



Arts & Social  
Sciences

School of Humanities and Languages

**ARTS2285, Holocaust and Genocide in Comparative  
Perspective  
Summer Session U1B, 2014**

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<b>1. Course Staff and Contact Details</b>			
<b>Course Convenor</b>			
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<b>Tutors</b>			
Name		Room	
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Consultation Time			
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Consultation Time			
Name		Room	
Phone		Email	
Consultation Time			

<b>2. Course Details</b>	
Units of Credit (UoC)	6 Credits
Course Description	The aim of 'Holocaust and Genocide in Historical Perspective' is to encourage an understanding of the phenomenon of genocide through incidences of mass killing in the twentieth and twenty-first centuries. The course predominantly focuses on an intensive study of the Holocaust – the genocide of European Jews – and offers diverse perspectives on the ways in which people responded to the Nazi violence against the Jews before, during and after the Second World War. The course also looks closely at other genocides committed by Nazi Germany (Slavs, religious minorities, disabled people and homosexuals) and in the last part moves on to examine the Holocaust in relation to other acts of genocide and mass killing in the modern era (the Armenian genocide, Cambodia, Yugoslavia and Rwanda).
Course Aims	<ol style="list-style-type: none"> <li>1. To give students an understanding of the history of the Holocaust.</li> <li>2. To give students an understanding of the human behaviour in face of state-sponsored policies of mass violence against minorities.</li> <li>3. To present comparative perspectives to the mass violence during the twentieth century.</li> </ol>
Student Learning	<ol style="list-style-type: none"> <li>1. By the end of the course students will have a good</li> </ol>

Outcomes		knowledge concerning the history of the Holocaust, including its origins and the aftermath. Students will have gained insights into the ways in which divergent actors (perpetrators, victims and bystanders) responded to the Nazi organized mass violence during the Second World War. They will also gain knowledge concerning the initiation and execution of genocidal violence during the twentieth century. Furthermore, students will have learned:
	2.	to communicate ideas to others in a clear and concise manner, both orally and in written form.
	3.	to approach intellectual questions in a rigorous and academic manner, employing analytical skills and independent and reflective thinking.
	4.	to critically assess scholarly material.
Graduate Attributes	1.	The ability to engage in independent and reflective learning.
	2.	Information literacy - the skills to appropriately locate, evaluate and use relevant information.
	3.	An appreciation of, and respect for, diversity.
	4.	The skills of effective communication.

### 3. Learning and Teaching Rationale

The purpose of lectures is to give the students an overview of the historical events and introduce them on major issues of Holocaust historiography. In tutorials students will be encouraged to engage critically with primary sources and contextualise them with the secondary readings available before the class. Students will be required to undertake independent research and to write an analytical essay. The knowledge gathered during the lectures and tutorials and the understanding of the discussed sources will be tested in the final in-class exam. In this way, they will be able to develop the above skills in the context of the specific learning offered by this course.

### 4. Teaching Strategies

Over the course of the semester I will email you important messages, reminders, or updates. Please make sure that you check your university email account regularly, or that you set it up to forward your email to another account.

All students will need to have a copy of the reading kit. This is available for purchase from the UNSW Bookshop. Essential reading for each day is set out in the lecture and tutorial program below. All the resources will be accessible only in the reading kit. I expect all of you to be prepared to discuss the provided sources and to be able to contribute to our tutorial discussions. Further suggested readings are listed at the end of the course outline.

### 5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Essay plan	One page	5%			Peer reviewed in the tutorial on 13 January (pass/fail mark)
Major Essay	2,500 words	55%			31 January 2013
Final Exam	2 hours	40%			24 January 2013

**Please Note:** In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their tutorials in order to pass the course.

Essay questions (select one). Also check Appendix 2 and 3 for the essay guidelines

- 1) What was the role played by the Jewish Councils in Jewish communities during the war?

- 2) How did the Final Solution of the Jewish question develop in individual European countries? (select one country and discuss specificities)
- 3) What was the role played by the Nazi anti-Jewish propaganda in the 'Final Solution'?
- 4) The Holocaust was a unique event in human history. Discuss arguments in support and against this statement.
- 5) Was there a genocide or several genocides committed by the Nazis during the war? Discuss.
- 6) To what extent was the Holocaust determined by those who were not directly involved (bystanders)?
- 7) What do you understand as Jewish resistance to the Holocaust?
- 8) What are the problems concerning the Holocaust representation in film? (Select one or more films and discuss).
- 9) What can we learn from Allied responses to the Holocaust?
- 10) You can also choose your own essay question, but you have to submit it to Jan for approval.

