



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

HISTORY

CRN 8625

HIST 332: The Holocaust and Genocide

2009 TRIMESTER 1

2 March to 5 June 2009

Course Coordinator: Dr. Simone Gigliotti
Room: OK 505 (Old Kirk Building, 5th Floor)
Phone: 463-6775
Email: simone.gigliotti@vuw.ac.nz
Office hours Thursday, 12-1pm, or by appointment

Course delivery

HIST 332 is delivered through a combination of lectures, seminars and film screenings. Lectures and films begin in Week 1, while seminars begin in Week 2 (9 March).

Lectures: Lectures begin in Week 1, beginning 2 March.
Times and locations: Wednesday 9:00 – 9.50am. HULT 220.
Film screenings: Wednesday 10:00am – 11.50am. HULT220. Film screenings are highly recommended and follow the lecture. They will commence in Week 1 of the course.
Seminars: Wednesday 1.00 - 2.30pm MY 303
Wednesday 2.30 - 4.00pm MY 303
Thursday 1.00 - 2.30pm MY 403
(Students will be asked for seminar preference times at the first lecture and are asked to email the lecturer about changes in case of timetable clash or other commitments).
Seminar lists: Final seminar lists will be posted on my office door and Blackboard at the end of Week one.

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

Communication of additional information

This course actively uses Blackboard and presumes that all enrolled students have valid myvuw.ac.nz addresses. Additional information and any changes to the timetable or lecture and seminar programme will be announced in lectures, and posted in Blackboard

“Announcements”. Email updates will be sent to all enrolled students notifying them of these changes and where to find such information in relevant Blackboard folders. Weekly lecture outlines will be posted to Blackboard and available for downloading on the Monday preceding each lecture. Students are encouraged to view Blackboard at least twice weekly to monitor updates and announcements. *It is your responsibility to keep informed of updates on Blackboard.*

COURSE CONTENT

“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)

Learning 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.

Seminars 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 READING

Essential texts: HIST 332 Book of Readings (available from Student Notes), at approximately \$40.00. 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:

Christopher R. Browning, *The Origins of the Final Solution: the evolution of Nazi Jewish Policy 1939-1942* (London: Arrow Books, 2005)

Saul Friedlaender, *The years of extermination: Nazi Germany and the Jews, 1939-1945* (New York: Harper Collins, 2007)

Raul Hilberg, *The Destruction of the European Jews*, 3rd ed., (New Haven: Yale University Press, 2003)

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

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

Joshua Rubinstein and Ilya Altman (eds), *The Unknown Black Book: the Holocaust in the German-Occupied Soviet Territories* (Bloomington: Indiana University Press, 2008)

Students can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to 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 Requirements

Assessed work, excluding the in-class test, is to be submitted with a completed cover sheet to the History Office, OK 405, by no later than 5pm on the due date.

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

- | | |
|---|---|
| 1. Review Essay, due March 30 | 25% of the final grade (min/max 1500 words) |
| 2. Research Essay, Due May 4 | 45% of the final grade (min/max 3000 words) |
| 3. In-class written test (during the lecture of June 3) | 30% of the final grade (1-hour test, no more than 1000 words) |

Word limits: All word limits below are EXCLUSIVE of footnotes/endnotes and bibliography. Please ensure that you have copies of your work stored in different locations/drives to minimise possible loss of data due to file corruption. Data loss can frequently occur when USB sticks are used in public/student computers in the university. Lecturers cannot extend special extensions for assessable work due to data loss. It is your responsibility to ensure you maintain uncorrupted and updated files of your work.

NB: I reserve the right to ask for electronic copies of your essays for assessment tasks for plagiarism checks in www.turnitin.com See statement of use below.

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.

Return of assessed work:

In HIST 332, assignments will be returned in the following manner:

- Principal point of return is during lectures. The lecturer will then distribute uncollected work in tutorials. Collection can also be made during office hours.
- The lecturer will retain graded essays up to a maximum of three weeks. Thereafter, these essays will be available at the History Office for collection up until the final teaching week (June 5).

Communication about graded essays: The course coordinator will advise students through Blackboard when submitted assignments have been marked and due for return. Ideally, lecturers aim to return work that is submitted on time to students no later than two weeks (in exceptional circumstances this may increase to three weeks). In any case, lecturers endeavour to give students a reasonable amount to interpret and improve on their graded work before the next assessment is due.

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 (for example, illness [presentation of a medical certificate will be necessary] or similar other contingencies). In all such cases, prior information will be necessary.

