

University of California, San Diego

Why Hitler? How Auschwitz?

HIEU 158

#740962

Spring, 2012

Professor Deborah Hertz
HSS 6024

Office Hours: Tuesdays 1:30–3:00 p.m.
Office phone: (858) 534-5501

Please do not contact me by email. The best way to talk to me is after class or in my office hours.

Class meets Tuesdays and Thursdays 3:30–4:50 p.m. in Center Hall 119

Readers who will do the grading: Ulrike Green [ugreen@ucsd.edu]; Andrew Leach [arleach@ucsd.edu]; Robert Terrell.

Classroom Etiquette. Please turn off all electronic devices when you enter the classroom. **Please on no account send or receive text messages during class. I will stop the lecture and ask you to kindly stop this rude behavior.** Do not use your laptop to take notes, because too many students abuse that privilege and go shopping or use social media during class time. Do not use your cell phone camera to record the PowerPoint slide presentations.

PowerPoint presentations are designed as a stimulus to learning for those who attend class, and are not made available on our class website. Note summaries will not be available from the Associated Students because taking notes is a task you might choose to take on. Students who are up to speed on the reading will feel no need to take notes during the lectures. The examinations are based on the reading.

Please do not come late to class, and be so kind as to not leave the class during the lecture unless you are experiencing a true emergency. Do not eat in class, as it is rude. Drinking is less offensive. If you do not feel you can sit still for an hour and twenty minutes during the lectures than it would be better for you not to take the class.

Reading habits. The books assigned for this class represent the best academic history available. To enjoy the lectures you **must complete the reading before you come to class for that topic.** Expect to re-read the material several times, because it is quite dense and detailed. If you do the reading before class, you will be able to sit back and enjoy the lecture. The lectures are for enjoyment, reflection, and collective dialogue. They are not the arena to learn the material. Students can only learn the material from the books. **Read, read, and then re-read.** If you cannot follow the lectures it is because you are not spending adequate time reading the assigned work in a timely fashion.

Holocaust Living History Workshop. The Workshop is a project of the UCSD Judaic Studies Program and the UC San Diego Library. The project manager is Ms. Susanne Hillman, and her office is in the library on the ground floor in the Research Services complex. She holds office hours on Wednesday afternoons from 2:00–5:00 p.m. Her phone number there is (858) 534-7661.

Students enrolled in this class should plan to attend the Workshop survivor talks on selected Wednesday evenings at 5:00 p.m. Topics and speakers and dates are noted in the class schedule.

Class texts. The texts have been ordered with the Bookstore in the Price Center. They have also been placed on reserve. There is a great deal of reading and the books are, alas, expensive. You can of course buy them used on Amazon, or for your Kindle reader. Many of the books have large sections scanned into Google. It is always a good idea to share the expensive books with other students. The books also make a fine re-gift to family and friends.

Lion Feuchtwanger, *The Oppermans*, Carroll and Graf, 978 0786708802. [Please begin reading the novel immediately so that you have completed it by April 17.]

Karl Schleunes, *Twisted Road to Auschwitz*, University of Illinois, 978 02 52061479

Christopher Browning, *Ordinary Men*, Harper Perennial, 978 066 099 5065. [You may wish to familiarize yourself with a parallel book on the same topic, Daniel Goldhagen's *Hitler's Willing Executioners*, which is not a required book for this course.]

Ian Kershaw *Hubris Biography of Hitler* 978 0393320350

Ian Kershaw *Nemesis Biography of Hitler* 978 0393322521

Nechama Tec, *Defiance*, Oxford University Press, 978 0195093902

Saul Friedlaender, *Nazi Germany and the Jews, Volume Two only*. Harper Perennial 978 0060930486

Website for the class is called <http://ted.ucsd.edu>. Contact the Academic Computing Office at ext. 44061 or ext. 42113 if you have any problems using the site. Please wait a few days after the quarter begins for the site to be up and running. The website is used mainly for mailing you reminders and for the grades.

Requirements

Students are expected to come to class regularly, do the reading before class, and if possible participate in discussions. Each student should take responsibility to speak up in class, so that our dialogues during class time will be more interesting. Expect to argue points, answer fact queries, and ask smart questions.

There will be one **pop quiz** during the quarter, and no make-ups of this quiz will be allowed. The content of the pop quiz will be strictly details from the reading for that day. It is hoped that this little incentive will help students do the reading on a regular basis before class and attend faithfully.

All students will take a **midterm** during class on May 8, and a final on June 11, at 3:00 p.m. There will be no make-ups for either exam organized ahead of time, due to the number of students in the class. If you know you cannot make the assigned time for the exam, it would be better for you not to enroll in the class. Once you are enrolled, the instructor will assume that short of a dire medical or personal emergency you will be at the two exams.

The midterm examination will consist of one essay, chosen from a list of questions that is not distributed ahead of time, as well as some short identifications. The **final exam** will have the same format, but students will write on at least two questions. The final exam will mainly cover material from the second half of the course, with some questions that require a mastery of the entire narrative of the period.

