HSTR 391:01: The Holocaust

Tuesdays and Thursdays, 11:00 a.m. - 12:20 p.m.

via Zoom

Spring 2021

Note: instruction will happen remotely via Zoom. The Zoom link is also available on Moodle.

*This course is subject to change as necessary throughout the semester.*

Instructor’s contact information:

Professor Gillian Glaes

History Department

University of Montana-Missoula

Office: (working remotely in the spring of 2021)

Email: gillian.glaes@mso.umt.edu

Phone: Please text me at (406) 624-9571.

Virtual office hours via Zoom and email:

Tuesdays & Thursdays: 12:30-1:30 p.m. Zoom

- Zoom link
- You can also contact me to schedule an appointment.
- If you cannot meet with me during my office hours, please let me know and we can schedule an appointment.

Methods of communication with students:

- Moodle, email, Zoom, and class meetings (In your email messages, please include the course number and topic in the subject line.
- Per official UM policy, please use your UM email account for email communications.
· Please remember to maintain a professional demeanor in all interactions, including email and other electronic forms of correspondence.

Course Overview:

This course examines the Holocaust from the historical perspective. Throughout the class, we will examine the history of antisemitism and its role in the Holocaust while also analyzing the Nazi rise to power and other extreme-right movements in Europe, anti-Jewish policies in Germany and throughout Europe between 1933 and 1945, the connection between World War II and the Holocaust, the impact of the Holocaust, and responses to the Holocaust. We will also examine phase one of the Holocaust, which included execution squads, and the shift to deportations and death camps. The last part of the class contemplates the war’s end, the search for postwar justice, memory and commemoration, and genocides after the Holocaust.

Learning Objectives:

This course will provide an opportunity to explore the Holocaust’s course, impact, and consequences while thinking about victims, survivors, perpetrators, and bystanders. Students will increase their historical understanding of the Holocaust. By analyzing primary and secondary sources, watching documentaries, assessing media sources, listening to presentations, discussing key issues, and completing assignments, students will develop a complex comprehension of the Holocaust from several different perspectives.

Learning Outcomes:

By the end of this course, you will be able to:

- define and understand concepts related to the Holocaust, World War II, and genocide.
- discuss the history of the Holocaust as it relates to World War II and the history of mass violence and genocide.
- understand the role of anti-Semitism, Christian anti-Semitism, Nazism, and racism in perpetrating the Holocaust.
- discuss the key factors that contributed to the Holocaust.
- understand aspects related to the memory of the Holocaust.
- reflect on the experiences of victims and survivors while understanding the importance of learning about their stories.

HSTR 391:01 fulfills a requirement for the history major and minor

We invite you to join the history department! This course counts toward the history major and minor as an upper-division European history course. If you would like more information about
either the major or the minor in history, please let me know. Check out further information on the [history department’s web page](#).

**Online Learning/Learning Online:**

You might be someone who has taken other remotely taught courses or this might be your first remote class. Regardless of your background in online learning, I am excited that you are taking this class. That said, while this is an online course and a remotely taught course, it will not necessarily be an “easy” class. It should challenge you intellectually and academically, just as a traditional class would.

Please be aware that you are responsible for reading and understanding the course syllabus and knowing the due dates for all assignments. Please keep in mind that changes to the syllabus can occur. Remember to look for announcements concerning the class on the course Moodle page and through the news forum. Make sure that you check your [UM email account](#) regularly for announcements, notices, etc.

To stay current with the class, I expect you to attend the weekly Zoom class meetings. I also expect you to log onto the course Moodle page several times per week to access readings, videos, discussion forums, assignments, and other information. This will enable you to remain engaged in the course materials and corresponding forums and assignments each week and throughout the semester. Remember to communicate regularly with me as the instructor, especially if you are experiencing challenges with the course material or with the technology that we are using (Zoom, Moodle, and various features in Moodle). Technology should assist you in completing and succeeding in this course – it should not be a barrier, nor should it be used as an excuse for incomplete coursework.

**Expectations for student conduct: “netiquette” in a remote and an online class**

There are rules and etiquette that apply to the online and remote realms, just as there are in the rest of society.

As such, it is important for you to maintain a friendly, open, and professional demeanor. The other students in the course and I are your colleagues and will serve as tremendous resources for you as we work through the course material together. To nurture your rapport with others in the class, remember to maintain a collegial and a professional demeanor throughout the semester. Here is a link to UM’s [Student Conduct Code](#) – please see especially the section on “General Misconduct.”
The following are good practices and expectations for student conduct in this online class. To quote onlinecollege.net: “Like all professional endeavors, successful performance in an online course depends on following certain standardized rules to achieve clear communication.”

Please follow the Student Conduct Code and these rules and expectations throughout the semester:

· Participate frequently. Studies show that the more students participate in an online and remote class, the better they do. Put your ideas out there so that others may read them, understand them, and respond to them.

· Complete your work on time and make sure that you’re staying current with the syllabus each week.

· Conduct yourself on Zoom and on Moodle as you would in real life. Respect others and remember that your fellow students are people. Be ethical, punctual, courteous, professional, compassionate, intellectually engaged, respectful, and enthusiastic.

