EUH 3033
The History of the Holocaust

Time Magazine cover, 7 May 1945

Tuesday/Thursday 7th period (1.55-2.45 p.m.) Pugh Hall 170, plus discussion sections
This is a 4,000-word Gordon Rule course, also satisfying Humanities or International credit

Teaching Assistant: Matt Mingus (mmingus@ufl.edu)
Office hour: Tuesdays 12.30-1.30 p.m. FLI 009
Sections
2129 F6 (12.50-1.40 p.m.) FLI 101
2165 F7 (1.55-2.45 p.m.) FLI 121

Teaching Assistant: Elana Thurston-Milgrom (elanatm@ufl.edu)
Office hour: Tuesdays 2.45-3.30 p.m. FLI 009
Sections
2139 F6 (12.50-1.40 p.m.) FLI 115
2299 F7 (1.55-2.45 p.m.) FLI 115

Teaching Assistant: Johanna Mellis (jmellis@ufl.edu)
Office hour: Wednesdays 10.30-11.30 a.m. FLI 009
Sections
2097 F6 (12.50-1.40 p.m.) FLI 117
2186 F7 (1.55-2.45 p.m.) FLI 111

Terrorism and warfare have dominated the headlines of the 21st century so far, which makes the study of hatred all the more important. The Nazis themselves tried to bring Germans to believe that martyrdom (in fact, to die for Hitler) was the noblest thing they could do; but preferably they should themselves destroy the enemies of the Reich and live, in order to create a racially pure empire. Much of the ideological propaganda of the Third Reich was directed toward the identification of those enemies, principally the Jews, but embracing many other categories as well. This course explores the roots of the Holocaust in European anti-Semitism,
and traces the development of discriminatory attitudes toward their horrible outcome during the Second World War. The goal of studying what is arguably the most crucial event in twentieth-century history is to provide students with a solidly grounded appreciation of the need for the respect and tolerance of others. The irrational basis of anti-Semitism will be analyzed, as will the methods by which the murderous rhetoric was literally put into practice, not simply by SS thugs, but also by the German army, by the police, and by “ordinary men.” The main victims of the Holocaust were unquestionably the Jews, but the course will also consider Nazism’s murderous intentions toward other victims.

Reading list
All are in paperback, except MetaMaus (published October 2011) which comes with a DVD. It is especially important not to buy earlier editions of some of the titles noted below, because the content has changed or expanded.

Required purchase:
Art Spiegelman, MetaMaus (New York: Pantheon, 2011) ISBN 978-0-375-42394-9 [The full text of the two volumes of Maus, on which discussion will focus, is on the accompanying DVD, with many extras]

Recommended purchase:

Assignments and grades
Each of the following will count toward the final grade:
• A 1,500-word paper, discussing the testimony of a victim of Nazi persecution, based on the extensive collections of the university library (book requires prior approval by Professor Giles—through your TA, unless it is a title not on the list on Prof. Giles’s webpage). The UF library possesses over 1,880 such titles (over 1,380 of them in English, if that is your only language), and each student must take a different book [20%]
• A 1,500-word analytical essay on a topic assigned by the instructor [20%]
• Two 500-word summaries of issues in the readings, assigned by the TAs, and participation in the discussions [10%]
• A mid-term examination (short essay and short questions) [25%]
• A final examination (short questions—cumulative for whole semester) [25%]

• More detailed advice on the presentation of assignments will be provided in class, and at my website [http://www.clas.ufl.edu/users/ggiles]
• Please note that attendance at every class and discussion session is mandatory. Non-attendance will lower your final grade. If you are unable to attend on medical grounds, you must provide documentation.
• A make-up examination is only ever granted by prior agreement with me before the exam takes place.
• Cell-phone policy: If I hear a cell phone ringing during class, I will immediately suspend my lecture and give a pop quiz on the readings for that week to the entire class, the grade for which will be figured into everyone’s final grade! You can imagine how
unpopular this will make you with the rest of the 150 students in this class, many of whom will do very badly in such an unannounced test. So please respect your peers by using that silent button, in order to avoid this drastic solution. Make sure that your cell phone is turned off before entering the classroom!

