

University of California at San Diego

## *Why Hitler? How Auschwitz?*

**HIEU 158**

#795301

**Winter 2014**

**Professor Deborah Hertz**

**HSS 6024**

**Office Hours: Tuesdays and Thursdays 11:00-12:00**

**Office phone: 858 534 5501**

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

**Class meets Tuesdays and Thursdays 2:00---3:20 in Center Hall 212**

***Classroom Etiquette.*** Please do not text, send e-mail, shop, or watch movies during class. All phones must be turned off during class. If one student is noticed engaging in distracting computer use, all laptops will be banned for all students for the rest of the quarter.

***Power Point*** presentations are designed to accompany the lecture. Those presentations will not be made available on our class web site. Note summaries will not be available from the *Associated Students*. 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. The class lectures will be available on podcast.

Please do not come late to class, and try not leave the class during the lecture unless you are experiencing a true emergency. Do not eat in 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**. If you do the reading before class, you will be able to sit back and enjoy the lecture. The lectures are **not** the arena to learn the material. ***Read, read, and then re-read.*** If you cannot follow the lectures it is because you are not spending adequate time reading.

***Holocaust Living History Workshop.*** The *Workshop* is a project of the UCSD Judaic Studies Program and the UCSD 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 1-4. Her phone number there is 534 7661.

Students enrolled in this class should plan to attend the *Workshop* survivor talks on Wednesday, February 19<sup>th</sup> and on Wednesday March 12, both at 5 pm in the Geisel Room on the first floor of the Library. Be sure to sign in on the clipboard. You are all expected to attend at least one of the two events.

***Class texts.*** The texts have been ordered with the Price Center Bookstore. They have also been placed on reserve. You can of course buy them used on Amazon, or for your Kindle reader. Many of the books

have large sections scanned into Google. Several of the class texts can be found in your local public library as well.

Lion Feuchtwanger, THE OPPERMANS Carroll and Graf, 978 0786708802. [Please begin reading the novel immediately so that you have completed it by January 21]

Karl Schleunes TWISTED ROAD TO AUSCHWITZ, University of Illinois, 978 02 52061479

Nechama Tec, DEFIANCE Oxford University Press, 978 0195093902

Alan Bullock, HITLER, A STUDY IN TYRANNY, Harper Collins, 978 0060920203, available in public libraries.

Donald McKale, HITLER'S SHADOW WAR, Taylor Trade Publishing, 978 158979294

Shlomo Venezia, INSIDE THE GAS CHAMBERS, Polity Press, 978-0745643847

Jan Gross, NEIGHBORS, Penguin Press, 978-0-14-200240-7

Deborah Lipstadt, THE EICHMAN TRIAL, Random House, 978-0-80-5242607 [Sorry only the hardback version is available.]

**Web site for the class is called** <http://ted.ucsd.edu>. Contact the Academic Computing Office at 4-4061 or 4-2113 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 web site 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 three **pop quizzes** during the quarter, and no make-ups will be allowed. The content of the pop quiz will be strictly details from the reading for that day. These three quizzes replace the midterm.

The final will take place on March 20 at 3 pm. The final will consist of two essays, chosen from a list of questions which is not distributed ahead of time, as well as some short identifications. The final exam will mainly cover material from the second half of the course, with some questions which require a mastery of the entire narrative of the period.

**Your independent project is due on March 11. Late work will not be accepted. No electronic submissions please.**

**Choice A** will be an *academic paper*. Students should begin narrowing their topic using the list of topics, mainly biography suggestions, included on the syllabus. Your essay should be ten pages long, double spaced. Students must use at least one historical monograph for the paper. **You may use the internet to research your topic and access published academic articles. Otherwise, internet sources are not allowed as references. Learn the system of historical footnoting early in the quarter. Essays whose references are not written in the History format will be returned for revision.**

**All cases of plagiarism will be referred to the Academic Integrity Office and no mercy will be shown. The grade will be an automatic F. Turnitin.com is not used because your instructor wants to believe in your integrity. Research on the topic of the Holocaust is a sacred labor and self-interested plagiarism is an insult to the dead.**

**Choice B** is the *creative primary source* project. You may choose a feature film, a documentary film, a novel, a memoir, a piece of music, a memorial sculpture, a play or a painting relevant to the course topics. Once you choose your “creative” primary source, you will be responsible to choose an academic book covering the same topic. In your ten-page essay, students will be responsible for pointing out any historical errors you discover in your primary source. You may also make a presentation of the entire class of a clip from the film or a reading from the memoir or novel. Those presentations will take place on the last day of class.

**Choice C** will involve using the *Visual History Archive* of the Shoah Foundation, a video primary source of 52,000 Holocaust survivor testimonies, which UCSD leases. Further information will be presented in class regarding how to use the VHA. In your essay you must use a work of academic history to provide a context and critique of the interview you watch. You may make a presentation to the class of a short clip from the interview.

By January 30, students must choose what kind of independent project they wish to pursue. Final projects will be due on March 11. Late work will not be accepted without prior permission from the instructor. No electronic submissions please.

**Points toward the final grade:** Pop quizzes, 10 points each for 30 points total; Independent Project 35 points; final examination 35 points.

### *Class Schedule.*

January 7: *Introduction to the course.*

January 9: *World War One, Revolution, and Inflation*

Read: Schleunes, *Twisted Road*, Chapter One; Bullock Chapters I and II, through 1924

January 14 *The Emerging Ideology of Adolf Hitler*

Read: Schleunes, *Twisted Road*, Chapter Two; Bullock, Chapter III; McKale, Chapter One

Lecture by Professor Steven Zipperstein on “Kishinev Pogrom” at 8 pm. Location of the lecture will be provided in class. Please be sure to sign in on the clipboard at the lecture.

