



**SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL  
RELATIONS**

**HISTORY  
2008 TRIMESTER 1**

**HIST 332: The Holocaust and Genocide  
CRN 8625**

<b>Course Coordinator:</b>	Dr. Simone Gigliotti
<b>Room:</b>	OK 505
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<b>Lectures:</b>	Lectures begin in Week 1, beginning 25 February.
<b>Times and Locations:</b>	Tuesday 2:00 – 5:00pm HU LT119.
<b>Film Screenings:</b>	Tuesday 11:00am – 2:00pm MC LT101. These will commence in Week 1 of the course.
<b>Seminars:</b>	Times and locations will be advised in the first week of lectures. Seminars begin in Week 2 of the semester.
<b>Office Hours:</b>	These hours will be announced at the first lecture and posted on my office door and Blackboard.

The **History Disability Liaison Person** is Glyn Parry and he can be contacted on 463 6776 or email [glyn.parry@vuw.ac.nz](mailto:glyn.parry@vuw.ac.nz). His office is located in OK414.

**Additional Information:**

Information about any changes to the timetable or programme will be announced in lectures, posted in Blackboard “Announcements” and emailed to students, and posted on the History notice board.

**Course Aims:**

“The Holocaust and Genocide” surveys the origins, implementation, experience and aftermath of the unprecedented events of the Holocaust—the state-sponsored policing, persecution, concentration and destruction of Jewish and non-Jewish victims by the Nazi regime in Germany and their European collaborators from 1933 to 1945.

**The lectures in the course address:**

- Origins of the Nazi regime and the anti-Semitic, racial agenda (1933-1938);
- World War II, Nazi colonialism in occupied Poland, and the concentration in ghettos (1939-1941);
- Military invasion of the Soviet Union and the violent massacres of Jews in the Eastern territories; (1941-1943);
- The industrialisation of murder in the form of concentration and death camps (1941-1944);
- End of World War II and effects: death marches and liberation (1944-1945);
- Accountability for War crimes and human rights violations; (1945-1990)
- Recent debates about the Holocaust in the context of comparative genocide scholarship; (1970-2005)

### **Tutorials in the course are designed to equip students to:**

- Interpret eyewitness and scholarly responses to the Holocaust;
- Critically evaluate sources used and their contexts of writing: primary documents, historical interpretation and multidisciplinary approaches; such materials include laws and decrees, military orders and instructions, bureaucratic correspondence, declarations, court testimonies, survivor accounts, ghetto and transit camp chronicles, resistance calls, photographs, video testimonies and films.

### **Course Objectives: Students passing the paper should be able to:**

- Appreciate the causes and processes of the Holocaust and its relationship to World War II;
- Explain the debates that surround the causes of the Holocaust and its representation;
- Display a mature level of critical thinking and reasoning about the interpretation of history through engagement with diverse primary and secondary source materials;
- Demonstrate their interpretive skills through oral delivery, research, analysis, and writing.

### **Course Content:**

See lecture and tutorial programme which follows on p. vi.

## **COURSE READING**

### **Essential texts:**

**HIST 332 Book of Readings** (available from Student Notes). This contains maps, background reading and essential reading for Weeks 1-11 of the course. Books of Reading are distributed from the Student Notes Shop on the ground floor of the Student Union Building. There are NO essential textbooks for the course.

### **Recommended Reading:**

Raul Hilberg, *The Destruction of the European Jews*, New York, 2003 (this is available in the VUW library). Later in this guide students will find a list of recommended texts. Please ask me if you are looking to specialise your research in Holocaust studies.

Students can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz). Books can be couriered to customers or they can be picked up from the shop the day after placing an order online.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays) and 10.00 am – 1.00 pm Saturdays. Phone: 463 5515

## **ASSESSMENT**

### **This course is 100% internally assessed, and is weighted as follows:**

- |                     |                                     |
|---------------------|-------------------------------------|
| 1. Review Essay     | 25% of the final grade (1500 words) |
| 2. Research Essay   | 50% of the final grade (3000 words) |
| 3. Reflective Essay | 25% of the final grade (1500 words) |

**(NB: I reserve the right to ask for electronic copies of your essays for assessment tasks for plagiarism checks in [www.turnitin.com](http://www.turnitin.com))**

### **Mandatory Course Requirements:**

To gain a pass in this course each student must:

- a) Submit the written work specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work)
- b) **Attend 7 out of 10 tutorials.**

Faculty guidelines permit you to miss up to 25% of tutorials without penalty. Extra absences will result in a student failing terms, except in cases of serious illness (supported by a medical certificate), or serious personal crisis.