· Remember that outside of the Zoom sessions, you cannot see facial expressions, gestures, and other mannerisms that are important in communication while on Moodle. Tread lightly – avoid all caps, exclamation points, and/or purposely provoking your fellow students (or the instructor). If you would not say it in person, please do not say it on Moodle, via email, or through other means of online, electronic communication.

· Represent yourself well online: make sure that your writing is grammatically correct and supported by sources offered through the class. Use clear, concise, academic, and professional language. Test for clarity – your paragraph might be clear to you, but it might not necessarily be clear to others. Stay focused on the topic at hand.

· Be collaborative and show a willingness to work with others. To quote onlinecollege.net: “To be truly collaborative, it is important to share information, reveal tips you may have discovered, and respect the ideas of others.”

Failure to abide by UM’s Student Conduct Code and these rules of “Netiquette” will result in the appropriate penalties.

For further resources on online etiquette, which inspired the above list, see the following link: Albion netiquette rules

**Technical Support:**

Having trouble with Moodle? Unable to post or log in? Can’t submit assignments?
Avoid waiting until the last minute to contact the UM Solutions Center or me. If you are experiencing technical difficulties and need immediate assistance, here are important resources:

Email: umonline-help@mso.umt.edu
Phone: 406.243.4999 or 866.225.1641 (toll-free)
Web: The UM Solutions Center

**Academic honesty:**

Issues with academic integrity, plagiarism, and/or cheating will be addressed according to the University of Montana-Missoula’s Student Code of Conduct and, specifically, its policies regarding academic misconduct. See especially section V on academic misconduct.

The Academic Misconduct policy within the Student Code of Conduct defines misconduct as plagiarism, misconduct during an academic exercise, unauthorized possession or examination of course material, tampering with course materials, submitting false information, submitting work previously presented in another course, improperly influencing conduct, submitting or arranging substitution for a student during an examination or other academic exercise, facilitating academic misconduct, or altering academic documentation (transcripts, etc.).

I assume that you have read and understand these policies. I also assume that you will abide by them and conduct yourself in an ethical manner throughout the semester. I will be checking your essays for originality. Instances of academic misconduct will be dealt with swiftly and in accordance with UM’s policies. If you have any questions, please contact me.

**Accessibility and accommodations:**

The course materials, interactions, and policies are intended to accommodate all students. The University of Montana assures equal access to instruction by supporting collaboration between students with disabilities, instructors, and Disability Services for Students. If you have a disability that requires an accommodation, please contact me during the first week of the semester so that proper accommodations can be provided. For further information or if you feel that you have a disability for which you need accommodation, please contact:

Disability Services for Students (DSS)

Lommasson Center, 154 Voice/text: (406) 243-2243
The University of Montana Fax: (406) 243-5330
Missoula, MT 59812 Email: dss@umontana.edu
Student Housing and Food Resources:

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to notify the professor if you are comfortable in doing so. This will enable me to provide any resources that I may possess. The University Center (UC) houses a **Food Pantry**, which is a terrific resource to students. The **ASUM Renter Center** in the UC provides assistance to students in search of housing. You can also contact **UM’s Housing Office** if you need additional assistance with housing.

Required texts: (available for purchase at the Bookstore at UM)

- Elie Wiesel, *The Trial of God*
- Christopher Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*
- Judith Magyar Isaacson, *Seed of Sarah: Memoirs of a Survivor*
- Art Spiegelman, *Maus I: A Survivor’s Tale: My Father Bleeds History*
- Art Spiegelman, *Maus II: A Survivor’s Tale: And Here My Troubles Began*

**NOTE:** *Maus I* and *Maus II* are graphic novels based on the real-life experiences of the author’s parents, both of whom were Holocaust survivors who moved to the U.S. following World War II. Together, they tell the story of the Holocaust and its aftermath quite effectively. Questions? Please contact me.

Assignments:

Your final grade will be calculated based on the following categories:

- **5% ATTENDANCE AND PROMPTNESS**

  **Attendance:** Five percent of your final grade is based on attendance.

  **Promptness:** Being on time is a choice. I expect all students to be present and ready to go when class starts. *Consistently arriving late to class may result in a lower overall final grade.*

- **10% PARTICIPATION**

  Participation comprises an important aspect of this course. Your grade will be calculated in part how much you contribute to the class in the form of active participation in class discussions.

  In class participation will be graded on the following scale:
9-10 = Student participates in class discussion without prompting and demonstrates a familiarity with the assigned materials.

7-8 = Student demonstrates familiarity with assigned materials, but only participates when called upon or participates less often.

6 = Student participates in class discussion without prompting, but demonstrates little or no familiarity with assigned materials.

5 = Student rarely participates in class discussion.

0-4 = Student does not participate in class discussions and demonstrates little or no familiarity with assigned materials or student was absent from discussion.

10% DISCUSSION FACILITATION (at least once per semester)

As discussion facilitators, your group will write 6-8 discussion questions based on the assigned reading for at least one of our formal discussions. To submit them, please email them to me as ONE Word document or Google Doc:

- Tuesday by 1:00 p.m. before Thursday discussions

Your group will then lead the all-class discussion based on the questions that you’ve written. I will be there to assist and students will be expected to actively participate in the conversation.

Here are helpful guidelines on how to lead a class discussion.

