

# HOLOCAUST

## IN HISTORY AND MEMORY

Spring 2010 • Prof. Eric G.E. Zuelow

*Tuesdays and Thursdays from 9:30-10:50*

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In the midst of World War II, the Nazi state engaged in a program of systematic mass murder, killing some eleven million people: Jews, homosexuals, the variously challenged, gypsies, Poles, political prisoners, and others. A survivor once described the Holocaust as “a world beyond human understanding.” Can we comprehend such widespread horror? How does the historians’ toolbox contribute to the beginnings of an explanation? Yet the story of the Holocaust does not end with the defeat of the Nazis and the questions raised by this horrible period of European history do not stop in 1945. Once the war was over and the slaughter complete, the Holocaust assumed a new role as a political tool and as a symbol of all-consuming evil. Can historical methods offer any explanation for the uses and misuses of Holocaust memory? This class examines these questions, moving from the roots of racial anti-Semitism to the development of Nazi racial policy, and from the killing to memory of destruction. Beyond exploring the history, we will also examine historical methods and approaches. How do scholars use sources? Why? What issues are involved when writing about an event such as the Holocaust? Are there special challenges?

## REQUIRED TEXTS

Art Spiegelman, *The Complete Maus* (New York: Pantheon, 1991). ISBN: 0-679-40641-7.

Elie Wiesel, *Night* (New York: Hill and Wang, 2006). ISBN: 978-0-374-50001-6

Norman G. Finkelstein & Ruth Bettina Birn, *A Nation on Trial: The Goldhagen Thesis and Historical Truth* (New York: Henry Hold and Company, 1998). ISBN: 0-8050-5872-9

Rudolph Höss, *Death Dealer: The Memoirs of the SS Kommandant at Auschwitz* (Minneapolis: Da Capo Press, 1996). ISBN: 978-0-306-80698-8

Andrea Liss, *Trespassing Through Shadows: Memory, Photography and the Holocaust* (Minneapolis: University of Minnesota Press, 1998). ISBN: 0-8166-3060-7

Additional readings are available for download, either directly from websites listed in the course schedule or on Blackboard.

## RECOMMENDED TEXTS

The Holocaust is certainly the most discussed topic in all of German history and is arguably the most written-about topic in *all* of world history. As a result, there are numerous textbooks, monographs, and other accounts that seek to explain what took place. If you are especially interested in this topic, you may wish to consult the following:

Christopher R. Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland* (New York: Harper Perennial, 1993). [Far and away the best study of the perpetrators. This book is exceptionally researched and beautifully written. I cannot recommend this book highly enough.]

David M. Crowe, *The Holocaust: Roots, History, and Aftermath* (Boulder, CO: Westview Press, 2008). [One of the better textbooks.]

Raul Hilberg, *The Destruction of the European Jews* (New Haven: Yale University Press, 2003). [Hilberg was among the first to seek a comprehensive understanding of the Holocaust. His book, first published in 1961, provides a painstaking and detailed account of Nazi genocide.]

*The following text offers extensive advice about how to succeed in history courses—including information about how to write papers, how to take notes, how best to study, and how to properly cite sources. Although there will be no formal reading assignments drawn from this book, I will likely refer to it from time to time. I strongly advise you to purchase a copy and to keep it on hand throughout your tenure in history courses here at UNE.*

Vincent Alan Clark, *A Guide to Your History Course* (Upper Saddle River, NJ: Pearson Prentice Hall, 2010). ISBN: 0-13-185087-3

## COURSE GOALS

This course has three primary goals:

1. Improve critical thinking skills (including the ability to “think historically”);
2. Develop an understanding of how historians work with primary and secondary sources;
3. Gain an understanding of how and why the Holocaust was possible and of the implications of the Nazi genocide for subsequent history and memory.

With these goals in mind, you will be asked to read and discuss required readings, complete assorted in-class writing assignments and quizzes, carry-out a semester length research project that will result in a short “journal article,” and present your work to the class in an oral presentation.

