



CIEE Global Institute – Berlin

Course name:	Holocaust Studies
Course number:	HIST 3005 BRGE
Programs offering course:	Berlin Open Campus (Language, Literature and Culture Track)
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	Fall 2018

Course Description

This course introduces you to some of the major questions and historical debates that continue to surround the origins, implementation, and aftermath of the Holocaust – the systematic, industrialized mass murder of an estimated six million European Jews, as well as homosexuals, communists, Roma and Sinti, handicapped, and other victims by Nazi Germany and its collaborators during WWII. The first part of the course will focus on the historical context, planning and execution of the Holocaust. The second part of the course will introduce you to the major historiographical debates in the post-war period. The third part of the course will focus on memorialization and the politics of memory in contemporary Germany. Because this course takes place in Berlin, the former Nazi capital, where the political and logistical decisions for the Final Solution were made, special attention will be given to issues in Holocaust studies that are peculiar to Germany as the country of the perpetrators, namely domestic German controversies about Holocaust memorialization, the place of the Holocaust in German national self-understanding, and more broadly the concept of “coming to terms with the past” (*Vergangenheitsbewältigung*).

Learning Objectives

Upon successful completion of this course, students will be able to:



- Discuss the historical context preceding and during the Holocaust.
- Be conversant with the central events of the Holocaust, including its planning and execution.
- Compare and contrast different ways historians have approached their analyses of the Holocaust, beginning in the immediate postwar period and lasting until today.
- Identify the major historical and philosophical debates in Holocaust studies.
- Debate issues of Holocaust memorialization and the politics of memory.

Course Prerequisites

None.

Methods of Instruction

The course consists of introductory lectures by the professor, followed by class discussions based on these lectures and the assigned readings. Lectures will introduce you to key components of the historical context and historical debates, relying also on audiovisual and internet material. The course makes use of extensive peer-to-peer learning. In Weeks 3 and 4 you will work in groups to present the assigned materials, and in Week 5 you will participate in a structured debate. Lectures and student presentations will be supplemented by presentations of historical stills and footage, and lectures by guest speakers. Special emphasis will be placed on distinguishing primary and secondary historical sources.

Assessment and Final Grade

The final grade will be made up of the following components:

Final exam	30%
Group Presentations	15%



Writing Assignments	25%
Class participation	30%

Course Requirements

Written Assignments

There are 6 short writing assignments for this course. The details for each of these are specified on Canvas.

Student Presentations

In addition to regular and active class participation, students are required to participate in two group presentations.

Final Exam

The final is an in-class essay exam comprised of a set of key questions based on the required readings.

Visits / Field Trips

The course includes 3 group excursions in Weeks 2 and 4, 5. Students are given various assignments in preparation and will write short reflection papers after each trip.

Participation

As part of your work in this course, students should demonstrate learning beyond the submission of written assignments or presentations. As such, all students receive grades based upon participation.

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Students receive grades based upon their contributions both in the classroom and in the Canvas course.

Meaningful contribution requires students to be prepared, as directed by the Instructor, in advance of each class session. Students must clearly demonstrate they have engaged with the materials where directed.



This includes valued or informed engagement in, for example, small group discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Attendance Policy

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course sessions will also result in a lower final grade.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

An absence in a CIEE course will only be considered excused if:

- a doctor's note is provided
- a CIEE staff member verifies that the student was too ill to attend class
- satisfactory evidence is provided of a family emergency

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:



<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1	No academic penalty
10 – 20%	2	Reduction of final grade
More than 20%	3 content classes, or 4 language classes	Automatic course failure, and possible expulsion

Weekly Schedule

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

Week 1 Introduction to Nazi Germany and the Holocaust

Topics: Brief history of Europe in the late 19th century, “German-Jewish Symbiosis”, history of European and German anti-Judaism and antisemitism, German colonialism, scientific racism and the history of eugenics

Readings / Sources:

Richard Dehmel, “Sermon for the People of a Metropolis” (1906); A General Assembly of German Israelites (1893); Emile Zola, *J'accuse!* (1898); Theodor Herzl, *The Jewish State* (1896); Édouard Drumont, *Jewish France* (1886)



Saul Friedlander, “Redemptive Anti-Semitism,” Robert Proctor, *Racial Hygiene under the Nazis*, Jürgen Zimmerer, “Colonialism and Genocide”

Due: Summaries and Discussion Questions

Sessions: This week will be divided between introductory lectures and discussions / group analysis of the primary and secondary source material. Special attention will be paid to the “*Sonderweg*” question (the question of whether Germany, as it moved from aristocracy to democracy, followed a course significantly different from those of other European nations).

Week 2

Weimar Germany and the Transfer of Power to the Nazis

Topics: The aftermath of World War I, fascism, the Weimar Republic and the rise of the Nazi Party, the “social death” of the German Jews, “everyday life” in Nazi Germany, Nazism in practice: the racial state

Readings / Sources:

Hans Ostwald, “A Moral History of the Inflation” (1931); Hermann Hesse, “The Longing of Our Time for a Worldview” (1926); Ernst Jünger, “Fire” (1922); Nazi Party Platform (1920): 25 Points; Joseph Goebbels, “We Demand” (1927); Mussolini, “The Doctrine of Fascism” (1932); Adolf Hitler, *Mein Kampf* (selections) (1926); (Film) Leni Riefenstahl, *Triumph of the Will* (excerpts) (1936)

Marion Kaplan, *Between Dignity and Despair*; Nuremberg Laws (1935)

Due: Reflection Paper

Sessions: Like last week, this week will contain short introductory lectures and in-class source analysis. We will look at the history of the Weimar Republic and the rise of the Nazi Party, and we will



explore the methodological approach known as “the history of everyday life”, using this way of writing history to learn about what some historians have called “the social death” of German Jews.

