

## HIS 71 "Holocaust--The Destruction of European Jewry"

\*Drop Deadline for Refund 6/27

\* Withdraw Deadline 7/22

### I. Instructors:

Murray Baumgarten, Professor English & Comparative Literature

Peter Kenez, Professor emeritus of Russian History

Shawna Vesco, Ph.D. in Comparative Literature

### II. Course Description:

This eight-week long Summer Session course, "The Holocaust: The Destruction of European Jewry," is an adaptation of an on-campus course that has been co-taught by Murray Baumgarten, Distinguished Professor of English and Comparative Literature (Literature Department), and Peter Kenez, Professor Emeritus (History Department), for over 20 years at UC Santa Cruz.

In this course, you will explore the Holocaust from the overlapping perspectives of literature and history—through memoirs, historical documents, poetry, documentary footage, filmic representations, and novels. You will expand your knowledge of the literature of the Holocaust, Eastern and Western European Jewish communities, the origins and development of antisemitism, the establishment of labor and extermination camps, resistance movements, and the Holocaust as a problem for world history.

You are expected to think critically about perspectives that have been put forward to account for and represent the Holocaust, as you develop your own views.

### III. Student Learning Outcomes:

- Learn a basic narrative of historical events in a specific region of the world
- Distinguish between primary and secondary sources
- Understand and evaluate historical ideas, arguments, and points of view
- Evaluate competing interpretations and multiple narratives of the past
- Provide constructive and effective critique of each other's work
- Become familiar with transnational circulation of ideas, people, and material goods
- Critically analyze the historical and social contexts of literary texts
- Effectively communicate ideas in both formal and informal writing assignments
- Experience texts from a breadth of world cultures, traditions, and languages
- Engage in communal learning through thoughtful contributions to online discussion venues

### IV. Assessment

All assignments are to be MLA-formatted and double-spaced. No late work will be accepted.

| Assignment | Length/Description | Points |
|------------|--------------------|--------|
|------------|--------------------|--------|

|  |  |                |
|--|--|----------------|
| Midterm Vocabulary Identifications             | 15 IDs (4 points each)                       | 60             |
| Midterm Essays                                 | 2-3 pages each                               | 200 (100 each) |
| Formal Text responses                          | 2-3 page reading responses (100 points each) | 300            |
| Informal weekly peer-reviewed reading response | 1-2 page reading response (15 points each)   | 120            |
| Final Exam Vocabulary Identifications          | 15 IDs (4 points each)                       | 60             |
| Final Essay                                    | 3-4 pages                                    | 160            |
| Forum participation                            | frequent thoughtful responses                | 100            |

|  |               |             |
|--|---------------|-------------|
|  | <b>TOTAL:</b> | <b>1000</b> |
|--|---------------|-------------|

Grading Scale:

|    |               |
|----|---------------|
| A+ | 1000+         |
| A  | 940-999       |
| A- | 900-939       |
| B+ | 870-899       |
| B  | 830-869       |
| B- | 800-829       |
| C+ | 770-799       |
| C  | 730-769       |
| C- | 700-729       |
| D+ | 670-699       |
| D  | 630-669       |
| D- | 600-629       |
| F  | 599 and below |

**V. Required Course Materials**

Throughout their lectures, Peter and Murray reference many texts, films, speakers, and institutions that would deepen your knowledge of the Holocaust. At the very end of this syllabus you will find a comprehensive "suggested" section that we hope you pursue after this course ends.

Relevant to this course and your success in it are the following:

**Required Books** (listed in the order you should read them):

Bauer, Yehuda. *History of the Holocaust*.  
ISBN: 978-0531155769

Tec, Nechama. *Dry Tears: The Story of a Lost Childhood*  
ISBN: 978-0195035001

Arieti, Silvano. *The Parnas: A Scene from the Holocaust*  
ISBN: 978-0966491302

Levi, Primo. *Survival in Auschwitz*  
ISBN: 978-0684826806

Schwartz-Bart, André. *The Last of the Just*  
ISBN: 978-1585670161

Keneally, Thomas. *Schindler's List*  
ISBN: 978-0671880316

Borowski, Tadeusz. *This Way for the Gas, Ladies and Gentlemen*  
ISBN: 978-0140186246

Kertesz, Imre. *Fatelessness*  
ISBN: 978-1400078639

Fink, Ida. *Scrap of Time*  
ISBN: 978-0810112599

#### **Recommended Films:**

You are not required to view films, but we highly encourage you to do so!