## DISCUSSIONS

We will have group discussions or small group activities each week. Discussion is required and you should come prepared to participate—this means that you must complete the assigned reading and/or coursework before each class.

Discussions are fun but they are also of major importance to your success in the course. These sessions are vital because they give you an opportunity to gain a deeper understanding of the subject material, to try out your ideas by discussing them with the group in a non-stressful setting, and to develop your critical thinking skills. In short, you will not get everything you can out of this class unless you are ready to take a few intellectual risks. **DO NOT BE SHY!**

## RESEARCH PROJECT AND OTHER ASSIGNMENTS

One of the major questions in Holocaust research is who knew what and when. In this class, we are limited to widely available English language sources. Your task this semester will be to explore what American newspaper readers knew about Nazi activities *and/or* how Americans perceived the Nazis and their policies during the 1920s, 30s, and 40s. Did perceptions change over time? Were some policies approved of by Americans while others caused anxiety?

Most scholars start with a broad question and gradually narrow it down to formulate a workable topic. The *New York Times* published thousands of articles between 1922 and 1950

that mentioned the Nazis. Just like professional historians, you will gradually need to narrow down your project as you learn more. [Please note that the *Times* published relatively little during the 1920s, so your research should focus on the period following the “*Machtergreifung*” or “Nazi seizure of power.”]

*You should utilize Professor Zuelow as an important resource throughout this project. Communicate with him regularly about what you are finding, about how you think your paper is coming together, and about any questions/concerns/anxieties you may have.*

Although you should feel free to use any relevant newspaper from the period (1922-1950), the *New York Times Historical* (available online through the UNE Library) will probably be your principal source.

As discussed in class, scholarly papers *usually* follow a predictable format. Your paper should do the same. As such, you will need to do a limited amount of secondary source reading to “place” your research into a larger literature. While there are no hard and fast rules, most scholars usually start with secondary reading, identify gaps in existing knowledge, and then pursue answers to unanswered questions. In your case, you should start with the primary sources (newspapers) and then look for secondary work after you have narrowed your topic down to something reasonable. *Professor Zuelow will help you with this.*

Your “literature survey” (or “historiographical” section) need not be exhaustive. You should discuss a *minimum* of two relevant secondary sources, although it is desirable to consult more.

**Literature Survey Draft:** In order to assure your success on the larger project, you will be required to turn in the literature survey portion of your larger paper separately for comments. The section should probably be between two and six pages in length. You should briefly summarize other work and discuss the strengths and weaknesses of this literature relative to your own research. This *draft* is worth the equivalent of four in-class assignments (20 points; see below). **This paper will be DUE on March 11<sup>th</sup>.**

**Final Paper:** Your final paper should be between 10 and 20 pages. Use 12pt Times-New Roman font and 1-inch margins. Use footnotes (Chicago Manual of Style) to cite sources. [We will discuss how to do this in class.] It is not possible to define the precise number of primary sources required as you will read far more sources than you ultimately cite. In essence, you should read *all* potential primary sources available to you and base your paper on the information that you feel is most important. **Your research paper is worth 35% of your overall course grade. IT IS DUE ON THE FINAL DAY OF CLASS.**

**Research Notes and Other Assignments:** It is not possible to write a major research paper overnight. You *must* work on this consistently throughout the semester. In order to help you do this, you will be required to hand in photocopies of your research notes every-other week

starting on February 25th.

*Each time that you hand in notes, I would like you to include a short paragraph that briefly summarizes how you think the various sources fit together.*

Your bi-weekly notes/status updates will be graded on a 1-5 point scale. I will keep a record of your scores, dropping the two lowest scores before calculating your final grade. You should not expect extensive comments on your notes, however I will alert you if I believe that you can be more effective in your record keeping.

