolis: University of Minnesota Press, 1998), pp. xi-38, 69-84.

TUESDAY, MAR. 11, 2014: LIBERATION AND AFTERMATH , PART I

As Allied troops made their way through Nazi-occupied territory they found the terrifying evidence of National Socialist racial policy. Our task today will be to consider the liberation of the camps.

Reading:

Harry J. Herder, Jr. “Liberation of Buchenwald,” *Liberators’ Testimonies*. Available online: <http://remember.org/witness/herder.html>. [Accessed 11/9/09.]

Felix L. Sparks, “Dachau and It’s Liberation,” *Liberators’ Testimonies*. Available online: <http://remember.org/witness/sparks2.html>. [Accessed 11/9/09.]

Lt. William Cowling, “Report from the Dachau Liberation,” Available online: <http://remember.org/witness/cowling.html>. [Accessed 11/9/09.]

OUTLINE DUE

THURSDAY, MAR. 13, 2014: LIBRARY RESEARCH DAY, #2

Today you will have your second, and final, opportunity to conduct library research as a group.

Reading:

Liss, *Trespassing Through Shadows*, pp. 39-68.

RESEARCH NOTES DUE

SPRING BREAK, NO CLASSES MARCH 15 – MARCH 23, 2014

TUESDAY, MAR. 25, 2014: LIBERATION AND AFTERMATH, PART II

After the war and after the full horror of Nazi genocide was widely known, the Allies resolved to pursue Nazi war criminals. Policies differed in the Soviet and American spheres. In the west, the Nuremberg trials provided the principal means for dealing with perpetrators. We will focus our attention on these trials and on the challenge of determining guilt.

Reading:

“Robert Jackson’s Opening Address at the Nuremberg Trials,” *A Teacher’s Guide to the Holocaust*. Available online:
<http://fcit.usf.edu/Holocaust/RESOURCE/document/DocJac01.htm> (Continues by clicking link at bottom of page). [Accessed 11/9/09.]

THURSDAY, MAR. 27, 2014: *SCHINDLER’S LIST* (MOVIE)

Today we will begin watching *Schindler’s List*, the Oscar-winning Holocaust film.

Reading:

Liss, *Trespassing Through Shadows*, pp. 115-124.

RESEARCH NOTES DUE

TUESDAY, APR. 1, 2014: *SCHINDLER’S LIST* (MOVIE)

We will continue watching *Schindler’s List*.

Reading:

Tim Cole, *Selling the Holocaust: From Auschwitz to Schindler: How History is Bought, Packaged and Sold* (New York: Routledge, 1999), pp. 73-96.

THURSDAY, APR. 3, 2014: *SCHINDLER’S LIST* (MOVIE)

Today we will finish watching *Schindler's List* and we will discuss the merits of the film in light of Elie Wiesel's claim that the Holocaust should not be represented on film.

Reading:

Elie Wiesel, "Trivializing Memory," in *From the Kingdom of Memory: Reminiscences* (New York: Summit, 1990), pp. 165-172.

Gerald Green, "In Defense of 'Holocaust'," *New York Times*, 23 Apr. 1978.

COMPLETE ROUGH DRAFTS DUE
YOU MUST PROVIDE COPIES FOR PROF. ZUELOW AS WELL
AS FOR YOUR WRITING GROUP

TUESDAY, APR. 8, 2014: WRITING WORKSHOP

Very few people are capable of writing anything worth reading on the first attempt. Indeed, I've only met *one* such person and he is widely recognized as entirely unique. Today you will discuss your rough drafts with three of your fellow students. Your collective task is to improve your drafts. Is the thesis clear? Do you have adequate evidence?

Reading:

Group papers.

THURSDAY, APR. 10, 2014: MAUS I

We will spend two days discussing Art Spiegelman's graphic novel masterpiece, *Maus*. The first part of the book deals with the initial period of Nazi persecution as well as with memory of that persecution.

Reading:

Art Spiegelman, *The Complete Maus* (New York: Pantheon, 1991), pp. 5-161.

TUESDAY, APR. 15, 2014: MAUS II

Today we continue our discussion of Spiegelman's text, focusing on the second half of the book which covers the Auschwitz experience and its aftermath

Reading:

Spiegelman, *Maus*, pp. 164-296.

THURSDAY, APR. 17, 2014: THE POLITICS OF HOLOCAUST MEMORY

From the moment that Allied troops liberated the concentration camps, Holocaust memory became a central component of politics in both the American and Soviet spheres. Today we will discuss the political challenge of Holocaust memory in the Cold War world.

Reading:

Elie Wiesel, "Bitburg," in *From the Kingdom of Memory: Reminiscences* (New York: Summit, 1990), pp. 173-177.

Jonathan Huener, "Antifascist Pilgrimage and Rehabilitation at Auschwitz: The Political Tourism of *Aktion Sühnezeichen* and *Sozialistische Jugend*," *German Studies Review*, Vol. 24, No. 3 (October 2001): pp. 513-532.

Jeffrey Herf, "The 'Holocaust' Reception in West Germany: Right, Center and Left," *New German Critique*, No. 19, Special Issue 1: Germans and Jews (Winter, 1980): pp. 30-52.

TUESDAY, APR. 22, 2014: HOLOCAUST MONUMENTS AND MEMORY

Commemoration, and especially the development of historic monuments, is an important component of Holocaust memory culture. It is difficult to imagine a memorial without conflict. Today we will examine a series of Holocaust memorials in order to carefully assess the merits and demerits of each. Then, you will develop and defend your own Holocaust memorial.

Reading:

James E. Young, "Germany's Memorial Question: Memory, Counter-Memory, and the End of the Monument," *South Atlantic Quarterly* 96:4 (Fall 1997): pp. 853-880.

Jeffrey Karl Ochsner, "Understanding the Holocaust through The U.S. Holocaust Memorial Museum," *Journal of Architectural Education* Vol. 48, No. 4 (May 1995): pp. 240-49.

THURSDAY, APR. 24, 2014: STUDENT PRESENTATIONS

Today we will listen to student presentations.

Reading:

No required reading.

TUESDAY, APR. 29, 2014: STUDENT PRESENTATIONS

Today we will listen to student presentations.

Reading:

No required reading.

THURSDAY, MAY 1, 2014: CLOSING THOUGHTS

We have come a long way over the past fifteen weeks. Today we will look back in the hope of somehow making sense of everything that we talked about.

Reading:

No required reading. **Please remember that your final paper is DUE today.**