



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

**HISTORY  
2006 TRIMESTER 2**

**HIST 332: The Holocaust and Genocide CRN 8625**

**Coordinator and Lecturer:** Simone Gigliotti  
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**LECTURE TIMES:** Wednesday 3:00 – 6:00pm (This comprises a 50 minute lecture from 3.10-4.00pm, followed by a film screening, from 4.10-6.00pm).  
**VENUE** Easterfield LT206

**TUTORIALS** Times will be arranged in the first week of semester, and groups and rooms will be posted on the History notice board later that week. Any changes to the tutorial programme will be announced in lectures and posted on the History notice board outside OK405. Tutorials commence in the second week of term (beginning 17 July)

**OFFICE HOURS:** These will be announced at the first lecture and posted on office doors and the History website.

**ADDITIONAL INFORMATION**

Information about any changes to the timetable or programme will be announced in lectures and posted on Blackboard and the History notice board. Please check the “Announcements” page on Blackboard at least once a week.

**COURSE AIMS**

“Understanding the Holocaust” 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; (1945-1965)

- Recent debates about the Holocaust in the context of comparative genocide scholarship; (1970-2005)

**Tutorials in the course are designed to:**

- Interpret eyewitness and scholarly responses to the Holocaust;
- Sources used: 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 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 (oral delivery, research, analysis, and writing).

**COURSE READING**

**Essential texts:**

- HIST 332 Book of Readings (available from Student Notes). This contains maps, background reading and essential reading for Weeks 1-11 of the course.

**Recommended Reading:**

Raul Milberg, *The Destruction of the European Jews*, New York, 2003

Textbooks can be purchased from Vicbooks located in the Student Union Building on Kelburn Campus. Books of Reading are distributed from the Student Notes Shop on the ground floor of the Student Union Building.

Customers can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto: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

**MANDATORY COURSE REQUIREMENTS**

To gain a pass in this course each student must:

- Submit the written work specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work)
- Attend at least 8 out of 10 tutorials.** We will maintain regular attendance records.

Faculty guidelines permit you to miss up to 25% 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 **20 October 2006** 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 20 October 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).

### **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, e.g., illness (presentation of a medical certificate will be necessary) or similar other contingencies. In such cases prior information will be necessary.

### **WORKLOAD**

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote **16 hours per week to HIST 332**. This includes 3 hour/s of lectures and **1 hour/s of seminars/tutorials** per week.

### **AEGROTATS**

Please note that under the revised Examination Statute (Sections 6-10) students may now apply for an aegrotat pass in respect of any item of assessment falling within the last three weeks before the day on which lectures cease. In the case of **second** trimester courses in 2006 the starting point for this period is **Monday 25<sup>th</sup> September**

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 Examination Statute 6-10 for a full explanation of the rules governing the provision of aegrotats in these circumstances.

### **GENERAL UNIVERSITY POLICIES AND STATUTES**

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

#### **Student Conduct and Staff Conduct**

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at:

[www.vuw.ac.nz/policy/StudentConduct](http://www.vuw.ac.nz/policy/StudentConduct).

The policy on Staff Conduct can be found on the VUW website at:

[www.vuw.ac.nz/policy/StaffConduct](http://www.vuw.ac.nz/policy/StaffConduct).

## Academic Grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean of your faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website:  
[www.vuw.ac.nz/policy/AcademicGrievances](http://www.vuw.ac.nz/policy/AcademicGrievances).

### Academic integrity and Plagiarism

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

*Plagiarism is 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. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

### *Plagiarism is not worth the risk.*

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct ([www.vuw.ac.nz/policy/studentconduct](http://www.vuw.ac.nz/policy/studentconduct)) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University’s website at:

[www.vuw.ac.nz/home/studying/plagiarism.html](http://www.vuw.ac.nz/home/studying/plagiarism.html).

## Students with Disabilities

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the Course Co-ordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building:

Telephone: 463-6070

Email: [disability@vuw.ac.nz](mailto:disability@vuw.ac.nz)

The History Disability Liaison Person is Pauline Keating, OK418, and can be contacted on 463 6760 or email [Pauline.keating@vuw.ac.nz](mailto:Pauline.keating@vuw.ac.nz)

## Student Support

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, the following staff members will either help you directly or quickly put you in contact with someone who can.

