

HIS/REL 4600
THE HOLOCAUST

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Purpose of the Course

*I believe that I am acting in the spirit of Almighty God;
in defending myself from the Jews, I am doing God's work.*

—Adolf Hitler, *Mein Kampf*

A study of the development of anti-Semitism and other factors resulting in the policies of National Socialist Germany (1933-1945), the events of the Holocaust itself, and its aftermath



Student Learning Outcomes

. . . The truth can be a terrible thing, sometimes too terrible to live with.

—Getta Sereny

UPON COMPLETING THE COURSE, THE STUDENT WILL BE ABLE TO:

- 1) demonstrate a historical, geographical, theological, and moral understanding of the Holocaust;
- 2) discuss the phenomenon of anti-Semitism—especially Christian anti-Semitism—and its significance in preparing the way for the Holocaust; and
- 3) reflect on the implications of historic anti-Semitism for contemporary Christian relations with the Jewish people and Judaism.



Texts

Where they have burned books, they will end in burning human beings

—Heinrich Heine (1797 - 1856)

Hochstadt, Steve. *Sources of the Holocaust*. New York: Palgrave Macmillan, 2004. ISBN: 0-333-96345-8.

Rubenstein, Richard A., and Roth, John K. *Approaches to Auschwitz: The Holocaust and its Legacy*. Revised Edition. Louisville: Westminster John Knox Press, 2003. ISBN: 0-664-223-53-2.

A book arising out of and describing the author's first hand experience in the Holocaust, such as (other books must be approved by the instructor; Anne Frank is not allowed):

Wiesel, Elie. *Night*. any unabridged edition.



Requirements and Evaluation

Arbeit Macht Frei

—Slogan at the entrance to Nazi labor and death camps

This course is a **writing intensive course**, involving three reviews and a major research project. Much emphasis will be placed on writing assignments and their evaluation. For specific assignment details, see “Reviews” and “Research Project,” below. All writing assignments must be typed/printed and must conform to the “History Department Writing Guide” (available on Canvas) in terms of academic style. A ten-point grading scale will be used for this course. The following requirements will be used to determine the student’s grade:

Course Requirement	% of Grade
Reading, Quizzes, Discussion. The student will be responsible for reading the entire text and other material assigned by the instructor. This material is subject to unannounced reading quizzes. Additionally, “quiz” scores will be assigned (based on participation) for discussion within the University’s online e-learning facility (D2L).	20
Examinations. Mid-term & Final examinations will cover terms, issues, and events related to the Holocaust as they are covered by the lecture and assigned readings.	30
Reviews. The student will be responsible for three (3) reviews; see info below	30
Research Project. Each student is to complete a research project on some aspect of the Holocaust, chosen in consultation with the instructor; details below	20

***Achtung!** An extended field trip to the United States Holocaust Memorial Museum in Washington, D.C., will be arranged by the instructor. The trip will be at student expense, but every effort will be made to keep costs as low as possible. A reflective review of this experience will count as one of the reviews in the grading scheme. Alternate assignments are available for students who are unable to participate*

Incompletes: All of the following criteria must be met in order for a student to receive an incomplete:

1. class (and university) attendance requirements must have been met;
2. 80% of the required work for the class must have been done;
3. the student must be passing the class at the time the incomplete is granted;
4. the student must request the incomplete on the WCU incomplete request form prior to the time at which faculty must submit grades;
5. the student must have provided appropriate documentation regarding the reason for requesting the incomplete (e. g., accident reports, medical records, etc.)
6. the Dean of Arts and Letters (for HIS students) must have determined that unavoidable circumstances have prevented the student from completing the course on schedule.

If any one of the above conditions is not met, a student cannot receive an incomplete for the course.



Reviews

And what does the Lord require of you? To act justly and to love mercy, and to walk humbly with your God.
—Micah 6:8

Three brief reviews are required for this class, each contributing 10% of the student's final grade. Due dates appear on the course schedule. Details:

Review One: Review a book arising out of the author/artist's personal Holocaust experience, such as Elie Wiesel, *Night*. There are plenty to choose from, but the title must be approved by the instructor and you must obtain the book yourself. NOTE: ANNE FRANK, *DIARY OF A YOUNG GIRL* WILL **NOT** BE APPROVED. This review must include awareness of the author/artist's specific experience (this implies research beyond use of the piece itself).

