HISTORY 302
THE HOLOCAUST, VICTIMS, PERPETRATORS, BYSTANDERS
Spring 2015, February 16 – May 28 (14 weeks)
Dr. Jack Boas
jackboas@gmail.com
1320 SE Bush St.
Portland, OR 97210

Instructor Biography
Ph.D., University of California in Modern European History. Author of two award-winning books about the Second World War (Boulevard des Misères: the Story of Transit Camp Westerbork and We Are Witnesses: Five Diaries of Teenagers Who Died in the Holocaust), as well as numerous articles, book reviews. Instructor has taught at Linfield for the past 11 years.

HST 302 covers the aftermath of World War I and the rise National Socialism in Germany: the historical roots of anti-Semitism; the evolution of the Final Solution and its implementation in Nazi-occupied Europe; the victims; the camps; perpetrators and bystanders; rescue and resistance; and postwar legacies.

Required Texts:
1) Doris L. Bergen, War and Genocide: A Concise History of the Holocaust
3) Online documents assigned on a week-by-week basis

**Supplemental online resources**
United States Holocaust Memorial Museum

**Yad Vashem** The Holocaust Martyrs' and Heroes' Remembrance Authority (of Israel)
An excellent source for documents

**Learning Objectives**
• Gain a general understanding of key concepts and terms
• Develop ability to analyze concepts and terms within social and historical contexts
• Develop ability to analyze, interpret and gather information
• Develop ability to articulate ideas clearly in written and verbal form
• Develop ability to apply critical thinking skills

Upon completion, students will be familiar with:
• the history, geography and historical context of the Holocaust
• the question regarding uniqueness versus universalism of the Holocaust
• the nature of prejudice, bigotry and racial hatred – the preconditions for genocide
• the difference between religious and racial anti-Semitism
• the difference between the persecution of the Jews other victims of Nazi rule
• the racial underpinnings of the Nazi ideology
• Hitler’s rise to power and backing by the German people
• the nature and power of propaganda
• the ease with which ordinary men become willing executioners – is there a ‘genocidal mentality’?
• the Nazi concentration camp system
• the obstacles to rescue and resistance
• range of camp experiences, the ‘drowned and the saved’
• the Nuremberg Trials and their long-term impact
• range of survivor experiences

**ASSESSMENT/EVALUATION AND GRADING**

Your engagement, commitment and progress will be tracked through your contributions in the various components that make up this course:
• 40: 2 reflection papers (15, 25)
• 35: discussion
• 5: summarizing weekly discussion (rotational basis, with each student getting at least one turn)
• 10: wrap up – one-page, single-spaced statement of what you take away from this course, to be submitted at the course’ conclusion
• 10: at discretion of Instructor.
Attaining the Learning Objectives
I. The textbook (Bergen) supplies the historical context.
II. Documents, as assigned. Primary sources, the bread and butter of historians, set the events in real time and place. Document analysis is one of the most important components of this course. What do they reveal, what are the underlying premises, how is language used?
III. The Primo Levi book provides insight into the behavior of individuals forced to live in extreme conditions of existence.
IV. Film. Some possibilities are suggested below:
   - Genocide, World at War Series, part 20 (many public libraries carry this film)
   - The Grey Zone (Primo Levi's "grey zone" now a film)
   - Triumph of the Will (Nazi propaganda film)
   - The Shop on Main Street (best foreign film 1965)
   - Downfall (Hitler at the end of his rope)
   - Shoah (9.5 hours)
   - America and the Holocaust: Deceit and Indifference (PBS)

This course satisfies the Vital Past mode of inquiry in the Linfield Curriculum. This course satisfies the Vital Past mode of inquiry in the Linfield Curriculum. Courses in this mode of inquiry explore the human past and offer an opportunity to reflect on the continuities, change, and diversity in human experience across time. They introduce students to various methods that scholars in different disciplines have developed to study the human past, and they encourage students to think critically about the interconnections between past and present. Course readings, discussions, writing assignments, papers, and examinations are designed to ensure that students will meet several of the learning outcomes adopted by the Linfield faculty for all courses in the Vital Past mode of inquiry.
In this course, students will:
- Identify, analyze, and contextualize primary sources
- Identify and critique secondary, scholarly arguments about the past
- Develop and defend an analytical or interpretive argument about the past
- Recognize that differences separate people past and present, though all people share a common humanity
- Evaluate the reliability of evidence about the past

This course also carries the Global Pluralisms designation in the Diversity Studies portion of the Linfield Curriculum. Courses with this designation focus students’ attention beyond their own national boundaries. The use of analytical frameworks challenges students to address and understand the social, political, ethical, cultural, and/or policy discourses of other countries from a global perspective. These courses also include a consideration of multicultural perspectives within other countries. Curricular offerings focusing on the history or culture of a given nation, group, or region may meet this requirement by including a comparative component for the course. This focus may include comparisons between or among countries, as well as comparisons of different time periods. Through the process of examining Global Pluralisms, students prepare for
their participation and citizenship in an increasingly diverse world. Global Pluralisms courses are designated GP in this catalog and in each semester’s registration materials.

**Grading**
Linfield’s grading scale applies.

- A 93-100  C+ 77-79
- A- 90-92  C  73-76
- B+ 87-89  C-  70-72
- B  83-86  D+ 67-69
- B- 80-82  D  60-66

Midway through the course students will receive a progress report with a grade based on the first reflection paper and the discussion up to that point.