Group work

There is no assessed group work in HIST 332.

Mandatory course requirements:

To gain a pass in this course each student must:

- a) Submit the written, assessable 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 9 seminars.

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 12 June 2009** 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 12 June 2009** 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).

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, 1.5 hours of tutorials, and recommended attendance at a weekly 2-hour film screening.

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

The following text must be included in all course outlines.

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

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

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

Graduate attributes:

As with all HIST courses, learning objectives of this course contribute to the attainment of specific attributes:

Critical Thinking

- 1: Assess conflicting or different arguments
- 2: Develop understanding of historical events, context and change
- 3: Use appropriate methodologies to evaluate evidence

Creative Thinking

- 1: Synthesise information in a clear, logical and lively way
- 2: Create well-documented interpretations of historical events
- 3: Search for patterns in historical processes over time and space

Communication

- 1: Develop lucid historical arguments through writing and oral discussion
- 2: Use library print and online resources efficiently and constructively
- 3: Strengthen learning through collegial interchange

Leadership

- 1: Pursue and manage independent research
- 2: Develop critical citizenship
- 3: Develop confidence through public speaking
- 4: Strengthen decision-making capabilities

Related

- 1: Understand the development of the historical discipline

HIST 332 ASSESSMENT: Requirements and Tasks
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This course is 100% internally assessed, and is weighted as follows in three assessment tasks:

- | | |
|---|---|
| 1. Review Essay, due 30 March, 5pm | 25% of the final grade (min/max 1500 words) |
| 2. Research Essay, due 4 May, 5pm | 45% of the final grade (min/max 3000 words) |
| 3. In-class written test (during the lecture of 3 June) | 30% of the final grade (1 hour test, no more than 1000 words) |

TASK ONE: REVIEW ESSAY, SOURCES OF HISTORY

Task: *Review Essay*

Length: 1500 words (**excluding** endnotes and bibliography).

Worth: 25% of the overall grade.

Due date: 30 March, 5pm (in the History drop box next to the door of OK 405).

Submission: At this stage, a paper copy only (deadline as above). I reserve the right to ask for an electronic copy during the marking process to be submitted to www.turnitin.com

Late Penalties: In accordance with History Programme regulations.

Contact: Simone Gigliotti (simone.gigliotti@vuw.ac.nz)

Outline:

This task is designed to evaluate your critical interpretation of sources of the past (such as speeches and statements) and about the past (such as films). The various documents are Nazi actions addressed at Jews which intended to remove them from Jewish life, statements and speeches invoking Nazi ideology, and international relief attempts to alleviate the persecution of European Jewry.

You are to choose ONE film or ONE document and specify on the cover sheet which source you are reviewing.

1. FILM OPTION

You are to write a **critical review** of a film that depicts one aspect of Nazi Germany such as its policies, shaping of society, and effects such as emigration and refuge. Your response to the film should be based on the following:

- **Production and themes:** Date and country of production, director, historical period represented, event, action, etc. (This is an introduction to the review)
- **History on Film:** What, if any, are the merits/shortcomings/deficiencies of the film? This section requires that you consider the genre of the film, the period represented and characters, themes, depiction of historical facts). This will vary if you are examining a feature film or documentary.
- **Contribution:** What does the film add to our understanding of the historical period/person/event represented? Here you should exhibit your critical perspective about the film's historical, cultural and educational value. (This section requires that you evaluate the film's merits and assess its importance). Which audiences would find it most useful and why?

Film List:

- *Of Pure Blood* (VHS 757)
- *Architecture of Doom* (DVD 2036)
- *Triumph of the Will* (DVD 88)
- *The Great Dictator* (DVD 1996)
- *Blind Spot: Hitler's Secretary* (DVD 794)
- *Bonhoeffer* (DVD 2790)
- *Into the Arms of Strangers: Stories from the Kindertransport* (DVD 936)
- *Last refuge: the story of Jewish refugees in Shanghai* (VIS 4174)

Most films are available in the AV Suite at Vic Library on the 9th Floor and must be viewed in the library. Some of them will also be available at Aro St. Video. Search the catalogue at www.arovideo.co.nz Call numbers refer to those in the VUW library.

General Books on the Holocaust and its representation in film: These books do not have reviews of your films, but they do raise issues about historical truth, fiction, documentary and the demands that the Holocaust places on cinematic representation.