Extracurricular:

Visit to the exhibition: “Wir waren Nachbarn” [We were neighbors] at Schöneberg City Hall

Week 3

World War II and the Holocaust Part I: From Exclusion to Extermination

Topics: pre-war Nazi-State, creation of the SS state, the Eastern Front, Operation Barbarossa, the “Final Solution to the Jewish Question”, concentration camps and death camps

Readings / Sources:

Detlev Peukert, *Inside Nazi Germany: Conformity, Opposition, and Racism in Everyday Life* (excerpts); Magnus Hirschfeld, “Sexual Catastrophes”, “The Development and Scope of Sexology” (1929); Josef Meisinger, “Combating Homosexuality as a Political Task” (1937)

Due: Character Sketch

Group 1 – The Nazi State: Jeremy Noakes, “Hitler and the Nazi State...”; Ian Kershaw, “The Hitler Myth”; Hitler’s Reichstag Speech (January 30, 1939)

Group 2 – Concentration Camps and Death Camps: Doris Bergen, “Occupation, Imperialism and Genocide”; (TV film) *Die Wannseekonferenz* (1984); “Letter from the Head of the Security Police and the SD, Reinhard Heydrich, on the Classification of Concentration Camps” (2 January 1941); “Benedikt Kautsky’s Description of the Concentration Camp Hierarchy” (Retrospective Account, 1961)



Recommended Extracurricular: Topography of Terror

Sessions: Students will work together in groups to address one of the main topics of the week. Group 1 will present to the class on the rise of the SS state and Group 2 on the concentration camps system and the evolution of the death camps in the east.

Week 4

World War II and the Holocaust Part II: From Exclusion to Extermination

Topics: Eastern Front cont., Jewish resistance, survivor testimony, Primo Levi

Readings / Sources:

Group 3 – The Eastern Front: Omer Bartov, *Hitler's Army*; Directives for the Treatment of Political Commissars ("Commissar Order") (June 6, 1941), "Excerpt from Himmler's Speech to the SS-Gruppenführer at Posen" (4 October 1943)

Groups 4 and 5 – Survivor Testimony and Resistance: Survivor interviews (selections); Tony Kushner, "Holocaust Testimony, Ethics, and the Problem of Representation"; Raul Hilberg, "Two Thousand Years of Jewish Appeasement"; Yehuda Bauer, "Forms of Jewish Resistance"; Dan Diner, "Why the Jewish Councils Cooperated"; (Film) *Resistance: Untold Stories of Jewish Partisans* (selections)

Primo Levi, *Survival in Auschwitz* (excerpts)

Sessions: Group 3 will present on Hitler's Army and the Eastern Front, groups 4 and 5 will present on survivor testimony and



Jewish resistance. The last session of the week will be devoted to an excursion to Sachsenhausen Memorial Site.

Due: Reflection Paper on Levi and Sachsenhausen

Extracurricular: Trip to Sachsenhausen Memorial Site

Week 5 Interpreting the Holocaust

Topics: *Historikerstreit*, the Browning–Goldhagen debate, the Holocaust and modernity

Readings / Sources:

Jane Caplan, Nazi Germany (intro); James Knowlton, ed., *Forever in the Shadow of Hitler...?* (excerpts); Christopher Browning, *Ordinary Men* (excerpts); Daniel Goldhagen, *Hitler's Willing Executioners* (excerpts); István Deak, "Holocaust Views: "The Goldhagen Controversy in Retrospect"
Zygmunt Bauman, *The Holocaust and Modernity* (excerpts);
Detlev Peukert, "The Birth of the Final Solution from the Spirit of Science"

Due: Debate Preparation

Debate

Sessions: Introductory lectures and discussion will set the stage for a broad discussion of the history of holocaust historiography. A debate will end the week. The class will be divided into three groups. Group 1 will argue for Browning, group 2 will argue for Goldhagen, and group 3 will take Peukert and Bauman.



James Young, “Germany’s Holocaust Memorial Problem – and Mine”; Richard Brody, The Inadequacy of Berlin’s ‘Memorial to the Murdered Jews of Europe’

Due: Field-trip Reflection

Extracurricular: Memorial Walk

Week 6

Memorialization and the Politics of Memory

Topics: Holocaust memorialization; memory of the holocaust; the politics of memory: the Holocaust and human rights

Readings / Sources:

Robert G. Moeller, “The Third Reich in post-war German Memory”; The Walser / Bubis Debate (excerpts); Amir Eshel, “Jewish Memories, German Futures: Recent Debates in Germany about the Past”

Daniel Levy and Natan Sznaider, “The Institutionalization of Cosmopolitan Morality: The Holocaust and Human Rights”

Final Exam

Sessions: This week students will engage in a group discussion of Holocaust memorialization and historical memory in the three Germanies (East/West/Unified) and prepare for the final exam.