Each discussion facilitator will evaluated on the following scale:

9-10 = Questions: discussion leader or leaders have provided questions that lead the class to understand the significance of the readings beyond the textbook. Planning: discussion is well planned demonstrating critical thinking about the assigned materials. Content: discussion questions require analysis from the class rather than summary. Form: moderators speak clearly, express enthusiasm for the subject, and elicit active participation from the class. All discussion leaders are on time and ready to lead discussion at the start of class.

8 = Discussion was deficient in one of the four areas: questions, planning, content, and form.

7 = Discussion was deficient in two of the four areas: questions, planning, content, and form.

6 = Discussion was deficient in three of the four areas: questions, planning, content, and form.

0-5 = Discussion was deficient in all of the four areas: questions, planning, content, and form.

NOTE: Failure to submit questions as a group on time and/or to arrive unprepared to lead discussion could result in a grade of “zero” for the entire class.
The weekly discussion forum is intended to give you the opportunity to reflect on the assigned weekly course material, including readings and videos, ahead of our in-class discussions. The forum will help students prepare for the discussions by giving them space to reflect on and analyze the assigned materials. In your weekly forum post, you will draw on the course materials and discuss the readings and other materials specifically in your posts. There will be specific directions under each week’s forums that you will follow. Each forum post should be at least a paragraph in length. Remember to write with an academic tone and with the goal of positivity, reflection, and analysis in an academic discussion.

Please complete your post by Thursday by 11:00 a.m. and the start of class.

NOTE: The week 1 forum will serve as an introductory forum and will be structured differently. Thanks for your flexibility here!

Late forum posts will not be accepted without prior arrangement with the instructor.

Assessment of the weekly forums:

Your forum posts will be graded each week on the following rubric:

18-20: A

EXCEPTIONAL & EXCEEDS REQUIREMENTS SET FORTH: Student’s forum posts expresses critical thinking about the assigned readings for the week. The forum posts directly references many of the readings and online course materials, bringing them together in a thoughtful, thorough, and exceptional manner. Forum posts further the discussion. The student has met and/or exceeded the required number of forum posts for that week, which often include pictures and additional resources. All forum posts are well-written using complete sentences and correct spelling and grammar. The forum post is submitted on time.

16-17: B

ABOVE AVERAGE & MEETS REQUIREMENTS SET FORTH: Student’s forum posts express critical thinking about the assigned readings for the week with direct references to some of the readings and other course materials, bringing them together in an above average manner. The student has met the required number of forum posts for that week. All forum posts are written in an above-average way in complete sentences and include correct spelling and grammar. The forum posts are submitted on time.
14-15: C

**AVERAGE: MEETS REQUIREMENTS SET FORTH:** Student’s forum posts express critical thinking about topics from the week, but with few references to the assigned readings and other course materials while adequately connecting course concepts. The student meets the number of forum posts required for this week. Most forum posts are written in complete sentences with proper grammar and spelling. The forum posts are submitted on time or one day late.

12-13: D

**BELOW AVERAGE: DOES NOT MEET REQUIREMENTS SET FORTH:** Student’s forum posts contain speculative comments without support from the content of the course (e.g., assigned readings, lectures, etc.) or comments are not relevant to the week’s readings. The minimum number of forum posts was not met. Forum posts are not properly written in terms of paragraphing, sentence structure, and/or grammar and spelling. The forum posts are submitted one or two days late.

0-11: F

**DOES NOT MEET THE CRITERIA SET FORTH:** The forum posts have no bearing on the course, are without relevance to that week’s topic, are completed after the due date(s), are poorly written, do not meet the criteria set forth, or are not completed for that week. Or, the forum posts were submitted more than 3 days late.

10%  Experiential Learning Assignment  

*(due Friday, April 16)*

At least once during the semester, you’ll select and complete an experiential learning activity and reflect on it in a 1-page (double-spaced) write up submitted to Moodle. The assignment is due Friday, November 6 by 5:00 p.m. to Moodle. The rubric is available on the assignment in Moodle.

You might ask: what is an experiential learning activity? This is an opportunity for you to do an activity beyond the classroom that involves and touches on the theme of the Holocaust. Here are ideas for completing this assignment:

- Explore one of the online exhibits via the United States Holocaust Memorial Museum, Yad Vashem, or another Holocaust museum with online exhibits.
- Safely attend an event related to the Holocaust in Missoula or wherever you happen to be located. Safety is paramount, so please make sure that the event practices social distancing and please follow all protocols. Holocaust Remembrance Week is January 25-29 and Holocaust Remembrance Day is April 21. There are often events scheduled in conjunction with these dates, including in-person and online.
- Select a film or documentary that reflects on the Holocaust, watch it, and reflect on it.
● View an online photograph exhibit of the Holocaust, its impact, and its aftermath. Reflect on it in your write-up.
● Watch an interview with a Holocaust survivor on the websites of Yad Vashem, the USHMM, the USC Shoah Foundation, etc. Reflect on what you learned.
● If you know someone who is a Holocaust survivor or the son or daughter (or grandson or granddaughter) of a Holocaust survivor, interview that person while practicing social distancing. You could do the interview over Zoom, for example, record it, and then reflect on the experience and what you learned.

When you’re at the event or activity, please text me a photo at 406-624-9571 with your name or upload your photo with the assignment on Moodle. These photographs will serve as a “sign-in” sheet for the event or activity. Note: You do not need to post a photo of yourself if you are not comfortable doing so. You can post a photo of the event or activity itself.

