

CH 740: The Holocaust: Roots, Realities and Ramifications
Course Syllabus, Summer 2019; Hybrid
Gault 140

Professor Jeffrey Jaynes
Office: Gault 232
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Class Meeting, Tuesday, 8:30- 4:30
June 18, 25, July 2; plus on-line
Office hours: Wed. 10-11:30 a.m. or
by appt.

Course Description:

This class will probe one of the most disturbing and influential episodes of the 20th century: the Holocaust. In particular, it will discuss the theological and religious issues involved in this state-supported action of genocide, drawing especially on conflicts between Christians and Jews, and exploring lingering theological problems. The mid-20th century Jewish Holocaust will be compared with other experiences of genocide.

Rationale:

This course will enable students to address one of the more critical experiences of the 20th century, the Holocaust. For students in a Christian theological setting, it is especially important to grapple with the reservoir of hostility, intentional and unintentional, that set the stage for this programmatic attempt to exterminate the Jewish population in Nazi Germany. Notions of the holocaust and its particularity will be set alongside other important episodes of genocide, especially in the 20th century. The class will help students understand the theological complexities of this particular event, and allow students to appreciate how certain theological perspectives can have unintended, yet lamentable, results when lived out in particular situations, thus enhancing their own ability to do theology in context. The multi- and inter-religious dimensions of the material considered in this course will also enable students to think more critically and carefully about the religious diversity of our world, especially as it relates to their own settings for ministry. Finally, the class will further the kind of global understanding, with deep religious sensitivity, that we are attempting to foster in our current cross-cultural requirement.

The course will include extensive reading on the topic and written responses to various forms of literature. In addition, the class will take advantage of the vast array of films on the Holocaust, some rather recent, and be able to use the massive on-line “survivor testimony” narratives available through the Shoah Foundation at USC. I will also be introducing students to the vast collection of materials available at the United States Holocaust Museum in Washington DC.

Required Texts:

Bergen, Doris L. *War and Genocide: A Concise History of the Holocaust*, 2nd ed. (Lanham, MD: Rowan and Littlefield, 2009). 978-072557154

Hatzfeld, Jean. *Machete Season: the Killers in Rwanda Speak* (New York: Farrar and Strauss, 2005). 978-0374280826

Roth, John. *Ethics During and After the Holocaust: In the Shadow of Birkenau* (New York: Palgrave, 2005). 978-1403933782

Waller, James. *Becoming Evil: How Ordinary People Commit Genocide and Mass Killing*, 2nd ed. (New York, Oxford University Press, 2007). 978-0195314564

Supplemental Texts (optional):

Barnett, Victoria. *Bystanders: Conscience and Complicity during the Holocaust* (Praeger, 2000)

Cohn-Sherbok, Dan. *Holocaust Theology: A Reader* (New York: New York University Press, 2002).

Ericksen, Robert. *Complicity in the Holocaust: Churches and Universities in Nazi Germany* (Cambridge: Cambridge University Press, 2012) 978-1107663336

Tim Snyder, *On Tyranny: Twenty Lessons from the Twentieth Century* (Tim Duggan Books, 2017)

Valentino, Benjamin. *Final Solutions: Mass Killings and Genocide in the Twentieth Century* (Ithaca, NY: Cornell University Press, 2004).

Course Assignments:

Regular attendance and class participation are key elements to success in this class. There will be reading assigned to each class and the will accompany each hybrid session. Please make certain to read this material prior to class and be prepared to offer thoughts and insights. A portion of your grade (20%) will be related to class attendance, participation, and completing the hybrid sessions. The HYBRID SECTION of the course will be detailed in the “Lesson” for each week. Remember, the hybrid section of the course is considered part of your class time, so you should plan on approximately 3 hours for these sessions each week. In addition to your presence and contributions in class, I will be asking each of you to complete the following assignments.

Book Review:

Select a book from the book review bibliography (following the class schedule below) and complete a 5-6 page (c. 1500 words) review of this book. Place the book within the context of themes we are developing in this class. Offer a brief overview of the book, noting its general themes, thesis, and structure. Also, offer your assessment of the book with some attention to the audience the book is seeking to address or inform. Finally, offer your thoughts about how this book might be useful to you or others in your context for ministry (20%). Book Review DUE: **June 30**

Media Study Guide:

There are a number of films related to the holocaust and related experiences of genocide. I will provide a list of films for you to consider during our first day of class. Select one and prepare a brief discussion guide, c. 2 pages, for a church or other ministry setting to lead a more “popular audience” into class themes (10%). Study guide DUE: **By July 5**

Class Presentation:

I have attached a list of topics, issues, and concerns that range through the various themes we will develop and discuss in this class (see last page of the syllabus). Select your topic and I will assign you an appropriate class session or related hybrid session for presenting your material to the class. I will ask you to provide me with a short bibliography for your presentation), and will expect appropriate materials for the

classroom including slides, images, video, etc. We will select presentation topics during the second week of class (20%). **DUE dates depend on the presentation schedule.**