We will also do a handful of in-class assignments. These will be handed in and marked on a 1-5 point scale (as above). *Note that I will drop your two lowest scores from my grade calculations.* **Your in-class assignments and research notes are worth 40% of your overall course grade.**

**Oral Presentation:** At the end of the semester, you will be required to give a short oral presentation summarizing your findings. I will determine the length of your oral presentation based on the number of students enrolled in the class; details will be announced after the add/drop deadline. Having said this, your talk will not exceed ten minutes in length (regardless of class size). Talks will be followed by a short question/answer period. **Your oral presentation is worth 5% of your overall course grade.**

## PARTICIPATION

Your attendance and participation are vital for success in this course. You cannot learn, nor can you contribute to the group's progress, if you are absent. I will keep track of both who attends regularly and of who participates in discussion. **Participation is worth 20% of your overall grade.**

## OTHER POLICIES

### *LATE ASSIGNMENTS*

- **All papers must be handed in on the day that they are due. ABSOLUTELY NO LATE PAPERS WILL BE ACCEPTED.**
- **Papers will not be accepted electronically unless otherwise specified.**

Having said this, if an unforeseen and serious problem arises, please contact me and we will work something out. Please be prepared to provide a doctor's note, obituary, or other paperwork as needed.

### *CELL PHONES AND OTHER ELECTRONICS*

Cellular phones, MP3 players, and other electronic devices (excluding laptops) are distracting to others and are therefore not acceptable in the classroom.

If you would like to take notes on a laptop, please feel free to do so.

*PLAGIARISM*

**Plagiarism represents serious academic misconduct. As per UNE guidelines, students who steal the words or ideas of another party will be referred to the Dean for disciplinary action.**

The University of New England defines plagiarism as:

- a. The use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement; or
- b. The unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

—*Student Handbook*, pp. 33-34

You can learn much more by consulting the following:

<http://www.une.edu/library/resguide/default.asp>

If you have any questions about how to properly cite sources, please contact me.

## OVERALL COURSE GRADE

The basic grade breakdown is as follows:

**Participation: 20%**  
**Research Project: 35%**  
**Oral Presentation: 5%**  
**Research Notes/In-Class Assignments: 40%**

The following grading scale is in effect:

A+	=	97-100
A	=	93-96
A-	=	90-92
B+	=	87-89
B	=	83-86
B-	=	80-82
C+	=	77-79
C	=	73-76

C-	=	70-72
D	=	60-69
F	=	59 and below

## C O U R S E S C H E D U L E

*Please note that the following schedule is provisional. Changes may be made as demanded by the weather, class progress, etc. Please watch your email for alterations/revisions.*

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### THURSDAY, JAN. 21, 2010: INTRODUCTIONS

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Today we will get to know one another while also going over the syllabus in detail. We will also begin our semester-long consideration of scholarly history.

#### **Required Reading:**

S.W. Swain, "What is History?" *The Journal of Philosophy*, 20 (1923): pp. 281–289.

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### TUESDAY, JAN. 26, 2010: FOOTNOTES AND EVIDENCE

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The purpose of scholarly history is to gain some understanding of the past using as many sources as possible that might provide light into the dark recesses of times gone by. Today we will discuss one of the most (in)famous Holocaust studies of the past thirty years, paying particular attention to the significant criticisms waged against it by prominent scholars of the Shoah. In addition, we will talk about the purpose of footnotes (and how to format them properly) as well as about how to correctly utilize them.

#### **Required Reading:**

Ruth Bettina Birn, "Revising the Holocaust" in *A Nation on Trial: The Goldhagen Thesis and Historical Truth*, eds, Norman G. Finkelstein and Ruth Bettina Birn (New York: Henry Holt and Co., 1998), pp. 101-148.

#### **Suggested Reading:**

Norman G. Finkelstein, "Daniel Jonah Goldhagen's "Crazy" Thesis: A Critique of *Hitler's Willing Executioners*," in Finkelstein and Birn (eds), pp. 1-100.

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### THURSDAY, JAN. 28, 2010: TRADITIONAL "CHRISTIAN" ANTI-SEMITISM

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Christianity was born during a period of religious civil war among Jews. It was not long before the new Jewish-Christian sect imagined itself in opposition to Jews more generally. Religious "opponents" were increasingly seen as "evil" emissaries of Satan. By the Middle Ages, Christians widely believed that Jews murdered Christ and that they were involved in a host of horrendous practices including the cannibalistic consumption of children. Today we

will consider the long history of traditional Christian anti-Semitism, paying particular attention to the ideas of Martin Luther.