In your 1-page response to your experience, please summarize and analyze what you did and why it was important. As you’re preparing your response, ask yourself a few questions. What was it like, for example, to attend the event or watch the film? What did you learn? To what extent did it change your perspective? Please double-space your submission and use Times New Roman 12-point font.

Then, upload it to Moodle along with the image (or text the image to me at 406-624-9571).

See the assignment in Moodle for further information and for the rubric.

25% TWO (2) PAPERS (due dates are below)

Please see in-depth instructions for these papers on the course Moodle page.

Paper #1 (10%): 5 pages/in-class sources due to Moodle by Tuesday, 2/16 by 9 a.m.

Paper #2 (15%): 5 pages/in-class sources due to Moodle by Monday, 3/22 by 9 a.m.

25% FINAL PAPER/PROJECT due Wednesday, April 28

Paper/project #3 (25%) in-class sources & outside scholarly sources

● Due to Moodle by Wednesday, April 28 by 10:00 a.m.
● See Moodle for the options regarding this assignment.
● Outside sources need to be of a high quality: scholarly secondary sources and strong, reputable primary sources. Translation: no Wikipedia or history.com allowed. (Please see the Moodle page for the full assignment.)
● Please cite your sources using the Turabian/Chicago style citation method (endnotes).
● The Mansfield Library has resources on Chicago-style citations.
- UM’s Writing and Public Speaking Center is a great resource when writing historical essays.
- Their motto: visit early and visit often.

Papers and projects will be graded on the following criteria:

- The student demonstrates an awareness of context, audience and purpose 15%
- The student demonstrates critical and creative thinking 30%
- The student develops ideas and claims with specific information and detail 25%
- The student finds, evaluates, integrates, and correctly cites information from appropriate in-class primary and secondary sources 10%
- The student creates an effective organization, in accord with the expectations of particular disciplines 10%
- The student creates clear, fluent, correct prose 10%

**Grade scale:**

Based on your performance in this course, you will be evaluated on the following grade scale:

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<th>Grade</th>
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<tr>
<td>A</td>
<td>94-100</td>
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<td>A-</td>
<td>90-93</td>
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<td>B+</td>
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<td>B</td>
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<td>F</td>
<td>59 and below</td>
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*For students taking the course “credit/no credit”:

From the UM catalogue:
“Courses taken to satisfy General Education Requirements must be taken for traditional letter grade. Courses required for the student's major or minor must be taken for traditional letter grade, except at the discretion of the department concerned.

A grade of CR is assigned for work deserving credit (A through D-) and a grade of NCR is assigned for work of failing quality (F). CR and NCR grades do not affect grade point averages.

The grades of CR and NCR are not defined in terms of their relationship to traditional grades for graduate course work.

Election of the credit/no credit option must be indicated at registration time or within the first 15 class days on CyberBear. Between the 16th day and the last day of instruction before finals week, a student may request a change from credit/no credit enrollment to an enrollment under the A-F grade system, or the reverse, by means of a Course Add/Change Form; note that not all such requests are approved.

To pass this class on the credit/no credit grade scale at UM, you need a “D” average (a minimum of a 60% overall). From my perspective, that means that you need to pass all elements of the class – participation and attendance, forums, leading discussion, writing assignments, etc. Please see me if you have any questions.

**Course Outline:**

**WEEK 1: Course Introduction and Historical Preconditions for the Holocaust**

Tuesday, January 12: Course Introduction

To do:
- Review the course syllabus and Moodle page.
- Purchase books via the Bookstore at UM.
- Complete this week’s introductory discussion forum. Your posts (1 initial and 1 response for a total of two posts) are due by Monday at 9:00 a.m.

Thursday, January 14: LECTURE: Top 10 Misconceptions about the Holocaust and Historical Preconditions for the Holocaust

To read:
- Doris Bergen, *War and Genocide*, Introduction
- Arthur de Gobineau, *The Inequality of the Races*: Chapter 1 (Moodle)
- The Conservative Embrace of Anti-Semitism: The Tivoli Program of the German Conservative Party (Moodle)
- Adolf Hitler’s early known anti-Semitic writing (Moodle)

To watch:
“The Path to Nazi Genocide” from the USHMM (Moodle)

To do:
- Complete this week’s introductory discussion forum. Your posts (1 initial and 1 response for a total of two posts) are due by Monday at 9:00 a.m.
- Next week’s discussion leaders: prepare your discussion questions for submission on Tuesday.
- Begin working on paper #1.
- Begin working on experiential learning assignment.

**WEEK 2: CHRISTIAN ANTI-SEMITISM**

Tuesday, January 19: GUEST LECTURE: Christian Anti-Semitism with Dr. Chris Fuller

To read:
- Doris Bergen, *War and Genocide*, Chapter 1: Preconditions
- Elie Wiesel, *The Trial of God* (available for purchase at The Bookstore at UM / please read the entire book)
- Gospel of Matthew, chapters 21-27 (Moodle)
- Gospel of John, chapters 8-19 (Moodle)
- Good Friday Prayer from the 1920 edition of the Roman Missal (Moodle)

To watch:
- “Why the Jews: History of Anti-Semitism” (Moodle)

To do:
- All students: complete this week’s discussion forum by Thursday at 11:00 a.m.
- All students: prepare for Thursday’s discussion by completing the readings and reviewing the discussion questions.
- All students: complete this week’s discussion forum by Thursday at 11:00 a.m.