Ilan Avisar, *Screening the Holocaust*

Marc Ferro, *Cinema and History*

Joshua Hirsch, *After-Image: Film, Trauma and the Holocaust*

Annette Insdorf, *Indelible Shadows: Film and the Holocaust*

Anton Kaes, *From Hitler to Heimat: the return of history as film*

Paula Rabinowitz, *They Must be Represented: the politics of documentary*

Vivian Sobchack, *The Persistence of History: Cinema, Television and the Modern Event*

** Also refer to the "Further Reading list" which has been uploaded into Blackboard under "Bibliography".

2. DOCUMENT OPTION

YOUR TASK IS TO:

Choose **ONE** the following primary source documents below, read and print it, and respond to the following items in **NARRATIVE/PROSE** format, **not** in point form. If submitted in point form, it will be returned and you will have to resubmit at a penalty applicable to late coursework as outlined in the course guide. Your response to the document should make reference to the following:

1. Introduce and identify the document. (What kind of document is it, who wrote it? For example, year of publication/production and author. Some information should be on the document). If an individual, who are they, association, political party, position, etc. If a group, the name of the group and who they represent.
2. Outline the historical context of its production/publication/exhibition and its purpose; (*you are advised to do library research and reading*);
3. What are the main themes of the document? If applicable, what are the contradictions in the thought processes or ideologies espoused?
4. What is its significance? That is, how can historians use it and its limitations and/or value as a primary source document?

NB: When giving bibliographic Information at the end of the document, please include "German Propaganda Archive: Calvin College", and the website link to the specific article.

Choose ONE of the following:

1/. "German Women" (1933):

<http://www.calvin.edu/academic/cas/gpa/goeb55.htm>

2/. "The Racial Question and World Propaganda" (1933):

<http://www.calvin.edu/academic/cas/gpa/goeb41.htm>

3/ "On the German People and its Territory" (1937):

<http://www.calvin.edu/academic/cas/gpa/hjhandbuch.htm>

4/ "The Jewish Question in Education" (1937):

<http://www.calvin.edu/academic/cas/gpa/fink.htm>

5/ "Madagascar" (1938):

<http://www.calvin.edu/academic/cas/gpa/ds9.htm>

6/ "The Jewish Problem" (1939):

<http://www.calvin.edu/academic/cas/gpa/imbild1.htm>

Technical Points:

- **Cover Sheet:** Please write your name, student ID number, seminar time, and the title of the document you are examining;
- This task **must** be typed, double-spaced, 12 point font size, pages numbered, and any references cited **must** be included as footnotes/endnotes.
- A **bibliography** is required divided into primary and secondary sources such as historians' writings, book reviews and film reviews. (NB: you should list the source you have selected).

Learning Objectives:

- To develop critical thinking and reasoning about the interpretation of history through engagement with primary source materials such as films, writings and speeches;
- To evaluate your comprehension and utilization of primary and where relevant, secondary sources, in research and writing a historically and critically informed review;
- To achieve a critical awareness of the problems and complexities of sources and the uses to which they have been put;
- To improve your written and visual literacy in relation to Holocaust history.

Marking Criteria:

- Ability to critically interpret sources of the Nazi and Holocaust past;
- Display of scholarly writing, coherent structure and integration of sources into the essay;
- Display of judicious balance of description and interpretation, and display of reason and insight;
- Ability to locate sufficient primary and secondary research materials, and inclusion of them to support your response as relevant to the question;
- Where relevant, evidence of engagement with library databases for retrieval and use of relevant journal articles;
- Clear and coherent writing and complete sentence composition;

- Adherence to technical aspects of the essay: coherence, spelling, punctuation, grammar, paragraph use to display argument development, and following of correct citation convention.

TASK TWO: RESEARCH ESSAY

Task:	<i>Research Essay</i>
Length:	3000 words (exclusive of footnotes or endnotes, and bibliography)
Value:	45%
Due date:	4 May, 5pm, OK 405, History Drop Box.
Submission:	At this stage, a paper copy only (deadline as above). I reserve the right to ask for an electronic copy during the marking process to be submitted to www.turnitin.com
Late Penalties:	In accordance with History Programme regulations
Contact:	Simone Gigliotti (simone.gigliotti@vuw.ac.nz)

TOPICS:
CHOOSE ONE ONLY

*Unless otherwise indicated, "PS" after a title is a primary source.