	<b>Staff member</b>	<b>Location</b>
FHSS	Dr Allison Kirkman	Murphy Building, room 407
Law	Kirstin Harvey	Old Govt Building, room 103
Science, and Architecture and Design	Liz Richardson	Cotton Building, room 150
Commerce and Administration	Colin Jeffcoat	Railway West Wing, room 119
Kaiwawao Maori	Liz Rawhiti	Old Kirk, room 007
Manaaki Pihipihinga	Melissa Dunlop	14 Kelburn Parade, room 109D
Victoria International	Matthias Nebel	Rutherford House, room 206

The Student Services Group is also available to provide a variety of support and services. Find out more at:  
[www.vuw.ac.nz/st\\_services/](http://www.vuw.ac.nz/st_services/)  
 Email: [student-services@vuw.ac.nz](mailto:student-services@vuw.ac.nz).

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building:

Telephone 463 6983 or 463 6984  
 Email: [education@vuwsa.org.nz](mailto:education@vuwsa.org.nz).

**COURSE CONTENT:**  
**Schedule of Lecture and Tutorial Programme**

**Week Number**

1. **July 12:** Introduction to the Holocaust and Genocide
  - *No tutorials*
2. **July 19:** Hitler's Germany: ideology, practices and responses
  - *Tutorial:* Germans, Jews and Antisemitism
3. **July 26:** Bodies of Purity and Visions of Community: discriminating against difference
  - *Tutorial:* 'Euthanasia', race experts and health-care professionals
4. **August 2:** War, Conquests and borders: Shifting populations in occupied Poland
  - *Tutorial:* Ghettoization: Nazi policies and Jewish responses
5. **August 9:** 1941: War of Extermination: the *Einsatzgruppen* and the *Wehrmacht* in the USSR
  - *Tutorial:* The Perpetrators: Explaining the actions of Soldiers, Commandants and Killers
6. **August 16:** Contesting the 'Banality of Evil': bureaucrats and the 'Final Solution'
  - *Tutorial:* Deportation Travel and Captivity: Testimonies of Suffering

**Mid Trimester Break: 21 August – 3 September**

7. **September 6:** The Holocaust Survivor: Guest Lecturer
  - *Tutorial:* Witnessing, Survival and the 'Self' in Auschwitz
8. **September 13:** 1945: Liberation and the visual disclosure of genocide
  - *Tutorial:* Photography and the Visibility of Atrocity
9. **September 20:** Prosecuting the Perpetrators at Nuremberg, Germany
  - *Tutorial:* Adolf Eichmann: reading banality and guilt
10. **September 27:** Nation-states and ethnic violence: genocide from South-West Africa (1904) to Darfur, Sudan (2004).
  - *Tutorial:* Accounting for Historical Injustices
11. **October 4:** Genocide, the Body and Human Rights Discourse: Witnesses to War
  - *Tutorial:* Ethics of Witnessing: Genocide in Rwanda
12. **October 11:** Compulsory In-Class terms test (No tutorials)

**ASSESSMENT:**

- |  |  |
|--|--|
| 1. Image, Film or Document Exercise: (1500 words): | 25% of the final grade (due 7 August, 5pm)     |
| 2. Research Exercise/Essay                         | 45% of the final grade (due 18 September, 5pm) |
| 3. In-class terms test:                            | 30% of the final grade; (11 October)           |

**Explanation of Assessment Tasks:**

- **1. Image, Film or Document Exercise:** (25%; Length 1500 words). Topics and assessment criteria distributed in Week 1. This piece of work will evaluate your ability to assess a historical document, art work, photograph or film in relation to the history it represents. **Due 7 August.**
- **2. Research Exercise/Essay:** (45%; Length: 3000 words). Topics distributed in the lecture of Week 3 with a preliminary bibliography, objectives and assessment criteria. This piece of work will evaluate your research and writing skills, ability to think critically about the sources used and demonstrate this critical capacity in writing and interpretation. Primary and secondary source research is required for this essay. **Due: 18 September.**
- **3. Compulsory in-class terms test** (30%; no more than 1500 words): Duration; no more than 2 hours. This will be held in the lecture of **11 October.**