**Required Reading:**

Martin Luther, Excerpts from “The Jews and Their Lies” (1543), *Medieval Sourcebook*. Available online: <http://www.fordham.edu/halsall/source/luther-jews.html>. (Accessed 8/8/06).

D.L. Ashliman (trans.), *Anti-Semitic Legends*. Available online: <http://www.pitt.edu/~dash/antisemitic.html>. (Accessed 11/7/09).

**Suggested Reading:**

Martin Luther, “The Jews and Their Lies,” *Humanitas International*. Available online: <http://www.humanitas-international.org/showcase/chronography/documents/luther-jews.htm>. (Accessed 11/7/09).

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**TUESDAY, FEB. 2, 2010: RACIAL “SCIENCE”**

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The Enlightenment, which spanned the sixteenth through the eighteenth centuries, revolutionized the way Europeans understood the world around them. Superstition was sidelined in favor of rational thought. Racial ideas were one of the less desirable outcomes of this great intellectual transformation. Today we will talk about the ideas of Robert Knox, an English doctor who argued that all of human history should be understood in racial terms.

**Reading:**

Robert Knox, M.D., *The Races of Men: A Fragment* (Philadelphia: Lea & Blanchard, 1850), pp. 7-35 and 130-145.

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**THURSDAY, FEB. 4, 2010: EUROPEAN ANTI-SEMITISM BEFORE THE HOLOCAUST**

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One of the earliest Nazi racial policies involved pushing Jews to emigrate from German soil. Few countries were willing to accept the forced émigrés, largely because racism and anti-Semitism were endemic in European life. In fact, one of the more striking realities of the pre-Holocaust period is that if you were to predict racially motivated genocide in Europe, France, not Germany, would top your list of likely locations. Today we will examine a secondary source account of pre-World War II European racism as well as one of the most famous letters to the editor ever written: Emile Zola’s “J’Accuse!”

**Reading:**

William I. Brustein and Ryan D. King, “Anti-Semitism in Europe before the Holocaust,” *International Political Science Review* Vol. 25, No. 1 (Jan. 2004): 35-53.



Emile Zola, "J'Accuse!" *Marxist Internet Archive*. Available online:  
<http://www.marxists.org/archive/zola/1898/jaccuse.htm>. (Accessed 11/7/09).

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**TUESDAY, FEB. 9, 2010: LIBRARY USE INSTRUCTION DAY**

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The major assignment for this class requires that you conduct significant primary source research using a variety of online resources. Today we will meet with the UNE Library staff to learn more about available resources and how to use them.

**Reading:**

No required reading.

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**THURSDAY, FEB. 11, 2010: LIBRARY RESEARCH DAY #1**

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Fresh off our instructional day, today your task is to begin conducting primary and secondary source research on your assigned topic.

**Reading:**

No required reading.

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**TUESDAY, FEB. 16, 2010: THE MIND OF ADOLF HITLER**

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Although it is far too simplistic to claim that the Holocaust is entirely the fault of Adolf Hitler, the Nazi genocide is virtually unimaginable without him. Today we will discuss *Mein Kampf*, Hitler's autobiographical statement of his political philosophy and future plans.

**Reading:**

Adolf Hitler, selected chapters of *Mein Kampf*. Hitler.org. Available online:  
[http://www.hitler.org/writings/Mein\\_Kampf/](http://www.hitler.org/writings/Mein_Kampf/). (Accessed 11/7/09). [NOTE: See Blackboard to download the two relevant chapters.]

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**THURSDAY, FEB. 18, 2010: THE NAZI "SEIZURE OF POWER," PART I**

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The Nazis attained power on January 30, 1933. (In German, this "seizure of power" is called the *Machtergreifung*.) There are many factors that played a role in this event including: Nazis' co-option of clubs and voluntary societies, widespread anger over the Versailles Treaty, Interwar economic turmoil and resulting fear, and Nazi propaganda among others. Limited as we are by the availability of English language sources, we will focus our examination of primary sources on a survey of Nazi propaganda from both before and after the Nazi succession.

