The Holocaust is one of the most researched and nevertheless still most disputed events in Modern History. This course investigates the origins and the development of anti-Jewish persecution in the Third Reich, which finally ended in the systematic mass murder of Europe's Jews during World War II. Using both primary and secondary source material we will discuss the early efforts to isolate and marginalize German Jewry during the 1930s, changes in persecution strategy after the notorious pogrom of 1938 (“Cristal night”) and the transition to mass murder during the War in the occupied European States. In contrast to common perspectives we will focus not only on the Nazi party or the SS, but on a broad range of German institutions and their personnel involved in the persecution of the Jews. We will discuss how much room to maneuver individuals in German institutions had at that time in order to examine individual responsibility of perpetrators and bystanders. The course will shed light on the living conditions of the Jewish population under oppression, and on the reactions and resistance of Jewish individuals as well as of Jewish institutions. During the course we will see how the Holocaust fit into the broader context of a Nazi “war of destruction” against Roma, Slaves, Soviet POW’s, “asocials,” handicapped people and gays. We will explore the scholarly discussion after 1945 to understand which questions were discussed when and why.

Required books (at Bookstore or library)

Marion Kaplan, *Between Dignity and Despair: Jewish Life in Nazi Germany* (New York: Oxford University Press, 1998 paperback)

Required articles book chapters are posted on Blackboard
Optional reading

Wendy Lower, Hitler’s Furies. German Women in the Nazi killing fields, Boston 2013.


Raul Hilberg, Sources of Holocaust research: An analysis (Ivan R. Dee, Chicago, 2001).


Jewish Responses to Persecution, Vol. 1: 1933-1938. (Lanham, Maryland, 2010).


Hayes/Roth, The Oxford Handbook of Holocaust Studies, (New York 2010.)

Course requirements:

Class attendance and discussions: Active participation in class discussions of the readings is vital to the learning process. I expect that you will attend all class meetings, complete assigned readings before class starts (you find the assigned reading in the syllabus below the topic heading of each day), and engage actively with the material in our weekly discussions. If you will miss class, you have to inform me as soon as possible via email. In cases of illness you have to provide me with a certificate by the USC Health office. Unexcused absences lower your grade. If you miss more than 5 classes, I won’t accept a research paper, which will significantly lower the grade. The breakdown of your grade is as follows: daily attendance, 10 %; active participation in class discussion, 20%; for a total of 30%.

Examinations:
One exam will be given—a midterm in March (per the Schedule of Classes) based on readings and discussions. The examination will have several questions. Midterm: 30%.
Research Paper:
You are required to write a research paper of 14-16 pages on a topic of your choice related to one of the central areas under consideration in this class. This paper will be grounded in the historiography of the chosen area, but the heart of the effort will involve research in the voluminous primary source material available on the Holocaust, including, of course, the rich material housed in the USC Shoah Foundation Institute and the Holocaust book collection at Doheny.
Please start early to think about a possible subject and discuss first ideas with me. After the mid-term you need to provide a one page description of the subject with your research question and ideas plus a list of the already identified literature (books and scholarly articles, no webpages) of use for the paper. On those ground you will give a short 5 minutes presentation about your topic in class. Feel free to discuss anything about preparing or writing the paper with me by email or during my office hours. I will provide a separate handout explaining the formal paper requirements and the research process. Paper: 40%.

Academic Integrity
USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. SCampus, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: http://www.usc.edu/dept/publications/SCAMPUS/gov/. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The review process can be found at: http://www.usc.edu/student-affairs/SJACS/.

Students with Disabilities
Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

Class Notes Policy
Laptop or tablet use by students for note taking is fine. The use of laptops or other electronic devices, incl. phones, for surfing the net, texting or checking email can be distracting for you and other students and is thus not allowed during class. If you are spotted using your device for purposes other than taking notes during class, you will be banned from using a laptop in class for the remainder of the semester. Frequent misconduct lowers the grade.
Notes taken by students in this class based on lectures or discussion sections may only be made for the purposes of individual or group study. Permission to make recordings falls within the discretion of the instructor and as informed by instructional purposes, classroom order, property interests, and other reasonable considerations arising in the academic context. Notes and recordings of this class may not be exchanged or distributed for any
commercial purpose, for compensation, or for any purpose other than your personal study. Unless authorized by the University in advance and explicitly and in writing permitted by me, commercial or any non-personal use of class notes or recordings constitutes an unauthorized commercial activity in violation of the Student Conduct Code, and students who violate this policy are subject to University discipline. As the instructor in this course, I retain intellectual property rights in the lecture material pursuant to U.S. copyright law and California Civil Code 980(a)(1). Misuse of course notes or recordings derived from lecture material may also subject you to legal proceedings.