January 16 *The Seizure of Power in January 1933*

Read: Schleunes, *Twisted Road*, Chapter Three; Bullock, Chapter IV; McKale, Chapter Two

January 21 *The Opperman Family Saga*

Read: entire novel

January 23 *Party and State in the Nazi System*

Read: Schleunes, *Twisted Road*, Chapter Four; Bullock, Chapter Five; McKale, Chapter Three

January 28 *Why World War Two in September 1939?*

Read: Bullock, Chapters Eight and Nine; McKale, Chapter Six

January 30 *Chaotic Jewish Policy 1939-41: The Twisted Road to Auschwitz*

Read: Schleunes, *Twisted Road*, Chapters 5-8; McKale, Chapter Seven

**Today is the last day to declare your topic for your independent project.**

February 4 *Was there a Coherent Policy of Jewish Labor?*  
Read McKale, Chapter Eight

February 6 *From Euthanasia to Mass Murder*  
Read: McCale, Chapter Nine

February 11 *Inside Auschwitz and Other Concentration Camps*  
Read Venezia, entire book

February 13 Why Murder in Jedwabne in 1941?  
Read Gross, *Neighbors*, entire book

February 18 *Deportation of Jews from Western Europe, Scandinavia, and Italy*  
Read McKale, Chapter Twelve

### Holocaust Living History Workshop

Wednesday February 19 Larry Greenbaum “Back to Dudelsheim,” Sues Room in the Library, 5 pm.

February 20 *The Painful Choices of the Jewish Councils*  
Read McKale, Chapter Thirteen

February 25 *Gallery of Nazi Personalities*  
No reading

February 27 *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 which present episodes or personalities differently than Tec did in her book. This is an excellent topic choice for CHOICE B.

March 4 *Why the Axis Powers Lost World War Two*  
Read Bullock Chapters Seven and Eight; McCale, Chapter Fourteen

March 11 *Eichmann Trial: Israel and Judgment*  
Read: Lipstadt, entire book

### ***Independent Project essays due.***

### Holocaust Living History Workshop

March 12 5 pm. Professor Peter Gourevitch of UCSD on “Survival or Death”

### March 13 Student Presentations

We will watch film clips, listen to selections from fiction and drama and music chosen by those working on CHOICE B, and watch clips from VHA interviews chosen by those working on CHOICE C.

**Final: Thursday March 20, 3pm in our classroom**

### ***Topics for Independent Projects***

Sign up in the class notebook to reserve your topic.

#### **CHOICE A: Academic Essay**

**German History Biographies:** Paul von Hindenburg; Franz von Papen; Kurt von Schleicher; Heinrich Bruening; Erich Ludendorff; Konrad Heiden; Johann Georg Hiedler; Geli Raubal; Rudolf Hess; Felix Kersten ; Martin Bohrmann; Joseph Goebbels; Heinrich Himmler; Hermann Goering; Ernst Hanfstaengel; Alfred Rosenberg; Hermann Goering; Albert Speer; Franz von Papen; Rudolf Hess; Joseph Goebbels; Matta Goebbels; Eva Braun; Bernard Loesener; Ernst vom Rath; Ernst Roehm; Hjalmar Schacht; Otto Strasser; Odilo Globocnik; Wilhelm Kube; Heinrich Lohse; Reinhard Heydrich; The Scholl sisters; Klaus von Stauffenberg; Rudolf Hoess; Hans Frank

**Jewish History Biographies:** Martin Buber; Rabbi Leo Baeck; Hannah Arendt; Walter Benjamin; Victor Klemperer; Cordelia Edvardson; Bertha Pappenheim; Kurt Blumenfeld; Herbert Baum; Zivia Lubetkin Zuckerman; Itzhak Zuckerman; Shmuel Zygielboim; Peter Bergson [Hillel Kook]; Jan Karski; Gerhard Riegner; Henry Morgenthau; Rabbi Stephen Wise; Ben Hecht; Primo Levi; Ruth Kluger; Charlotte Delbo; Bruno Bettelheim; Victor Frankel; Anne Frank; Otto Frank; Felice Schragenheim; Stella Goldschlag; Michael Ankielewicz; Chaim Rumkowski; Rudolf Kastner; Bunday Grosz; Emmanuel Ringelblum; Janus Korzak; Jacob Gens; Abba Kovner; Isaiah Trunk; Isaac Wittenberg; Herschel Grynspan; Joel Brand; Nahum Goldmann

**Miscellaneous History Biographies:** Telford Taylor; Robert Jackson; Jan Karski; Eleanore Roosevelt; Janus Korzak; Valerian Fry; Philippe Petain; Pius XI; Pius XII; Chiune Sugihara; Benito Mussolini; King Christian X of Denmark; Edoard Daladier; Vidkun Quisling; Neville Chamberlain; Winston Churchill; Joseph Stalin; Franklin Delano Roosevelt; Edvard Benes

**Event topics or history debates:** Choose any military or diplomatic event or historiographical debates listed in the schedule of lectures or that you discover in your reading.

#### **CHOICE B: Primary Source Interpretation**

Find memoirs of any of the individuals noted above, or memoirs written by survivors and refugees. Use novels written in German, English or Hebrew. Possible authors include David Grossman, *Ka-Zetnik*, Aharon Appelfeld, Elie Wiesel, and Steven Schwartzbart. Films, poetry, music, drama and visual creations can also be used, subject to professor's approval.

#### **CHOICE C: Visual History Archive essay.**

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

**Instructions:** Use Internet Explorer. Go to the UCSD 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.

