GONZAGA-IN-FLORENCE SYLLABUS

Course: THE HOLOCAUST
Course Code: HIST 330
Credits: 3 Credits
Semester: Fall 2017
Scheduling: Tuesday 3:35 - 6.30 P.M. (TBC)

INSTRUCTOR DATA
Name: Dr. Renata Badii, Ph.D.
E-mail address: renata.badii@gmail.com
Office hours: Available to meet students individually before or after class by appointment (contact via e-mail).

1. PREREQUISITES
According to the Gonzaga in Spokane requirements (check catalogue).

Gonzaga University Core

As students of a Catholic, Jesuit, and Humanistic University, how do we educate ourselves to become women and men for a more just and humane global community?

HIST 330 → Broadening Course (Taken at any time during years 1-4)

2. COURSE DESCRIPTION
This course introduces students to a historical analysis of the Holocaust or Shoah – the state-sponsored, systematic persecution and annihilation of European Jewry perpetrated by the Nazi regime and its collaborators between 1933 and 1945. Special attention is also dedicated to the Nazi treatment of other social groups destined to annihilation: political opponents, people deemed handicapped, homosexuals, Roma, African descendants, the so-called “asocials”.

The course attempts to:
• offer an ‘integrated history’ of the Holocaust (S. Friedländer), in order to consider every actor involved in the event – the perpetrators, the victims, the bystanders, and the righteous;
• question the contemporary legacy of the Holocaust.

To this regard, the course:
• analyzes the Nazi Party’s systematic policy of racism and hate against some specific social groups as a mean to foster national identity and social cohesion in Germany, in order to highlight the historical relevance of the Holocaust, and to compare it with other contemporary cases of racist regime and mass extermination;
• discusses the cultural interpretations of the Holocaust (from the oblivion of the postwar years until the contemporary ‘duty to remember’), its memorialization, and the ongoing debates and controversies concerning the remembrance and the legacy of this event.

The topic of the Holocaust is complex and extraordinarily challenging due to both the unprecedented nature of the event and the additional emotional and moral demands it makes on us. The course does not provide simplified answers and does not draw generalized conclusions, but examines a variety of cases (countries and individuals) and discusses the complexity of the issue from historical, political, sociological, philosophical, and ethical perspectives.

Hence, the course adopts an interdisciplinary approach: it offers first of all a historical reconstruction of the event, in order to highlight its causes and its inner developments, but it also seeks to:
• introduce students to the symbolic meaning that this event and its remembrance have acquired in the contemporary culture;
• explain how social systems can foster unmoral behaviours such as racism, group hate, and intolerance, starting from the paradigmatic case of the Holocaust.

3. COURSE METHOD
This course adopts an interdisciplinary approach. It is not a narrative of events and facts but rather their academic evaluation and interpretation. The framework of the classes is chronological-problematic, examining some of the key issues and events as they unfolded. The course will be taught through a combination of lectures and class discussions. Students will be provided with a variety of source materials. Use of audio-visual sources (PowerPoint presentations, photos and videos) will be made by the instructor to illustrate various issues discussed during this course.

Active participation is required. This means that students contribute to class discussions by relating their experiences, asking questions, and making comments appropriate to the topics being discussed. In order for the discussions to be meaningful, students must come to class fully prepared to discuss the assigned reading and homework. Since participation plays a consistent role in the final grade (see Sections 9 & 10), it is essential that students have not only read the assignment, but have approached them critically and have drawn their own conclusions from the reading. They will present those conclusions during class discussions.

4. LEARNING OBJECTIVES
By the successful completion of the course, students will be able to:

- Understand the historical framework in which the Holocaust took place.
- Reconstruct the most important phases and events related to the Nazi-fascist persecution of the European Jews.
- Develop a well-informed, nuanced and autonomous reflection on the meaning and moral legacy of the Shoah for the contemporary culture.
- Being informed on the contemporary policies concerning Holocaust remembrance and education.
- Being able to examine contemporary forms of social discrimination and racism.

