

Stockton University, School of General Studies  
MA in Holocaust & Genocide Studies

MAHG 5000 History of the Holocaust  
Fall 2016

Monday, 6-9pm, E-HRC

Dr. Raz Segal

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## **New Ways of Contextualizing the Holocaust: Genocide in the 20<sup>th</sup> Century**

### **Course Description**

This seminar will examine the most recent turn in Holocaust scholarship: the contextualization of the Holocaust as an *integral* part of genocide in the late modern world, particularly the twentieth century. We will consider the new questions, research paths, and insights of this framework, and we will discuss its limits. We will also address some of the controversy this turn has created. The first three sessions will be devoted to macro narratives and explanations that focus on the rise of the nation-state system; the mass violence visited on the people and societies of eastern Europe from one world war to the next by both the Soviet Union and Nazi Germany; World War II and the Holocaust; and the specific Jewish dimension of the Holocaust. These differing and at times competing perspectives will lay the ground for discussions of four major topics based on case studies in German-occupied eastern Europe; Axis states in Southeast Europe; of interethnic relations in both regions; and of mass murderers, both men and women. We will read mostly historians, but we will also see how approaches in political science and anthropology enrich historical research. We will try to assess, as the semester will draw to a close, how the context of genocide in the twentieth century may further shape the future of Holocaust scholarship. And we will ask how, in turn, this body of research could help us understand better genocide and mass violence in the late modern world and, consequently, perhaps respond better to genocide and mass violence today.

## Course Requirements

-All the readings in the syllabus are required.

-Response questions: every student must submit three response questions on each session's reading. The questions—a small paragraph of 3-4 sentences each—should focus on analytical issues open to debate and discussion; they should not summarize the book/articles. Response questions should be submitted via email (as attachments) no later than 10:00pm on Sundays before classes. Late submissions will not be accepted. Please state your name, date, and the relevant reading material at the top of the page.

-From 10 October, the discussion in class, except on 7 November, will be based on reading an entire book. While you do not need to read every word in the book, you are required to understand its central arguments and their significance. Please make sure to read the introduction and conclusion of every book, skim the entire book, and then choose two or three chapters that interest you, that you would like to focus your response questions around them and discuss them in class.

All the books will be on reserve at the library. They are also available to purchase at the university's bookstore or on Amazon (in most cases in Kindle editions).

-Book reviews: every student must submit 4 book reviews during the semester (out of the 7 books from 10 October onward). A review—3-4 double-spaced pages—requires focusing on 4 or 5 (rather than just 2 or 3) chapters, and it should present a critical examination of the book; that is, address issues such as the construction of arguments, the use of language and concepts, sources and their usage, and theoretical framework. Reviews are due by noon of the day in which the book will be discussed in class; late submissions will not be accepted. Please note that every student must submit response questions regardless of this assignment. Each student must notify me by email of her/his 4 books for this assignment by 3 October.

-Writing: please check your work before submitting it. Make sure that your spelling and grammar is correct, and reread to see that what you have written—whether only a few sentences or a whole paper—would make sense to others; remember, for example, that what seems obvious to you is not obvious to someone else reading your words. I encourage **everyone** to visit the writing center at the lower J Wing at least once during the semester. **Visiting the writing center twice will add 5 points to your final grade.**

-Final grades

- Attendance and participation = 20 points
- 1 point for each response question x 3 each week x 10 = 30 points
- 12.5 points for each book review x 4 = 50 points

93-100=A; 90-92=A-; 87-89=B+; 83-86=B; 80-82=B-; 77-79=C+; 73-76=C;  
70-72=C-; 60-69=D; below 60=F

-Essential Learning Outcomes (ELO)

Stockton University has launched a wide-ranging effort to articulate 10 essential learning outcomes that combine Stockton's flexible and distinctive liberal arts education with real-world, practical skills. For detailed information, see:

[http://intraweb.stockton.edu/eyos/office\\_of\\_academic\\_affairs/content/docs/ELO%20Web%20page%20docs/2015\\_ELOutcomes\\_NewBrand.pdf](http://intraweb.stockton.edu/eyos/office_of_academic_affairs/content/docs/ELO%20Web%20page%20docs/2015_ELOutcomes_NewBrand.pdf)

Response questions and the review papers due in this course offer students an opportunity to gain the following ELO skills: critical thinking, information literacy and research, and program competence in Holocaust and Genocide Studies.

Furthermore, discussions about interethnic relations throughout the course will facilitate appreciation of diversity and cultural interconnectedness.

### **Course Regulations**

-Attendance: You are allowed **one** unexcused absence; all further absences, except in cases of emergency or religious holidays, will result in a lower grade. Students should notify me beforehand of any absences. **Please arrive on time to class**; arriving late or leaving early more than **twice**—unless cleared with me beforehand—will result in a lower grade.

-Course announcements: please make sure to check your Stockton email accounts on a regular basis, as important announcements about the course (for example, assignments or cancellation of classes due to extreme weather conditions) will be made via email.