PLEASE NOTE: THERE IS NO PROVISION FOR MAKE-UP EXERCISES IN THIS COURSE TO COMPENSATE FOR ADDITIONAL ABSENCES EXCEPT UNDER THOSE CIRCUMSTANCES. You should allow for the possibility of unforeseen illness when using up your quota of permissible absences.

PLEASE NOTE that **Friday 6 June 2008** is the **FINAL DATE** on which any written work can be accepted by the Programme, since this is the date on which we must determine whether students have met the course requirements. This means that the provision for late submission with a penalty does not apply beyond this date. Permission to submit work after **Friday 6 June 2008** must be sought in writing from the Head of Programme, and will only be granted for serious medical reasons (supported by medical certificate), or in case of serious personal crisis.

**NB:** A student who has obtained an overall mark of 50% or more, but failed to satisfy a mandatory requirement for a course, will receive a K grade for that course, while a course mark less than 50% will result in the appropriate fail grade (D, E or F).

### **Statement on the use of Turnitin:**

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <<http://www.turnitin.com>>. Turnitin is an online plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. At the discretion of the head of School, handwritten work may be copy typed by the School and subject to checking by turnitin. You are strongly advised to check with your tutor or the course coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

### **Penalties:**

Students will be penalised for late submission of essays—a deduction of 5% for the first day late, and 2% per day thereafter, up to a maximum of 8 days. Work that is more than 8 days late can be accepted for mandatory course requirements but will not be marked. However, penalties may be waived if there are valid grounds, e.g., illness (presentation of a medical certificate will be necessary) or similar other contingencies. In such cases prior information will be necessary.

### **Workload:**

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote 15 hours per week to HIST 332. This includes 1 hour of lectures, 1 hour of tutorials, and recommended attendance at weekly 2-hour film screening.

### **Aegrotats:**

Please note that under the Assessment Statute (Sections 4.5) students may now apply for an aegrotat pass in respect of any item of assessment falling within the last three weeks before the day on which lectures cease. In the case of **first** trimester courses in 2008 the starting point for this period is **Monday 12 May 2008**.

The following rules apply:

- where a student is not able to sit a test falling within these last three weeks because of illness or injury etc., an alternative test will be arranged where possible. If the student has completed in the view of the

course supervisor, sufficient marked assessment relevant to the objectives of the course, an average mark may be offered. Where a student has an essay or other piece of assessment due in the last three weeks, and has a medical certificate or other appropriate documentation, the student will be given an extension.

- if none of the above is available to the student, e.g., if she/he has an ongoing illness, than an aegrotat will be considered. See Assessment Statute (Sections 4.5) for a full explanation of the rules governing the provision of aegrotats in these circumstances.

### **Academic Integrity and Plagiarism:**

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

*The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.*

It is still plagiarism even if you re-structure the material or present it in your own style or words.

*Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.*

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning,
- cancellation of your mark for an assessment or a fail grade for the course,
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

[www.victoria.ac.nz/home/studying/plagiarism.html](http://www.victoria.ac.nz/home/studying/plagiarism.html)

### **General University Statutes and Policies:**

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* available in hardcopy or under "about Victoria" on the Victoria homepage at:

[http://www.victoria.ac.nz/home/about\\_victoria/calendar\\_intro.html](http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html)

Information on the following topics is available electronically under "Course Outline General Information" at:

<http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general>

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

## COURSE CONTENT:

### Schedule of Lecture and Tutorial Programme 2008

#### Week beginning:

1. **February 25:** Introduction to the Holocaust and Genocide: memory, history, and virtuality
  - *No tutorials*
2. **March 3:** Hitler's Germany: ideology, practices and responses
  - *Tutorial:* Germans, Jews and Antisemitism
3. **March 10** Bodies of Purity and Visions of Community: discriminating against difference
  - *Tutorial:* 'Euthanasia', race experts and health-care professionals
4. **March 17:** War, Conquests and borders: Shifting populations in occupied Poland
  - *Tutorial:* Ghettoization: Nazi policies and Jewish responses

#### Easter Break: 21- 28 March 2008

5. **March 31:** 1941: War of Extermination: the *Einsatzgruppen* and the *Wehrmacht* in the USSR
  - *Tutorial:* The Perpetrators: Explaining the actions of Soldiers, Commandants and Killers
6. **April 7:** Contesting the 'Banality of Evil': bureaucrats and the 'Final Solution'
  - *Tutorial:* Deportation Transports and Captivity
7. **April 14:** The Holocaust Survivor: Guest Lecturer
  - *Tutorial:* Witnessing, Survival and the Self in Auschwitz