Thursday, January 21: DISCUSSION with Dr. Chris Fuller

To do:
- All students: complete this week’s discussion forum by Thursday at 11:00 a.m.
- All students: complete this week’s readings.
- All students: prepare for this week’s discussion.
- Next week’s discussion leaders: prepare your discussion questions for submission on Tuesday.
- Begin working on paper #1.
- Begin working on experiential learning assignment.

**WEEK 3: KEY DEVELOPMENTS IN THE INTERWAR ERA**
Tuesday, January 26: LECTURE: The Nazi Rise to Power, Nazi Propaganda, Anti-Jewish Laws, and Kristallnacht

To read:

- Bergman, *War and Genocide*, Chapters 2, 3, and 4
- *Maus I* (Please read the entire book.)
- Program of the German Workers’ Party (Moodle)
- Memorandum of the Prussian Ministry of the Interior on Nazi Agitation (Moodle)
- Adolf Hitler, *Mein Kampf*: “The Art of Propaganda” (Moodle)
- Nuremberg Laws: Law for the Protection of German Blood & Honor (Moodle)
- Look through the photos on Nazi propaganda from the GHDI website (Moodle)

To watch:

- *The Eternal Jew* (Moodle)
- “Early Warning Signs” from the USHMM (Moodle)

To do:

- Discussion leaders: please send your group’s discussion questions as one (1) Word document or Google Doc to my inbox by 1:00 p.m. on Tuesday (gillian.glaes@moso.umt.edu).
- All students: prepare for Thursday’s discussion by completing the readings and reviewing the discussion questions.
- All students: complete this week’s discussion forum by Thursday at 11:00 a.m.

Thursday, January 28: DISCUSSION

To do:

- Discussion leaders: prepare to lead Thursday’s discussion.
- Make your post to this week’s discussion forum by Thursday at the start of class on this week’s readings. Respond to one other student’s post by the start of class on Thursday as well.
- All students: complete this week’s readings.
- All students: complete this week’s discussion forum by the start of class on Thursday.
- All students: prepare for Thursday’s discussion. Questions will be sent via Moodle and posted on Moodle.
- Continue working on paper #1, which is due Monday, February 15 by 9:00 a.m.
- Complete the experiential learning assignment by Friday, April 16.

**WEEK 4: World War II and the Holocaust, Part 1: The Holocaust outside of the death camps**

Tuesday, February 2: LECTURE: War and Genocide: Execution Squads and the Early Phase of the Holocaust
To read:

- Bergman, *War and Genocide*: Ch. 5
- Christopher Browning, *Ordinary Men* (Please read the entire book.)

To do:

- Discussion leaders: please send your group’s discussion questions as one (1) Word document or Google Doc to my inbox by 1:00 p.m. on Tuesday (gillian.glaes@mso.umt.edu).
- All students: prepare for Thursday’s discussion by completing the readings and reviewing the discussion questions.
- All students: complete this week’s discussion forum by Thursday at 11:00 a.m.

**Thursday, February 4: DISCUSSION**

To do:

- Discussion leaders: prepare to lead Thursday’s discussion.
- Make your post to this week’s discussion forum by Thursday at the start of class on this week’s readings. Respond to one other student’s post by the start of class on Thursday as well.
- All students: complete this week’s readings.
- All students: complete this week’s discussion forum by the start of class on Thursday.
- All students: prepare for Thursday’s discussion. Questions will be sent via Moodle and posted on Moodle.
- Continue working on paper #1, which is due Monday, February 15 by 9:00 a.m.
- Complete the experiential learning assignment by Friday, April 16.

**WEEK 5: World War II and the Holocaust, Part II: The Shift to Death Camps**

**Tuesday, February 9: LECTURE: War and Genocide: The Shift to Death Camps**

To read:

- *War and Genocide* Ch. 6: Expansion & Systemization
- Judith Magyar Isaacson, *Seed of Sarah: Memoirs of a Survivor*
- *The Wansee Protocol* (Moodle)
- *Testimonies of Treblinka SS Men* (Moodle)

To watch:

- “Treblinka’s Last Witness” (Moodle)
- Take a [virtual tour of Auschwitz](Moodle)

To do:
Discussion leaders: please send your group’s discussion questions as one (1) Word document or Google Doc to my inbox by 1:00 p.m. on Tuesday (gillian.glaes@mso.umt.edu).

All students: prepare for Thursday’s discussion by completing the readings and reviewing the discussion questions.

All students: complete this week’s discussion forum by Thursday at 11:00 a.m.

Thursday, February 11: DISCUSSION

To do:

- Discussion leaders: prepare to lead Thursday’s discussion.
- Make your post to this week’s discussion forum by Thursday at the start of class on this week’s readings. Respond to one other student’s post by the start of class on Thursday as well.
- All students: complete this week’s readings.
- All students: complete this week’s discussion forum by the start of class on Thursday.
- All students: prepare for Thursday’s discussion. Questions will be sent via Moodle and posted on Moodle.
- Complete and submit paper #1, which is due Tuesday, February 16 by 9:00 a.m. to Moodle.
- Complete the experiential learning assignment by Friday, April 16.