**Reading:**

“Program of the National Socialist German Workers’ Party,” *A Teacher’s Guide to the Holocaust*. Available online:

<http://fcit.usf.edu/Holocaust/RESOURCE/document/PROGRAM.htm>.

[Accessed 11/9/09.]

Joseph Goebbels, “We Demand,” *German Propaganda Archive*. Available online:

<http://www.calvin.edu/academic/cas/gpa/angrif05.htm>. [Accessed 11/9/09.]

Joseph Goebbels, “Those Damned Nazis,” *German Propaganda Archive*. Available

online: <http://www.calvin.edu/academic/cas/gpa/haken32.htm>. [Accessed

11/9/09.]

Joseph Goebbels, “We are Voting for Hitler!” *German Propaganda Archive*.

Available online: <http://www.calvin.edu/academic/cas/gpa/angrif12.htm>.

[Accessed 11/9/09.]

Joseph Goebbels, “Make Way for Young Germany,” *German Propaganda Archive*.

Available online: <http://www.calvin.edu/academic/cas/gpa/goeb61.htm>

[Accessed 11/9/09.]

You should also survey Nazi posters at:

<http://www.calvin.edu/academic/cas/gpa/posters1.htm> and

<http://www.calvin.edu/academic/cas/gpa/posters2.htm>.

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## **TUESDAY, FEB. 23, 2010: THE NAZI “SEIZURE OF POWER,” PART II**

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Today we continue our discussion of the *Machtergreifung*, focusing our attention on scholarly interpretations of events.

**Reading:**

Dieter D. Hartmann, “Anti-Semitism and the Appeal of Nazism, *Political Psychology*, Vol. 5, No. 4 (Dec., 1984): pp. 635-642.

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## **THURSDAY, FEB. 25, 2010: THE PERSECUTION BEGINS**

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Nazi racial policy did not begin with the Final Solution. Instead, the Nazis seem to have stumbled into genocide, implementing policies, withdrawing them, implementing new policies, discussing alternatives, and so on. Today we will talk about some of these early approaches to persecuting Jews and others.

**Reading:**

“Kristallnacht Order,” *A Teacher’s Guide to the Holocaust*. Available online:  
<http://fcit.usf.edu/Holocaust/RESOURCE/document/DocKNach.htm>. [Accessed 11/9/09.]

“Discriminatory Decrees Against the Jews,” *A Teacher’s Guide to the Holocaust*. Available online:  
<http://fcit.usf.edu/Holocaust/RESOURCE/document/DocDec.htm>. [Accessed 11/9/09.]

“Nazi Extermination of People with Mental Disabilities,” *A Teacher’s Guide to the Holocaust*. Available online:  
<http://fcit.usf.edu/Holocaust/RESOURCE/document/DocEuth.htm>. [Accessed 11/9/09.]

“Persecution of the Jews,” *A Teacher’s Guide to the Holocaust*. Available online:  
<http://fcit.usf.edu/Holocaust/RESOURCE/document/document.htm> (bottom of page). [Accessed 11/9/09.]

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**TUESDAY, MAR. 2, 2010: THE KILLING, PART I**


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The “Final Solution” started with the establishment of the *Einsatzgruppen*, mobile killing squads given the task of rounding up Jews and murdering them in the woods of Poland, Russia, and other Eastern European states. These killing squads, staffed as they were by “ordinary men,” left behind numerous letters. Unfortunately, the majority of these sources are not yet available in English translation. Thus, we will skip to the more famous chapter of the Holocaust, the establishment of the killing centers. Our focus will be on the most notorious of these camps, Auschwitz, and on its infamous Kommandant, Rudolf Höss.

**Reading:**

Rudolf Höss, *Death Dealer: The Memoirs of the SS Kommandant at Auschwitz* (Buffalo, NY: Da Capo Press, 1996), pp. 19-186.