### **Class participation**

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Tutorials are designed in such a way to offer to the students a platform for active learning – based on students' active participation in class discussions. Class participation is not part of the formal assessment. However, there is a short reading assignment for some of the tutorials (usually not exceeding 20 pages). Please read the articles before the class and write down several bullet points that summarize the main issues arising from the text. These notes will then serve as a basis for our discussion. I would like to emphasise that the quality of our discussion depends on your preparation.

### **Formal Examination**

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This course has a formal examination which is scheduled for 24 January 2014 at 10am in the lecture slot. Students are expected to give their studies priority and this includes making themselves available for the date of the exam. Travel commitments made prior to the publication of the final examination timetable are not a valid reason for alternate assessment.

### **Grades**

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All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards, a little more (8.6%) in first year courses. For more information on the grading categories see

<https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

### **Submission of Assessment Tasks**

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Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. It

can be downloaded from <https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is individual students' responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

- The cut off time for all assignment submissions in the School is **4pm** of the stated due date (31 January 2014).
- 2 assignment copies must be submitted for every assessment task - 1 paper copy and 1 electronic copy.
- All hard/paper copy assessments should be posted into the Assignment Drop Boxes at the School of Humanities and Languages, outside the outside the reception located at 258, Morven Brown Building by 4pm on the due date. A completed cover sheet must be securely attached to assignments. The School is not responsible for any missing pages from poorly bound or stapled assignments.
- In addition, a soft copy must be sent through Turnitin on **Moodle** by 4pm on the due date.

### **Late Submission of Assignments**

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Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. All applications for an extension have to be received **prior to the deadline**.

## **6. Attendance/Class Clash**

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### **Attendance**

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Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment. In this course only tutorial attendance **is** compulsory

**Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.**

### **Class Clash**

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A student who is approved a permissible clash must fulfil the following requirements:

- Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up

quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

- b. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- c. The tutorial attendance is compulsory (80 per cent) and no timetable clash will be approved in case of tutorials.

## 7. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) even suspension from the university. The Student Misconduct Procedures are available here: <http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>



## 8. Course Schedule

To view course timetable, please visit: <http://www.timetable.unsw.edu.au/>

Week Commencing:	Topic	Lecture Content	Tutorial/Lab Content	Readings
6 January 2014	History of anti-Judaism and anti-Semitism		Introduction to the course: From anti-Judaism to anti-Semitism	<i>No reading.</i>
7 January 2014	The Nazi Party: Ideology and Anti-Semitic Propaganda	Including excerpts from Nazi propaganda films: <i>Jud Süss</i> and <i>Triumph of the Will</i>	Nazi anti-Semitic Propaganda	Adolf Hitler, 'Nation and Race', in Simone Gigliotti and Berel Lang (eds.), <i>The Holocaust. A Reader</i> (Oxford: Blackwell, 2005), pp. 68-81.  'Children's story from Ernst Hiemer, <i>The Poisonous Mushroom</i> ', in Steve Hochstadt (ed.), <i>Sources of the Holocaust</i> (London: Palgrave, 2004), pp. 52-55.  Pictures from: <a href="http://www.ushmm.org/propaganda/">http://www.ushmm.org/propaganda/</a>
8 January 2014	Nazi anti-Jewish Policies and Jewish Responses to Persecution 1933-39		Jewish Responses to Persecution	Marion Kaplan, 'Persecution and Gender: German-Jewish responses to Persecution' in Jonathan C. Friedman (ed.), <i>The Routledge History of the Holocaust</i> (London: Routledge, 2012), pp. 90-102.
9 January 2014	<i>Survivor talk</i> (Peter Roessler, a survivor of the Lodz ghetto and Auschwitz) or visit to		Bystanders: Germans, Poles and others.	Lawrence D. Stokes, 'The German People and the Destruction of the European Jews' in Michael R. Marrus, <i>The Nazi Holocaust. 5.1. Public Opinion and Relations to the</i>