1. "No Hitler, no Holocaust": Why does this phrase simplify the origins and implementation of the Holocaust?
Sources include: Saul Friedländer, *The Years of Extermination: Nazi Germany and the Jews 1939-1945*; Christopher Browning, *The Origins of the Final Solution: The Evolution of Nazi Jewish Policy, September 1939 - March 1942*; Ulrich Herbert (ed), *National Socialist Extermination Policies*
2. To what extent did the concepts of race and biology influence the Nazi regime's shaping of German society from 1933 to 1938?
Sources include: George Mosse, *Toward the Final Solution: a History of European Racism*, Daniel Goldhagen, *Hitler's Willing Executioners*, Saul Friedlander, *Nazi Germany and the Jews: the years of persecution, 1933-1939*; *Demonizing the other: antisemitism, racism & xenophobia*, ed. Robert S. Wistrich.
3. The Nazi regime conducted a discriminatory campaign against Jews in Germany from 1933. How did Jewish individuals and communities respond to this persecution?
Sources include: Marion Kaplan, *Between Dignity and Despair: Jewish Life in Nazi Germany*, Saul Friedlander, *Nazi Germany and the Jews: the years of persecution, 1933-1939*; Eric A. Johnson, *Nazi terror: the Gestapo, Jews and ordinary Germans*; Victor Klemperer, *I Shall Bear Witness (PS)*.

4. What factors limited the emigration of Jews from Europe during the 1930s?
Sources include: Louise London, *Whitehall & the Jews*; Richard Breitman and Alan M. Kraut, *American refugee policy and European Jewry: 1933-1945*; Bernard Wasserstein, *Britain and the Jews of Europe, 1939-1945*, David S. Wyman, *The abandonment of the Jews: America and the Holocaust, 1941-1945*; Tony Kushner, *The persistence of prejudice: antisemitism in British society during the Second World War*; Gulie Ne'eman Arad, *America, its Jews, and the rise of Nazism*.
5. Why did Hitler and the Nazi regime persecute non-Jewish groups? Discuss with reference to **ONE** of the following groups:
- Artists, writers and intellectuals
 - Gypsies (Sinti/Roma)
 - Jehovah's witnesses
 - Political opponents
 - Gays and Lesbians
 - Physically and mentally disabled
 - Non-Jewish ethnic minorities
- Sources include:** Henry Friedlander, *Origins of Nazi Genocide*, Michael Burleigh and Wolfgang Wippermann, *Racial State: Germany 1933-1945*; Günter Grau, (ed), *Hidden Holocaust: Gay and Lesbian Persecution in Nazi Germany, 1933-45*.
6. In what ways was childhood destroyed during the Holocaust?
Sources include: Roman Frister, *The Cap (PS)*, Dawid Sierakowiak, *The Diary of Dawid Sierakowiak (PS)*, Anne Frank, *The Diary of Anne Frank (PS)*; Alexandra Zapruder, *Salvaged pages: young writers' diaries of the Holocaust*; *Awakening lives: autobiographies of Jewish youth in Poland before the Holocaust*, ed. Jeffrey Shandler. Nicholas Stargardt, *Witnesses of war: children's lives under the Nazis*, Mark Kurzem, *The Mascot*
7. Why were Jewish councils controversial? Discuss with reference to the Jewish council and its leadership in **TWO** ghettos (of your choice). For example Warsaw, Lodz, Vilna, Salonica, Budapest.
Sources include: General references: Gustavo Corni, *Hitler's ghettos: voices from a beleaguered society, 1939-1944*; Isaiah Trunk, *Jewish Responses to Nazi Persecution: Collective and Individual Behaviour in Extremis*. Jean E. Brown (et al), *Images from the Holocaust: a literature anthology (PS)*. **Warsaw:** *The Warsaw diary of Adam Czerniakow: prelude to doom (PS)*, ed. Raul Hilberg, Stanislaw Staron, and Josef Kermisz; **Lodz:** *In the beginning was the ghetto: notebooks from Lodz (PS)*, by Oskar Rosenfeld.
8. To what extent did "local" factors clash with, or support, the implementation of Nazi policies in occupied Europe? Discuss with reference to ONE of the following countries: France, Greece, Hungary, Italy, Ukraine.
Sources include: Michael Marrus and Robert Paxton, *Vichy France and the Jews*, Mark Mazower, *Inside Hitler's Greece: the experience of occupation, 1941-1944*, Tim Cole, *Holocaust City: the making of a Jewish ghetto*, Randolph L. Braham, *The politics of genocide: the Holocaust in Hungary*; Susan Zuccotti, *Under his very windows: the Vatican*

and the Holocaust in Italy; Martin Dean, Collaboration in the Holocaust: Crimes of the Local Police in Belorussia and Ukraine.