**Research Resources**

- **VUW Library Website:** [www.vuw.ac.nz/library](http://www.vuw.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.vuw.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
- Instructions on use and for retrieving relevant journal articles and books will be explained at the library skills session, otherwise students can register earlier for a session at the Reference Desk.
- **National Library:** <http://www.natlib.govt.nz>
- **Te Puna Web Directory:** <http://webdirectory.natlib.govt.nz/index.htm>
- **Relevant Journals:** (accessible from the VUW library online and in print): Holocaust and Genocide Studies, Journal of Genocide Research, Patterns of Prejudice, Journal of Contemporary 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 on the Holocaust 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 wishing to use the microfilms will need to ask for them at the AV desk. Series One and Two were 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).

#### Blackboard:

This course uses Blackboard. All lecture outlines are uploaded by Wednesday 9am on the day of the lecture. I reserve the right to ask for electronic copies of your essays for assessment tasks.

#### Essential Texts:

Every student must purchase a copy of “HIST 332: Understanding the Holocaust Book of Readings” from Student Notes. Students can download “Writing History Essays” (.pdf copy) from Blackboard for citation conventions used in this course and the History Programme.

#### Recommended Texts:

Except for the book of course readings, there are no required textbook purchases for this course. Students are encouraged, however, to consult one or more of the following books as a background guide throughout the semester. All are available in the Victoria University Library.

*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).

**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)

**Further Reading:**

A selected bibliography of "further reading" is available in "Course Material" in Blackboard. You are recommended to consult these lists for your research throughout the course.



## COURSE PROGRAMME

10 July – 13 October 2006

### Week 1: Introduction 12 July

**Lecture:** Introduction to the course; and brief discussion of the Holocaust and Genocide

**Film:** *Night and Fog*, and *The Nazis: a Warning from History* (episode 2: “Chaos and Consent: the Nazi Rule of Germany”) VIS 4156

**Related Films:** *The Fatal Attraction of Adolf Hitler*, *Hitler: the Rise of Evil*, *Hitler: a Career*, *Hitler & Stalin: twin tyrants* (DVD 817). *Auschwitz: Inside the Nazi State* (DVD 2035), Additional titles held in the VUW AV library.

**No tutorial**

**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 19 July

**Lecture:** Hitler’s Germany: ideology, practices and responses

**Film:** “Some Who Lived” (Episode 1 from *Broken Silence* DVD 950); and *Last refuges: the story of Jewish refugees in Shanghai* (VIS 4174)

**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)

**Tutorial theme: Germans, Jews and Antisemitism**

**Essential Reading:**

Shulamit Volkov, “Antisemitism as Explanation: For and Against”, in Moishe Postone and Eric Santner (eds), *Catastrophe and Meaning: the Holocaust and the Twentieth Century*, (Chicago: University of Chicago Press, 2003): 34-48.

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.

“Instruction from Foreign Office on Eliminating Jews from German life, 25 January 1939”, in *Sources of the Holocaust*, ed. Steve Hochstadt (Houndmills, UK: Palgrave Macmillan, 2004): 79-82.

**Questions:**

- What are the main arguments posed by the different authors in their assessment of antisemitism and its causal role in the Holocaust?
- How do these authors see Hitler’s role? Outline some key features of Hitler’s perceptions and denunciation of Jews?
- How were Hitler’s views of the Jews reflected in broader concerns about racial degeneration?
- What methods did the Nazi regime adopt in identifying, alienating and removing Jews from German society? How did Jews respond to this discrimination?

**Week 3: Racial Utopias: Victims, Eugenics and Experts**  
**26 July**

**Lecture:** Bodies of Purity and Visions of Community: discriminating against difference

**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)

**Tutorial theme: ‘Euthanasia’, race experts and health-care professionals**

**Readings:**

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 19<sup>th</sup> and early 20<sup>th</sup> 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?