WEEK 6: DAILY LIFE AND RESISTANCE: Auschwitz and the Warsaw Ghetto as examples

Paper #1: due Tuesday, February 16 to Moodle by 9:00 a.m.

Tuesday, February 16: LECTURE: Resistance: the Warsaw ghetto and the Warsaw uprising as a case study

To read:

- *War and Genocide*: Ch. 7: War and Genocide
- *Maus II* (Please read the entire book.)
- Read portions of the Report by Alfred Wetzler and Rudolf Vraba, two escapees from Auschwitz (Moodle) (NOTE: *your choice in terms of which portions you read*)
- “Life in the Warsaw Ghetto” (Moodle)
- “The Warsaw Ghetto is No More” (Moodle)
- Testimony regarding the Treblinka death camp uprising

To watch:

- Watch videos on life in the Jewish ghettos (Moodle)
- Watch “Never Forget to Lie” from PBS Frontline (Moodle) https://www.pbs.org/wgbh/frontline/film/never-forget-to-lie/

To do:
- Discussion leaders: please send your group’s discussion questions as one (1) Word document or Google Doc to my inbox by 1:00 p.m. on Tuesday (gillian.glaes@mso.umt.edu).
- All students: prepare for Thursday’s discussion by completing the readings and reviewing the discussion questions.
- All students: complete this week’s discussion forum by Thursday at 11:00 a.m.
- Make sure that you’ve submitted paper #1. Start working on paper #2.

Thursday, February 18: DISCUSSION

To do:
- Discussion leaders: prepare to lead Thursday's discussion.
- Make your post to this week’s discussion forum by Thursday at the start of class on this week’s readings. Respond to one other student’s post by the start of class on Thursday as well.
- All students: complete this week’s readings.
- All students: complete this week's discussion forum by the start of class on Thursday.
- All students: prepare for Thursday’s discussion. Questions will be sent via Moodle and posted on Moodle.
- Begin working on paper #2, which is due Monday, March 22 by 9:00 a.m.
- Complete the experiential learning assignment by Friday, April 16.

WEEK 7: MEDICAL EXPERIMENTATION IN THE HOLOCAUST

Tuesday, February 23: LECTURE: Euthanasia and Medical Experimentation: The Incarnation of Evil?

To read:
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- "Nazi Extermination of People with Mental Disabilities (Moodle)"
- "The Doctors’ Trial: Opening Statement" (Moodle)
- "The Nuremberg Trials: Testimony on Medical Experimentation" (Moodle)
- Look through the USHMM online exhibit “Deadly Medicine: Creating the Master Race” (Moodle)

To do:
- Discussion leaders: please send your group’s discussion questions as one (1) Word document or Google Doc to my inbox by 1:00 p.m. on Tuesday (gillian.glaes@mso.umt.edu).
- All students: prepare for Thursday’s discussion by completing the readings and reviewing the discussion questions.
- All students: complete this week’s discussion forum by Thursday at 11:00 a.m.
Thursday, February 25: DISCUSSION

To do:
- Discussion leaders: prepare to lead Thursday’s discussion.
- Make your post to this week’s discussion forum by Thursday at the start of class on this week’s readings. Respond to one other student’s post by the start of class on Thursday as well.
- All students: complete this week’s readings.
- All students: complete this week’s discussion forum by the start of class on Thursday.
- All students: prepare for Thursday’s discussion. Questions will be sent via Moodle and posted on Moodle.
- Continue working on paper #2, which is due Monday, March 22 by 9:00 a.m.
- Complete the experiential learning assignment by Friday, April 16.

WEEK 8: A FIRST-PERSON ACCOUNT OF THE HOLOCAUST

Tuesday, March 2: PRESENTATION by a Holocaust survivor

To read:
- Bergman, War and Genocide: Ch. 8: Flashover: The Killing Centers
- Excerpt from Alter Wiener, From a Name to a Number (Moodle)
- Toby Levy, “The Holocaust stole my youth. COVID-19 is stealing my last years.” (Moodle)

To watch:
- “Yes, that’s my father” from the USHMM (Moodle)
- “One Survivor Remembers”: Gerda Weismann’s account of surviving the Holocaust (Moodle)

To do:
- All students: complete this week’s discussion forum by Friday at 11:00 a.m. (Thursday is a mini-break for students.)

Thursday, March 4: NO CLASS: MINI-BREAK FOR STUDENTS

To do:
- Complete this week’s discussion forum by Friday.
- Begin working on next week’s reading assignments and materials.
- Continue working on paper #2.
- Continue working on the experiential learning assignment.

WEEK 9: VICTIMS OF THE HOLOCAUST BEYOND EUROPE’S JEWISH COMMUNITY
Tuesday, March 9: LECTURE: From 6 million to 12 million: Roma, Homosexuals, Jehovah’s Witnesses, Catholics, Resistance Fighters, Communists, and Socialists in the Holocaust

To read:

- Pierre Seel: The Death of His Lover (Moodle)
- Look at the exhibit: The Nazi Persecution of Homosexuals from the USHMM (Moodle)

To do:

- Discussion leaders: please send your group’s discussion questions as one (1) Word document or Google Doc to my inbox by 1:00 p.m. on Tuesday (gillian.glaes@mso.umt.edu).
- All students: prepare for Thursday’s discussion by completing the readings and reviewing the discussion questions.
- All students: complete this week’s discussion forum by Thursday at 11:00 a.m.