5. DECORUM
- Cell-phones off.
- No food and beverages admitted, except for bottled water.
- No technical devices are accepted (laptops, ipads, etc).
- Disrupting behavior (doing something else during the course, engaging in private conversations, playing with electronic devices) is not accepted and if repeated it will negatively affect the attendance and participation part of the final grade or may result in removal from the course.

6. ATTENDANCE POLICY

Attendance is taken at the beginning of class from the first day of the semester. The student entering class after attendance is taken has to contact the professor at the end and announce his/her presence. However, this does not mean that coming late is accepted. Two late arrivals may be excused, three turn automatically into an absence and will affect the attendance and participation part of the final grade.

Students can miss one week’s work, irrespective of the course formula (three sessions, two sessions, one session). It is their responsibility to make up for the missed work. If they miss a quiz or a report they are not allowed to have it at another time, unless the absence is for certified medical reasons and the professor and Dean agree.

More than one week’s work missed is going to be penalized as follows:
1. One extra absence: by lowering the attendance and participation grade.
2. Two extra absences: by lowering the final grade by a whole letter grade.
3. Three extra absences: by grading the whole course F.

7. COURSE REQUIREMENTS

A background of modern and contemporary European history would be preferable for a better comprehension of the subject.
Lectures are held in English.
- A questionnaire is distributed on the first day of class to inform the instructor about the general background and characteristics of the students. Students are not required to answer all questions.
On your lecture calendar you will find information on each class’s readings assignment: a good pre-reading activity of the material is required to better follow in-class explanations, and to actively participate in class discussions. Please note that a substantial amount of readings is required for this course.

Individual study of the notes, the readings, the handouts etc. at home is likewise required after every lecture, at least on a weekly basis.

Please note that home assignments and adequate participation in class discussion count for 30% of the final course grade (see Sections 9 & 10).

Students will be asked to research, read and study quite often at the School Library. Please make sure you are familiar with it (know how it works, opening and closing times, facilities, etc.) from the very start of the course.

For the material you will need to type, please check the school computer facilities.

A responsible and active class participation is expected at all times and activities.

Please also consider important notes on attendance, participation and assignments (as described in pertinent paragraphs).

8. COURSE EVALUATION
During this course students are expected not only to attend classes on a regular basis, but also to actively participate through discussions of readings, home assignments, and presentations.

Apart from Mid Term Exam and Final Exam, students are expected to write one analytical research paper on any of the issues discussed in class, and to give one class presentation of their paper.

1. Attendance:

It counts for 10% of the final course grade.

2. Home Assignments & Participation in Class Discussion:

Home assignments and adequate participation in class discussion and activities count for 30% of the final course grade.

Journal: To foster participation, I will ask students to keep a journal in which they can:

1) prepare (ahead of time) questions, comments, or doubts on the reading assigned;
2) reflect on how the course material is affecting them on a personal level: what engages you, inspires you, scares you, causes you pain, or gives you hope?

During each class meeting, I will call on several class members at random to share their questions, comments, or reflections.
• **Home assignment**: There will be 6 home assignments in which the students will be asked to answer specific questions about the textbooks or other material (articles, video, film, places in Florence, etc.) indicated by the instructor.

• Assignments will be discussed in class.

• Students are allowed **1 excuse note only**, and they shall hand in their work within 1 week, otherwise they will receive an F for it.

• **Schedule:**
  - Home assignment 1: due on **Tuesday, October 3**
  - Home assignment 2: due on **Tuesday, October 10**
  - Home assignment 3: due on **Tuesday, October 17**
  - Home assignment 4: due on **Tuesday, November 7**
  - Home assignment 5: due on **Tuesday, November 14**
  - Home assignment 6: due on **Tuesday, December 5**

3. **Research Paper and Presentation:**

• It counts for **15%** of the final course grade.

• Paper should be comprised between min 1200 and max 1500 words and should include a Reference List of its sources.

• Critical evaluation of the information is required for this paper, plagiarism is not acceptable.