Schedule:


2. Thu, Jan. 16: Discussion of Terms, Sources and Interpretations

   **Primary sources**
   Definition of Genocide by Raphael Lemkin,

   **Secondary texts**
   Raul Hilberg, “Sources and their Uses,”
   In Berenbaum/Peck, *The Holocaust and History*, pp. 5-12.

3. Tues, Jan. 21: Anti-Semitism, Nationalism, and Racism

   **Primary sources**
   “Hitler speech 1920,”

   **Secondary texts**

4. Thu, Jan. 23: Germany, 1918-1933

   **Primary sources**
   “Speech of the German delegation in Versailles 1919,”

   **Secondary texts**
   Schleunes, *The Twisted Road to Auschwitz*, pp. 36-61.
   Adam Tooze: introduction,
   in idem, *The Wages of Destruction*. 
Persecution in Nazi Germany 1933-37

5. Tue, Jan. 28: Developments

**Primary sources**
The Times, 3 April 1933
“Nuremberg Laws 1935,”

**Secondary texts**
Kaplan, *Between Dignity and Despair*, pp. 17-49.

6. Thu, Jan. 30: Visit of the Holocaust and Genocide studies collection

!! Attention different location: Basement of Doheny library

7. Tue, Febr. 1: Institutions

**Secondary texts**
Dierker, “The SS Security Service and the Gestapo,”
Kenkmann, “Looting of Jewish Property and the German Financial Administration,”
Doris Bergen, “The Ecclesiastical Final Solution,”

8. Thu, Febr. 6: Reactions in Germany and abroad

**Primary sources**
Robert Weltsch, “Wear It With Pride …1933,”
in Steinhardt Botwinick, *A Holocaust Reader*, pp. 112-113
*The New York Times*, 27 March 1933
*The New York Times*, 12 June 1933

**Secondary texts**

Persecution and Life in Greater Germany
9. Tue, Febr. 11: The Annexed Austria, 1938-1943

**Primary sources**

**Secondary texts**

10. Thu, Febr. 13: Emigration

***Attention different location*** visit of the Lion Feuchtwanger special collection, Doheny

*Please conduct additional individual research online about Jewish emigration from Germany. Be prepared to discuss numbers of emigrants, destinations and problems.*

**Primary sources**
Letter Amalie Malsch to her son in the US, April 1939, in: *Jewish Responses to Persecution*, Vol. 2, pp. 41-44.

**Secondary texts**

11. Tue, Febr. 18: Visit of the Shoah Foundation Institute

***Attention different location at Leavey Library***

12. Thu, Febr. 20: Kristallnacht

*Please conduct independent Research on the Kristallnacht online: be prepared for a discussion of the different available numbers of victims, number of destroyed synagogues, shops and homes, and number of arrests. Watch one video testimony which covers the Kristallnacht from the Shoah foundation and send the instructor per email the name and interview code and the segment numbers.*

**Primary source**
Diary entry about deportation of Poles, 1 November 1938, in: *Jewish Responses to Persecution, Vol. 1*, pp. 343-344.
Diary entrees Luise Solmitz, 10 and 12 November 1938, in: *Jewish Responses to Persecution, Vol. 1*, pp. 352-353.

**Secondary literature**
Steinweis, Kristallnacht, pp. 27-98.

13. Tue, Febr. 25: Mid-term Assessment, Open Questions

14. Thu, Febr. 27: Mid-term exam based on lectures, required reading up to this date and class discussions

**The War: 1939-1941**

*Due: abstract of research paper topic with list of literature (2 pages, hard copy plus e-copy,) on Monday afternoon*

15. Tue, March 4: The Seizure of Poland

**Primary sources**
Testimony (1940), in: *Jewish Responses to Persecution, Vol. 2*, pp. 140-142.
“A Polish Report on Conditions for Jews after the German Conquest,”

