

HIS/REL 460

THE HOLOCAUST

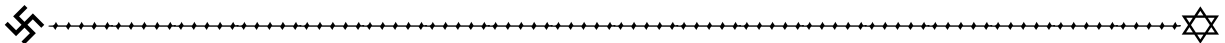
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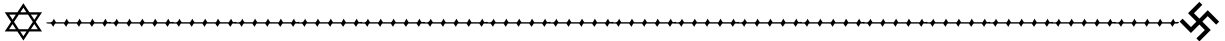


Purpose of the Course

*I believe that I am acting in the spirit of Almighty God;
in defending myself from the Jews, I am doing God's work.*

—Adolf Hitler, *Mein Kampf*

A study of the development of anti-Semitism and other factors resulting in the policies of National Socialist Germany (1933-1945), the events of the Holocaust itself, and its aftermath



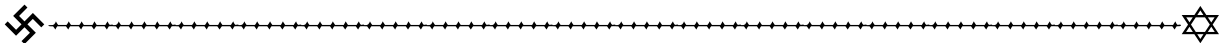
Student Learning Outcomes

... The truth can be a terrible thing, sometimes too terrible to live with.

—Getta Sereny

UPON COMPLETING THE COURSE, THE STUDENT WILL BE ABLE TO:

- 1) demonstrate a historical, theological, and moral understanding of the Holocaust;
- 2) discuss the phenomenon of anti-Semitism—especially Christian anti-Semitism—and its significance in preparing the way for the Holocaust; and
- 3) reflect on the implications of historic anti-Semitism for contemporary Christian relations with the Jewish people and Judaism.



Texts

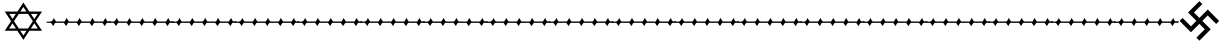
Where they have burned books, they will end in burning human beings

—Heinrich Heine (1797 - 1856)

Hochstadt, Steve. *Sources of the Holocaust*. New York: Palgrave Macmillan, 2004. ISBN: 0-333-96345-8.

Rubenstein, Richard A., and Roth, John K. *Approaches to Auschwitz: The Holocaust and its Legacy*. Revised Edition. Louisville: Westminster John Knox Press, 2003. ISBN: 0-664-223-53-2.

Wiesel, Elie. *Night*. any unabridged edition. [unless an alternate reading is approved].



Requirements and Evaluation

Arbeit Macht Frei

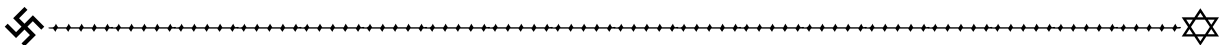
—Slogan at the entrance to Nazi labor and death camps

*This course is a **writing intensive course**, involving four reviews and a major research project. Much emphasis will be placed on writing assignments and their evaluation. For specific assignment details, see “Reviews” and “Research Project,” below. All writing assignments must be typed/printed and must conform to the instructor’s “Paper Writing Guide” (available on the instructor’s website) in terms of academic style.*

A ten-point grading scale will be used for this course. The following requirements will be used to determine the student’s grade:

Course Requirement	% of Grade
Reading, Quizzes, Discussion. The student will be responsible for reading the entire text and other material assigned by the instructor. This material is subject to unannounced reading quizzes. Additionally, “quiz” scores will be assigned (based on participation) for discussion within the University’s online e-learning facility (D2L).	25
Examinations. Mid-term & Final examinations will cover terms, issues, and events related to the Holocaust as they are covered by the lecture and assigned readings.	25
Reviews. The student will be responsible for four reviews; see info below	25
Research Project. Each student is to complete a research project on some aspect of the Holocaust, chosen in consultation with the instructor; details below	25

***Achtung!** An extended field trip to the United States Holocaust Memorial Museum in Washington, D.C., will be arranged by the instructor. The trip will be at student expense, but every effort will be made to keep costs as low as possible. A reflective review of this experience will count as one of the reviews in the grading scheme. Alternate assignments are available for students who are unable to participate*



Americans with Disabilities Act Notice

Clearly, if National Socialist ideologues were willing to contemplate the murder of one million of their fellow Germans, many of whom were merely handicapped, they would be entirely free of scruples when it came to murdering Jews and non-Germans.

—Rubenstein and Roth, *Approaches to Auschwitz*, 143.