	the Sydney Jewish Museum (TBC)			<i>Jews in Nazi Europe</i> (London: Meckler-Westport, 1989), pp. 61-85.
13 January 2014	Nazi Racial policies	Eugenics and the 'Euthanasia programme'	Essay topics – discussion	<b>Assessment 1 due:</b> bring your essay plans to the tutorial.
14 January 2014	Ghettos during World War 2	Including: <i>A Film Unfinished</i> – in-class film (excerpts)	Collaboration? Jewish Councils ( <i>Judenraete</i> ) and Police	Primo Levi, 'Gray Zone', in Omer Bartov (ed.), <i>The Holocaust: origins, Implementation, Aftermath</i> (London: Routledge, 2000), pp. 251-272.  'Rumkowski's Address at the Time of the Deportation of the Children from the Lodz Ghetto, September 4, 1942' AND 'Notes by a Jewish Observer in the Lodz Ghetto following the Deportation of the Children', in Yitzhak Arad et al. (eds.) <i>Documents on the Holocaust</i> (Jerusalem: Yad Vashem, 1981), pp. 283-86.
15 January 2014	Radicalization of the Jewish policies	The <i>Einsatzgruppen</i> and the deportations to Eastern Europe	Ordinary men or ordinary Germans? Motivations for mass murder	Christopher Browning, 'Ordinary Germans or Ordinary Men?', in Michael Berenbaum and Abraham J. Peck (eds.), <i>The Holocaust and History. The Known, the Unknown, the Disputed, and the Reexamined</i> (Bloomington: Indiana University Press, 1998), pp. 252-265.  Daniel Jonah Goldhagen, 'Ordinary Men or Ordinary Germans?' in Michael Berenbaum and Abraham J. Peck (eds.), <i>The Holocaust and History. The Known, the Unknown, the Disputed, and the Reexamined</i> (Bloomington: Indiana University Press, 1998), pp. 301-307.
16 January 2014	The Final Solution	Origins of the Final Solution and the concentration camps	Historians and the Final Solution: 'intentionalists' and	Christopher Browning, 'The Origins of the Final Solution', in Jonathan C. Friedman (ed.), <i>The Routledge History of the</i>

			'functionalists'	<i>Holocaust</i> (London: Routledge, 2012), pp. 156-167.  'Adolf Hitler on the Annihilation of the Jews', in Dawidowicz, pp. 30-33.
20 January 2014	Other genocides committed by the Nazis	Slavs, homosexuals, Roma people, and religious sects.	Jewish resistance: ghettos, forests, camps (active and passive resistance)	Yehuda Bauer, "Jewish Resistance – Myth or Reality?," in <i>Rethinking the Holocaust</i> (New Haven: Yale University Press, 2001), pp. 119-142.  Call for resistance in the Vilna Ghetto, January 1942, in Hochstadt, pp. 186-8.
21 January 2014	The Outside World and the Holocaust	How did the World respond to the Holocaust during and after the war?	The Aftermath	"The war began for me after the war": Jewish Children in Poland, 1945-49", in Jonathan C. Friedman (ed.), <i>The Routledge History of the Holocaust</i> (London: Routledge, 2012), pp. 482-497.
22 January 2014	Genocides in the Twentieth and the twenty-first century	Armenia, Cambodia, Yugoslavia and Rwanda	Film representation of the Holocaust	There is <u>no required reading for this class</u> . However, think about a Holocaust film you have seen recently and write down half a page about the main storyline and about the main issues (concerning historical representation, ethics of representation, and limits of representation) that have arisen from the film. Bring your notes to the tutorial.
23 January 2014		<i>No lecture</i>	The Holocaust and other genocides	Yehuda Bauer, 'On the Holocaust and other genocides', Joseph and Rebecca Meyerhoff Annual Lecture, Center for Advanced Holocaust Studies, the United States Holocaust Memorial Museum, 2006. <a href="http://www.ushmm.org/m/pdfs/Publication_OP_2007-03.pdf">http://www.ushmm.org/m/pdfs/Publication_OP_2007-03.pdf</a>

24 January 2014		Exam	<i>No tutorial</i>	<i>No reading.</i>
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## 9. Course Resources

**Textbook Details ARTS2285 Study kit – available in the University bookstore.**

For a comprehensive bibliography see appendix 1

**Recommended reading:** None of these books are compulsory, but I strongly encourage you to check these volumes as a background reading for the course. All these volumes are accessible in the University library (or online via the University library catalogue). The items can also be purchased in the University bookstore.