**Week 4: War Spaces, Colonialism, and Forced Migrations**  
**2 August**

**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)

**Tutorial theme: Ghettoization: Nazi policies and Jewish responses**

**Essential Readings:**

Michael Burleigh, “Iron times, Iron Brooms: Racial War against Jews” in *The Third Reich: a New History* (New York: Hill and Wang, 2000): 572-596, 885-890.

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.

Excerpts from Emanuel Ringelblum’s “Notes from the Warsaw Ghetto” and “the Warsaw Ghetto Uprising” in M. Berenbaum, (ed), *Witness to the Holocaust*, (New York: HarperCollins, 1997): 225-247.

Entries from August 14, 1942 to September 6, 1942, in *The Diary of Dawid Sierakowiak: Five Notebooks from the Lodz Ghetto*, ed. Alan Adelson, (London: Bloomsbury, 1996): 206-226.

### Questions:

- What were the main intentions and stages of the ‘Racial War’ against Jews? To what extent was this race war ‘predetermined’ or consequential of the wider war waged against Poland?
- How does Burleigh see ideology and logistical difficulties in influencing the conduct of this race war? On whom were the Nazis dependent for this plan to succeed?
- Based on the various accounts, outline the differing contexts, and responses to ghettoization in Warsaw and Lodz. 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?
- In what ways is the Warsaw Ghetto Uprising meaningful or valorized in the interpretation of Jewish responses to Nazi oppression? Did resisting Jews have lack of power or support (among other things) in determining how effectively they could respond?

### **Week 5: ‘Willing Executioners?’ Explaining brutality and Massacre of “enemies”** **9 August**

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

**Film:** *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).

**Tutorial theme: The Perpetrators: Explaining the actions of Soldiers, Commandants and Killers**

#### **Readings:**

“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.

Daniel Goldhagen, *Hitler’s Willing Executioners: Ordinary Germans and the Holocaust*, (London: Abacus: 1996): 1-22.

Omer Bartov, “Savage War: German Warfare and Moral Choices in World War II” in *Germany’s War and the Holocaust: Disputed Histories* (Ithaca: Cornell University Press, 2003): 3-14.

Inga Clendinnen, “Leaders”, in *Reading the Holocaust*, (Melbourne: Text Publishing, 1999): 79-88.

### Questions:

- Who were Nazi perpetrators? Outline the different tasks of the *Einsatzgruppen*, Order Police and Army?
- What were the main obstacles encountered by *Einsatzgruppe* members in the performance of their tasks? How were they overcome?
- What kinds of sources do various authors use to assess competing causal contexts in their examination of perpetrator behaviour?
- Ideology or environment? How is it possible to explain the motivations and actions of Nazi perpetrators, as ‘individuals’ and as part of a ‘group’?

### **Week 6: Organizing the ‘Final Solution’: Genocide 1941-1944** **16 August**

**Lecture:** Contesting the ‘Banality of Evil’: bureaucrats and the ‘Final Solution’

**Film:** *The Wannsee Conference* (VIS 4207) or *Conspiracy* (DVD 563)

**Related Films:** *The 81<sup>st</sup> Blow* (VIS 4209), *The Specialist* (DVD 881)

**Tutorial theme: Deportation Travel and Captivity: Testimonies of Suffering**

#### **Essential Readings:**

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?

### MID-TRIMESTER BREAK: 21 August – 3 September

#### Week 7: "Unspeakable?" Vision, Voice and Camp experiences

6 September

**Lecture:** Survivor experiences (Guest Lecturer; TBA)

**Film:** *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)

#### Tutorial theme: Witnessing, Survival and the Self in Auschwitz

##### Readings:

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.

#### Questions:

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

13 September

**Lecture:** 1945: Liberation and the visual disclosure of genocide

**Film:** *The Long Way Home* (DVD 882)

**Related Films:** *The Last Days* (DVD 883); *The Truce (La tregua)* (DVD 896); *Liberation* (DVD 2029)

## **Tutorial theme: Photography and the Visibility of Atrocity**

### **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.**

## **Week 9: The "Holocaust" in the Courtroom: Justice and Trauma** **20 September**

**Lecture:** Prosecuting the Perpetrators at Nuremberg, Germany

**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.

### **Tutorial Theme: Adolf Eichmann: reading banality and guilt**

#### **Reading:**

Jochen Von Lang, ed. *Eichmann Interrogated: transcripts from the Archives of the Israeli Police* (New York: Farrar, Straus & Giroux, 1983): 89-97.