9. The Warsaw Ghetto uprising of April 1943 remains a significant moment in Jewish resistance history. Why was it organized, and what did it achieve?
Sources include: Yehuda Bauer, *The Jewish Emergence from Powerlessness*, Yisrael Gutman, *Resistance: the Warsaw Ghetto Uprising*. Various sources in *Documents on the Holocaust* (PS) and see question 6 on Warsaw for sources.
10. Although Nazi policy was designed to eliminate every Jewish man, woman and child, its effect can be analysed in gendered terms. Discuss this statement in relation to Jewish experiences in **ONE** context: GHETTOS or CAMPS.
Sources include: Dalia Ofer and Lenore Weitzman (eds), *Women in the Holocaust*, Tec, *Resilience and courage: women, and men, and the Holocaust. Experience and expression: women, the Nazis, and the Holocaust*, edited by Elizabeth R. Baer and Myrna Goldenberg
11. “Failure” and “success” are relative terms when describing outcomes of resistance movements in the camps of Auschwitz, Sobibor and Treblinka. What factors motivated uprisings in the camps and what were their impacts?
Sources include: Gideon Greif, *We wept without tears: testimonies of the Jewish Sonderkommando from Auschwitz*, James Glass, *Jewish resistance during the Holocaust: moral uses of violence and will*, Herman Langbein, *People in Auschwitz*
12. Why is the term “bystander” controversial when describing responses to the persecution of the Jews?
Sources include: Jan T. Gross, *Neighbors: the destruction of the Jewish community in Jedwabne, Poland*, Richard C. Lukas, *The forgotten Holocaust: the Poles under German occupation, 1939-1944*, *Contested memories: Poles and Jews during the Holocaust and its aftermath*, ed. Joshua D. Zimmerman.
13. Can there be genocide without the intent to commit genocide? Critically discuss this statement in relation to examples of genocide before the Holocaust.
Sources include: Eric D. Weitz, *A Century of Genocide: Utopias of Race and Nation*, Michael Mann, *The Dark Side of Democracy*, A. Dirk Moses (ed), *Genocide and Settler Society: Frontier Violence and Stolen Indigenous Children in Australian History*; Robert Gellately, Ben Kiernan (eds), *The specter of genocide: mass murder in historical perspective*. NB: There was a recent forum in the *Journal of Genocide Research* on this topic that should be consulted.
14. 2008 was the 60th anniversary of the UN Convention on the Prevention and Punishment of the Crime of Genocide (Dec 9, 1948). What factors have limited successful prosecutions of perpetrators of genocide?
Sources include: Ben Kiernan, *Blood and Soil: a World History of Genocide*, Howard Ball, *Prosecuting War Crimes and Genocide: the Twentieth Century Experience*.

15. In what ways do photo albums of Auschwitz, namely *The Auschwitz Album* and *The Hoecker Album*, function as a visual chronicle of the perpetrators and their activities at Auschwitz?

Sources include: Janina Struk, *Photographing the Holocaust*; Peter Hellman, (ed), *The Auschwitz Album: A Book Based Upon an album discovered by a concentration camp survivor*, Lilly Jacob-Zelmanovic Meier, 'Photography and the Holocaust' *History of Photography*, (Vol. 23, No. 4, Winter 1999).

Links to the Albums:

<http://www.ushmm.org/museum/exhibit/online/ssalbum/?content=1>

The Auschwitz Album (192 photos): [http://www.ushmm.org/uia-](http://www.ushmm.org/uia-cgi/uia_query/photos/key/auschwitzalbums/noframes?max_docs=all&page_len=25)

[cgi/uia_query/photos/key/auschwitzalbums/noframes?max_docs=all&page_len=25](http://www.ushmm.org/uia-cgi/uia_query/photos/key/auschwitzalbums/noframes?max_docs=all&page_len=25)

The Hoecker Album (128 photos): [http://www.ushmm.org/uia-](http://www.ushmm.org/uia-cgi/uia_query/photos/key/hoeckeralbums/noframes?max_docs=all&page_len=25)

[cgi/uia_query/photos/key/hoeckeralbums/noframes?max_docs=all&page_len=25](http://www.ushmm.org/uia-cgi/uia_query/photos/key/hoeckeralbums/noframes?max_docs=all&page_len=25)

IMPORTANT TIPS FOR YOUR RESEARCH ESSAY

Broadly speaking, your essay **SHOULD** comprise the following:

- Primary source material (minimum of three sources):** Examples include laws, acts and decrees, military orders and instructions, bureaucratic correspondence, declarations, court testimonies, survivor memoirs and accounts, diary entries, resistance calls;
- Secondary source material (minimum of two journal articles and three books (monographs and/or chapters in edited collections),** depending on what is available in the Victoria University and Wellington libraries): Books written by historians on the topic, critical interpretations, issues in historiography and representation.
- Bibliography:** listing divided into primary and secondary source material.