Final Project/ Paper:

I am asking each of you to prepare a summative response to the material developed in this class, but this final exercise may take one of several forms. You could choose to do a final research paper on some aspect of the Holocaust or in the broader aspects of comparative genocide. As a research paper, I would expect proper citations and an appropriate bibliography, along with a clear research question and thesis. A final paper in the length of 10-12 pages would be appropriate. You might also choose to develop a final project, for instance an extensive curriculum for a church course or perhaps a weekend workshop that focused on interpreting and applying your understanding of the Holocaust or genocide. You will want to be clear about your intended audience and provide clear and extensive resources on your topic. Or, you might project and develop a rather comprehensive “blog” series that discussed critical issues of the class, or some more focused theme, in a clear and engaging fashion. Again, I would expect a strong and informed range of resources noted in some clearly designed bibliographical format. As you develop your “final”—I do invite conversation and will probably attempt to meet with each of you in the process of developing this segment of the course (40%). The final is DUE on **July 22**.

Please note the following academic policies, which apply to all MTSO courses. You will find details about all of these policies in the MTSO *Student Handbook*. Please see Student Handbook for sections providing policy details on the following:

ADA—MTSO seeks to remove barriers to inclusion in its learning communities. Students who feel they may need an accommodation based on the impact of a documented disability should contact the instructor privately to discuss their specific needs at the beginning of the semester. Please contact the Director of Student Services to coordinate reasonable accommodations for students with documented disabilities. Any accommodation must be agreed upon prior to the due date of the affected course requirement.

Class attendance—Regular attendance is expected in all classes. During unavoidable absences, students are responsible for missed work. An excessive number of absences may result in grade reduction or course failure, despite successful completion of all assigned work. In most cases, a student will not be allowed credit for a course if he or she is absent for 25% of the class sessions. As it relates to blended courses, students may not be allowed credit if they are absent for 25% of class meetings or if 25% of online course work is not completed. Use of Skype or similar technology is not a substitute for attendance in class.

Electronic Devices—Turn mobile devices off or “vibrate only” during class. Browsing the Internet or engaging in email or social network conversations during class is discouraged. Instructors have the right to impose grading penalties for disruptions due to electronic devices.

Human Subjects Research—Research by MTSO faculty, students, or affiliated personnel that collects non-public information from and/or about living individuals or contemporary organizations/groups for purposes of publication or public presentation (including class assignments) must be approved by the Human Subjects Research Committee. MTSO faculty, students, or affiliated personnel should err on the side of caution and apply for committee approval of any activity that may fit this description.

Inclusive Language—In accordance with MTSO’s policy on inclusive language, all students are expected to use gender inclusive or gender neutral language in their writing and in the classroom discussions when referring to human beings.

Incompletes—To receive a course grade of Incomplete, students must submit the petition form from the Registrar with all signatures to the Dean’s Office before the last day of regularly scheduled classes. See Student Handbook for intensive term deadlines. Any petition submitted without a due date for outstanding work will be denied. If work is not complete by the due date the Registrar will record the grade of F for the course.

Pass/Fail—The decision to exercise this option must be made before the end of the second week of the course by completing the appropriate form available through the Registrar. To receive a grade of "pass" the student must do at least the equivalent of C minus work in the course.

Plagiarism—Plagiarism is a serious matter of academic, professional, and personal integrity. All students at the Masters level are expected to understand the requirement to provide attribution when the work of others is used. Students are also expected to be familiar with and understand the school’s policy on Academic Misconduct found in the Student Handbook. If students have questions about attribution, citation, and how to avoid plagiarism they should consult the course instructor, the school’s writing instructor, or library staff. When in doubt it is better to provide attribution even if one is uncertain about the proper citation form. Plagiarism is a form of academic misconduct that results in disciplinary actions per the Student Handbook that may range from failing an assignment or course to expulsion.

Updated 8/13/14

Class Schedule:

Week 1: June 18, Introducing and Defining the Nature of Genocide

Class Introductions. The Nature of Genocide and Holocaust

Genocide and Human Evil: Wrestling with Theodicy

The Longer History of Antisemitism

Mass Violence and the 20th Century: Genocide before the Holocaust

Bergen, preface and 1-28; Roth, 1-36; Waller, 3-97; Martin Luther King Jr., “The Death of Evil Upon the Seashore”

Week 2: June 25, Genocide and the Experience of the Holocaust

The German Crisis of the 1930s: Hitler and the Holocaust

From Incarceration to Incineration: the Nazi Death Camps

The Holocaust: Victims and Perpetrators

The Holocaust: Bystanders and Other Responses of Faith Communities
Absurdity, Forgiveness and Theology in the Light of the Holocaust
Bergen, 29-228; Roth, 37-147; Waller, 98-162; Cohn-Sherbok, "Introduction" *Holocaust*
Theology: A Reader, 1-25

Week 3: July 2, Genocide in Other Settings and the Theological Implications

Asia: Genocide Driven by Ideology

Africa: Genocide, Race and Religion

The Americas: Genocide in the Wake of Imperialism, Threats to Indigenous Peoples, and the Importation of Slaves

The Role of the Church and other faith communities: Responding to Genocide

Class conclusions

Hatzfeld, *Machete Season*; Roth, 148-71; Waller, 281-303

Final papers and projects due: July 22

Course Bibliography for Book Review:

Barnett, Victoria. *For the Soul of the People: Protestant Protest Against Hitler* (New York: Oxford University Press, 1992).