#### Mid Trimester Break: 21-25 April 2008

8. **April 28** 1945: Liberation and the visual disclosure of genocide
  - *Tutorial:* Photography and the Visibility of Atrocity
9. **May 5:** Prosecuting the Perpetrators at Nuremberg, Germany
  - *Tutorial:* Adolf Eichmann: reading banality and guilt
10. **May 12:** Nation-states and ethnic violence: genocide from South-West Africa (1904) to Darfur, Sudan (2004).
  - *Tutorial:* Accounting for Historical Injustices
11. **May 19:** Genocide, the Body and Human Rights Discourse: Witnesses to War
  - *Tutorial:* Ethics of Witnessing: Genocide in Rwanda
12. **May 26: Compulsory In-Class terms test** (No tutorials)

#### Research Resources

- **VUW Library Website:** [www.victoria.ac.nz/library](http://www.victoria.ac.nz/library) There are many items on closed reserve. Go to course reserve in the library homepage catalogue and looking up "HIST 332".
- **Websites of Use:** <http://www.victoria.ac.nz/library/subjectguides/history/websites/holocaust.aspx>
- **Databases of Use:** Current Contents, Expanded Academic ASAP, OCLC First Search, Proquest Social Science Journals, Project Muse, JSTOR
- **National Library:** <http://www.natlib.govt.nz>
- **Te Puna Web Directory:** <http://webdirectory.natlib.govt.nz/index.htm>
- **Relevant Journals:** (accessible from the VUW library online and in print): Holocaust and Genocide Studies, Journal of Genocide Research, Patterns of Prejudice, Journal of Contemporary History, Journal of Modern History, Ethnic and Racial Studies, Parallax, German History, Central European History, Yad Vashem Studies, French History, French Historical Studies.

#### Research Materials on the Holocaust in the AV Suite in the VUW Library:

- **CD ROM.** *Into that dark night: Nazi Germany and the Jews, 1933-1939* (CDR1069)
- **DVD ROM** (For use on PC). *Der Auschwitz-Prozess* (DVDR 9); in German. Account of the 1964 Trial in Frankfurt.
- **Video-testimonies:** *Testimonies from the Survivors of the Shoah Visual History Foundation* (DVD 1462); 59 video-testimonies in this collection.

- **Print Sources:** *Testaments to the Holocaust*, Series 1, 2 and 3 (callmark Mic 709, 293 reels). Those students wishing to use the microfilms will need to ask for them at the AV desk. Series One and Two are accompanied by contents booklets, but not Series Three.
- **Photography:** *Archives of the destruction: a photographic record of Yad Vashem Archives* (callmark Mif 709, 245 fiches).

### **Blackboard:**

This course actively uses Blackboard. All lecture outlines are uploaded the day preceding the lecture. Information about the course, timetable changes, tutorials, announcements, etc, will be posted on Blackboard and students are encouraged to view it at least twice weekly.

### **Essential Texts:**

Every student must purchase a copy of “HIST 332: The Holocaust and Genocide” Book of Readings from Student Notes. Students can download “Writing History Essays” (.pdf copy) from Blackboard for citation conventions used in this course and the History Programme.

### **Recommended Texts:**

Except for the book of course readings, there are no required textbook purchases for this course. Students are encouraged, however, to consult one or more of the following books as a background guide throughout the semester. All are available in the Victoria University Library. Students can also ask me for suggestions should they wish to purchase a general survey text on the Holocaust.

*Auschwitz, 1940-1945: central issues in the history of the camp* (eds. Waclaw Długoborski, Franciszek Piper; trans. William Brand)

David Bankier (ed), *Probing the Depths of Antisemitism: German Society and the Persecution of the Jews* (New York: Berghahn Books, 2000)

Omer Bartov, (ed), *The Holocaust: Origins, Implementation, Aftermath*, London: Routledge, 2000.

M. Berenbaum, and Abraham Peck, eds. *The Holocaust and History: the Known, the Unknown, the Disputed and the Reexamined*.

Bloomington: Indiana University Press (in association with the United States Holocaust Memorial Museum, Washington, D.C.), 1998.

Wolfgang Benz, *The Holocaust: a German historian examines the genocide* (New York: Columbia University Press, 1999).

Doris Bergen, *War and Genocide: a Concise History of the Holocaust* (Lanham, MD: Rowman & Littlefield, 2003).

Christopher R. Browning, with contributions by Jürgen Matthäus, *The Origins of the Final Solution: The Evolution of Nazi Jewish Policy, September 1939–March 1942* (Lincoln: University of Nebraska Press, 2004)

*A world at total war: global conflict and the politics of destruction, 1937-1945*, eds. Rogee Chickering, Stig Förster, Bernd Greiner

Simone Gigliotti and Berel Lang (eds), *The Holocaust: a Reader* (Oxford: Blackwell Publishing, 2005)

Gideon Greif, *We wept without tears: testimonies of the Jewish Sonderkommando from Auschwitz* (New Haven: Yale University Press, 2005)

Raul Hilberg, *The Destruction of the European Jews*, revised ed. (New Haven: Yale University Press, 2003).