*Image Before my Eyes* (directed by Josh Waletzky)

*Everything is Illuminated* (directed by Liev Schreiber)

*Shoah* (directed by Claude Lanzmann)

*Night and Fog* (directed by Alain Resnais)

*Partisans of Vilna* (directed by Josh Waletzky)

*Europa Europa* (directed by Agnieszka Holland)

*Divided We Fall* (directed by Jan Hrebejk)

*The Pianist* (directed by Roman Polanski)

*The Wannsee Conference* (dir. Heinz Schirk)

*The Shop on Main Street* (directed by Ján Kadár and Elmar Klos)

*Life is Beautiful* (directed by Roberto Benigni)

#### **VI. Course Schedule**

The course is composed of 8 modules and you are expected to complete 1 module per week.

On average, you can expect to spend 4-5 hours watching videos per module. Lecture videos are delivered by both Peter and Murray, and range from about 8 minutes to 16 minutes in length. Included in the videos are embedded quiz questions that, while not for credit, help to strengthen your engagement with major lecture themes. Additionally, please anticipate spending 4-5 hours per week reading, 2 hours writing, 1

hour doing peer-review work and 1-2 hours in the course forum posting and responding the questions. The weeks in which you have larger assignments due (like Formal Reading Responses, the midterm, and the final) will require additional hours. In total, expect to spend about 150 hours learning during this 8 week course!

## WEEK 1

### Reading:

- Bauer's *History of the Holocaust* Chapter 1 "Who are the Jews"
- All of Tec's *Dry Tears*

### Videos:

Section 1.0 Welcome video

Section 1.1 "*Why do we study the Holocaust*"

- 1.1.1 Introductions (14 min)
- 1.1.2 Who were the Jews? (7 min)
- 1.1.3 Why do we study the Holocaust? (12 min)
- 1.1.4 Poetry and perspectives (16 min)

Section 1.2 "*Emancipation, acculturation, assimilation*"

- 1.2.1 Western European Jewry in the 19th Century (10 min)
- 1.2.2 Jewish success and European antisemitism (14 min)
- 1.2.3 Jews in French society (14 min)
- 1.2.4 Roots of modern antisemitism (7 min)
- 1.2.4 Theodor Herzl (11 min)

Section 1.3 "*Yiddish Culture*"

- 1.3.1 Expectations of reality (13 min)
- 1.3.2 Hier ist kein warum (11 min)
- 1.3.3 Yiddish Culture (13 min)
- 1.3.4 On Account of a Hat (18 min)

### Assignment:

- Submit Informal Reading Response #1 on Tec's *Dry Tears* for peer-review.
- Complete peer-reviewing the work of others.

### Recommended Film Pairing:

-*Image Before my Eyes* (directed by Josh Waletzky)

## WEEK 2

### Reading:

- Bauer's *History of the Holocaust* Chapter 2 & Chapter 3
- Arieti's *The Parnas*

### Videos:

Section 2.0 Welcome video

Section 2.1 "*Eastern Europe in the twentieth century*"

- 2.1.1 Eastern Europe in the 20th century (9 min)
- 2.1.2 Poland, part 1 (10 min)
- 2.1.3 Poland, part 2 (8 min)
- 2.1.4 Hungary, part 1 (11 min)
- 2.1.5 Hungary, part 2 (12 min)
- 2.1.6 Fear and hatred (6 min)

Section 2.2 "*Liberal culture in Europe*"

- 2.2.1 Liberal European culture (10 min)
- 2.2.2 Night, part 1 (12 min)
- 2.2.3 Night part 2 (15 min)
- 2.2.4 Life in the Arbeitslager (15 min)

Section 2.3 "*Jewry of the Russian Empire*"

- 2.3.1 Jewry of the Russian Empire
- 2.3.2 The Russian state (16 min)
- 2.3.3 Changing demographics (9 min)
- 2.3.4 Pogroms in the Russian Empire and the USSR (14 min)
- 2.3.5 Jewish identity (7 min)

Section 2.4 "*The Bildungsroman*"

- 2.4.1 The Bildungsroman, part 1 (8 min)
- 2.4.2 The Bildungsroman, part 2 (19 min)
- 2.4.3 The Bildungsroman, part 3 (20 min)
- 2.4.4 The Bildungsroman, part 4 (12 min)

**Assignment:**

- Submit Informal Reading Response #2 on Arieti's *The Parnas* for peer-review.
- Complete peer-reviewing the work of others.