• Fair amount of sources (at least…):
  - 1 “big” book + 2 articles, papers or chapters in book;
  - 1 or 2 Witness Memoir + 2 articles, papers or chapters in book as secondary literature;
  - 4 articles, papers or chapters in book;
  - 1 film + 3 articles, papers or chapters in book as secondary literature;
  - A report on a Shoah Museum + 3 articles, papers or chapters in book as secondary literature;
  - Information from specialized web site on the Holocaust are welcome as sources (have a look at the INTERNET RESOURCES in Section 13);
  - Please note: Wikipedia is a wonderful web site for scientific popularization, but it is not a source for a research paper.

• Students are encouraged to come out with their own topics, but all topics should be discussed with and approved by the instructor in advance.

• **DEADLINE for the submission of your topic proposal is Tuesday, October 31.** The proposal should include a short abstract of your research subject and a list of your bibliographical sources.

• GIF Library has a section on Holocaust Studies, but it is not a specialized library on this issue. Before selecting a topic for your research paper, check in the Library if sources on this topic are available, or if you can gather sources from Spokane Library.

• **DEADLINE for the submission of your research paper is Tuesday, November 28.**
• You will be asked to give a brief presentation (approx. 10 minutes) of your paper to the class, summarizing your conclusions and/or interesting findings, in order to promote a discussion on your topics. Power point presentations are also welcome. Presentations may be organized in the speaker-discussant pattern (the instructor will define this aspect at a later stage of the course, according to the number of students and the selected topics).
• Grade for the paper will be based on the paper itself (80 %) and its in-class presentation (20 %).
• PAPER PRESENTATION will take place on **Tuesday, December 5** and **Tuesday, December 12**.

4. Mid Term Exam:

• It counts for 20% of the final course grade.
• It will take place in class on **Tuesday, October 24**.
• Exam Format: short-answers questionnaire.

5. Final Exam:

• It counts for 25% of the final course grade.
• It will take place in class on **Tuesday, December 19**.
• Exam format: short-answers questionnaire and/or essay questions.

Remember that the dates of the exams, of the paper presentations and of the various deadlines cannot be changed for any reason, so please organize your personal activities accordingly.

9. COURSE GRADING

**Final Grade Breakdown:**
10% Attendance
30% Home assignments & Participation in class discussion
15% Research Paper and Presentation
20% Mid Term Exam
25% Final Exam

Please note: see Section 9 for a detailed explanation of the above Final Grade Breakdown.

**Gonzaga University grading system. Grades Conversion:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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</table>
A -  90-93  
B+  87-89  
B  84-86  
B-  80-83  
C+  77-79  
C  74-76  
C-  70-73  
D+  67-69  
D  65-66  
F below 65  

10. ASSESSMENT CRITERIA
The evaluation is done according to the following criteria:
• Clear and well formulated argument (rhetorical strategy).
• Ability to approach an issue from various points of view and evaluate them critically.
• Good use of bibliography. Sources need to be cited and listed at the end in the Bibliography. Any citation style (MLA or Chicago) are acceptable. Class notes can build the frame of your argumentation, but will not be cited as primary sources.
• Clarity of expression, including quality of style (grammar, spelling).

Significance for the final grade of attendance and participation
A: The student has no absence, is punctual and respectful with the professors and the classmates, is always prepared for class (has done the reading and writing assignments); He/she vividly participates in class discussions and contributes with interpretations which prove fine critical sense and creativity, using a grammatically correct, semantically rich and conceptually clear language.
B: The student is respectful and punctual, is prepared for class, participates in discussions, has a good level of understanding the issues under focus and an appropriate use of language.
C: The student has an adequate but schematic or superficial understanding of the texts and issues under focus, is not always prepared for class, uses a simple language.

Grades significance for written assignments
A: The work is an excellent synthesis of elaborated course inputs, extensive reading and original ideas; it is well articulated in a balanced argumentation and formulated in a clear, fluent style.
B: The work shows a good elaboration of the course inputs, a well-conducted discourse and a good use of bibliography; it has a good level of style.
C: The work proves a basic understanding of the research issue, but does not use the bibliography properly/or does not express ideas in a persuasive clear style or lacks in discourse planning, therefore needing improvement.
D: The work is acceptable, but weak in terms of formulating and discussing the question under focus and organizing the discourse. It relies on non-academic sources and does not,
in general, comply with the requirements, unless in minimal way.