Hermann Langbein, *People in Auschwitz* (Chapel Hill: University of North Carolina Press, 2004)

Mark Levene, *Genocide in the age of the nation state*

George Mosse, *Toward the Final Solution: a History of European Racism*, (New York: Howard Fertig, 1978)

Laurence Rees, *Auschwitz: the Nazis & the ‘Final Solution’* (London: BBC Books, 2005)

John K. Roth (ed), *Genocide and human rights: a philosophical guide*

Jackson J. Spielvogel, *Hitler and Nazi Germany: A History*, Prentice Hall: Eaglewood Cliffs, 1988.

R. Stackelberg and S. Winkle (eds), *The Nazi Germany Sourcebook* (New York: Routledge, 2002)

Sybille Steinbacher, *Auschwitz: a History* (London: Penguin, 2005)

*Life in the ghettos during the Holocaust* / edited by Eric J. Sterling ; with a foreword by John K. Roth

Dan Stone (ed), *The Historiography of the Holocaust* (Houndmills, UK: Palgrave Macmillan, 2004)

Leni Yahil, *The Holocaust: the fate of European Jewry 1933-1945*, (Oxford University Press, New York, 1990).

**Collections of Primary Source Materials: (Not all will be available in the VUW library)**

J. Noakes and G. Pridham, (eds), *Nazism 1919-1945: A History in Documents and Eyewitness Accounts*, Schocken Books, New York, 1983.

Simone Gigliotti and Berel Lang (eds), *The Holocaust: a Reader* (Oxford: Blackwell Publishing, 2005)

Michał Grynberg (ed), *Words to Outlive us: Eyewitness Accounts from the Warsaw Ghetto* (London: Granta Publications, 2004)

Eric Johnson and Karl-Heinz Reuband, *What We Knew: Terror, Mass Murder and Everyday Life in Nazi Germany* (London: John Murray Publishers, 2005)

Ernst Klee, Willi Dressen and Volker Riess (eds), *“The Good Old Days”: The Holocaust as Seen by its Perpetrators and Bystanders*, trans. Deborah Burnstone, (New York: Konecky & Konecky, 1991)

Samuel Totten, William S. Parsons, Israel W. Charny, (eds), *Century of Genocide: Eyewitness Accounts* (New York; London: Garland Publishing, Inc. 1997)

**Further Reading:**

A selected bibliography of “further reading” is available in “Course Material” in Blackboard. You are recommended to consult these lists for your research throughout the course.

## LECTURE AND TUTORIAL SCHEDULE

25 February – 30 May 2008

### WEEK BEGINNING

#### Week 1: Introduction 25 February

**Lecture:** Introduction to the course and contemporary issues about the Holocaust and genocide

**Films:** *The Illustrated Auschwitz*, *Night and Fog*, *Curb Your Enthusiasm* (“The Survivor”).

**Related Films:** *Auschwitz: Inside the Nazi State* (DVD 2035), *The Nazis: a Warning from History* (episode 2: “Chaos and Consent: the Nazi Rule of Germany”); VIS 4156; *The Fatal Attraction of Adolf Hitler*, *Hitler: the Rise of Evil*, *Hitler: a Career*, *Hitler & Stalin: twin tyrants* (DVD 817). Additional titles held in the VUW AV library.

#### No tutorial

#### Background Reading:

Raphaël Lemkin, “Genocide” in Alexander Laban Hinton (ed), *Genocide: an Anthropological Reader* (Malden, MA: Blackwell Publishers, 2002): 27-42

Text of the UN Genocide Convention, in Alexander Laban Hinton (ed), *Genocide: an Anthropological Reader* (Malden, MA: Blackwell Publishers, 2002): 43-47.

#### Week 2: Nazi Persecution Policy: Ideology, Attitudes and Responses March 3

**Lecture:** Hitler’s Germany: ideology, practices and responses

**Film:** “Some Who Lived” (Episode 1 from *Broken Silence* DVD 950); and *Last refuges: the story of Jewish refugees in Shanghai* (VIS 4174)

**Related films:** *Into the Arms of Strangers: stories of the Kindertransport* (DVD 936), *Nowhere in Africa* (DVD 784), *Sosua: Haven in the Caribbean* (VIS 4170); *Argentina’s Jews: days of awe* (Vis 4213); *Havana nagila: the Jews in Cuba* (Vis 4214)

#### Tutorial theme: *Germans, Jews and Antisemitism*

#### Essential Reading:

Shulamit Volkov, “Antisemitism as Explanation: For and Against”, in Moishe Postone and Eric Santner (eds), *Catastrophe and Meaning: the Holocaust and the Twentieth Century*, (Chicago: University of Chicago Press, 2003): 34-48.

