

UNIVERSITY OF CALIFORNIA, LOS ANGELES

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SANTA BARBARA • SANTA CRUZ

DEPARTMENT OF HISTORY
6265 BUNCHE HALL
BOX 951473
LOS ANGELES, CA 90095-1473
PHONE: (310) 825-4601
FAX: (310) 206-9630

To: Joseph Nagy, Chair
General Education Governance Committee

From: Sarah Stein, Professor of History, Maurice Amado Chair in Sephardic History
Vice Chair for Undergraduate Affairs, Department of History

Subject: New GE Proposal (History 5)

Date: February 13, 2014

The department of History is requesting to change History 5 (Holocaust: History and Memory) into a General Education course beginning in the 2014-2015 academic year. Attached you will find the General Education course information sheet, pending CIMS form and syllabus.

Thank you in advance for considering this request. Should you need any further information or have questions please do not hesitate to contact me (ssstein@history.ucla.edu) or the department Graduate Advisor, Eboni Shaw (eshaw@history.ucla.edu).

General Education Course Information Sheet
Please submit this sheet for each proposed course

Department & Course Number History 5
 Course Title Holocaust
 Indicate if Seminar and/or Writing II course NA

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis _____
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis Yes
- Social Analysis Yes

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more)
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more)

2 Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

This course explores the social history of the Holocaust and Second World War, laying special emphasis on individual experiences of genocide, and on the varying interpretations of this event that have been shaped by historians and in the realm of popular memory.

3. "List faculty member(s) who will serve as instructor (give academic rank):

Sarah A. Stein, Professor; David N. Myers, Professor

Do you intend to use graduate student instructors (TAs) in this course? Yes X No _____

If yes, please indicate the number of TAs 3

4. Indicate when do you anticipate teaching this course over the next three years:

2014-2015	Fall	_____	Winter	_____	Spring	<u>X</u>
	Enrollment	_____	Enrollment	_____	Enrollment	<u>120</u>
2015-2016	Fall	_____	Winter	<u>X</u>	Spring	_____
	Enrollment	_____	Enrollment	<u>120</u>	Enrollment	_____
2016-2017	Fall	<u>X</u>	Winter	_____	Spring	_____
	Enrollment	<u>120</u>	Enrollment	_____	Enrollment	_____

5 GE Course Units

Is this an **existing** course that has been modified for inclusion in the new GE? Yes X No _____

If yes, provide a brief explanation of what has changed. _____

Readings have been chosen to be maximally accessible to students across campus, including those without a background in History. Lectures and power point outlines have been improved to be broadly engaging, clear, and informative.

Present Number of Units: 5 Proposed Number of Units: 5

6. Please present concise arguments for the GE principles applicable to this course

<input type="checkbox"/> General Knowledge	This class explains why the Holocaust and Second World War was so pivotal a historical episode for global history, and why it continues to appear on the front page of our newspapers and in the public eye.
<input type="checkbox"/> Integrative Learning	Through use of visual sources, a wide range of written sources (including scholarship, memoirs, personal letters, and scholarship), film, music, lecture and discussion, this course teaches students to read a range of source critically and integrate the results into strong historical analysis.
<input type="checkbox"/> Ethical Implications	While teaching the history of the Holocaust, I use this class to meditate on heady ethical questions, such as why and how everyday people commit atrocities, why racist ideals gain favor, and how the policies of the Nazi regime were resisted. We also spend a great deal of time thinking about how contemporary notions of justice were shaped in the wake of the Holocaust, using this event as a foundational template.
<input type="checkbox"/> Cultural Diversity	Crucial to History 5 is the idea that the Holocaust is not a story of Jewish persecution or German culpability. Instead, I teach about the how intertwined was the persecution of European Jewry and the so-called Slavs, the disabled, Gypsies, black Europeans, social outsiders, and political opponents to Nazism. I also explore how non-German allies helped facilitate the genocide of European Jewry.
<input type="checkbox"/> Critical Thinking	Students are taught to read texts critically and carefully, to weigh historical analyses against one another, and to understand history as a contested terrain still being debated to this day.
<input type="checkbox"/> Rhetorical Effectiveness	I have taught this class in various forms for 10 years and have honed my lectures to the point that they are extremely clear, well organized, and dramatic.
<input type="checkbox"/> Problem-solving	In sections, lecture, and their written assignments, students consider what is a primary and what a secondary source, and how to evaluate its utility as a source of history or successful interpretation.
<input type="checkbox"/> Library & Information Literacy	Students gain skills in working with a range of historical media.