Learning Objectives:

- To develop critical thinking and reasoning about a chosen topic or theme in Holocaust history;
- To develop informed and mature use of primary and secondary sources
- To build on previous experience in writing history essays through sustained thought, writing, and comprehensive engagement with historical events and their historiography.

Marking Criteria:

- Ability to respond critically to the question;
- Evidence of scholarly writing, coherent structure and integration of relevant primary and secondary sources into the essay;
- Ability to formulate an argument based on primary and secondary sources you have consulted.
- Judicious balance of description and interpretation, and display of reason and insight;
- Evidence of Bibliographic research: This includes evidence of having used library databases to search for and retrieve relevant journal articles.
- Adherence to technical aspects of the essay's readability: coherence, spelling, punctuation, grammar, paragraph use to display argument development, and following of correct citation convention.

Writing Instructions: Please consult the Department guide “Writing History Essays” for correct citation convention and standards. This document is loaded into Blackboard under “Bibliography” as a pdf file. Please avoid plagiarism. Plagiarism is an academic and intellectual offence and will be treated in accordance with guidelines as set out earlier in this guide.

Background Reading and Bibliographies: Consult the “Further Reading List” in Blackboard under “bibliography”, and combine your keyword searches in the library catalogue under “Guided Search”.

Suggested Primary Source Repositories:

Holocaust Resource Center (Yad Vashem):

http://www1.yadvashem.org/Odot/prog/index_before_change_table.asp

Click on “Documents” for each link at the left.

NB: Do not forget to consult the journals *Holocaust and Genocide Studies* and *Journal of Genocide Research* (VUW has online subscriptions). USE OF WEBSITES: Please do not use Google or Wikipedia as the main search engines for your research. If you find materials online that you think are written by scholars or come from scholarly institutes, please send the links to me (simone.gigliotti@vuw.ac.nz) for vetting and approval. Unauthorised inclusion of websites will be penalised at 2% per citation in your assessed tasks.

TASK THREE: COMPULSORY IN-CLASS TEST

Task:	<i>In-class test</i>
Length:	1000 words (maximum)
Value:	30%
Due:	June 3 (no more than one hour). To be held during the lecture hour of no more than one hour’s duration. There are no provisions for make-up tests.

**Course Content: Weekly Outline of Lecture, Film and Seminar Programme
2 March – 5 June 2009**

1. **March 4:** Introduction to the Holocaust, Genocide, and the UN Genocide Convention
 - *No seminars*
2. **March 11:** Hitler’s Germany: ideology, practices and responses
 - **Seminar:** The “Jew” in German society
3. **March 18:** Bodies of Purity and Visions of Racial Community
 - **Seminar:** ‘Euthanasia’, race experts and the medical profession
4. **March 25:** War, Conquests and borders: Shifting populations in occupied Poland
 - **Seminar:** Life and Chronicle in the Warsaw Ghetto
 - **March 30:** Assessment 1 due: Review Essay
5. **April 1:** War of Extermination: the *Einsatzgruppen* and the *Wehrmacht* in the USSR
 - **Seminar:** Historians explain the perpetrators
6. **April 8:** Explaining the ‘Banality of Evil’: bureaucrats and the ‘Final Solution’
 - **Seminar:** Deportation transports: the transit experience

Easter and Mid Trimester Break: April 10-26
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7. **April 29:** The Holocaust as Life History: Guest Lecturer
 - **Seminar:** Witness experiences and testimony
 - **May 4:** Assessment II due: Research Essay
8. **May 6:** **Lecture 1:** 1945: Liberations: the visual record of genocide; **Lecture 2:** Epic Journeys: Evacuations, Displacement and the DP camps in Europe
 - **Seminar:** Photography and the Visibility of Atrocity
9. **May 13:** No lecture, film, or seminar.
10. **May 20:** Prosecuting the Perpetrators
 - **Seminar:** Atrocity and Justice: Holocaust trials in Germany, the USSR and Israel
11. **May 27:** Genocide and Ethnic Cleansing: colonial, modern and cultural
 - **Seminar:** Reflections on the UN Genocide Convention.
12. **June 3:** **In-class test during the lecture;** (No lecture or seminars)

Research Resources

- **VUW Library Website:** 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:** (most are accessible from the VUW library in online format): Holocaust and Genocide Studies, Journal of Genocide Research, Genocide Studies and Prevention, Patterns of Prejudice, Journal of Contemporary History, Contemporary European 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 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).