Yehuda Bauer, *A History of the Holocaust* (New York: F. Watts, 1982) – or a new edition from 2001.

Doris Bergen, *War and Genocide: A Concise History of the Holocaust* (Lanham: Rowman & Littlefield Publishers, 2009).

Jonathan C. Friedman (ed.), *Routledge History of the Holocaust* (London: Routledge, 2012).

Saul Friedlaender, *Nazi Germany and the Jews, 1933-1945: Abridged Edition* (New York: HarperCollins, 2009).

Michael R. Marrus, *The Holocaust in History* (London: Penguin 1989).

### Websites:

[www.holocaustchronicle.com](http://www.holocaustchronicle.com)

[www.ushmm.org](http://www.ushmm.org)

[www.yadvashem.org](http://www.yadvashem.org)

[www.yivoencyclopaedia.com](http://www.yivoencyclopaedia.com)

<http://www.calvin.edu/academic/cas/gpa/ww2era.htm> (a very good source for Nazi propaganda)

In preparation for tutorials and for your written assignments, I strongly encourage you to consult holdings in the University library or in the Sydney Jewish museum. You can also consult online resources, but be extremely cautious to use only reliable websites. Please DO NOT use [www.wikipedia.org](http://www.wikipedia.org) unless absolutely necessary (you are NOT allowed to use [www.wikipedia.org](http://www.wikipedia.org) as a source in your essays). Although Wikipedia could often provide you with valuable information, the nature of a free encyclopaedia does not necessarily guarantee that only correct information is included. Rather try to check the above-mentioned websites in the first place.

## 10. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

## 11. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the below website:

<http://www.lc.unsw.edu.au>

## 12. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should in the first instance attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities. Further information about UNSW grievance procedures is available at: <https://my.unsw.edu.au/student/atoz/Complaints.html>

## 13. Other Information

### myUNSW

myUNSW is the single online access point for UNSW services and information, integrating online services for applicants, commencing & current students and UNSW staff. To visit myUNSW please visit either of the below links:

<https://my.unsw.edu.au>

<https://my.unsw.edu.au/student/atoz/ABC.html>

### OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see

<http://www.ohs.unsw.edu.au/>

### Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

### Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au>

Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

## APPENDIX 1: Suggested further reading

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### **On the Holocaust:**

- Alan Adelson and Robert Lapides (eds.), *Lodz Ghetto: Inside a Community Under Siege* (New York: Viking, 1989).
- Jacques Adler, "The Nazi-Imposed Jewish Councils. A Critical View." In Mark Baker, ed. *History on the Edge*. Melbourne, 1997. 220-43.
- Jean Amery, *At the Mind's Limits: Contemplations by a Survivor of Auschwitz*. New York, 1986.
- Yitzhak Arad et al. (eds.) *Documents on the Holocaust* (Jerusalem: Yad Vashem, 1981).
- Hannah Arendt, *Eichmann in Jerusalem: A Report on the Banality of Evil* (New York: Penguin, 1963).
- Omer Bartov (ed.), *Holocaust: Origins, Implementation, Aftermath* (New York: Routledge, 2000).
- Yehuda Bauer, *Rethinking the Holocaust* (New Haven & London: Yale University Press, 2001).
- Yehuda Bauer, *The Death of the Shtetl* (New Haven: Yale University Press, 2009).
- Michael Berenbaum and Abraham Peck (eds.), *The Holocaust and History: the Known, the Unknown, the Disputed and the Reexamined*. Bloomington: Indiana University Press (in association with the United States Holocaust Memorial Museum, Washington, D.C.), 1998.
- Randolph L. Braham (ed.), *The Destruction of Romanian and Ukrainian Jews During the Antonescu era* (Boulder: Social Science Monographs; New York: 1997).
- Christopher R. Browning, *Nazi Policy, Jewish Workers, German Killers* (Cambridge: Cambridge University Press, 2000).
- Christopher Browning, *The origins of the Final Solution : the evolution of Nazi Jewish policy, September 1939-March 1942* (Lincoln: University of Nebraska Press, 2004).
- Tadeusz Borowski, *This Way for the Gas Ladies and Gentlemen* (London: Penguin, 1980).
- David Cesarani (ed.), *Genocide and Rescue: the Holocaust in Hungary 1944* (Oxford: Berg, 1997).
- Lucy S. Dawidowicz, *The War Against the Jews* (New York: New York : Holt, Rinehart and Winston, 1975).
- Terence Des Pres, *The Survivor: an Anatomy of Life in the Death Camps* (New York: Oxford University Press, 1976).
- Thomas P. DiNapoli (ed.), *The Italian Jewish experience* (Stony Brook, NY: Forum Italicum, 2000).
- Lucjan Dobroszycki (ed.), *The Chronicle of the Lodz Ghetto 1941-1944* (New Haven: Yale University Press, 1984).
- Henry Friedlander, *The Origins of Nazi Genocide: From Euthanasia to the Final Solution* (Chapel Hill: University of North Carolina Press, 1995).
- Jacob Glatstein (ed.), *Anthology of Holocaust Literature* (New York: Atheneum, 1973).
- Daniel Jonah Goldhagen, *Hitler's Willing Executioners: Ordinary Germans and the Holocaust* (New York: Alfred A. Knopf, Inc., 1996).
- Yisrael Gutman ed., *Holocaust Encyclopaedia, 4 Volumes* (New York: Macmillan, 1990).