Thursday, March 11: DISCUSSION

To do:

- Discussion leaders: prepare to lead Thursday’s discussion.
- Make your post to this week’s discussion forum by Thursday at the start of class on this week’s readings. Respond to one other student’s post by the start of class on Thursday as well.
- All students: complete this week’s readings.
- All students: complete this week’s discussion forum by the start of class on Thursday.
- All students: prepare for Thursday’s discussion. Questions will be sent via Moodle and posted on Moodle.
- Continue working on paper #2, which is due Monday, March 22 by 9:00 a.m.
- Complete the experiential learning assignment by Friday, April 16.

**WEEK 10: EXPLORING THE HOLOCAUST FROM A GLOBAL PERSPECTIVE**

Tuesday, March 16: NO CLASS: MINI-BREAK FOR STUDENTS

To do:

- Begin working on next week’s reading assignments and materials.

Thursday, March 18: GUEST LECTURE: The US response to the Holocaust with Dr. D.J. Cash

To read:

- Read excerpt from *So It Was True: American Protestant Press & the Nazi Persecution of*
the Jews (Moodle)

- “American Catholic Responses to the Holocaust” (Moodle)
- Read an excerpt from FDR and the Jews (Moodle)
- American Consul Samuel Honaker’s description of anti-Semitic persecution . . . (Moodle)

To watch: (Moodle)

- Watch Charles Chaplin’s The Great Dictator
- “American Responses” from the USHMM
- Suggested: Watch “Why We Fight” from Band of Brothers if you have access to it

To do:

- All students: prepare for Thursday’s lecture by completing the readings and reviewing the discussion questions.
- All students: complete this week’s discussion forum by Thursday at 11:00 a.m.
- All students: come with questions to ask Dr. Cash.
- Complete and submit paper #2 to Moodle by 9:00 a.m. Monday, March 22.
- Complete the experiential learning assignment by Friday, April 16.

WEEK 11: THE LIBERATION OF CONCENTRATION CAMPS, THE NUREMBERG TRIALS, AND POSTWAR JUSTICE

Paper #2 is due Monday, March 22 by 9:00 a.m. to Moodle.

Tuesday, March 23: LECTURE: The liberation of the camps, de-Nazification, the Nuremberg Trials, “crimes against humanity,” and new definitions of justice and human rights

To read:

- War and Genocide: Ch. 9 Death Throes and Killing Frenzies, 1944-1945
- War and Genocide: Conclusion: The Legacies of Atrocity
- New York Times article: “For Some Holocaust Survivors, Even Liberation Was Humiliating”
- “Nuremberg Trial Proceedings, Vol. 1: Indictment” (Moodle)
- “Nuremberg Trial Proceedings, Count 3: War Crimes” (Moodle)
- “Nuremberg Trial Proceedings, Count 4: Crimes against Humanity” (Moodle)
- Read Rudolf Hoess, Commandant of Auschwitz -- Testimony at Nuremberg, 1946 (Moodle)
- “UN Resolution 260, 1948: Convention on the Prevention and Punishment of Genocide” (Moodle)
- “The Universal Declaration of Human Rights” (Moodle)

To watch:

- “Liberation” from the USHMM (Moodle)
- PBS Frontline: “Memory of the Camps” (Moodle)
To do:

- Discussion leaders: please send your group’s discussion questions as one (1) Word document or Google Doc to my inbox by 1:00 p.m. on Tuesday (gillian.glaes@mso.umt.edu).
- All students: prepare for Thursday’s discussion by completing the readings and reviewing the discussion questions.
- All students: complete this week’s discussion forum by Thursday at 11:00 a.m.
- Make sure that you have completed and submitted paper #2 to Moodle.

Thursday, March 25: DISCUSSION

To do:

- Discussion leaders: prepare to lead Thursday’s discussion.
- Make your post to this week’s discussion forum by Thursday at the start of class on this week’s readings. Respond to one other student’s post by the start of class on Thursday as well.
- All students: complete this week’s readings.
- All students: complete this week’s discussion forum by the start of class on Thursday.
- All students: prepare for Thursday’s discussion. Questions will be sent via Moodle and posted on Moodle.
- Begin working on the final paper/project, which is due Wednesday, April 28 to Moodle during finals week.
- Complete the experiential learning assignment by Friday, April 16.

WEEK 12: AFTER AUSCHWITZ: HISTORICAL IMPLICATION, PART 1: POSTWAR JUSTICE

Tuesday, March 30: GUEST LECTURE: Nazi war criminals after Nuremberg: Eichmann in Jerusalem with Dr. Elvira Roncalli

To read:

- Hannah Arendt, Eichmann in Jerusalem (excerpts) (Moodle)

To watch:

- “Justice and Accountability” from the USHMM

To do:

- Discussion leaders: please send your group’s discussion questions as one (1) Word document or Google Doc to my inbox by 1:00 p.m. on Tuesday (gillian.glaes@mso.umt.edu).
- All students: prepare for Thursday’s discussion by completing the readings and reviewing the discussion questions.
- All students: complete this week’s discussion forum by Thursday at 11:00 a.m.

