Tatjana Lichtenstein  
Office: Batelle 131  
Office Hours: Wed 2:30-5:30 pm & Fri noon-3pm  
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Class Meets: W 11:20 am – 2:00 pm in SIS 17  

Course Description  
This course on the Holocaust examines the mass killing of Jews and other victims in the context of Nazi Germany’s quest for race and space during World War II. Using sources that illuminate victim experiences, perpetrator perspectives, and bystander responses, we investigate the Nazi racial state, the experiments in mass killing, the establishment of a systematic genocidal program, collaboration and complicity, as well as resistance and rescue.  

Course Books  
• Marion A. Kaplan, Between Dignity and Despair: Jewish Life in Nazi Germany (New York: Oxford University Press 1998)  
• Liana Millu, Smoke over Birkenau (Evanston: Northwestern University Press, 1998 (orig. 1946))  

Readings marked with * are available on e-reserve. All course materials are required.  

On-Line Resources  
• United States Holocaust Memorial Museum (especially the Holocaust Encyclopedia)  
  http://www.ushmm.org  
• German History in Documents and Images: Nazi Germany, 1933-1945  
  http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=13  

Assignments  
The written assignments for this course consist of three short papers and one longer essay. All assignments are due in hard copy in class (no electronic submissions will be accepted):  

• The first assignment is a three-page response to Marion Kaplan’s book Between Dignity and Despair.  
• The second assignment asks you to visit the United States Holocaust Memorial Museum (USHMM) and write a three-page response paper to a particular document, image, or artifact in the special exhibit State of Deception: The Power of Nazi Propaganda (opens January 30, 2009). The third assignment is a three-page response to Gitta Sereny’s Into that Darkness.
• The final essay (5-6 pages) asks you to revisit the USHMM, pick an image, document, display, or installation in the Permanent Exhibition, and relate your object to one or more of the themes discussed in class and in the course materials.

Grades
Participation 10% (attendance and discussion)
Map Quiz 5% (in class Jan 28)
Paper # 1—Kaplan 15% (due Feb 4)
Paper # 2—Propaganda 15% (due Feb 18)
Paper # 3—Sereny 15% (due Mar 18)
Paper # 4—Final Essay 20% (due Apr 22)
Final Exam 20% (May 6)

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If you experience difficulty in this course for any reason, please do not hesitate to consult with me. In addition to the resources of the department, a wide range of services is available to support you in your efforts to meet the course requirements.

Academic Support Center (x3360, MGC 243) offers study skills workshops, individual instruction, tutor referrals, Supplemental Instruction, and services for students with learning disabilities and ADHD. Writing support is available in the ASC Writing Lab or in the Writing Center, Battelle-Tompkins 228. Counseling Center (x3500, MGC 214) offers counseling and consultations regarding personal concerns, self help information, and connections to off campus mental health resources. Disability Support Services (x3315, MGC 206) offers technical and practical support and assistance with accommodations for students with physical, medical, or psychological disabilities.

If you qualify for accommodations because of a disability, please notify me in a timely manner with a letter from the Academic Support Center or Disability Support Services so that we can make arrangements to address your needs.

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Schedule of Classes

Jan 14 Introduction

Jan 21 Antisemitism, Imperialism, and World War I

secondary readings
Bergen, Chapter 1 & 2, 1-51 or Engel, Chapter 1-3, 1-25

Jan 28 Eugenics and Nazi Racial Policy

secondary readings
Bergen, Chapter 3 & 4, 53-99 or Engel, Chapter 3-5, 26-49 and documents no. 2-3, 5-9
Feb 4      Nazi Policies and German-Jewish Responses

secondary readings
Marion Kaplan, Between Dignity and Despair

***Assignment # 1 due in class

Feb 11     The Beginning of World War II and the Murder of the Disabled

secondary readings
Bergen, Chapter 5, 101-129 or Engel, Chapter 6, 50-61 and documents 10, 16

primary documents

Feb 18     Ghettoization and Experiments in Mass Killing

secondary readings
Bergen, Chapter 6, 131-159 or Engel documents no. 17-20

primary documents

***Assignment # 2 due in class

Feb 25     Operation Barbarossa and the Radicalization of German Policy

secondary readings

primary documents

Mar 4      Death Camps and Slave Labor

secondary readings
Bergen, Chapter 7 & 8, 161-220 or Engel documents no. 14, 21-27

primary documents
*Heinz Heger, The Men With the Pink Triangle, 27-66
Lianna Millu, Smoke over Birkenau, 11-48, 143-176, 177-198