David Engel, *The Holocaust: the Third Reich and the Jews* (Harlow, UK: Pearson Education, 2000): 15-24.

Adolf Hitler, selections from “Nation and Race” in *Mein Kampf*, trans. Ralph Manheim © 1943, renewed 1973. (New York: Houghton Mifflin Co, 1973): 52-61; 300-308.

“Jews, Get Out!” in *Voices from the Third Reich: an Oral History*, Johannes Steinhoff et al. (New York: Da Capo Press, 1994): 40-64.

“Instruction from Foreign Office on Eliminating Jews from German life, 25 January 1939”, in *Sources of the Holocaust*, ed. Steve Hochstadt (Houndmills, UK: Palgrave Macmillan, 2004): 79-82.

#### Questions:

- What are the main arguments posed by the different authors in their assessment of antisemitism and its causal role in the Holocaust?
- How do these authors see Hitler’s role? Outline some key features of Hitler’s perceptions and denunciation of Jews?
- How were Hitler’s views of the Jews reflected in broader concerns about racial degeneration?
- What methods did the Nazi regime adopt in identifying, alienating and removing Jews from German society? How did Jews respond to this discrimination?



## Week 3: Racial Utopias: Victims, Eugenics and Experts

March 10

**Lecture:** Bodies of Purity and Visions of Community: discriminating against difference

**Film:** *Healing by Killing* (VIS 4198)

**Related films:** *Science and the Swastika* (DVD 928), *Homo Sapiens 1900* (VIS 4141); *Paragraph 175* (DVD 790), *Nazi medicine* (DVD778), *Of Pure Blood* (VIS 757)

**Tutorial theme: 'Euthanasia', race experts and health-care professionals**

**Essential Reading:**

Karl Binding and Alfred Hoche, "Permitting the Destruction of Unworthy Life", 1920, and Fritz Lenz, "Psychological Differences between the Leading Races of Mankind" in R. Stackelberg and S. Winkle (eds), *The Nazi Germany Sourcebook* (New York: Routledge, 2002): 70-75.

Richard Weikart, "Killing the 'Unfit'" in *From Darwin to Hitler: Evolutionary Ethics, Eugenics and Racism in Germany* (Houndmills, UK: Palgrave Macmillan, 2004): 145-161 and 264-267.

Dick De Mildt, "Euthanasia": the Extermination of 'Life-Unworthy Life', *In the Name of the people: Perpetrators of Genocide in the Reflection of their post-war prosecution in Germany; the 'Euthanasia' and 'Aktion Reinhard Trial Cases'* (The Hague: Kluwer Law International): 49-67; 334-340.

Susan Benedict, "Caring while Killing: Nursing in the "Euthanasia" Centers", in Elizabeth R. Baer and Myrna Goldenberg (eds), *Experience and Expression: Women, the Nazis and the Holocaust*, (Detroit: Wayne State University Press, 2003): 95-110.

**Questions:**

- Based on the readings, to what extent did the Nazi killing of the unfit or unworthy emanate from racial thought of the 19<sup>th</sup> and early 20<sup>th</sup> centuries? How was the Nazi regime continuous or discontinuous with previous social or political attempts at racial and social purification in Europe?
- How were the categories of racial and social degenerates fused or confused in the practice of 'Euthanasia'?
- Outline the main features of the 'Euthanasia' programme's implementation and the criteria adopted for identifying potential victims. What were the difficulties encountered in maintaining its running? Historians see links between Euthanasia practice and the expansion to a wider killing program that involved Jews, Gypsies and others. What were these links?
- How did health-care professionals, such as nurses, perceive their roles? In what ways were they motivated by ideological, opportunistic or purely administrative concerns?

## Week 4: World War II and Nazi Imperialism

March 17

**Lecture:** War, Conquests and borders: Shifting populations in occupied Poland.

**Film:** *Korczak* (VIS 4205) or *The Pianist* (DVD 598);

**Related Films:** *Kanal* (VIS 1114), *Pokolenie (A generation)* (VIS 2309); *Europa, Europa* (VIS 2241)

**Tutorial theme: Ghettoization: Nazi policies and Jewish responses**

**Essential Reading:**

Michael Burleigh, "Iron times, Iron Brooms: Racial War against Jews" in *The Third Reich: a New History* (New York: Hill and Wang, 2000): 572-596, 885-890.

Janina Bauman, "Behind the Walls", in *Winter in the Morning: a Young Girl's life in the Warsaw Ghetto and Beyond*, (London: Virago, 1986): 37-57.