F: The work is not acceptable in terms of the basic requirements or has not been submitted in time.

O: The work has not been submitted or 0 + Main Campus Report: the work has been plagiarized.

**Academic Honesty**

Academic honesty is essential to education and represents the bond of trust between the university, the instructor and the student. Academic dishonesty is any action by which a student seeks to claim credit for the intellectual effort of another person or uses unauthorized materials or fabricated information in any academic exercise. It includes unauthorized assistance in tests and examinations; intentionally impeding or damaging the academic work of others; submitting another person’s work as your own, or providing work for this purpose; submitting work of your own that has been substantially edited and revised by another person, or providing such an editing and revision service for others; submitting material from a source (books, articles, internet sites) without proper citation and bibliographic reference; paraphrasing material from a source without appropriate reference and citation; submitting substantially the same piece of work in more than one course without the explicit consent of all the instructors concerned; assisting other students in any of the above acts.

**Students who are academically dishonest will receive “0” (zero) on the work in question or a failing grade for the course as a whole, depending on the importance of the work to the overall course grade and the judgment of the instructor.**

**Plagiarism**

Academic dishonesty can manifest itself in plagiarism, defined as claiming intellectual property on somebody else’s work, in other words as cultural theft. Written assignments will be submitted to the plagiarism detection procedures of TurnItIn.com., activated on Blackboard.

**Special Accommodation for students with learning disabilities**

Documented learning disabilities or other medically certified problems that need special accommodation for any of the student’s expected academic performances will be treated with the due attention.

**11. READINGS - TEXTBOOK**

1) **For the first part of the course (Weeks 1-9):**

**Required Textbook:**

This book is available for purchase in Florence or can be purchased in advance before students arrive in Florence. Reserve as soon as possible your copy of the textbook: it might take a few days to have it. Some copies of this book are available at GIF library.

**Book Chapters:**


2) **For the second part of the course and the Final Exam (Weeks 10-14):**

- UN Resolution on Holocaust Remembrance.

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1 The following texts will be distributed by the Instructor, apart from those available at GIF Library.

2 The following texts will be distributed by the Instructor, apart from those available at GIF Library.
Additional material

Chapters from other books, journal articles, chronology, and handouts will be distributed by the instructor during the semester.

12. OTHER SOURCES

Suggestions for further reading

Internet resources

- The Holocaust Timeline: http://www.webster.edu/~woolflm/chronology.html
  http://www.historyplace.com/worldwar2/holocaust/timeline.html#1942
- Holocaust and Genocide Studies Journal: http://www.oup.co.uk/holgen
- United States Holocaust Memorial Museum: http://www.ushmm.org/
- Yad Vashem: http://www.yadvashem.org/
- The Holocaust History Project: http://www.holocaust-history.org
- BBC Archive WWII: Witnessing the Holocaust. Personal Accounts of Persecution and Genocide by the Nazi Regime: http://www.bbc.co.uk/archive/holocaust/index.shtml
- America and the Holocaust (PBS Video): http://www.pbs.org/wgbh/amex/holocaust
- Simon Wiesenthal Center: http://www.wiesenthal.com
- A Cybrary of the Holocaust: http://www.remember.org/
- Memorial to the Murdered Jews of Europe – Berlin: http://www.stiftung-denkmal.de/
- European Commission against Racism and Intolerance (ECRI): http://www.coe.int/t/dghl/monitoring/ecri/default_en.asp
- Council of Europe, Teaching Remembrance: http://www.coe.int/t/dghl/monitoring/ecri/default_en.asp
- The Center for Research on Anti-Semitism (ZfA) – Berlin: http://zfa.kgw.tu-berlin.de/english/index_english.htm
- International Network of Genocide Scholars: http://www.inogs.com/
- USC Shoah Foundation Institute: http://college.usc.edu/vhi/
- Fondazione Museo della Deporatazione e della Resistenza, Prato: http://www.museodelladeportazione.it/
- Regione Toscana, Storie e Memorie del 900: http://www.regione.toscana.it/memoriedel900/index.html