Spring Break Mar 8-15
Mar 18 Perpetrators

*secondary readings*
Gitta Sereny, *Into that Darkness*

***Assignment # 3 due in class***

Mar 25 Victims

*secondary readings*

*primary documents*
Lianna Millu, *Smoke over Birkenau*, 49-92, 93-116, 117-142

Apr 1 Bystanders: Collaboration, Rescue, and Resistance

*secondary readings*
Jan Gross, *Neighbors*

April 8 The End of the War

*secondary readings*

*primary documents*
*Henryk Grynberg, The Jewish War and the Victory* (Evanston: Northwestern University Press, 2001), 61-150

April 15 Holocaust Memory and the Legacy of Genocide

*Secondary readings*

April 22 Review Final Exam

***Assignment 4 due in class***

Final Exam: May 6, 2009, 11:20 am -1:50 pm

Final exam will be in three parts - ids, matching, and a short document analysis.
Instructions for Assignments

Format for written assignments:
• Typed, double-spaced, 12 point Times New Roman, 1 inch margins, numbered, stapled, and spell-checked.
• You must footnote using the Chicago Style (style sheet will be posted on the course website). Do not use parenthetical or endnotes!
• Cover page with your name and essay title.

Submission:
• Hard copies only
• Assignments are due in class
• Late penalty is 3% per calendar day

Assignment # 1 Marion Kaplan, Between Dignity and Despair Due Feb 4

This assignment is a response to the book by Marion Kaplan’s Between Dignity and Despair. Your work should be based on your reading of the book and your own analysis of it: do not do additional research or use reviews or summaries written by other people.

In three, double-spaced pages, address the following questions:

I. List five useful historical facts you learned from reading this book. These facts should be straightforward pieces of information that can be stated briefly. An example might be an important statistic about Jews in Germany in 1933 that you had not known before or the date of a central event in the history of Nazi Germany.

II. Choose a short quotation (a sentence or two) from the book that you consider especially significant. In a short paragraph (three or four sentences), explain how the passage you selected reflects a major argument or central contribution of Kaplan's book. Be sure to provide the quotation and the page on which it appears.

III. Write two pages in which you analyze one of the main points of Kaplan's book. Be sure to identify the theme or argument you will discuss and explain how it fits into Kaplan's work as a whole. How does she support her claim? What is noteworthy about the kind of evidence she presents and the ways she interprets it? Why did this particular aspect of the book strike you as significant? What kinds of positions does Kaplan seem to be countering or correcting? Is she convincing? Why or why not?

Assignment # 2 State of Deception: The Power of Nazi Propaganda Due Feb 18

Please note: The exhibit opens on January 30, 2009

In three, double-spaced pages analyze a document, image, or artefact displayed in the special exhibit State of Deception at the USHMM.
• You should begin your response by identifying the object (what is it, when was it produced and used, who produced it, how was it disseminated, etc.).
• Once you have done that you devote the rest of your paper to an analysis of the object’s message and/or use and relate it to the themes we have discussed in class or which you have encountered in the course materials. Make sure you take careful notes on your chosen item while visiting the exhibit.

Assignment # 3  Gitta Sereny, Into that Darkness  Due Mar 18

This assignment is a response to Gitta Sereny’s Into that Darkness. Your work should be based on your reading of the book and your own analysis of it: do not do additional research or use reviews or summaries written by other people.

In three, double-spaced pages, address the following questions:

I. Choose a short quotation (two to three sentences at most) from the book that you consider especially significant. In one page explain how the passage you selected reflects a major argument or central contribution of Sereny’s book. Be sure to provide the quotation and the page on which it appears.

II. Write two pages in which you analyze one of the main points of Sereny’s work. Be sure to identify the theme or argument you will discuss and explain how it fits into Sereny’s study as a whole. How does she support her claim? What is noteworthy about the kind of evidence she presents and the ways she interprets it? Why did this particular aspect of the book strike you as significant? What kinds of positions does Sereny seem to be countering or correcting? Is she convincing? Why or why not?

Assignment # 4  Final Essay  Due Apr 22

• Revisit the USHMM, pick an image, document, display, or installation in the Permanent Exhibition.
• Begin your response by identifying your object (as you did in assignment # 2).
• In five pages relate your object to one or more of the themes discussed in class and in the course materials. Be sure to support your analysis with specific references to the course materials.
• Please Note: It is important that you avoid overlap with your answer to assignment # 2.

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ACADEMIC INTEGRITY: Standards of academic conduct are set forth in the University's Academic Integrity Code. By registering, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly, and disciplinary actions will be taken should such violations occur. Please see me if you have any questions about the academic violations described in the Code in general or as they relate to particular requirements for this course.