*The Trial of Adolf Eichmann*, Record of Proceedings in the District Court of Jerusalem, Vol 5 of District Court Sessions: Session 120 (13 December, 1961): Argument by the Attorney General on the sentence, Argument by Counsel for the Defence on the sentence, Statement by the Accused on the sentence. Session 121: The Sentence (15 December 1961). Archived at Nizkor Project: [www.nizkor.org](http://www.nizkor.org)

Hannah Arendt. "Duties of a Law-Abiding Citizen" in *Eichmann in Jerusalem: a Report on the Banality of Evil* (New York: Penguin, 1963): 135-150.

#### **Questions:**

- Outline the arguments for OR against the guilt of Adolf Eichmann as outlined in the Session Reports from the Eichmann trial. What were the problems with jurisdiction and jurisprudence in this particular trial?
- How do you interpret the persuasiveness of these arguments in relation to Eichmann's own description of his role in the interrogation excerpt (Von Lang)?
- What is Arendt's main argument in relation to Adolf Eichmann? Why does she view him as 'banal'?

**Week 10: Genocide Sites: colonial and modern**  
**27 September**

**Lecture:** Nation-states, settler societies, and ethnic violence: massacre and genocide from South-West Africa (1904) to Darfur, Sudan (2004).

**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)

**Tutorial theme: Accounting for Historical Injustices**

**Readings:**

Samantha Power, "A Crime Without a Name" in *A Problem from Hell: America and the Age of Genocide* (New York: Basic Books, 2002): 17-29; 520-522.

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.

A. Dirk Moses, "The Holocaust and Genocide" in D. Stone (ed), *The Historiography of the Holocaust*, (Houndmills, UK: Palgrave Macmillan, 2004): 533-555.

**Questions:**

- What are the main points raised by Barkan about colonization, genocide and contemporary recognition of injustice?
- How has Lemkin's vision for the legal accountability of genocide, as outlined by Power, been ignored or neglected in postwar responses to injustice?
- What are the main features at stake, or consequences, in interpreting the Holocaust on a genocide continuum or spectrum? Does the debate have the potential for 'live' and practical impact for present victims of genocide?

**Week 11: Talking about Genocide: Writing and Speaking the Violent World**  
**4 October**

**Lecture:** Genocide, the Body and Human Rights Discourse: Witnesses to War

**Film:** *War Photographer* (2002)

**Related Films:** *Shake Hands with the Devil*

**Tutorial theme: Ethics of Witnessing: Genocide in Rwanda**

**Essential Readings:**

Linda Melvern, "Genocides" in *Conspiracy to Murder: the Rwandan Genocide* (London; New York: Verso, 2004): maps, 1-18, 265-268.

Bernadine Niyirora, "Bearing Witness" in *Dissent* (Winter 2002): 68

Bill Berkeley, "Road to a Genocide" in *Dissent* (Winter 2002): 69-77.

"The Rwanda Genocide: Eyewitness Accounts" in Samuel Totten, William S. Parsons, Israel W. Charny, (eds), *Century of Genocide: Eyewitness Accounts* (New York; London: Garland Publishing, Inc. 1997): 417-423.

Kenneth Cain, Heidi Postlewait and Andrew Thomson, *Emergency Sex (and other desperate measures):*

*True Stories from a War Zone* (London: Random House, 2004): 204-220. (Entries by Ken and Andrew)

Aidan Hartley, *The Zanzibar Chest: a Memoir of Love and War* (London: Harper Perennial, 2004): 377-391.

**Questions:**

- According to Melvern, what are the historical and colonial causes of genocide in Rwanda?
- Discuss the ways the UN "failed" Rwanda during 1993 and 1994?
- Outline the ways in which the Hutus targeted Tutsis, and Tutsi responses?
- On what basis do Kenneth Cain and Aidan Hartley represent their "responsibility" to witness? How are they traumatised in doing so?

**Week 12: Conclusion - 11 October**

**Lecture:** no lecture; (compulsory in class terms test)

No tutorial.