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations, should contact Ms. Brenda Waldrip at 601-318-6188. Ms. Waldrip is located in the Student Services Office in Lawrence Hall.



Reviews

And what does the Lord require of you? To act justly and to love mercy, and to walk humbly with your God.
—Micah 6:8

Three brief reviews are required for this class, each contributing points as indicated to the “reviews” component (100 pts total) of the student’s grade. Due dates appear on the course schedule. Details:

Review One (15 points): Review a *website of material devoted to the Holocaust*. This review is to consist of an overview and evaluation of the site.

Review Two (25 points): Review Elie Wiesel, *Night*. Alternately, you may substitute a review of another writing or artistic production *arising out of the author/artist’s personal Holocaust experience*. NOTE: ANNE FRANK, *DIARY OF A YOUNG GIRL* WILL **NOT** BE APPROVED. This review must include awareness of the author/artist’s specific experience (this implies research beyond use of the piece itself).

Review Three (30 points): Review your experience on the fieldtrip to the U.S. Holocaust Memorial Museum in Washington. This review must include personal reflections on the following: 1) the purpose/appropriateness of a Holocaust memorial and memorials in general; 2) reflections on the contrast between the Holocaust experience and the American (United States) emphasis on freedom (here we are looking for thoughts gained through seeing the memorial museum and U.S. government monuments to freedom in close proximity). If you are not able to participate in the Washington trip: you may substitute a review of a non-fiction historical treatment of the Holocaust or some aspect of it. This review should attempt to incorporate the ideas listed above for the fieldtrip review. The instructor must approve the alternate item to be reviewed.

Review Four (30 points): Review any *popular* book, photographic essay, artistic piece, or video/motion picture featuring the Holocaust. This review may be of a non-fiction, artistic, or even fictional work but, in the case of the latter two, the review must evaluate the use of Holocaust information in the work. As with Review Two, the item being reviewed must be approved by the instructor.



Research Project

O Lord of Creation! Here there were people who loved and who worked, who sang and who cried!
—Itzuk Feffer

The project may be: 1) a traditional research paper on some aspect of the Holocaust; or 2) an original artistic composition/production. The latter may be in the form of a short-story, a play, or an original musical or physical media composition. Other proposals may be approved as well. If an original artistic composition/production is chosen, the production must include copious documentation to demonstrate research leading to the incorporation of various elements.

In all cases, proper style and documentation must be followed. Turabian style is assumed in the instructor’s “Paper Writing Guide,” which should be followed for this assignment. Consultation with the instructor is strongly encouraged during the conceptualization, research, and creation stages of the project. Office hours will be posted, but the instructor is often available at other times as well.



Attendance Policy

The Nazi destruction process did not come out of a void; it was the culmination of a cyclical trend. We have observed the trend in the three successive goals of anti-Jewish administrators. The missionaries of Christianity said in effect: You have no right to live among us as Jews. The secular rulers who followed had proclaimed: You have no right to live among us. The Nazis at last decreed: You have no right to live.

—Raoul Hilberg, *The Destruction of the European Jews*

General Classroom Policies

- ☛ The instructor is the final authority in matters of class decorum; if any student is deemed to be disruptive to the learning environment, the instructor—at his sole discretion—may dismiss that student and assign an absence for the period
- ☛ Quizzes or quiz questions missed as a result of tardiness may not be made up
- ☛ Getting up to leave temporarily during class is not acceptable, except in cases of severe distress; students must regulate their bodily functions like adults (go to the potty before class!)
- ☛ Cell phones or pagers are not allowed in class, for voice or text communication; if a cell phone rings, the student in possession will be dismissed from the class and assessed an absence
- ☛ Recording of class sessions is not allowed except by special permission

Attendance

- ☛ The William Carey College catalog states, “students must attend 75% of the class meetings in order to receive credit for the course;” this policy will be enforced with the following additions
- ☛ NO distinction is made between “excused” and “unexcused” absences for attendance reporting; if you are not in class—for any reason—you are considered absent; this means that: 1) absences for school activities count as regular absences; the student is responsible for keeping their total absences within the limits specified above, and 2) doctor’s excuses are not needed and will have no bearing on attendance reporting
- ☛ If a student adds the course late and misses classes, those absences will be recorded as absences
- ☛ If a student is not present when attendance is determined (either by roll call or by work performed in class), the student will be considered absent (there will be no “tardy” category)
- ☛ If a student leaves class early, he/she will be assessed an absence and will not receive credit for work completed in the class; for example, students will not be given credit for a quiz if they leave class during the period in which the quiz was administered