Film
Night and Fog (1955) by Alain Resnais
The Partisans of Vilna (1986) by Aviva Kemner
Shoah (1985) by Claude Lanzmann
Lodz Ghetto (1989) by Alan Adelso
The Garden of the Finzi-Continis (1970) by Vittorio de Sica
The Truce (1997) by Francesco Rosi
Schindler’s List (1993) by Steven Spielberg
Rosenstrasse (2000) by Margarethe Von Trotta
The Pianist (2002) by Roman Polanski
Everything Is Illuminated (2005) by Liev Schreiber
Hannah Arendt (2012) by Margarethe Von Trotta
13. CLASS TRIP
Visit to the Museo della Deportazione e Resistenza
via di Cantagallo, 250
Località Figline di Prato
59100 – Prato
http://www.museodelladeportazione.it/

The visit will take place in November (week 9 or week 11 of the course, date to be scheduled). Information will be communicated at a later stage of the course.

Moreover, students have the possibility of visiting Auschwitz-Birkenau Memorial and Museum as part of the Poland Week Trip scheduled at Gonzaga-in-Florence.

14. COURSE OUTLINE AND CALENDAR

WEEK 1

<table>
<thead>
<tr>
<th>Date</th>
<th>TUESDAY, SEPTEMBER 19</th>
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<tbody>
<tr>
<td>Meet</td>
<td>In class</td>
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<tr>
<td>Lecture</td>
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<tr>
<td></td>
<td>• Presentation of the course: Explanation of the syllabus, information on home assignments, research paper, and exams.</td>
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<td></td>
<td>• Student questionnaire to inform the instructor about the general background of the students. Students are not required to answer all questions.</td>
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<tr>
<td></td>
<td>• What is the Holocaust / Shoah? Introduction and terminology.</td>
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<td>• How ordinary people turn evil: the social construction of hate in Nazi Germany - introduction to the issue.</td>
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<tr>
<td>Objective</td>
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<tr>
<td></td>
<td>• Students will be informed on the level, requirements, and main contents and practices of the course and the Social justice designation.</td>
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<tr>
<td>Assignment for next class</td>
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WEEK 2

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<tr>
<th>Date</th>
<th>TUESDAY, SEPTEMBER 26</th>
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<tbody>
<tr>
<td>Meet</td>
<td>In class</td>
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<tr>
<td>Lecture</td>
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<tr>
<td></td>
<td>• Basic information on Jewish history</td>
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<td></td>
<td>• Anti-Jewish prejudice in Europe, from ancient times to Modernity</td>
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<td></td>
<td>• The “Jewish Question” in 19th century Europe</td>
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<td></td>
<td>• The Biologization of the Anti-Jewish prejudice: the rise of modern Antisemitism</td>
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|                             | • An emblematic case of Antisemitic literature: The Protocols of the
<table>
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<tr>
<th>Elders of Zion</th>
<th>• Antisemitism and politics in 20th century Europe</th>
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<tbody>
<tr>
<td>Objective</td>
<td>• Students will be able to understand the phenomenon of Antisemitism, its historical roots and its inner development in the European scenario.</td>
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</tbody>
</table>
| Assignment for next class | • Read: Bauer, Ch. 3: “World War I and its Aftermath” (61-80), and Ch. 4: “The Weimar Republic” (81-100) (available at GIF Library).  
• Read: “Left and Right” handout (distributed by the instructor).  
• Home assignment # 1. |