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

1. Lecture:	<u>3</u>	(hours)
2. Discussion Section:	<u>1</u>	(hours)
3. Labs:	<u>n/a</u>	(hours)
4. Experiential (service learning, internships, other):	<u>n/a</u>	(hours)
5. Field Trips:	<u>n/a</u>	(hours)

(A) TOTAL Student Contact Per Week 4 (HOURS)

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

1. General Review & Preparation:	<u>1.2</u>	(hours)
2. Reading	<u>2.5</u>	(hours)
3. Group Projects:	<u>n/a</u>	(hours)
4. Preparation for Quizzes & Exams:	<u>2</u>	(hours)

- | | | |
|------------------------------------|-----|---------|
| 5. Information Literacy Exercises: | n/a | (hours) |
| 6. Written Assignments: | 2 | (hours) |
| 7. Research Activity: | n/a | (hours) |

(B) TOTAL Out-of-class time per week	11	(HOURS)
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GRAND TOTAL (A) + (B) must equal at least 15 hours/week	15	(HOURS)
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“The Holocaust: History & Memory”

Professor Sarah Abrevaya Stein

sstein@history.ucla.edu

Office hours: Thursdays, 12:30-2:00

Office: Bunche 6296

Lecture Tuesdays/Thursdays 2:00-3:15, HAINES 220

Sections:

TBD

Teaching Assistants:

Talia Graff, talia.graff@gmail.com

Chris Silver, chrisilver@ucla.edu

Course Description

The Holocaust, the murder of six million Jews by Germans in Nazi-occupied Europe during World War II, is one of the crucial events of modern history. This course examines the origins of the Holocaust, the perpetrators and the victims, and changing efforts to come to terms with this genocide. Students will explore the forces that led to the Holocaust, including the emergence of scientific racism, anti-semitism, and the machinery of the modern state. We will consider debates about the implementation of genocide, including the significance of gender and sexuality; the relationship between war and genocide; the meanings of resistance and culpability; and political and philosophical implications of the Holocaust. We will explore how the genocide of European Jewry was intertwined with the targeting of other victims of Nazi rule, including Roma, Slavs, black Germans, the disabled, homosexuals, and political opponents of National Socialism. In addition to considering how the Holocaust unfolded in Europe, we will examine the ways in which changing political conditions in the post-WWII period have shaped and reshaped memories of this event.

Course website:

<https://classes.sscnet.ucla.edu/course/view/12S-HIST5-1>

Requirements:

Students enrolled in this course are expected to attend lectures and sections regularly and to complete assigned reading by the date specified below. Students will also take two examinations and complete two papers (due October 14 and November 25 by 9 am via Turnitin). The first of these will be 2-3 pages and the second 5-6 pages in length.

Each week, students will bring one paragraph to section that responds to the week's reading, addresses questions or themes raised in lectures, and raises further questions for discussion. These paragraphs are to be turned in and will receive a grade of "check" or "check plus."

Grades:

Students are required to complete **all assignments** in order to pass the course.

Grades will be determined on the basis of the following break-down:

Mid-term exam	20%
Final exam	20%
Paper 1	15%
Paper 2	25%
Participation in section	20%

Late Papers:

Extensions will be granted only in cases of verified emergencies, such as illness. Late papers will suffer a drop in grade by half a grade per day (from a 4 to a 3.5, for example, or from a 3.5 to a 3).

Readings

Required Books available at Ackerman Bookstore:

Jan Gross, *Neighbors*
 Christopher Browning, *Ordinary Men*
 Primo Levi, *Survival in Auschwitz*
 Art Spiegelman, *Maus I and II*

All other readings are online on the course web site. Those marked **PD** are "primary documents."

You are responsible for any announcements made on the course website: please check it often, especially if you have had to miss a course session.

Lecture outlines in power point form are available on the course web site.