Excerpts from Emanuel Ringelblum's "Notes from the Warsaw Ghetto" and "the Warsaw Ghetto Uprising" in M. Berenbaum, (ed), *Witness to the Holocaust*, (New York: HarperCollins, 1997): 225-247.

Entries from August 14, 1942 to September 6, 1942, in *The Diary of Dawid Sierakowiak: Five Notebooks from the Lodz Ghetto*, ed. Alan Adelson, (London: Bloomsbury, 1996): 206-226.

**Questions:**

- What were the main intentions and stages of the 'Racial War' against Jews? To what extent was this race war 'predetermined' or consequential of the wider war waged against Poland?

- How does Burleigh see ideology and logistical difficulties in influencing the conduct of this race war? On whom were the Nazis dependent for this plan to succeed?
- Based on the various accounts, outline the differing contexts, and responses to ghettoization in Warsaw and Lodz. How are the narrative styles and scenes of distress and despair that are recounted in each testimony suggestive of the difficulties of representing extreme experiences?
- In what ways is the Warsaw Ghetto Uprising meaningful or valorized in the interpretation of Jewish responses to Nazi oppression? Did resisting Jews have lack of power or support (among other things) in determining how effectively they could respond?

## **Week 5: ‘Willing Executioners?’ Explaining brutality and Massacre of enemies**

**March 31**

**Lecture:** 1941: War of Extermination: the *Einsatzgruppen* and the *Wehrmacht* in the USSR.

**Film:** *Jenseits des Krieges (East of War)* VIS 4192 or *Mein Krieg (My Private War)* VIS 4208

**Related films:** *Idi i smotri (Come and See)* DVD 789 or “Children from the Abyss” in *Broken Silence* (DVD 950).

**Tutorial theme: *The Perpetrators: Explaining the actions of Soldiers, Commandants and Killers***

### **Essential Reading:**

“Pushed to their Psychological Limits”: Members of the *Einsatzgruppen* on the stresses and strains of killing”, in Ernst Klee et al., *The Good Old Days: the Holocaust as seen by its perpetrators and bystanders*, (New York: Konecky & Konecky, 1988): 59-74.

Daniel Goldhagen, *Hitler’s Willing Executioners: Ordinary Germans and the Holocaust*, (London: Abacus: 1996): 1-22.

Omer Bartov, “Savage War: German Warfare and Moral Choices in World War II” in *Germany’s War and the Holocaust: Disputed Histories* (Ithaca: Cornell University Press, 2003): 3-14.

Inga Clendinnen, “Leaders”, in *Reading the Holocaust*, (Melbourne: Text Publishing, 1999): 79-88.

### **Questions:**

- Who were Nazi perpetrators? Outline the different tasks of the *Einsatzgruppen*, Order Police and Army?
- What were the main obstacles encountered by *Einsatzgruppe* members in the performance of their tasks? How were they overcome?
- What kinds of sources do various authors use to assess competing causal contexts in their examination of perpetrator behaviour?
- Ideology or environment? How is it possible to explain the motivations and actions of Nazi perpetrators, as ‘individuals’ and as part of a ‘group’?

## **Week 6: Organizing the ‘Final Solution’: Genocide 1941-1944**

**April 7**

**Lecture:** Contesting the ‘Banality of Evil’: bureaucrats and the ‘Final Solution’

**Film:** *The Wannsee Conference* (VIS 4207) or *Conspiracy* (DVD 563)

**Related Films:** *The Specialist* (DVD 881), *Milgram Experiments*

**Tutorial theme: *Deportation Transports and Captivity***

### **Essential Reading:**

Etty Hillesum, *An Interrupted Life and Letters from Westerbork*, (New York: Henry Holt & Co., 1996): 340-354, 360. (Entries 24 August 1943, and 15 September 1943)

Ruth Klüger, *Still Alive: a Holocaust Girlhood Remembered*, (New York: Feminist Press, 2001): 91-95.

Elie Wiesel, “The Death Train”, in J. Glatstein, et al, *Anthology of Holocaust Literature*, (New York: Atheneum, 1973): 3-10.

Miriam Kuperhand and Saul Kuperhand, “Railroad Tracks to Hell” *Shadows of Treblinka* (Chicago: University of Illinois Press, 1998): 104-112.

“Very Little Windows: Deportation and Arrival”, (excerpts of testimony from the Fortunoff Video Archive at Yale University) in Joshua Greene, et al, *Witness: Voices from the Holocaust* (New York: Simon & Schuster, 2001): 103-125.