Review Two: Review your experience on the fieldtrip to the U.S. Holocaust Memorial Museum in Washington. This review must include personal reflections on the following: 1) the purpose/appropriateness of a Holocaust memorial and memorials in general; 2) reflections on the contrast between the Holocaust experience and the American (United States) emphasis on freedom (here we are looking for thoughts gained through seeing the memorial museum and U.S. government monuments to freedom in close proximity). If you are not able to participate in the Washington trip: you may substitute a review of a non-fiction historical treatment of the Holocaust or some aspect of it. This review should attempt to incorporate the ideas listed above for the fieldtrip review. The instructor must approve the alternate item to be reviewed.

Review Three: Review any *popular* book, artistic production, or video/motion picture featuring the Holocaust. This review may be of a non-fiction, artistic, or even fictional work but, in the case of the latter two, the review must evaluate the use of Holocaust information in the work. The item being reviewed must be approved by the instructor.



Research Project

O Lord of Creation! Here there were people who loved and who worked, who sang and who cried!
—Itzuk Feffer

The project may be: 1) a traditional research paper on some aspect of the Holocaust; or 2) an original artistic composition/production. The latter may be in the form of a short-story, a play, or an original musical or physical media composition. Other proposals may be approved as well. If an original artistic composition/production is chosen, the production must include copious documentation to demonstrate research leading to the incorporation of various elements.

In all cases, proper style and documentation must be followed. Turabian style is assumed in the "History Department Writing Guide," which should be followed for this assignment. Consultation with the instructor is strongly encouraged during the conceptualization, research, and creation stages of the project. Office hours will be posted, but the instructor is often available at other times as well.



Attendance Policy

The Nazi destruction process did not come out of a void; it was the culmination of a cyclical trend. We have observed the trend in the three successive goals of anti-Jewish administrators. The missionaries of Christianity said in effect: You have no right to live among us as Jews. The secular rulers who followed had proclaimed: You have no right to live among us. The Nazis at last decreed: You have no right to live.

—Raoul Hilberg, *The Destruction of the European Jews*

General Classroom Policies

- ☛ The instructor is the final authority in matters of class decorum; if any student is deemed to be disruptive to the learning environment, the instructor—at his sole discretion—may dismiss that student and assign an absence for the period; this may apply especially in cases of cell phone use (including text) during class
- ☛ Quizzes or quiz questions missed as a result of tardiness may not be made up
- ☛ Getting up to leave temporarily during class is not acceptable, except in cases of severe distress; students must regulate their bodily functions like adults (go to the potty before class!)
- ☛ Recording of class sessions is only allowed with special permission

Attendance

- ☛ The William Carey College catalog states, “students must attend 75% of the class meetings in order to receive credit for the course;” this policy will be enforced with the following clarifications
- ☛ NO distinction is made between “excused” and “unexcused” absences for attendance reporting; if you are not in class—for any reason—you are considered absent; this means that: 1) absences for school activities count as regular absences; the student is responsible for keeping their total absences within the limits specified above, and 2) doctor’s excuses are not needed and will have no bearing on attendance reporting
- ☛ If a student adds the course late and misses classes, those absences will be recorded as absences
- ☛ If a student leaves class early, he/she will be assessed an absence and will not receive credit for work completed in the class; for example, students will not be given credit for a quiz if they leave class during the period in which the quiz was administered

Examination Policy

- ☛ Students must be present for all exams; absence from an exam will result in a grade of zero, unless prior arrangements have been made with and approved by the instructor
- ☛ Makeup exams will be given only under extreme circumstances or in cases of absence for school sponsored programs, and only by prior approval from the instructor; it is the student’s responsibility to request such



Americans with Disabilities Act Notice

Clearly, if National Socialist ideologues were willing to contemplate the murder of one million of their fellow Germans, many of whom were merely handicapped, they would be entirely free of scruples when it came to murdering Jews and non-Germans.

—Rubenstein and Roth, *Approaches to Auschwitz*, 143.

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations, should contact Ms. Valerie Bridgeforth, 601-318-6188, Student Services Office in Lawrence Hall.



Academic Integrity

*Jews may not employ female subjects of the state of Germany
or related blood under 45 years in their households.*
—Nuremberg Law, §3, 15 September 1935

COLLEGE STATEMENT ON ACADEMIC INTEGRITY: William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University's academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean's office, and each campus dean's office.