**WEEK 3**

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<tr>
<th>Date</th>
<th>TUESDAY, OCTOBER 3</th>
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<tr>
<td>Meet</td>
<td>In class</td>
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| Lecture           | • Basic information on WWI and the European scenario after the war   
• The Balfour Declaration   
• The Age of the Weimar Republic (1919-33): the crisis of a young democracy   
• The advent of Hitler and the NSDAP   
• Antisemitism and Nazi ideology: the fight against the Jews   
• Class discussion on home assignment # 1 |
| Objective         | • Students will become familiar with the historical context in which the Nazi party arose; they will learn the role played by antisemitism in the Nazi ideology and policies. |
| Assignment for next class | • Read: Crowe, Ch. 3: “The World of Adolf Hitler, 1989-1933: War, Politics, and Anti-Semitism” (79-104), and Ch. 4: “The Nazis in Power, 1933-1939” (105-148).  
• Home assignment # 2. |

**WEEK 4**

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<tr>
<th>Date</th>
<th>TUESDAY, OCTOBER 10</th>
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<tr>
<td>Meet</td>
<td>In class</td>
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</table>
| Lecture           | • The first phase of the fight against the Jews (1933-1935)   
• The Nazi government   
• The new foreign policy   
• The Antisemitism of the new German State   
• The Aktion T4: Nazi Eugenics and Euthanasia Program   
• Class discussion on home assignment # 2   
• The second phase of the fight against the Jews (1935-1938)   
• The Nuremberg Laws |
| Objective         | • Students will be able to understand the development of the antisemitic policies adopted by the Nazi government, as well as the discriminatory policies implemented against other social groups. |
| Assignment for next class | • Read: Crowe, Ch. 5: “Nazi Germany at War, 1939-1941: Euthanasia and the Handicapped; Ghettos and Jews” (149-190).  
• Read the material on the Italian Racial Laws (distributed by the instructor). |
### WEEK 5

**Date** | **TUESDAY, OCTOBER 17**  
**Meet** | In class  
**Lecture** |  
- The third phase of the fight against the Jews (end of 1938-1941)  
  - The beginning of WW2 and the invasion of Poland  
  - The Polish genocide  
  - The ghetto experiment: Poland as a laboratory for mass extermination  
  - The Warsaw Ghetto Uprising  
- Class discussion on home assignment # 3  
- Resume for the Mid Term Exam  
**Objective** | Students will be able to: identify the roots of WW2; understand the development of the “Jewish Problem” after the invasion of Poland; reflect on the German consensus to NSDAP.

### WEEK 6

**Date** | **TUESDAY, OCTOBER 24**  
**Meet** | In class  
**Assignment for next class** |  
- MID TERM EXAM (2 hours)  
**Assignment for next class** |  
- Read: Crowe, Ch. 6: “The Invasion in the Soviet Union and the Path to the Final Solution”(191-223), and Ch. 7: “The Final Solution, 1941-44: Death Camps and Experiments with Mass Murder” (225-282).

### WEEK 7

**Date** | **TUESDAY, OCTOBER 31**  
**Meet** | In class  
**Lecture** |  
- The fourth phase of the fight against the Jews (1941/42-1945)  
  - The impact of the war on the “Jewish Problem”  
  - The war against the USSR: barbarization of warfare  
  - The decision for the “Final Solution”  
  - The Lager System: Concentration Camps and Death Camps  
- Primo Levi: Experiencing the Lager: the “gray zone”  
**Objective** | Students will learn the final phase of the racial persecution of the European Jewish communities; they will be able to identify the impact of WW2 on the Nazi decision for the so called Final Solution; they will learn the main characteristics of the Lager system.

**Assignment for next class** |  
- Read: Bauer, Ch. 10: “West European Jewry, 1940-1944” (248-265), and Ch. 13: “The Last Years of the Holocaust, 1943-1945” (332-369).  
### WEEK 8

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<tr>
<th>Date</th>
<th>TUESDAY, NOVEMBER 7</th>
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<td>Meet</td>
<td>In class</td>
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</table>
| Lecture | • The gray zone: Class discussion on home assignment # 4  
  - The Final Solution in Western Europe and the Nazi-Allied States  
  - The diary of Anne Frank  
  - Rescue operations  
  • Liberation: The end of WW2 in Europe, with a specific attention to Italy  
  • The foundation of the State of Israel and the Palestinian Question |
| Objective | • Students will consider the Jewish persecution in Western European countries and the Nazi-Allied States, and get familiar with two fundamental memoirs by Anne Frank and Primo Levi. Student will be able to understand the final years of the Holocaust, the process of liberation from Nazi-fascism, and the process concerning the foundation of the State of Israel. |

**Assignment for next class**

- Read: Crowe, Ch. 10: “Liberation, DPs, and the search for justice” (383-442); Browning 2003.
- Home assignment # 5.