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)

Recommended Texts:

Students are encouraged 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).

Further Reading:

A selected bibliography of "further reading" is uploaded into "Bibliography" and "Course Material" in Blackboard. You are advised to consult this list for your research throughout the course.

<p>DETAILED GUIDE LECTURE, SEMINAR AND FILM SCHEDULE 2 March – 5 June 2009</p>

<p>Week 1: Introduction March 4</p>
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Lecture: Introduction to the Holocaust, Genocide, and the UN Genocide Convention

Films: *This is Your Life* (Hanna Bloch Kohner), *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 seminar

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 11

Lecture: Hitler's Germany: ideology, practices and responses

Film: "Some Who Lived" (Episode 1 from *Broken Silence* DVD 950)

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)

Seminar theme: The "Jew" in German society

Essential Reading:

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.

"Plundering and Ruined Livelihoods" in Margarete Limberg and Hubert Rübsaat, *Germans No More: Accounts of Everyday Jewish life* (Oxford, New York: Berghahn Books, 2006): 35-51.

Peter Monteath, "The Mischling Experience in Oral History," *The Oral History Review* 2008, Vol. 35, No. 2: 139-158

Questions:

- Outline some key features of Hitler's perceptions and denunciation of Jews
- What roles did German citizens play in isolating the Jews?
- What methods did the Nazi regime adopt in identifying, alienating and removing Jews from German society? How did Jews respond to this discrimination?
- How were *Mischlinge* victims of Nazi policy? How did their experiences differ from other Jewish victims?

Week 3: Racial Utopias: Victims, Eugenics and Experts

March 18

Lecture: Bodies of Purity and Visions of Racial Community

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)

Seminar theme: 'Euthanasia', race experts and the medical profession

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 19th and early 20th 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?

<p>Week 4: World War II and Nazi Colonialism March 25</p>
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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)

Seminar theme: *Life and Chronicle in the Warsaw Ghetto*

Essential Reading:

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.

"May, 1942" in *Notes from the Warsaw Ghetto: the Journal of Emmanuel Ringelblum and "Chronology of the Warsaw Ghetto,"* (ed., and trans. Jacob Sloan) (New York: iBooks, 2006): 258-289, 348-359.

Raya Cohen, "Against the Current": Hashomer Hatzair in the Warsaw Ghetto," *Jewish Social Studies*, Vol. 7, No. 1, Fall 2000: 63-80.

Online access, please read: Samuel D. Gruber, "Poland: Extensive Marker Program Recalls Warsaw Ghetto Boundaries":

<http://samgrubersjewishartmonuments.blogspot.com/2008/11/poland-extensive-marker-program-recalls.html>

Questions:

- How do the different authors portray experiences in the ghetto? What factors worsened conditions for ghetto residents?
- Based on the various accounts, outline the differing contexts, and responses to ghettoization in Warsaw. 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?
- What factors or conditions inspired ghetto residents, particularly youth, to mobilize?

**Week 5: The Final Solution in the East: Explaining brutality, massacre and genocide
April 1**

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

Film: *The Unknown Soldier* (DVD06351), *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).

Seminar theme: *The Perpetrators: Historians explain their actions*

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.

Omer Bartov, "Eastern Europe as the site of Genocide," *Journal of Modern History* 80 (September 2008): 557–593.

Donald Bloxham, Organized Mass Murder: Structure, Participation, and Motivation in Comparative Perspective," *Holocaust and Genocide Studies*, Vol. 22, no. 2 (Fall 2008): 203–245.

Questions:

- What were the main obstacles encountered by *Einsatzgruppe* members in the performance of their tasks? How were they overcome?
- Who were the perpetrators? What were their backgrounds, affiliations and beliefs?
- To what extent do historians agree about what factors or conditions motivated perpetrators in their tasks of persecution and killing of victims?

**Week 6: Organizing the 'Final Solution': Administrative Genocide 1941-1944
April 8**

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*

Seminar theme: *Deportation Transports: the transit experience*

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?