**Recommended Film Pairing:**

*Everything is Illuminated* (dir. Liev Schreiber)

**WEEK 3**

**Reading:**

- Bauer's *History of the Holocaust* Chapters 4, 5, & 6
- Primo Levi's *Survival in Auschwitz*

**Videos:**

Section 3.0 Welcome Video

Section 3.1 "*Hitler, Germany, and the Jews*"

- 3.1.1 Fascism (13 min)
- 3.1.2 Hitler and the Jews (15 min)
- 3.1.3 Germans and the Jews (13 min)
- 3.1.4 The rise of the Nazis (12 min)
- 3.1.5 Nazism in German culture (5 min)

Section 3.2 "*Poetry and Evil*"

- 3.2.1 Poetry and evil, part 1 (14 min)
- 3.2.2 Poetry and evil, part 2 (16 min)
- 3.2.3 Poetry and evil, part 3 (7 min)
- 3.2.4 Todesfugue (Death Fugue) (17 min)

Section 3.3 "*What to do with the Jews*"

- 3.3.1 Intentionalism and functionalism (20 min)
- 3.3.2 What do we do with the Jews (15 min)
- 3.3.3 Why didn't they leave (13 min)
- 3.3.4 The Anschluß and German pogroms (6 min)
- 3.3.4 Passing and not passing (8 min)

**Assignment:**

- Submit Informal Reading Response #3 on Levi's *Survival in Auschwitz* for peer-review.
- Complete peer-reviewing the work of others.
- Submit Formal Reading Response #1 by the end of this week

**Recommended Film Pairing:**

*Shoah* (dir. Claude Lanzmann)  
*Life is Beautiful* (dir. Roberto Benigni)

**WEEK 4**

**Reading:**

- Bauer's *History of the Holocaust* Chapters 7 & 8
- Schwartz-Bart's *The Last of the Just*

**Videos:**

Section 4.0 Welcome Video

Section 4.1 "*Victimhood and resistance*"

- 4.1.1 Questions for the Jews (14 min)
- 4.1.2 Direct acts of violence (15 min)
- 4.1.3 Fight for what? (13 min)
- 4.1.4 Eroticization of violence (13 min)
- 4.1.5 Resistance and agency (5 min)

Section 4.2 Necessary conditions for the Holocaust

- 4.2.1 Beginnings of war (10 min)
- 4.2.2 German war aims (11 min)
- 4.2.3 Ghettos (16 min)
- 4.2.4 Jewish leadership (14 min)
- 4.2.5 What did the neighbors say? (12 min)

Section 4.3 Trauma and guilt

- 4.3.1 Language of trauma (15 min)
- 4.3.2 Banality of evil (16 min)
- 4.3.3 Schindler's List, part 1 (10 min)

4.3.4 Schindler's List, part 2 (17 min)

4.3.5 Guilt and responsibility (5 min)

**Assignment:**

-Submit Informal Reading Response #4 on Schwartz-Bart's *Last of the Just* for peer-review.

-Complete peer-reviewing the work of others.

-Begin work on mid-term essay

**Recommended Film Pairing:**

*Night and Fog* (dir. Alain Resnais)

**WEEK 5**

**Reading:**

- Bauer's *History of the Holocaust* Chapters 9 & 11
- Keneally's *Schindler's List*

**Videos:**

Section 5.0 Welcome Video

Section 5.1 "*Villains and victims*"

5.1.1 Wartime lunacy (7 min)

5.1.2 Einsatzgruppen, part 1 (14 min)

5.1.3 Einsatzgruppen, part 2 (15 min)

5.1.4 Pogroms in the east (7 min)

5.1.5 Forms of resistance (18 min)

Section 5.2 "*Witnesses*"

5.2.1 Witness to trauma, part 1 (13 min)

5.2.2 Witness to trauma, part 2 (15 min)

5.2.3 Witness to trauma, part 3 (18 min)

5.2.4 Witness to trauma, part 4 (12 min)

Section 5.3 "*Dora Sorell*" (all)

**Assignment:**

-Submit COMPLETED midterm (both the ID section and essay component)

**Recommended Film Pairing:**

*Partisans of Vilna* (dir. Josh Waletzky)

*Divided We Fall* (dir. Jan Hrebejk)

**WEEK 6**

**Reading:**

- Bauer's *History of the Holocaust* Chapter 12
- Borowski's *This Way for the Gas, Ladies and Gentlemen*

**Videos:**

Section 6.0 Welcome Video

Section 6.1 "*Labor and extermination*"

- 6.1.1 The heart of the matter (11 min)
- 6.1.2 From labor to extermination (13 min)
- 6.1.3 Belzec, Sobibór and Treblinka (11 min)
- 6.1.4 The task of killing (6 min)
- 6.1.5 Auschwitz (11 min)
- 6.1.6 Who knew about the murders? (9 min)

Section 6.2 "*This Way for the Gas...*"

- 6.2.1 This Way for the Gas, part 1 (13 min)
- 6.2.2 This Way for the Gas, part 2 (7 min)
- 6.2.3 This Way for the Gas, part 3 (21 min)
- 6.2.4 This Way for the Gas, part 4 (11 min)
- 6.2.5 Memorials and understanding (8 min)