- In writing papers, be certain to give proper credit whenever you use words, phrases, ideas, arguments, and conclusions drawn from someone else’s work. Failure to give credit by quoting and/or footnoting is PLAGIARISM and is unacceptable. Please review the University’s honesty policy at http://www.dso.ufl.edu/scr/honorcode.php.
- This comment arises in part from complaints to me from some of your fellow-students: many of you will bring a laptop to class in order to take notes. That is fine, but it is extremely disrespectful to sit there, doing your email or surfing the web or playing a card game, while I am trying to relate some searing story of perhaps one of the major tragedies in human history. The TAs sit at the back of the room, and will take note of students acting in this way.
- Please do not hesitate to contact me during the semester if you have any individual concerns or issues that need to be discussed. Most questions about course assignments should be addressed in the first instance to your TA.
- Disabilities: Students requesting classroom accommodations for a disability (e.g. a note-taker) must first register with the Dean of Students office—see information at http://www.dso.ufl.edu/drc/students.php. The Disability Resource Center will then provide documentation to the student, who passes this sealed envelope to the instructor when requesting accommodation.

Course outline
Please note that the readings designated for a particular week will be discussed in the discussion sections on Friday of that week, but should be read by that Tuesday, in case a pop quiz proves necessary.

Readings
B = Bergen; GL = Gigliotti & Lang

January
8  Introduction, goals of course, and explanation of assignments
10  A quick guide to the Holocaust
15  The Nazis and their enemies
17  Social anti-Semitism around 1900—the spa resorts  B Preface & 1
22  Student fraternities and anti-Semitism
24  The origins of Adolf Hitler’s anti-Semitism  B2
29  Political and economic turmoil: the Weimar Republic  GL 1-4
31  The Nazi seizure of power

February
5  Dachau—the first concentration camp
7  “Legal” measures against the Jews  B 3-4
12  Religious otherness: Jehovah’s Witnesses
14  Racial imperfection: the mentally handicapped  B 5-6
15  CHOOSE TESTIMONY BOOK BY TODAY
19  TOPICAL PAPER DUE

Physical otherness: the so-called “Rhineland Bastards”
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<th>Topic</th>
<th>Text/Book</th>
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<tr>
<td>21</td>
<td>Socio-economic otherness: the gypsies</td>
<td>Browning (whole book)</td>
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<td>26</td>
<td>MID-TERM EXAMINATION</td>
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<td>28</td>
<td>Structure of the German police and the SS</td>
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<td>March</td>
<td>SPRING BREAK—NO CLASSES</td>
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<td>3-9</td>
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<td>12</td>
<td>Sexual otherness: homosexuals</td>
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<td>14</td>
<td>The ghettoization of the Jews</td>
<td>Sierakowiak (whole book)</td>
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<td>19</td>
<td>Operation Barbarossa</td>
<td>GL 9-13</td>
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<td>21</td>
<td>The complicity of the German army</td>
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<td>22</td>
<td>TESTIMONY PAPER DUE</td>
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<td>26</td>
<td>The coordination of the Holocaust: the Wannsee conference</td>
<td>GL 14-18</td>
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<td>28</td>
<td>The <em>Mischling</em> question</td>
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<td>April</td>
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<td>The first death camps: Chelmno</td>
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<td>4</td>
<td>The Theresienstadt ghetto</td>
<td><em>Maus</em>, Pt. 1-2 [DVD]</td>
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<td>9</td>
<td>The origins of Auschwitz</td>
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<td>11</td>
<td>The Auschwitz death camp</td>
<td>B 7-8 &amp; Conc.</td>
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<td>16</td>
<td>France and the Holocaust</td>
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<td>18</td>
<td>Lampshades &amp; Jewish Soap: Myths about the Holocaust</td>
<td>GL 23-26</td>
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<td>Memorializing the Holocaust</td>
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<td>May</td>
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<td>Thursday, 12.30-1.45 p.m. <strong>FINAL EXAMINATION</strong> in Pugh 170</td>
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