INSTRUCTOR'S POLICY FOR THIS COURSE: ALL incidents of academic dishonesty (whether involving in-class exercises or improper use of sources in research projects) will be considered as the most serious offense; ANY cases WILL result in a zero grade for the assignment and may (at instructor's discretion) result in immediate failure of the course and further actions according to College policy.



Sexual Misconduct and Tobacco Notices!!

It is the policy of William Carey University to comply with all federal and state laws governing sexual misconduct. Further, William Carey University reaffirms its principle, as well as Title IX of the Education Amendments Act of 1972, that all students have a right to be free from sexual discrimination in the form of sexual harassment and sexual violence. Students are referred to the Student Handbook, The Translation (The Red Book), for policy statements regarding sexual harassment and sexual assault and for procedures for reporting and responding to sexual offenses. The policies and procedures may also be found on the university's website under Campus Life - Security: <http://wmcarey.edu/sexual-misconduct>.

William Carey University is a tobacco-free campus. All WCU students are asked to respect this policy by refraining from smoking or other tobacco use while on campus."



Disaster Contingency





Only work can save us from the worst calamity.
 —Chaim Rumkowski, Chairman of the Łódź Jewish Council, 17 January 1942

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website <http://wmcarey.edu>, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university’s course management system at <https://wmcarey.instructure.com>. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through SaderWatch, the WCU emergency message service. Sign up instructions can be found at <http://wmcarey.edu/saderwatch>.



Course Schedule, Fall 2015; TR 10:15-12:15

If you who are free would chance to notice this great fire; if some evening you should raise your eyes to the deep, blue sky and see that it is covered by flames, then you will know that this is the same hellfire that burns here endlessly...
 —Zalman Gradowski, *The Czech Transport: A Chronicle of the Auschwitz Sonderkommando*

Day	Date	Topic	Reading Assignment
		  I. Why Did It Happen? Anti-Semitism in Church & Secular History, 1st Century-1933	 
1	Aug 25	Intro to Course; sources	
2	Aug 27	Anti-Semitism: Roots; Anti-Semitism in the New Testament?	R&R , Preface, Prologue; Sources , I., II.1-2.
3	Sept 1	Anti-Semitism in Christian History	R&R , Chap 1; Sources , II.3-5
4	Sept 3	Anti-Semitism in Europe	
5	Sept 8	catchup/review/video	R&R , Chap 2
6	Sept 10	Prelude to the Holocaust	Sources , III.6-7; R&R , Chap 3



Course Schedule, Fall 2015, cont'd

Day	Date	Topic	Reading Assignment
		II. What Happened? The Destruction of European Jewry, 1933-1945	
7	Sept 15	catchup/review/video	<i>Sources</i> , III.8-9
8	Sept 17	The Rise of Nazi Germany Review One due	R&R , Chap 4; <i>Sources</i> , IV.10-16
9	Sept 22	The Nazis in power; War begins	R&R , Chap 5; <i>Sources</i> , V.17-VI.34
10	Sept 24	The "Final Solution"	R&R , Chap 6
11	Sept 29	Refinement of Killing Methods	<i>Sources</i> , VI.35-54
12	Oct 1	<u>Field Trip to Washington, DC</u>	R&R , Chap 7; <i>Sources</i> , VII.55-66
13	Oct 6	Labor and Death Camps	<i>Sources</i> , VIII.67-74
14	Oct 8	End of the Holocaust Review Two due	R&R , Chap 8
		III. Never Again? Aftermath, Consequences, and Interpretations of the Holocaust	
15	Oct 13	Mid-Term Exam	
16	Oct 15	Victims and Survivors; Nuremburg Trials; Nazi Hunters	R&R , Chap 9; <i>Sources</i> , IX.75-77
17	Oct 20	Christian Responsibility; Israel and Jews after the Holocaust; Review Three Due	R&R , Chap 10; <i>Sources</i> , IX.78-80
18	Oct 22	Remembering the Victims; Holocaust Denial; New Movements/Hate Groups Research Project due	R&R , Chap 11
19	Oct 27	Final Exam Due ; The Problem of Evil	R&R , Chap 12, Epilogue; <i>Sources</i> , X.81-84

The main text of this syllabus is printed in **Antiqua**, the Latin font family specified by the Nazis to replace the ornate blackletter (**Gothic script**) Fraktur font