Examination Policy

- ☛ Students must be present for all exams; absence from an exam will result in a grade of zero, unless prior arrangements have been made with and approved by the instructor
- ☛ Makeup exams will be given only under extreme circumstances or in cases of absence for school sponsored programs, and only by prior approval from the instructor; it is the student’s responsibility to request such



Disaster Contingency

Only work can save us from the worst calamity.
—Chaim Rumkowski, Chairman of the Łódź Jewish Council, 17 January 1942

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website <http://wmcarey.edu>, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university’s course management system at <https://elearning.wmcarey.edu>. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through *Sader Watch*, the WCU emergency text message service. Sign up instructions can be found under [current students](#) on the WCU homepage.



Academic Integrity

Jews may not employ female subjects of the state of Germany or related blood under 45 years in their households.
 —Nuremberg Law, §3, 15 September 1935



COLLEGE STATEMENT ON ACADEMIC INTEGRITY: William Carey College seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The college places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey College’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending on the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the college. A full explanation of the procedures for responding to instances of academic dishonesty is contained in the college’s *Policies and Procedures Manual* and in the student handbook, *The Lance*.

INSTRUCTOR’S POLICY FOR THIS COURSE: ALL incidents of academic dishonesty (whether involving in-class exercises or plagiarizing of research papers) will be considered as the most serious offense; ANY cases WILL result in a zero grade for the assignment and MAY (at instructor’s discretion) result in immediate failure of the course and further actions according to College policy.



Course Schedule, Fall 2009

If you who are free would chance to notice this great fire; if some evening you should raise your eyes to the deep, blue sky and see that it is covered by flames, then you will know that this is the same hellfire that burns here endlessly...
 —Zalman Gradowski, *The Czech Transport: A Chronicle of the Auschwitz Sonderkommando*

Day	Date	Topic	Reading Assignment
		I. Why Did It Happen? Anti-Semitism in Church & Secular History, 1st Century-1933	 
1	Aug 25	Intro to Course; sources	
2	Aug 27	Anti-Semitism: Roots; Anti-Semitism in the New Testament?	R&R , Preface, Prologue; Sources , I., II.1-2.
3	Sept 1	Anti-Semitism in Christian History	R&R , Chap 1; Sources , II.3-5
4	Sept 3	Anti-Semitism in Europe	R&R , Chap 2
5	Sept 8	Prelude to the Holocaust Review One due	Sources , III.6-7; R&R , Chap 3
6	Sept 10	catchup/review/video	Sources , III.8-9



Course Schedule, Fall 2009, cont'd

Day	Date	Topic	Reading Assignment
		II. What Happened? The Destruction of European Jewry, 1933-1945	
7	Sept 15	The Rise of Nazi Germany	R&R, Chap 4; <i>Sources</i> , IV.10-16
8	Sept 17	The Nazis in power; War begins	R&R, Chap 5; <i>Sources</i> , V.17-VI.34
9	Sept 22	The "Final Solution"	R&R, Chap 6; <i>Sources</i> , VI.35-54
10	Sept 24	Refinement of Killing Methods	R&R, Chap 7; <i>Sources</i> , VII.55-66
11	Sept 29	Labor and Death Camps Review Two due	<i>Night</i> ; <i>Sources</i> , VIII.67-74
12	Oct 1	Field Trip to U.S. Holocaust Memorial - Museum, Washington, D.C.!: research day for those not in D.C.	
13	Oct 6	Mid-Term Exam	
14	Oct 8	End of the Holocaust	R&R, Chap 8
		III. Never Again? Aftermath, Consequences, and Interpretations of the Holocaust	
15	Oct 13	Victims and Survivors; Nuremburg Trials; Nazi Hunters, Review Three Due	R&R, Chap 9; <i>Sources</i> , IX.75-77
16	Oct 15	Christian Responsibility; Israel and Jews after the Holocaust	R&R, Chap 10; <i>Sources</i> , IX.78-80
17	Oct 20	Catch up day; Review Four Due	
18	Oct 22	Remembering the Victims; Holocaust Denial; New Movements/Hate Groups Research Project due	R&R, Chap 11
19	Oct 27	The Problem of Evil	R&R, Chap 12, Epilogue; <i>Sources</i> , X.81-84
20	Oct 29	FINAL EXAM- Regular Class Time	