- Yisrael Gutman, *The Jews of Warsaw, 1939-43. Ghetto, Underground, Revolt.* (Bloomington: Indiana University Press, 1982).
- Raul Hilberg, *The Destruction of the European Jews* (New Haven: Yale University Press, 2003).
- Radu Ioanid, *The Holocaust in Romania: The Destruction of Jews and Gypsies Under the Antonescu Regime, 1940-1944* (Chicago: Ivan R. Dee, 2000).
- Louis de Jong, *The Netherlands and Nazi Germany* (Cambridge, Mass.: Harvard University Press, 1990).
- Chaim Kaplan, C. *The Scroll of Agony. The Warsaw Diary of Chaim Kaplan* (Bloomington: Indiana University Press, 1999).
- Ernst Klee et.al. (eds.), *The Good Old Days: the Holocaust as seen by its Perpetrators and Bystanders* (New York: the Free Press, 1991).
- Ian Kershaw, *Hitler, the Germans and the Final Solution* (New Haven: Yale University Press, 2008).
- Kramer, T. D. *From Emancipation to Catastrophe: the Rise and Holocaust of Hungarian Jewry* (Lanham, MD: University Press of America, 2000).
- Herman Langbein, *Against all Hope: Resistance in the Nazi Concentration Camps* (New York: Paragon, 1994).
- Lawrence Langer, *Admitting the Holocaust* (New York: Oxford University Press, 1995).
- Mark Levene, 'Is the Holocaust Simply Another Example of Genocide?', in Simone Gigliotti and Berel Lang, *The Holocaust. A Reader* (Oxford: Blackwell, 2005), pp. 420-447.
- Primo Levi, *If This is a Man* (New York: Orion, 1959)
- Abraham Lewin, *A Cup of Tears: A Diary of the Warsaw Ghetto* (Oxford: Blackwell: 1988).
- Michael R. Marrus, *The Holocaust in History* (London: Penguin 1989)..
- Michael Marrus and Robert Paxton. "The Nazis and the Jews in Occupied Western Europe 1940-1944." *Journal of Modern History*, 54 (1982): 687-714.
- Bob Moore, *Victims and Survivors: The Nazi Persecution of the Jews in the Netherlands, 1940-1945* (London: Arnold, 1997).
- Benno Müller-Hill, *Murderous Science: Elimination by Scientific Selection of Jews, Gypsies, and Others, Germany 1933-1945.* Translated by G. Fraser. (Oxford: Oxford University Press, 1988).
- Guenter Lewy, *The Nazi Persecution of the Gypsies* (New York: Oxford University Press, 2000).
- Calel Perechodnik, *Am I a Murderer? Testament of a Jewish Ghetto Policeman* (Oxford: Westview Press, 1996).
- Jacob Presser, *Ashes in the Wind: The Destruction of Dutch Jewry* (London, Souvenir Press, 1968).
- Richard Rhodes, *Masters of Death: The SS-Einsatzgruppen and the Invention of the Holocaust* (New York: Alfred A. Knopf, 2002).
- Jacob Rosenberg, *East of Time* (N.S.W.: Brandl and Schlesinger, 2005).
- Karl A. Schleunes, *The Twisted Road to Auschwitz: Nazi Policy Toward German Jews 1933-1939* (Chicago: University of Illinois Press, 1970).
- Wolfgang Sofsky, *The Order of Terror: The Concentration Camp* (Princeton: Princeton University Press, 1997).
- Wladyslaw Szpilman, *The Pianist : the extraordinary true story of one man's survival in Warsaw, 1939-1945* (New York: Picador, 1999).