Visual History Archive Essay is your only written assignment. To begin work on the essay, you must choose two testimonies from a preselected group of interviews. The last page of this syllabus includes more specific instructions on this project. **Essays will be due on May 24^t. Selected projects will be shared with the entire class in the last two weeks of class.**

Points toward the final grade: pop quiz, 10 points; Visual History Archive essay 35 points; final examination 35 points, midterm examination 20 points.

Class Schedule

April 3 Introduction to the course

April 5 World War One, Revolution, and Inflation

Read: Kershaw, *Hubris*, Chapters Two and Three; Schleunes, *Twisted Road*, Chapter One

April 10 The Emerging Ideology of Adolf Hitler

Read: Kershaw, *Hubris*, Chapters 4-6; Schleunes, *Twisted Road*, Chapter Two

April 12 The Seizure of Power in January 1933

Read: Schleunes, *Twisted Road*, Chapter Three; Kershaw, *Hubris*, Chapter Seven

April 17 The Opperman Family Saga

Read: entire novel

Holocaust Living History Workshop Presentation

April 18, 5:00 p.m., Seuss Room, Geisel Library

Michael Bart, *Partisans of Vilna*

April 19 Party and State in the Nazi System

Read: Schleunes, *Twisted Road*, Chapter Four; Kershaw, *Hubris*, Chapters Eight and Nine

April 24 Why World War Two in September 1939?

Read Kershaw, *Nemesis*, Chapter Five

April 26 Chaotic Jewish Policy 1939–41: The Twisted Road to Auschwitz

Read Schleunes, *Twisted Road*, Chapters 5-8; Kershaw, *Nemesis*, Chapter Three

May 1 Ghettos and Jewish Labor

Read Friedlaender, *Years of Extermination*, Chapters 1–3

May 3 The Ordinary Men of Police Battalion 101

Read Browning, *Ordinary Men*, entire book

Declare the two VHA interviews you have chosen.

May 8 Midterm Examination

Please bring a blue book to class.

May 10 Deportation of Jews in France, Denmark, Belgium, Holland, and Italy

Read Friedlaender, *Years of Extermination*, Chapters 4 and 5

May 15 The Painful Choices of the Jewish Councils

Read Friedlaender, *Years of Extermination*, Chapter Six

May 17 Gallery of Nazi Personalities

Read Kershaw, *Nemesis*, Chapter Six

May 22 Jewish Resistance as Partisans

Read Nehama Tec, *Defiance*, entire book. Students are encouraged to watch the film of the same title, and select film clips that present episodes or personalities differently than Tec did in her book.

Holocaust Living History Workshop, May 23, Geisel Library, 5:00–7:00 p.m.
Professor Tal Golan, “Politics of Memory”

May 24 The Four Camps of Immediate Death

Read Kershaw, *Nemesis*, Chapter 12; Friedlaender, *Years of Extermination*, Chapter Seven

Visual History Archive essays due. No electronic submissions. No late work accepted without prior arrangement.

May 29 Planet Auschwitz

Read: Friedlaender, *Years of Extermination*, Chapter Eight

May 31 Aid and Rescue

Read Friedlaender, *Years of Extermination*, Chapter Nine

June 5 Murdering Jews, Losing the War

Read: Kershaw, *Nemesis*, Chapters 16 and 17

Holocaust Living History Workshop, June 6, Geisel Library, 5:00–7:00 p.m.
Sam Horowitz, “Hiding from the Nazis”

June 7 Presentation of Student Projects

We will watch short video films made by students in the Holocaust Video Production class, as well as interview clips from the best essays written using the VHA.

Final June 11, 3:00–6:00 p.m.

Instructions for preparing your Visual History Archive essay

Susanne Hillman will make a presentation during the second week of class of how to access interviews on a campus computer.

Use Internet Explorer. Go to the UC San Diego Library main page. Find the Social Science and Humanities Library page. Click on Databases A-Z. Go to V, for VHA. Enter.

Register the first time you use the VHA. Create a username and password to use for future work.

After you log on, go to Shared Projects. The project for this class is named the Hillman Project.

There should be at least sixteen interviews in our project. Choose two of them. Make sure to attend to the biographical profile before you watch the interview.

You must declare the two interviews you are using by May 3.

In your essay, make sure to follow the following guidelines:

- Provide a summary of each survivor’s background and life experiences. Select material from the readings that provide further information on their place of birth, socialization, entry into the Nazi system, ghettos or camp experiences, and process of liberation. Note inconsistencies between factual information provided in the interview and the factual history you find in published sources. You may also find scholarly articles or books which supplement the oral history primary source.
- Compare the experiences and the existential reaction to those experiences between the two survivor testimonies you have chosen.
- Summarize how the material you learn from the testimonies differs from published works of academic history, from the novel *The Oppermans*, or from another historical source.

Write up your summary in a coherent ten-page double-spaced essay, using footnotes or endnotes rather than parenthetical page references. No bibliography necessary.

Citation example: "Survivor Name," number of segment, date of recording, Visual History Archive, date accessed.