**DISCUSSION**

**Rules of Discussion**
The e-classroom should be a safe haven within which individuals should feel free to discuss the widest range of topics without fearing retribution, ridicule, or attack. In order for this to happen, we must assume that we are all persons of intelligence and good will who may ultimately disagree, sometimes to a profound degree, with one another but whose characters are not impugned or intelligence disparaged because of this disagreement. The e-classroom is not a forum for proselytizing, nor is it a soapbox for diatribes by either students or faculty. For the academic endeavor to succeed, we must treat each other with civility, courtesy, and respect. All perspectives and questions are welcome, as long as they are impelled by a genuine desire for knowledge, can be articulated thoughtfully, and supported by sound reasoning.

**Student Summarizers**
Each week one or two members will be placed in charge of summarizing the discussion. Selection is rotational.

**Academic Honesty**
The course will adhere to the college policy on academic honesty, as published in the Linfield College Course Catalog. “Plagiarism is using other people’s ideas and words without clearly acknowledging the source of that information.” It is a serious breach of academic conduct and subject to penalization, including but not limited to a failing grade for the course. Papers suspected of plagiarism will be submitted to Turnitin.com.

**Disability Statement**
Students with disabilities are protected by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you are a student with a disability and feel you may require academic accommodations contact Cheri White, Program Director of Learning Support Services (LSS), as early as possible to request accommodation. The timeliness of your request will allow LSS to promptly arrange the details of your support.
LSS is located in Loveridge Hall, Room 24, (503-413-8219). We also encourage students to communicate with faculty about their accommodations.

**Flexibility Statement**
This is an organic document and may be revised as class dynamics dictate.

**Weekly Schedule:**
Note:
Our weeks run from Sunday midnight to the following Sunday midnight. Assignments will be posted under “Content” at the beginning of each week.

**Course Schedule**

Week 1: introductions
Student and instructor profiles
Bergen, Preface
Setting the scene – Week 1

Week 2
Bergen, Chapter 1, pp. 1-11.
SETTING THE SCENE – WEEK 2
DOCUMENTS
1) Excerpts from the New Testament
2) Martin Luther, “The Jews and their Lies”
3) Images of Polish Jewry.
(all in Setting the Scene, week 2)

Week 3
Bergen, Chapter 1, PRECONDITIONS, pp. 11-28
SETTING THE SCENE – WEEK 3
DOCUMENTS (all in setting the scene)
1) Law for the Protection of Hereditary Health
2) Jehovah’s Witnesses Renouncing Religious Belief
3) Film: Paragraph 175 (trailer)
4) Maps

Week 4:
Bergen Chapter 2, LEADERSHIP AND WILL
SETTING THE SCENE-WEEK 4
1) Film: Triumph of the Will
2) Hitler on Propaganda
3) Weimar Election Chart
4) Excerpts from Mein Kampf (My Struggle)
5) Hitler’s Political Testament
Week 5
B Chapter 3 FROM REVOLUTION TO ROUTINE; special emphasis on 58-62
SETTING THE SCENE – WEEK 5
DOCUMENTS (in Setting the Scene):
  1) First Supplementary Decree of November 14, 1935
  2) 2) Bavarian Quarter Memorial

Week 6:
B Chapter 4, OPEN AGGRESSION: IN SEACH OF WAR, 1938-1939
SETTING THE SCENE – WEEK 6
DOCUMENTS
Film: Kristallnacht
**First Reflection Paper due by the end of this week**

Week 7:
B Chapter 5, EXPERIMENTS IN BRUTALITY, 1939-1940
SETTING THE SCENE – WEEK 7
DOCUMENTS:
  1) Excerpt from Hitler’s Speech to the Reichstag, September 1, 1939
  2) 2) Goering orders Heydrich to prepare a plan for the “Final Solution of the Jewish Problem.”
  3) Lodz Ghetto – a) Film; b) Rumkowski's Address at the Time of the Deportation of the Children from the Lodz Ghetto, September 4, 1942

Week 8/9
B Chapter 6, EXPANSION AND SYSTEMIZATION
SETTING THE SCENE – WEEKS 8/9
DOCUMENTS:
  1) Protocol of the Wannsee Conference
  2) Film: The House of the Wannsee Conference
  3) Film: Opening scene from Wannsee Conference (re-enactment)
  4) Film: Hannah Arendt, Final Speech
  5) The Twisted Road to Auschwitz (attached)

Week 10
B Chapter 7, THE PEAK YEARS OF KILLING, pp. 167-203, special emphasis, 182-203
Levi, Chapters 1-4
SETTING THE SCENE WEEK 10
DOCUMENTS:
  1) Map Killing Centers
  2) Himmler’s speech in Posen

Week 11
Bergen, Chapter 7, pp. 203-214
Rescue, Bergen, 194-196, Danish Jewry, 144; Raoul Wallenberg, 225
Chapter 8, DEATH THROES AND KILLING FRENZIES, 1944-1945

**DOCUMENTS:**
1) Blessed is the match
2) Call for resistance in Vilna Ghetto

**Week 12**
Levi, chapters 12-17
**DOCUMENTS:**
Film: The Liberation of Auschwitz

**Week 13**
Bergen, CONCLUSION: The LEGACIES OF ATROCITY
Nuremberg Trials
**DOCUMENT:**
Film: Nuremberg Trials (History Channel)
SECOND REFLECTION PAPER DUE

**Week 14**
Final thoughts
Wrap-up: One page, single-spaced statement