- Jonathan Steinberg, *All or Nothing: the Axis and the Holocaust, 1941-1943* (New York: Routledge, 1991).
- Alexander Stille, *Benevolence and Betrayal: Five Italian Jewish Families Under Fascism* (New York: Summit Books, 1991).
- Tzvetan Todorov, *Facing the Extreme. Moral Life in Concentration Camps* (New York: Metropolitan Books, 1996).
- Avraham Tory, *Surviving the Holocaust: The Kovno Ghetto Diary* (Cambridge, Mass.: Harvard University Press, 1990).
- Samuel Totten, William S. Parsons and Israel Charny, eds. *Century of Genocide*, 2d ed. (New York: Routledge, 2004).
- Isaiah Trunk, *Judenrat: The Jewish Councils in Eastern Europe under Nazi Occupation* (New York: Macmillan, 1972).
- Paul Webster, *Pétain's Crime: The Full Story of French Collaboration in the Holocaust* (London: Macmillan, 1990).
- John K. Roth – Elisabeth Maxwell (eds.), *Remembering for the Future: The Holocaust in the Age of Genocide* (Basingstoke: Palgrave, 2001).
- Elie Wiesel, *Night* (London: Penguin, 1960).
- David S. Wyman (ed.), *The World Reacts to the Holocaust* (Baltimore: Johns Hopkins University Press, 1996).
- Leni Yahil, *The Holocaust: The Fate of European Jewry 1933-1945* (New York: Oxford University Press, 1990).
- Susan Zuccotti, *The Holocaust, the French, and the Jews* (New York: Basic Books, 1993).

**Good and recent overviews on the Holocaust:**

- David Bankier (ed.), *Probing the Depths of German Antisemitism* (New York and Oxford: Berghahn Books, 2000).
- Richard Bessel, *Nazism and War* (New York: Modern Library, 2004).
- Donald Bloxham and Tony Kushner. *The Holocaust: Critical Historical Approaches* (Manchester: Manchester University Press, 2005).
- Berel Lang and Simone Gigliotti (eds.), *The Holocaust: A Reader* (Oxford: Blackwell, 2005).
- Peter Longerich, *The Unwritten Order: Hitler's Role in the Final Solution* (London: Tempus, 2001).

**You should also stay abreast of current events reported in the media which bear on the issues of the course.**

This will be of primary importance for class participation and discussion. Suggestions for available resources are:

**Newspapers**

*The New York Times, The Washington Post, The Sydney Morning Herald; The Australian; Guardian Weekly, Jerusalem Post, Haaretz*

**Television**

Foreign Correspondent (ABC)  
 Four Corners (ABC)  
 World News (SBS)  
 Dateline (SBS)  
 The Cutting Edge (SBS)

Relevant documentaries (ABC/SBS)

**Important websites**

[www.ushmm.org](http://www.ushmm.org)

[www.yadvashem.org](http://www.yadvashem.org)

[www.yivoencyclopaedia.org](http://www.yivoencyclopaedia.org)

## APPENDIX 2: Guidance on Essay preparation

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In your essay you must demonstrate the ability to:

- Evaluate and critically analyse relevant material, including, if appropriate or required, relevant primary sources.
- Construct a coherent argument, analyse, and communicate the conclusions reached;
- Form a judgement on the historiographical, methodological and other debates central to the study of this period;

In particular this means:

1) The essay must address the question which is asked. Relevance is crucial.