### Questions:

- Identify and analyze the different types of testimony (eg. diary, time of writing, style).
- What were some main stages and features of deportation travel? Why were journeys so intolerable and degrading? Were there possibilities for escape?
- Outline some of the main traumas that remain with survivors in the present as they narrate their experience; separating the writer as an author from their role as historical participant. That is, to what extent are they reflect about, or report on, about their experiences?

## Week 7: “Unspeakable?” Vision, Voice and Camp experiences

April 14

**Lecture:** Survivor experiences (Guest Lecturer; TBA)

**Film:** *Bi-gelal ha-milhamah ha-hi* (Because of that war: a musical journey) VIS 4210

**Related Films:** *Kapo* (VIS 4253) *The Grey Zone* (DVD 891); *Shoah* (9 hours; DVD 954), *Night and Fog* (DVD 555), *If the walls could speak* (VIS 4193), *Prisoner of Paradise* (DVD 877); *Escape from Sobibor*, *The Last Stage* (VIS 4160); *Angry Harvest* (VIS 4212)

**Tutorial theme: Witnessing, Survival and the Self in Auschwitz**

### Essential Reading:

Ya’akov Gabai, “I’ll Get out of Here” in Gideon Greif, *We Wept Without Tears: Testimonies of the Jewish Sonderkommando from Auschwitz* (New Haven; London: Yale University Press, 2005): 181-214; 362-366.

“Helena T.” in Donald L. Niewyk (ed), *Fresh Wounds: Early Narratives of Holocaust Survival* (Chapel Hill; London, 1998): 354-369.

Primo Levi, “The Drowned and the Saved”, *If this is a Man: the Truce* (London: Abacus, 1987) 93-106.

### Questions:

- Based on the readings, what kind of witness stories emerged? What was being witnessed? To what extent do the witnesses struggle with language to express their experiences?
- Outline how Gabai was recruited into the Sonderkommando. What work did he do, and how did he cope?
- How did Helena T.’s skills enable her survival?
- Survival and death in the camps was random for inmates: to what extent is this affirmed or refuted by Primo Levi? Did inmates have a ‘choice’ in their survival, or indeed, in how experiences and survival are rationalised and represented after the fact?

## Week 8: Liberation, 1945 and Defeat: Recording Atrocity and Displacement

April 28

**Lecture:** 1945: Liberation and the visual disclosure of genocide

**Film:** *The Long Way Home* (DVD 882)

**Related Films:** *The Last Days* (DVD 883); *The Truce (La tregua)* (DVD 896); *Liberation* (DVD 2029)

**Tutorial theme: Photography and the Visibility of Atrocity**

### Essential Reading:

Susan Sontag, “Looking at War: Photography’s View of Devastation and Death”, *The New Yorker*, December 9, 2002, 82-98.

Janina Struk, “Liberations” in *Photographing the Holocaust: Interpretations of the Evidence* (London: I.B. Tauris, 2004): 124-149; 225-227.

Andrea Liss. “Photography and Naming”, *Trespassing through Shadows: Memory, Photography and the Holocaust* (Minneapolis: University of Minnesota Press, 1998): 1-10.

### **Group Task:**

This week you will be expected to do some visual research and select photos of your choice which chronicle the Allied liberation of camps in Poland and Germany. You will then bring these photos to class and present a critical evaluation of them in relation to issues about viewing atrocity, such as distancing, spectatorship and representation raised by Sontag and Liss, in particular. The article by Struk places liberation photography in a background of Allied political perspectives and their impact on competing images of liberation.

### **Instructions:**

- Go to the US Holocaust Memorial Museum Photo Archives:  
<http://www.ushmm.org/research/collections/> (click on the 'Photo Archives' link).
- Find **2 key photos** which you think demonstrate, in visual terms, key aspects of the liberation of the camps, such as images of bodies, the American, Russian and British liberators, evidence of genocide, captions in newspapers with photos, and displays of Allied triumph and 'conquest'. Search keywords: 'liberation', 'Belsen', 'Buchenwald', 'Auschwitz', 'Majdanek', among many others. Also click on the hyperlinks provided under subjects in each photo.
- Given time constraints, you will present 1 of these photos to the class. Be prepared to speak for around 3 minutes.
- You are encouraged to email these photos to me, and also bring hard copies to class.

## **Week 9: The Holocaust in the Courtroom: Justice and Trauma**

**May 5**

**Lecture:** Prosecuting the Perpetrators at Nuremberg, Germany

**Film:** *Nuremberg* (VIS 4200)

**Related Films:** *Murderers are among us* (DVD 777); *Blind spot: Hitler's Secretary* (DVD 794); *The Trial* (account of the Majdanek Trial) VIS 4343.

**Tutorial Theme:** *Adolf Eichmann: reading banality and guilt*

### **Essential Reading:**

Jochen Von Lang, ed. *Eichmann Interrogated: transcripts from the Archives of the Israeli Police* (New York: Farrar, Straus & Giroux, 1983): 89-97.

