



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:	Spring 2019

Course Description

This course introduces 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. □
- Discuss the central events of the Holocaust, including its planning and execution. □

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- Compare and contrast different ways historians have approached their analyses of the Holocaust, beginning in the immediate postwar period and lasting until today. □
- Identify and evaluate major historical 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:

1. Writing Assignments:	25%
2. Midterm Exam:	25%
3. Final Project (Paper and Presentation):	30%
4. Class Participation:	20%
TOTAL:	100%



Course Requirements

Writing Assignments

You will have 5 writing assignments where you will engage with the assigned readings as instructed.

Midterm

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

Final Project (Paper and Presentation)

Memory Culture and Memorialization in Germany: The final project consists of a short paper (1,200 words), an in-class presentation and a student-led guided tour.

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. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom 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 will result in a written warning.



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, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

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 content classes, or up to 2 language classes	Participation graded as per class requirements
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; written



		warning
More than 20%	3 content classes, or 5 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

Class 1:1 Introduction to Nazi Germany and the Holocaust

In-class reading and discussion: "The German Right Believes It's Time to Discard the Country's Historical Guilt"

Class 1:2 The Stages of the Holocaust; A Short History of European antisemitism

Reading:

Bergen 2016, 219-45 ("Occupation, Imperialism and Genocide")

Due: Reading Response 1

Week 2

Class 2:1 Weimar Germany and the Rise of Nazism I

Reading:

Evans 2008, 26-43 ("The Emergence of Nazi Ideology") in Caplan, ed., *The Short*

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Oxford History of Germany: Nazi Germany;
Theodore Abel, *Why Hitler Came into Power* (1934) (6 groups)

Class 2:2 Weimar Germany and the Rise of Nazism II
Readings (In-Class): Nazi Party Platform (1920): 25 Points;
Joseph Goebbels, "We Demand" (1927)

Due: Reading Response 2

Week 3

Class 3:1 Inclusion and Exclusion in Nazi Germany
In-Class: (Film) Leni Riefenstahl: *Triumph of the Will* (parts) (1936)

Reading:
Kaplan 1999 (chapter excerpts)

Due: Reading Response 3

Class 3:2 WWII: Operation Barbarossa and the Eastern Front
In-Class reading and discussion: Bartov 2000, *Hitler's Army* (excerpts);
Hitler's Reichstag Speech (January 30, 1939); 'Commissar Order', June 6, 1941;
"Excerpt from Himmler's Speech to the SS- Gruppenführer at Posen"

Reading:
Bartov 2000, 44-60 ("Operation Barbarossa and the Origins of the Final
Solution")



Week 4

Class 4:1 Midterm exam
The Camp System

Reading:

Levi 2017, "The Damned and Saved" (from *Survival in Auschwitz*) and "The Grey Zone"

Class 4:2 Interpreting the Holocaust - Browning, Goldhagen and Bauman

Reading:

Browning 1998, *Ordinary Men* (excerpts);
Goldhagen 1997, *Hitler's Willing Executioners* (excerpts);
Bauman 1986, *Modernity and the Holocaust* (excerpts)

Due: Reading Response 4

Class 4:3 Site Visit: Sachsenhausen Concentration Camp

Week 5

Class 5:1 Jewish Resistance
In-Class: (Film) *Resistance: Untold Stories of Jewish Partisans*

Reading:

Hilberg, "Two Thousand Years of Jewish Appeasement", in *The Holocaust – Problems and Perspectives of Interpretation*, ed. Niewyk, 114-20; Bauer 2002, "Forms of Jewish Resistance"; Diner 2000, 107-47 ("Why the Jewish Councils Cooperated").



Due: Reading Response 5

Class 5:2 Memory Culture and the Politics of Memory
Presentation of final projects: Part I

Reading:

Harris 2010, 34-56 (“German Memory of the Holocaust”)

Week 6

Class 6:1 Presentation of final projects: Part II

Class 6:2 Site Visit: Memory Walk

Readings

Bartov, Omer. *Hitler's Army: Soldiers, Nazis, and War in the Third Reich*. New York: Oxford University Press, 1991.

_____, ed. *The Holocaust: Origins, Implementation, Aftermath*. Routledge, 2000.

Bauer, Yehuda. *Rethinking the Holocaust*. New Haven, CT: Yale University Press, 2002.

Bauman, Zygmunt. *Modernity and the Holocaust*. Ithaca, NY: Cornell University Press, 1986.

Browning, Christopher. *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*. New York: Harper Perennial, 1998.

Diner, Dan. *Beyond the Conceivable: Studies on Germany, Nazism, and the Holocaust*. The Regents of the University of California, 2000.

Evans, Richard J. “The Emergence of Nazi Ideology” in Jane Caplan (ed.), *The Short Oxford History of Germany: Nazi Germany*. New York: Oxford University Press, 2008, 26-47.

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Goldhagen, Daniel. *Hitler's Willing Executioners: Ordinary Germans and the Holocaust*. New York: Knopf, 1996.

Harris, Cecily. "German Memory of the Holocaust: The Emergence of Counter-Memorials," in *Penn History Review* 17, no. 2 (2010), 34-56.

Hilberg, Raul. "Two Thousand Years of Jewish Appeasement", in *The Holocaust – Problems and Perspectives of Interpretation*, ed. Donald L. Niewyk, Lexington, MA: D.C. Heath and Company, 114-20.

Kaplan, Marion. *Between Dignity and Despair*. New York: Oxford University Press, 1999.

Levi, Primo. *The Drowned and the Saved and Survival in Auschwitz*. New York: Simon & Schuster, 2017.