2) The essay must have a central argument. Problems should be discussed and evidence weighed and evaluated. The essay should not simply narrate events or processes, or resort to pointless descriptions of facts. Outlining evidence is, of course, crucial, but the central task is to weigh and assess the evidence, and to construct an argument from that evidence which provides a solution to the problem posed by the question.

3) Sources vary in quality, and not all are equally relevant to your purpose. Wherever possible, produce your own interpretation and your own solution based on the evidence you have examined. Do not accept without question the views expressed or the interpretations given in secondary sources. Your task includes the assessment and critical analysis of work by other writers.

4) Your essay must be based on **at least eight** significant quality sources. You are allowed to use internet sources but they should form only **a marginal part** of your source base.

5) Always refer to the source of your information. You must give reference to the following material:

- "to cite the authority for statements in text: specific facts or opinions as well as exact quotations";
- "to make cross-references";
- "to provide a place for material which the writer deems worthwhile to include but which would, in the writer's judgement interrupt the flow of thought if introduced into the text";

- "to make acknowledgements" (K.Turabian, Student's Guide For Writing College Papers (Chicago, University of Chicago Press, 1963), p.122).

### **DO NOT ONLY GIVE REFERENCES FOR DIRECT QUOTATIONS!**

6) When making a direct quotation, do it accurately. Quotations should always be material to your argument – i.e. you may quote from a primary source as a means of **supplying evidence** for a point that you wish to make. As a general rule, do not quote from authorities merely to sum up the argument. This should always be done in your own words, not in the words of another writer.

7) Plan your essay carefully. Bad organisation affects the clarity and argument of the paper. Write it in clear, grammatically correct prose. Sentences should be crisp and uncluttered.

8) Take the complete reference of the book you are using when taking notes. Remember to record the page numbers to which you are referring, so that the exact references may be given in your essay.

9) Make references in a conventionally accepted format. References should be made in the form of either numbered footnotes at the bottom of each page, or as endnotes at the end of your essay, but before your bibliography.

### **YOU MUST INCLUDE FOOT/END NOTES AND A BIBLIOGRAPHY IN YOUR ESSAY.**

10) There are several conventional systems of referencing material. Use one consistently. Do not invent a system of your own, or switch between systems in the course of your essay.

### **APPENDIX 3: Grading criteria for essay**

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In First and Upper Level subjects marks will be awarded on the following scale:

**High Distinction 85%+** An outstanding essay, excellent in every regard. A High Distinction essay shows real flair, originality and creativity in its analysis. Based on extensive research and reading, it engages with complex historiographical issues, demonstrates theoretical acumen and involves both the critical analysis of argument and innovative interpretation of evidence. This essay is a delight to read and the prose is of exceptionally high standard. A high distinction essay shows the potential to undertake post-graduate studies in History.

**Distinction 75% - 84%** An essay of a superior standard. Well written, closely argued and based on wide, thoughtful and critical reading, a distinction essay answers the question fully and shows an understanding of complex historiographical issues. At its best, it is elegantly expressed and pursues an argument with subtlety and imagination. Distinction students are encouraged to progress to Honours in History.

**Credit 65% - 74%** A credit essay is work of a high degree of competence. It answers the question well, demonstrating a sound grasp of subject matter, and arguing its case with clarity and confidence. It engages critically and creatively with the question, attempts to critique historical interpretations and positions itself with the relevant historiography. A credit essay demonstrates the potential to complete Honours work in History.

**Pass 50% - 64%** A pass essay is work of a satisfactory standard. It answers the question but does not do so fully or particularly well. It has a coherent argument and is grounded in the relevant reading but the research is not extensive and the argument fails to engage important historiographical issues. The prose is capable but could be much improved. A pass grade suggests that the student can (with application) complete a satisfactory pass degree; it does not qualify a student for admission to Honours. There is a world of difference between a bare and a high pass essay. The latter signals far more reading and a much deeper understanding of the question. With work, a high pass essay can achieve credit standard.

**Fail Under 50%** This is work of unacceptable standard for university study. It fails to answer the question and is based on inadequate reading. A failed essay usually has serious faults in terms of prose, presentation and structure.