Writing help

All students, regardless of their major or year, are encouraged to seek help on papers from the UCLA Writing Center. For more information and to make an appointment, please consult their web site:

http://www.wp.ucla.edu/index.php?option=com_content&view=article&id=161&Itemid=113

Reference tool

A useful **reference tool** is the website of the "Holocaust Encyclopedia" of the United States Holocaust Memorial Museum at

<http://www.ushmm.org/wlc/en/>

Meetings

WEEK ZERO: ORIGINS

September 26: Racism & Anti-Semitism

Assigned reading:

PD: "Protocols of the Elders of Zion," in *The Jew in the Modern World*. Please note that this document is *followed* by a brief historical summary that is best read first.

PD: "The Program of the National Socialist (Nazi) German Workers' Party," in Arad et al, *Documents on the Holocaust*.

Norman Naimark, "The Nazi Attack on the Jews," in *Fires of Hatred, Ethnic Cleansing in Twentieth-Century Europe*

WEEK ONE: HISTORICAL CONTEXTS

September 30: Jews and Non-Jews in Pre-WWII Europe

October 3: The Rise of National Socialism in Germany and "Social Death"

Assignment for first paper posted on course web site on Friday

Assigned Reading:

Marion Kaplan, "Jewish Women in Nazi Germany: Life, Daily Struggles, 1933-1939" *Feminist Studies* 16, no 3, Fall, 1990.

PD: "Organization of the Anti-Jewish Boycott of April 1, 1933," in Arad et al, *Documents on the Holocaust*.

PD: "The Nuremberg Laws, selected documents," in Arad et al, *Documents on the Holocaust*.

WEEK TWO: WORLD WAR II AND VIOLENCE

October 8: The Spirit of Science and the Origins of the "Final Solution"

October 10: Toward an "Aryan" Europe (with visiting speaker Morgan Guzman)

Assigned reading:

Detlev Peukert, "The Genesis of the Final Solution in the Spirit of Science," in Crew, ed., *Nazism and German Society*.

PD: "The Adult 'Euthanasia' Programme, Selected Documents" in Noakes et al., *Nazism 1919-1945*, Chapter 36, pp. 996-1048.

WEEK THREE: TOWARD THE 'FINAL SOLUTION'

First paper due Monday, October 14 by 9:00 am via Turnitin

October 15: The Eastern Front

October 17: Toward 'the Final Solution'

Assigned reading:

Jan Gross, *Neighbors*

WEEK FOUR: IMPLEMENTING GENOCIDE

October 22: Ghettoization, Deportations, and Jewish Councils in Eastern Europe (and short exam review)

October 24: In-class mid-term

Assigned Reading:

Browning, *Ordinary Men*, pages 1-78, 133-191.

Daniel Goldhagen, "Police Battalion 101: Assessing the Men's Motives," in *Hitler's Willing Executioners*.

WEEK FIVE: DEATH AND LABOR CAMPS

October 29: The Mechanics of Genocide I

October 31: The Mechanics of Genocide II

Assigned reading:

Primo Levi, *Survival in Auschwitz*

WEEK SIX: DEPORTATIONS AND SURVIVAL

Assignment for second paper posted on course web site on Monday.

November 5: Deportations and Survival in Germany

November 7: Plunder and the war on art, Vichy France and Northern Europe

Assigned Reading:

Nathan Stoltzfuss, "The Limits of Policy: Social Protection of Intermarried German Jews in Nazi Germany," in Gellately and Stoltzfus, *Social Outsiders in Nazi Germany*, 117-144.

PD: Etty Hillesaum, "A Letter from Westerbork," in Rittner and Roth, eds., *Different Voices: Women and the Holocaust*, pp. 46-57.

WEEK SEVEN: DIVERSE ENACTMENTS

November 12: Southeastern Europe

November 14: Vichy North Africa

Assigned readings:

Mark Mazower, *Inside Hitler's Greece: The Experience of Occupation 1941-1944*, pp. 235-261.

PD: Marco Nahon, *Birkenau, The Camp of Death*, pp. 17-35.

WEEK EIGHT: SEEKING JUSTICE & THE POSTWAR WORLD

November 19: Postwar Trials, International Justice, and Definitions of Genocide

November 21: The Politics of Memory I

Assigned reading:

Begin Art Spiegelman, *Maus I and II*.