*The Trial of Adolf Eichmann*, Record of Proceedings in the District Court of Jerusalem, Vol 5 of District Court Sessions: Session 120 (13 December, 1961): Argument by the Attorney General on the sentence, Argument by Counsel for the Defence on the sentence, Statement by the Accused on the sentence.

Session 121: The Sentence (15 December 1961). Archived at Nizkor Project: [www.nizkor.org](http://www.nizkor.org)

Hannah Arendt. "Duties of a Law-Abiding Citizen" in *Eichmann in Jerusalem: a Report on the Banality of Evil* (New York: Penguin, 1963): 135-150.

### **Questions:**

- Outline the arguments for OR against the guilt of Adolf Eichmann as outlined in the Session Reports from the Eichmann trial. What were the problems with jurisdiction and jurisprudence in this particular trial?
- How do you interpret the persuasiveness of these arguments in relation to Eichmann's own description of his role in the interrogation excerpt (Von Lang)?
- What is Arendt's main argument in relation to Adolf Eichmann? Why does she view him as 'banal'?

## **Week 10: Genocide Sites: colonial and modern**

**May 12**

**Lecture:** Nation-states, settler societies, and ethnic violence: massacre and genocide from South-West Africa (1904) to Darfur, Sudan (2004).

**Film:** *Sometimes in April* (DVD 2033)

**Related films:** *Back to Ararat* (VIS 4142), *Ararat* (DVD 932); *Gacaca: living together in Rwanda?* (VIS 4201) and *In Rwanda we say: the family that does not speak dies* (VIS 4202)

**Tutorial theme: Accounting for Historical Injustices**

**Essential Reading:**

Samantha Power, "A Crime Without a Name" in *A Problem from Hell: America and the Age of Genocide* (New York: Basic Books, 2002): 17-29; 520-522.

Elazar Barkan, "Genocide of Indigenous Peoples: Rhetoric of Human Rights" in R. Gellately and B. Kiernan (eds), *The Specter of Genocide: Mass Murder in Historical Perspective* (Cambridge: Cambridge University Press, 2003): 117-139.

A. Dirk Moses, "The Holocaust and Genocide" in D. Stone (ed), *The Historiography of the Holocaust*, (Houndmills, UK: Palgrave Macmillan, 2004): 533-555.

**Questions:**

- What are the main points raised by Barkan about colonization, genocide and contemporary recognition of injustice?
- How has Lemkin's vision for the legal accountability of genocide, as outlined by Power, been ignored or neglected in postwar responses to injustice?
- What are the main features at stake, or consequences, in interpreting the Holocaust on a genocide continuum or spectrum? Does the debate have the potential for 'live' and practical impact for present victims of genocide?

**Week 11: Talking about Genocide: Writing and Speaking the Violent World**  
**May 19**

**Lecture:** Genocide, the Body and Human Rights Discourse: Witnesses to War

**Film:** *War Photographer* (2002)

**Related Films:** *Shake Hands with the Devil*

**Tutorial theme: Ethics of Witnessing: Genocide in Rwanda**

**Essential Readings:**

Linda Melvern, "Genocides" in *Conspiracy to Murder: the Rwandan Genocide* (London; New York: Verso, 2004): maps, 1-18, 265-268.

Bernadine Niyirora, "Bearing Witness" in *Dissent* (Winter 2002): 68

Bill Berkeley, "Road to a Genocide" in *Dissent* (Winter 2002): 69-77.

"The Rwanda Genocide: Eyewitness Accounts" in Samuel Totten, William S. Parsons, Israel W. Charny, (eds), *Century of Genocide: Eyewitness Accounts* (New York; London: Garland Publishing, Inc. 1997): 417-423.

Kenneth Cain, Heidi Postlewait and Andrew Thomson, *Emergency Sex (and other desperate measures):*

*True Stories from a War Zone* (London: Random House, 2004): 204-220. (Entries by Ken and Andrew)

Aidan Hartley, *The Zanzibar Chest: a Memoir of Love and War* (London: Harper Perennial, 2004): 377-391.

**Questions:**

- According to Melvern, what are the historical and colonial causes of genocide in Rwanda?
- Discuss the ways the UN "failed" Rwanda during 1993 and 1994?
- Outline the ways in which the Hutus targeted Tutsis, and Tutsi responses?
- On what basis do Kenneth Cain and Aidan Hartley represent their "responsibility" to witness? How are they traumatised in doing so?

**Week 12: Conclusion**

**May 26**

**Lecture:** no lecture; (compulsory in class terms test). Time and location TBA.

No tutorial.