**Easter and Mid-Trimester Break: April 10-26
NO CLASSES**

**Week 7: "Unspeakable?" Vision, Voice and Camp experiences
April 29**

Lecture: The Holocaust as Life History: Guest Lecturer

Film: *Steal a Pencil for me* (DVD 05704), *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)

Seminar theme: *Witness experiences and testimony*

Essential Reading:

Annette Wieviorka, "The Witness in History," *Poetics Today*, Vol. 27:2 (2006): 385-397.

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.

"An Estimate of the Current Distribution of Jewish Victims of Nazi Persecution", Prepared for the International Commission on Holocaust Era Insurance Claims, October 2003:

[http://www.claimscon.org/forms/allocations/An%20Estimate%20of%20the Ukeles%20IC HEIC .pdf](http://www.claimscon.org/forms/allocations/An%20Estimate%20of%20the%20Ukeles%20IC%20HEIC.pdf)

Questions:

- Based on the readings, what kind of witness stories emerged? What was being witnessed? To what extent do the witnesses struggle 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: 1945: Liberation and Displacement

May 6

NB: There are two lectures this week to account for no lecture in Week 9. A film screening will follow the lecture as usual.

Lecture 1: 1945: Liberations and the visual record of genocide

Lecture 2: Epic Journeys: Evacuations, Displacement and the DP Camps in Europe

Film: *Primo Levi's Journey* (2007)

Related Films: *Hill 24 Doesn't Answer*, *The Search*, *The Illegals*, *The Last Days* (DVD 883); *The Truce (La tregua)* (DVD 896); *Liberation* (DVD 2029)

Seminar 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 asked to email these photos to me, and also bring a printed copy of each photo to the seminar.

Week 9: NO CLASSES

May 13

No lecture, seminar or film (see details for Week 8). The lecturer is off campus this week.

Week 10: The Holocaust in the Courtroom: Justice and Trauma

May 20

Lecture: Prosecuting the Perpetrators

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.

Seminar theme: Atrocity and Justice: Holocaust Trials in Germany, the USSR, and Israel

Essential Reading:

Erich Haberer, History and Justice: Paradigms of the Prosecution of Nazi Crimes, *Holocaust and Genocide Studies*, (Vol. 19: 3), 2005: 487-519.

Alexander Prusin, "Fascist Criminals to the Gallows!" The Holocaust and Soviet War Crimes Trials, December 1945-February 1945," *Holocaust and Genocide Studies*, (Vol. 17: 1), 2003: 1-30.

Hanna Yablonka, "The Development of Holocaust Consciousness in Israel: The Nuremberg, Kapos, Kastner, and Eichmann Trials," *Israel Studies*, (Vol. 8: 3), 2003: 1-24.

Dalia Ofer, "Linguistic Conceptualization of the Holocaust in Palestine and Israel, 1942-53," *Journal of Contemporary History*, Vol. 31: 3 (1996): 567-595.

Questions:

- What does Haberer see as key legal issues in prosecuting perpetrators in postwar trials?
- In what ways were Soviet war crimes trials politicised and different to those in the West?
- How did local factors in Israel contribute to that country's consciousness of the Holocaust?

Week 11: Genocide before and after the Convention May 27

Lecture: Genocide and its histories: colonial, modern and cultural

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)

Seminar theme: *The Uses of a Concept: Debates about Genocide*

Essential Reading:

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.

Dominik J. Schaller, "Colonialism and genocide - Raphael Lemkin's concept of genocide and its application to European rule in Africa," *Development Dialogue*, No. 50, December 2008: 75-93.

Patrick Wolfe, "Structure and Event: Settler Colonialism, Time, and the Question of Genocide," in A. Dirk Moses (ed), *Empire, Colony, Genocide: Conquest, Occupation, and Subaltern Resistance in World History* (New York, Oxford: Berghahn Books, 2008): 102-132.

A. Dirk Moses, "Genocide and Holocaust Consciousness in Australia," *History Compass* 1 (2003) AU 028, 001-013

Questions:

- What are the main points raised by Barkan about colonization, genocide and contemporary recognition of injustice?
- What are the main features at stake, or consequences, in interpreting genocide as a central feature of colonizing projects? Does the debate have the potential for 'live' and practical impact for present victims of genocide?
- In what cases is genocide not applicable to describing past injustices or crimes of violence and dispossession?

Week 12: June 3

Lecture: no lecture. There is a compulsory in class terms test during the lecture.
No seminar.