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**THURSDAY, MAR. 4, 2010: THE KILLING, PART II**


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Today we will consider two (among many) scholarly interpretations of the Nazi decision to murder European Jews.

**Reading:**

Christopher R. Browning, “The Nazi Decision to Commit Mass Murder: Three Interpretations: The Euphoria of Victory and the Final Solution: Summer-Fall 1941,” *German Studies Review*, Vol. 17, No. 3 (Oct., 1994): pp. 473-481.

Richard Brietman, "Himmler and the 'Terrible Secret' Among the Executioners," *Journal of Contemporary History*, Vol. 26, No. 3/4, The Impact of Western Nationalisms: Essays Dedicated to Walter Z. Laqueur on the Occasion of his 70<sup>th</sup> Birthday (Sept., 1991): pp. 431-451.

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**TUESDAY, MAR. 9, 2010: SURVIVING THE UNIMAGINABLE**

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Elie Wiesel is by far the most famous Holocaust survivor in the United States. *Night* is his most famous book and it is widely read in junior high and high schools; it was also an Oprah's Book Club selection. Today we will discuss this most famous of survivor narratives.

**Reading:**

Elie Wiesel, *Night* (New York: Hill and Wang, 2006).

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**THURSDAY, MAR. 11, 2010: VISUAL SOURCES**

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Visual images, whether films or still photographs, represent one of the most important vectors of Holocaust memory. We often imagine that images cannot lie, that a "picture tells a thousand words." Yet images provide significant challenges for historians. Today we will discuss images of the Holocaust and we will explore the challenge associated with using such images as source material for Holocaust studies.

**Reading:**

Andrea Liss, *Trespassing Through Shadows: Memory, Photography & The Holocaust* (Minneapolis: University of Minnesota Press, 1998), pp. xi-38, 69-84.

**SPRING BREAK, NO CLASSES**  
**March 13 – March 21, 2010**

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**TUESDAY, MAR. 23, 2010: SCHINDLER'S LIST (MOVIE)**

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Today we will begin watching *Schindler's List*, the Oscar-winning Holocaust film.

**Reading:**

Liss, *Trespassing Through Shadows*, pp. 115-124.

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**THURSDAY, MAR. 25, 2010: SCHINDLER'S LIST (MOVIE)**

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We will continue watching *Schindler's List*.

**Reading:**

Tim Cole, *Selling the Holocaust: From Auschwitz to Schindler: How History is Bought, Packaged and Sold* (New York: Routledge, 1999), pp. 73-96.

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**TUESDAY, MAR. 30, 2010: SCHINDLER'S LIST (MOVIE)**

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Today we will finish watching *Schindler's List* and we will discuss the merits of the film in light of Elie Wiesel's claim that the Holocaust should not be represented on film.

**Reading:**

Elie Wiesel, "Trivializing Memory," in *From the Kingdom of Memory: Reminiscences* (New York: Summit, 1990), pp. 165-172.

Gerald Green, "In Defense of 'Holocaust'," *New York Times*, 23 Apr. 1978.

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**THURSDAY, APR. 1, 2010: LIBERATION AND AFTERMATH, PART I**

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As Allied troops made their way through Nazi-occupied territory they found the terrifying evidence of National Socialist racial policy. Our task today will be to consider the liberation of the camps.

**Reading:**

Harry J. Herder, Jr. "Liberation of Buchenwald," *Liberators' Testimonies*. Available online: <http://remember.org/witness/herder.html>. [Accessed 11/9/09.]

Felix L. Sparks, "Dachau and It's Liberation," *Liberators' Testimonies*. Available online: <http://remember.org/witness/sparks2.html>. [Accessed 11/9/09.]

Lt. William Cowling, "Report from the Dachau Liberation," Available online: <http://remember.org/witness/cowling.html>. [Accessed 11/9/09.]