Thursday, April 1: DISCUSSION
To do:

- Discussion leaders: prepare to lead Thursday’s discussion.
- Make your post to this week’s discussion forum by Thursday at the start of class on this week’s readings. Respond to one other student’s post by the start of class on Thursday as well.
- All students: complete this week’s readings.
- All students: complete this week’s discussion forum by the start of class on Thursday.
- All students: prepare for Thursday’s discussion. Questions will be sent via Moodle and posted on Moodle.
- Continue working on the final paper/project, which is due Wednesday, April 28 to Moodle during finals week.
- Complete the experiential learning assignment by Friday, April 16.

**WEEK 13: AFTER AUSCHWITZ: HISTORICAL IMPLICATIONS, PART 2: THE GLOBAL SEARCH FOR NAZIS**

Tuesday, April 6: LECTURE: Simon Wiesenthal, postwar Nazi hunters, and the global search for war criminals

To read:

- Excerpt from Simon Wiesenthal, *Sunflower: On the Possibilities and Limits of Forgiveness* (Moodle)
- Matt Rojansky, “Obstruction and Delay: The Hunt for Nazi War Criminals” (Moodle)
- Basia Rosenbaum, “70 Years since Nuremberg, the Search for Nazis Continues: An Interview with Efraim Zuroff” (Moodle)

To do:

- Discussion leaders: please send your group’s discussion questions as one (1) Word document or Google Doc to my inbox by 1:00 p.m. on Tuesday (gillian.glaes@mso.umt.edu).
- All students: prepare for Thursday’s discussion by completing the readings and reviewing the discussion questions.
- All students: complete this week’s discussion forum by Thursday at 11:00 a.m.

Thursday, April 8: DISCUSSION

To do:

- Discussion leaders: prepare to lead Thursday’s discussion.
- Make your post to this week’s discussion forum by Thursday at the start of class on this week’s readings. Respond to one other student’s post by the start of class on Thursday as well.
- All students: complete this week’s readings.
- All students: complete this week’s discussion forum by the start of class on Thursday.
- All students: prepare for Thursday’s discussion. Questions will be sent via Moodle and posted on Moodle.
- Continue working on the final paper/project, which is due Wednesday, April 28 to Moodle during finals week.
- Complete the experiential learning assignment by Friday, April 16.

**WEEK 14: REMEMBERING, FORGETTING, REPRESENTING, AND DENYING THE HOLOCAUST**

Tuesday, April 13: Small group breakout planning sessions for presentations on remembering, forgetting, representing, and denying the Holocaust

To read:

- Bjorn Krondorfer, “Is Forgetting Reprehensible? Holocaust Remembrance and the Task of Oblivion” (Moodle)
- Elie Wiesel, “Never Shall I Forget” (Moodle)
- Explore the USHMM website (Moodle)
- Explore the Yad Vashem website (Moodle)
- Holocaust denial from the USHMM (Moodle)
- “Print Mein Kampf to fight neo-Nazism” (Moodle)

To do:

- Complete the assigned reading.
- Be prepared to work on your small group project during class.

Thursday, April 15: Small group presentations on remembering, forgetting, representing, and denying the Holocaust

To do:

- Make sure that you and your group are ready to make your presentation today and that your visual is ready to go and to be shared on Zoom.
- Continue working on the final paper/project, which is due Wednesday, April 26 to Moodle by 10:00 a.m.
- Complete and submit the experiential learning assignment, which is due Friday, April 16 by 5:00 p.m. to Moodle.

**NOTE:** The experiential learning assignment is due Friday, April 16 by 5:00 p.m. to Moodle.

**WEEK 15: GENOCIDE SINCE THE HOLOCAUST**

Tuesday, April 20: Small group breakout planning sessions on genocides after the Holocaust

To read:
NOTE: Please read "No Lessons from the Holocaust" and then read the assigned readings that correspond to your assigned country (i.e., Cambodia, Yugoslavia, etc.)

- "No Lessons from the Holocaust?" (Moodle)
- Cambodia: *Golden Bones: An Extraordinary Journey from Hell in Cambodia to a New Life in America* (excerpts) (Moodle)
- Rwanda: “People Came to Mass Each Day to Pray, Then They Went Out to Kill” (Moodle)
- Darfur: *Darfur’s Sorrow: A History of Genocide and Destruction* (excerpts) (Moodle)

To do:
- Complete the assigned reading.
- Be prepared to work on your small group project during class.
- Make sure that you have completed and submitted the experiential learning assignment.

Thursday, April 22: Small group presentations on genocides after the Holocaust

To do:
- Make sure that you and your group are ready to make your presentation today and that your visual is ready to go and to be shared on Zoom.
- Continue working on the final paper/project, which is due Wednesday, April 28 by 10:00 a.m. during finals week.

**WEEK 16: FINALS WEEK**

Monday, April 26 - Friday, April 30

Our final exam time: Wednesday, April 28 / 8:00 - 10:00 a.m.

The final paper/project is due Wednesday, April 28 by 10:00 a.m. to Moodle.

- Please see Moodle for further details and instructions.
- Please post an abstract of your paper or project to the corresponding Moodle forum and response to one other student’s post by Friday, April 30.