**Secondary texts**
Yisrael Gutman, “Polish Anti-Semitism,”

**Film-footage from The Pianist**

16. Thu, March 6: Germany, 1938-1943

*Short oral presentation in class of every student about research paper topic and literature*

**Secondary texts**

17. Tue, March 11: Poland, Forced Labor

**Secondary texts**

18. Thu, March 13: Poland, Ghettos

**Primary sources**

**Secondary texts**

![Spring break: March 17-22]

Due on Tue in class, hard copy two page outline of your research paper plus list of primary and secondary sources, also electronic copy via email

The War, 1941-1945

19. Tue, March 25: The Invasion of the Soviet Union

**Primary source**

**Secondary texts**

The Final solution

20. Thu, March 27: The Final solution 1: Regional versus Central Developments

**Secondary texts**
- Christian Gerlach on Belorussia
- Christoph Dieckmann on Lithuania
- Wendy Lower on Ukraine

21. Tue, April 1: The Final Solution 2: The Central Planning
Primary sources
“Goering instructs Heydrich on the Final Solution, July 31, 1941,”
in David Engel, The Third Reich and the Jews, pp. 96.
“Protocol of the Wannsee Conference, January 20, 1942,”
in Rita Steinhardt Botwinick, A Holocaust Reader, pp. 164-170.

Secondary texts

22. Thu, April 3: The Final Solution 3: Death Camps and Death Marches

Primary sources
“Report on the killing center Belzec,”
both in David Engel, The Third Reich and the Jews, pp. 99-100.
Gina Gotfryd, “Somehow Life Went On,”
in Scrase/Mieder, The Holocaust Personal accounts, pp. 154-163.
“The March,”
in Steinhardt Botwinick, A Holocaust Reader, pp. 177-184.

Secondary texts
Friedlander, “Euthanasia and the Final Solution,”
in Cesarani, The Final Solution, pp. 51-61.
Bella Gutterman, A narrow bridge to life, pp. 204-218.

23. Tue, April 8: The Final Solution and the Perpetrators

Primary sources
“Himmler speech, October 10, 1943,”
in David Engel, The Third Reich and the Jews, pp. 110.

Secondary texts
Christopher Browning, “Ordinary Men,”
Daniel Goldhagen, “Hitler’s Willing Executioners,”
Wendy Lower, Hitler’s Furies, pp. 120-144.
Christopher Browning, “Bureaucracy and Mass Murder,”
in Mitchel/Mitchell, The Holocaust, pp. 119-132.
Peter Hayes, “Profits and Persecution,”
in Mitchel/Mitchell, The Holocaust, pp. 157-165.

24. Thu, April 10: The Final Solution and the Victims. Other victims groups

Secondary texts

25. Tue, April 15: The Final Solution and the Victims: Jewish Women

**Secondary texts**
Zoe Waxmann, Rape and sexual abuse in hiding, in: ibid, 143-135.

26. Thu, April 17: The Final Solution and the Victims: Protest and Resistance

**Primary sources**

**Secondary texts**

27. Tue, April 22: The Final Solution and the Victims: Rescue and Abandonment

**Primary sources**

**Secondary texts**
Kaplan, *Between Dignity and Despair*, pp. 201-228.
28. Thu, April 24: The Aftermath: Survival and the Problem of Restitution

*Primary sources*
Gina Gotfryd, “Somehow Life Went On,”

*Secondary texts*
William Helmreich, “Against All Odds,”

29. Tue, April 29: The Aftermath: Trials and Denials

*Primary sources*
“Extract from Evidence Given at the Nuremberg Trials on Auschwitz,”
“Judgment Nuremberg Trial: The Persecution of the Jews,”
Hermann Göring, “Testimony on Nazi Policy toward the Jews 1946,”
in Michael R. Marrus, *The Nuremberg War Crimes Trial*, pp. 207-211.
Albert Speer, “Final Statement,”

*Secondary texts*
Peter Hayes, Plunder and Restitution, in: ibid., pp. 540-559.
Deborah E. Lipstadt, Denial, in: ibid., pp. 560-574.

screening clips from: Nazis facing their crimes The Nuremberg Trial, 2006

Research Paper due on Thursday, hard copy last day of class, e-copy via turnitin

30. Thur, May 1: Due research paper The Assessment: Conclusions; Open Questions