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**TUESDAY, APR. 6, 2010: LIBERATION AND AFTERMATH, PART II**

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After the war and after the full horror of Nazi genocide was widely known, the Allies resolved to pursue Nazi war criminals. Policies differed in the Soviet and American spheres. In the west, the Nuremberg trials provided the principal means for dealing with perpetrators. We will focus our attention on these trials and on the challenge of determining guilt.

**Reading:**

"Robert Jackson's Opening Address at the Nuremberg Trials," *A Teacher's Guide to the Holocaust*. Available online: <http://fcit.usf.edu/Holocaust/RESOURCE/document/DocJac01.htm> (Continues by clicking link at bottom of page). [Accessed 11/9/09.]

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**THURSDAY, APR. 8, 2010: LIBRARY RESEARCH DAY, #2**


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Today you will have your second, and final, opportunity to conduct library research as a group.

**Reading:**

Liss, *Trespassing Through Shadows*, pp. 39-68.

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**TUESDAY, APR. 13, 2010: MAUS I**


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We will spend two days discussing Art Spiegelman's graphic novel masterpiece, *Maus*. The first part of the book deals with the initial period of Nazi persecution as well as with memory of that persecution.

**Reading:**

Art Spiegelman, *The Complete Maus* (New York: Pantheon, 1991), pp. 5-161.

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**THURSDAY, APR. 15, 2010: MAUS II**


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Today we continue our discussion of Spiegelman's text, focusing on the second half of the book which covers the Auschwitz experience and its aftermath.

**Reading:**

Spiegelman, *Maus*, pp. 164-296.

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**TUESDAY, APR. 20, 2010: THE POLITICS OF HOLOCAUST MEMORY**


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From the moment that Allied troops liberated the concentration camps, Holocaust memory became a central component of politics in both the American and Soviet spheres. Today we will discuss the political challenge of Holocaust memory in the Cold War world.

**Reading:**

Elie Wiesel, "Bitburg," in *From the Kingdom of Memory: Reminiscences* (New York: Summit, 1990), pp. 173-177.

Jonathan Huener, "Antifascist Pilgrimage and Rehabilitation at Auschwitz: The Political Tourism of *Aktion Sühnezeichen* and *Sozialistische Jugend*," *German Studies Review*, Vol. 24, No. 3 (October 2001): pp. 513-532.

Jeffrey Herf, "The 'Holocaust' Reception in West Germany: Right, Center and Left," *New German Critique*, No. 19, Special Issue 1: Germans and Jews (Winter, 1980): pp. 30-52.

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**THURSDAY, APR. 22, 2010: HOLOCAUST MONUMENTS AND MEMORY**

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Commemoration, and especially the development of historic monuments, is an important component of Holocaust memory culture. It is difficult to imagine a memorial without conflict. Today we will examine a series of Holocaust memorials in order to carefully assess the merits and demerits of each. Then, you will develop and defend your own Holocaust memorial.

**Reading:**

James E. Young, "Germany's Memorial Question: Memory, Counter-Memory, and the End of the Monument," *South Atlantic Quarterly* 96:4 (Fall 1997): 853-880.

Jeffrey Karl Ochsner, "Understanding the Holocaust through The U.S. Holocaust Memorial Museum," *Journal of Architectural Education* Vol. 48, No. 4 (May 1995): 240-49.

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**TUESDAY, APR. 27, 2010: STUDENT PRESENTATIONS**

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Today we will listen to student presentations.

**Reading:**

No required reading.

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**THURSDAY, APR. 29, 2010: STUDENT PRESENTATIONS**

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Today we will listen to student presentations.

**Reading:**

No required reading.

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**TUESDAY, MAY 4, 2010: STUDENT PRESENTATIONS**

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Today we will listen to student presentations.

**Reading:**

No required reading.

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**THURSDAY, MAY 6, 2010: CLOSING THOUGHTS**

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We have come a long way over the past fifteen weeks. From traditional Christian anti-Semitism to modern racism, to the murder of roughly eleven million people, to memory of that atrocity. Today we will look back in the hope of somehow making sense of everything that we talked about.

**Reading:**

No required reading.