WEEK NINE: THE POLITICS OF MEMORY

Second paper due November 25 by 9:00 am via Turnitin

November 26: The Politics of Memory II

November 28: Thanksgiving holiday

Assigned reading:

Finish Art Spiegelman, *Maus I and II*.

WEEK TEN: CONCLUSIONS

**December 3: Comparisons & precedents: guest lecture by Prof. Benjamin Madley
(UCLA)**

December 5: Conclusions and In Class Review

Assigned reading:

Mandatory 1 hour film screening, "Namibia: Genocide and the Second Reich":

<http://www.youtube.com/watch?v=O4OZ7Xc5pWQ>



Course Revision Proposal

History 5

Holocaust: History and Memory

Requested revisions that apply:

Renumbering
 Title
 Format
 Requisites
 Units
 Grading
 Description

Multiple Listing: Add New Change Number Delete

Concurrent Listing: Add New Change Number Delete

CURRENT

Course Number History 5

Title Holocaust: History and Memory

Short Title HOLOCAUST

Units Fixed: 5

Grading Basis Letter grade or Passed/Not Passed

Instructional Format Primary Format
Lecture

Secondary Format
Discussion

TIE Code LECS - Lecture (Plus Supplementary Activity) [T]

GE No

Requisites None

Description Lecture, three hours; discussion, two hours. Holocaust, murder of six million Jews by Germans in Nazi-occupied Europe during World War II, is one of crucial events of modern history. Examination of origins of Holocaust, perpetrators and victims, and changing efforts to come to terms with this genocide. Exploration of forces that led to Holocaust, including emergence of scientific racism, anti-Semitism, and machinery of modern state. Consideration of debates about implementation of genocide, including significance of gender and sexuality, relationship between war and genocide, meanings of resistance and culpability, and political and philosophical implications of Holocaust. Exploration of how genocide of European Jewry was intertwined with targeting of other victims of Nazi rule, including Roma, Slavs, black Germans, disabled, homosexuals, and political opponents of National Socialism. P/NP or letter grading.

PROPOSED

History 5

Holocaust: History and Memory

HOLOCAUST

Fixed: 5

Letter grade or Passed/Not Passed

Primary Format
Lecture - 3 hours per week

Secondary Format
Discussion - 1 hours per week

LECS - Lecture (Plus Supplementary Activity) [T]

Yes

none

Lecture, three hours; discussion, two hours. Holocaust, murder of six million Jews by Germans in Nazi-occupied Europe during World War II, is one of crucial events of modern history. Examination of origins of Holocaust, perpetrators and victims, and changing efforts to come to terms with this genocide. Exploration of forces that led to Holocaust, including emergence of scientific racism, anti-Semitism, and machinery of modern state. Consideration of debates about implementation of genocide, including significance of gender and sexuality, relationship between war and genocide, meanings of resistance and culpability, and political and philosophical implications of Holocaust. Exploration of how genocide of

European Jewry was intertwined with targeting of other victims of Nazi rule, including Roma, Slavs, black Germans, disabled, homosexuals, and political opponents of National Socialism. P/NP or letter grading.

Justification

Readings have been chosen to be maximally accessible to students across campus, including students without a background in history. Lectures and power point outlines have been updated to be more broad, clear and informative.

Syllabus

File [Holocaust syllabus 2013.docx](#) was previously uploaded.

You may view the file by clicking on the file name.

Supplemental Information

Effective Date Spring 2012

Spring 2015

Department History

History

Contact

Name

EBONI SHAW

E-mail

eshaw@history.ucla.edu

Routing Help

ROUTING STATUS

Role: FEC School Coordinator - Castillo, Myrna Dee Figuracion (MCASTILLO@COLLEGE.UCLA.EDU) - 45040

Status: Pending Action

Role: Department Chair or Designee - Shaw, Eboni M (ESHAW@HISTORY.UCLA.EDU) - 53269

Status: Approved on 2/14/2014 9:23:57 AM

Changes: TIE Code

Comments: Approved with updated syllabus attached. Acting as designee for David N. Myers, Department of History Chair.

Role: Initiator/Submitter - Shaw, Eboni M (ESHAW@HISTORY.UCLA.EDU) - 53269

Status: Submitted on 2/13/2014 10:32:17 AM

Comments: Initiated a Course Revision Proposal

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