**Assignment:**

- Submit Informal Reading Response #5 on Borowski's *This Way for the Gas* for peer-review.
- Complete peer-reviewing the work of others.
- Submit Formal Reading Response #2 by the end of this week

**Recommended Film Pairing:**

- Europa Europa* (dir. Agnieszka Holland)
- The Pianist* (dir. Roman Polanski)

**WEEK 7**

**Reading:**

- Bauer's *History of the Holocaust* Chapter 13
- Imre Kertész's *Fatelessness*

**Videos:**

Section 7.0 Welcome Video

Section 7.1 "*The Western European Holocaust*"

- 7.1.1 The Wannsee Conference (16 min)
- 7.1.2 Denmark and Norway (18 min)
- 7.1.3 Belgium and Holland (8 min)
- 7.1.4 France and Italy (17 min)
- 7.1.5 Nazi looting (8 min)

Section 7.2 "*Fatelessness*"

- 7.2.1 Fatelessness, part 1 (8 min)
- 7.2.2 Fatelessness, part 2 (7 min)
- 7.2.3 Fatelessness, part 3 (13 min)
- 7.2.4 Fatelessness, part 4 (13 min)
- 7.2.5 Fatelessness, part 5 (7 min)

Section 7.3 "*Hungary*"

- 7.3.1 Deportation and extermination (17 min)

- 7.3.2 Antisemitic laws (7 min)
- 7.3.3 Germany and Hungary (19 min)
- 7.3.4 Separate peace (11 min)
- 7.3.5 Ambiguities (8 min)

**Assignment:**

- Submit Informal Reading Response #6 on Kertesz's *Fatelessness* for peer-review.
- Complete peer-reviewing the work of others.

**Recommended Film Pairing:**

*The Wannsee Conference* (dir. Heinz Schirk)

**WEEK 8**

**Reading:**

- Bauer's *History of the Holocaust* Chapter 14
- Ida Fink's *Scrap of Time*

**Videos:**

Section 8.0 Welcome Video

Section 8.1 "*Romania*"

- 8.1.1 Romania, part 1 (15 min)
- 8.1.2 Romania, part 2 (8 min)
- 8.1.3 Romania, part 3 (11 min)
- 8.1.4 Romania, part 4 (13 min)
- 8.1.5 A gigantic biological and social experiment (8 min)

Section 8.2 "*The end of the Holocaust*"

- 8.2.1 The perpetrators (8 min)
- 8.2.2 Other types of madness (8 min)
- 8.2.3 The surrounding population (8 min)
- 8.2.4 The outside world (5 min)
- 8.2.5 Isolation (13 min)
- 8.2.6 Last testament (11 min)

Section 8.3 "*A Scrap of Time*" (all)

- 8.3.1 *A Scrap of Time* part 1
- 8.3.2 *A Scrap of Time* part 2
- 8.3.3 *A Scrap of Time* part 3
- 8.3.4 *A Scrap of Time* part 4
- 8.3.5 *A Scrap of Time* part 5

**Assignment:**

- Submit Formal Reading Response #3
- Submit Final by 8/24/16

**Recommended Film Pairing:**

*The Shop on Main Street* (dir. Ján Kadár and Elmar Klos)

## **VII. Academic Integrity**

Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community; it tarnishes the value of a UCSC degree. All members of the UCSC community have an explicit responsibility to present as their original work only that which is truly their own. In the event a student is found in violation of the academic integrity policy, he or she may face both academic sanctions imposed by the instructor and disciplinary sanctions imposed either by the provost of his or her college or the academic tribunal convened to hear the case. Violations of the academic integrity policy can result in dismissal from the university and a permanent notation on a student's transcript.

## **VIII. Recommended Book and Films**

### **Books**

Aharon Appelfeld, *Badenheim 1939*

Christopher Browning, *Ordinary Men*

Peter Kenez, *The Coming of the Holocaust: From Antisemitism to Genocide*

Ruth Klüger, *Still Alive*

Charlotte Delbo, *Survival in Auschwitz*

Jorge Semprun, *Literature or Life*

Rywka Lipszyc, *The Diary of Rywka Lipszyc*

Grossman, David. *See, under Love*

Isaacson, Sarah. *Seed of Sarah*

Ozick, Cynthia. *The Shawl*

Sebald, W.G. *The Emigrants*.

Thomas, D.M. *The White Hotel*

Wiesel, Elie. *Night*

### **Films**

*Son of Saul* (dir. László Nemes)

*The Pawnbroker* (dir. Sidney Lumet)

*The Flat* (dir. Aaron Goldfinger)