-Computers and phones are not allowed in class. The only exceptions are certain students who require laptops and circumstances in which students will need to listen for their phones; please make sure to notify me of such cases before class.

-Office hours: please come to see me with any questions, concerns, misunderstandings, or comments about the course. If my office hours do not work for you, I am happy to schedule alternative times to meet with students.

#### -Accessibility Statement

In accordance with the Americans with Disabilities Act of 1990 as amended and Sections 504 and 508 of the Rehabilitation Act, students with a documented disability and need accommodations, are encouraged to register with the Learning Access Program (LAP). Registration for support services is strictly voluntary and on a confidential basis. Support services provided by LAP are meant to help students devise strategies for meeting the University's educational demands and to foster independence, responsibility, and self-advocacy. The Learning Access Program can be found on campus in room J-204 or online at [www.stockton.edu/LAP](http://www.stockton.edu/LAP). Please call [609-652-4988](tel:609-652-4988) or send an email to [LAP@stockton.edu](mailto:LAP@stockton.edu) for more information. Once you have received an accommodation letter from LAP, please contact your instructor to privately discuss your needs as soon as practical to ensure that reasonable accommodations are implemented.

-A Note on Academic Integrity: Plagiarism and other forms of academic dishonesty will not be tolerated in this course and will be handled according to the procedures and protocols of the university:

<http://intraweb.stockton.edu/eyos/page.cfm?siteID=209&pageID=17>

## Course Schedule

**12 September:** Introduction

### Macro Perspectives

**19 September**

Donald Bloxham, "The Holocaust and European History," in Dan Stone (ed.), *The Holocaust and Historical Methodology* (New York: Berghahn, 2012), 233-254

Mark Levene, *The Crisis of Genocide, Vol.1: Devastation: The European Rimlands, 1912-1938* (Oxford: Oxford University Press, 2013), "Introduction: The Structural Underpinnings of European Genocide, 1912-1953," 1-32

Timothy Snyder, "The Holocaust as a Regional History: Explaining the Bloodlands," in Norman J. Goda (ed.), *Jewish Histories of the Holocaust* (Oxford; New York: Berghahn, 2014), 39-51

Dan Michman, "The Jewish Dimension of the Holocaust in Dire Straits? Current Challenges of Interpretation and Scope," in *Jewish Histories of the Holocaust: New Transnational Approaches*, ed. Norman J. W Goda (New York: Berghahn Books, 2014), 24-49

**26 September + 3 October**

Christian Gerlach, *The Extermination of the European Jews* (Cambridge, UK: Cambridge University Press, 2016); ISBN 978-0-521-70689-6

3 October: notification by email of the 4 books to review

## German Occupied Eastern Europe: Micro Perspectives

### **10 October**

Tarik Cyril Amar, *The Paradox of Ukrainian Lviv: A Borderland City between Stalinists, Nazis, and Nationalists* (Ithaca: Cornell University Press, 2015); ISBN 978-0-8014-5391-5

### **17 October**

Wendy Lower, *Nazi Empire-Building and the Holocaust in Ukraine* (Chapel Hill: The University of North Carolina Press, 2005); ISBN-13: 978-0807858639

## Axis States: Southeast Europe

### **24 October**

Holly Case, *Between States: The Transylvanian Question and the European Idea during World War II* (Stanford: Stanford University Press, 2009); ISBN 978-0804792042

### **31 October**

Emily Greble, *Sarajevo, 1941-1945: Muslims, Christians, and Jews in Hitler's Europe* (Ithaca: Cornell University Press, 2011); ISBN 978-0801449215

## Interethnic Relations

### **7 November**

Raz Segal, "Imported Violence: Carpatho-Ruthenians and Jews in Carpatho-Ukraine, October 1938-March 1939," *Polin: Studies on Polish Jewry* 26 (2013), 313-336

Diana Dumitru and Carter Johnson, "Constructing Interethnic Conflict and Cooperation: Why Some People Harmed Jews and Others Helped Them during the Holocaust in Romania," *World Politics* 63 (1) (2011), 1-42

Tim Cole, "Writing 'Bystanders' into Holocaust History in More Active Ways: 'Non-Jewish' Engagement with Ghettoization, Hungary 1944," *Holocaust Studies: A Journal of Culture and History* 11 (1) (2005), 55-74

#### **14 November**

Barbara Epstein, *The Minsk Ghetto, 1941-1943: Jewish Resistance and Soviet Internationalism* (Berkeley: University of California Press, 2008); ISBN 978-0520242425

#### Killers

#### **21 November**

Alex Kay, *The Making of an SS Killer: The Life of Colonel Alfred Filbert, 1905-1990* (Cambridge, UK: Cambridge University Press, 2016); ISBN 978-1316601426

#### **28 November**

Elissa Mailänder, *Female SS Guards and Workaday Violence: The Majdanek Concentration Camp, 1942-1944* (East Lansing: Michigan State University Press, 2015); ISBN 978-1611861709

#### **5 December: Conclusion**