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### WEEK 9

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<th>Date</th>
<th>TUESDAY, NOVEMBER 14</th>
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<tr>
<td>Meet</td>
<td>In class</td>
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</table>
| Lecture | • War Crimes Investigation and Trials  
  - The Nuremberg Trials  
  - The Eichmann Trial  
  • Hannah Arendt: Eichmann in Jerusalem: A report on the banality of evil  
  • From the Shoah to the Lucifer Effect: Browning, Milgram and Zimbardo  
  • Class discussion on home assignment # 5 |
| Objective | • Students will be able to understand the postwar European scenario and will get informed on the main postwar trials against the Nazi élites. Particular attention will be dedicated to Arendt’s thesis on the “banality of evil”. Students will be also informed on the relevance of the Shoah with regard to the social construction of hate in contemporary societies, comparing Browning, Milgram and Zimbardo researches on this issue. |

**Assignment for next class (November 28)**

### WEEK 10

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<tr>
<th>Date</th>
<th>TUESDAY, NOVEMBER 21</th>
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<td><strong>No class – Fall Break</strong></td>
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### WEEK 11

<table>
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<tr>
<th>Date</th>
<th>TUESDAY, NOVEMBER 28</th>
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<tr>
<td><strong>Meet</strong></td>
<td>In class</td>
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</table>
| **Lecture**           | From events to meanings: Understanding the interest for the Holocaust in the contemporary world  
                          From collective oblivion to the “duty to remember”: The Shoah and postwar Western memories and identities. |
| **Objective**         | Student will be introduced to the issue of the meanings and interpretations of the Shoah in the contemporary world. They will learn the role played by the memory of the Shoah in the construction of postwar political identities. Particular attention will be dedicated to the European Union scenario. |
| **Assignment for next class** | Read: Margalit – Motzkin 1996.  
                          Home assignment # 6. |
| **Deadline**          | Research Paper Submission |

### WEEK 12

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<th>Date</th>
<th>TUESDAY, DECEMBER 5</th>
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<tr>
<td><strong>Meet</strong></td>
<td>In class</td>
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| **Lecture**           | Is the Shoah Unique? Comparing the Nazi extermination with other contemporary cases of mass violence and racism  
                          Questing for Justice: Holocaust education as a mean to prevent racism  
                          Remembering the righteous  
                          Class discussion on home assignment # 6 |
| **Objective**         | Student will be able to critically reflect on the question of the uniqueness of the Holocaust and its moral meaning. Students will also be introduced to the main issues concerning Holocaust Education, questioning its role in promoting tolerance, preventing racism, fostering hope in a more just society. |
| **Assignment for next class** | Read: Vergo 2008; Engelhardt 2002; Short 1998; Spiegelman 1986. |
| **Research Papers – Presentation 1** | |
### WEEK 13

<table>
<thead>
<tr>
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<th>TUESDAY, DECEMBER 12</th>
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<tr>
<td>Lecture</td>
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<td></td>
<td>“Beyond the Conceivable”: remembering the Shoah without witnesses</td>
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<td>How to Represent the Evil?</td>
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<td>- The Shoah Museums</td>
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<td>- Using comics to tell the Shoah: the case of Maus</td>
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<td>Resume for the Final Exam</td>
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<tr>
<td>Objective</td>
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<td>Student will be able to consider the relation between history and memory, and to reflect on the role of the survivors’ testimonies for the comprehension of a unconceivable event such as the Shoah. Students will learn the main museum and memorial dedicated to the Shoah, and they will question the issue of how to represent something as “the radical evil”.</td>
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<td>Research Papers – Presentation 2</td>
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### WEEK 14

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<td>FINAL EXAM</td>
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