Bloxham, Donald. *The Great Game of Genocide: Imperialism, Nationalism and the Destruction of the Ottoman Armenians* (New York: Oxford University Press, 2005)

Brooks, Roy. *When Sorry Isn't Enough: the Controversy over Apologies and Reparations for Human Injustice* (New York University Press, 1999).

Browning, Christopher. *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland* (New York: Harper, 1993).

Dietrich, Donald. ed., *Christian Responses to the Holocaust: Moral and Ethical Issues* (Syracuse, NY: Syracuse University Press, 2003).

Flint, Julie and Alex De Waal. *Dafur: A Short History of a Long War* (London: Zed Books, 2005).

Gow, Andrew. *The Red Jews: Anti-Semitism in an Apocalyptic Age, 1200-1600* (Leiden: Brill, 1995)

Heger, Heinz. *The Men with the Pink Triangle: the True Life-and-Death Story of Homosexuals in the Nazi Death Camps*, David Fernbach, trans. (Boston: Alyson Books, 1994).

Hillberg, Raul. *Perpetrators, Victims and Bystanders: the Jewish Catastrophe, 1933-1945* (Harper Collins, 2002).

Lower, Wendy, *Hitler's Furies: German Women in the Nazi Killing Fields* (Mariner Books, reprint, 2014).

Mamdani, Mahmood. *When Victims Become Killers* (Princeton University Press, 2001).

Minow, Martha. *Between Vengeance and Violence: Facing History After Genocide and Mass Violence* (Beacon, 1998).

Moore, Marijo, ed. *Eating Fire, Tasting Blood. An Anthology of the American Indian Holocaust* (Philadelphia: Running Press, 2006).

Power, Samantha. *A Problem from Hell: America and the Age of Genocide* (New York: Harper, 2007).

Rubenstein, Richard. *After Auschwitz: History, Theology and Contemporary Judaism 2nd ed.* (Baltimore: Johns Hopkins, 1992)

Stannard, David. *American Holocaust: The Conquest of the New World* (Oxford: Oxford University Press, 1992).

Valentino, Benjamin. *Final Solutions: Mass Killings and Genocide in the Twentieth Century* (Ithaca, NY: Cornell University Press, 2004).

Von Kellenbach, Katharina, "*The Mark of Cain: Guilt and Denial in the Lives of Nazi Perpetrators*" (Oxford: Oxford University Press, 2013)

Walliman, I and Dobkowski, *Genocide and the Modern Age* (A Reader).

Wheeler, Nic. *Saving Strangers: Humanitarian Intervention in International Society* (Oxford University Press, 2003).

Other Recommended Reading:

Delbo, Charlotte. *Auschwitz and After*, Rosette Lamont, trans. (New Haven: Yale University, 1995).

Gerlach, Christian. "Extremely Violent Societies: an Alternative to the Concept of Genocide," *Journal of Genocide Research* 8: 4 (2006), 455-71.

Greenberg, Irving and Samuel Freilich. *The Coldest Winter: the Holocaust Memoirs of Rabbi Samuel Freilich* (New York: Holocaust Center, 1988)

Hallie, Philip. *Lest Innocent Blood be Shed* (New York: Harper, 1994).

Harff, Barbara. "No Lessons Learned from the Holocaust? Assessing Risks of Genocide and Political Mass Murder since 1955," *American Political Science Review* 97: 1 (2003), 57-73.

Levene, Mark. "Why is the Twentieth Century the Century of Genocide?" *Journal of World History* 11:2 (2000), 305-36

Levi, Primo. *The Saved and the Damned* (New York, 1989).

Luther, Martin. *On the Jews and Their Lies* (1543), in *Luther's Work*, v. 35.

Mamdani, Mahmood. "The Politics of Naming: Genocide, Civil War, and Insurgency," *London Review of Books*, March, 2007.

Moorehead, Caroline, *Village of Secrets: Defying the Nazis in Vichy France* (Harper, 2014).

Sendyk, Helen. *The End of Days: A Memoir of the Holocaust* (New York: St Martins, 1992).

Wiesel, Elie. *Night* rev. ed., (New York: Bantam, 1982).

_____, *The Trial of God* (New York: Random House, 1979).

Class Presentation Topics

Martin Luther as an Antisemite

Pink Triangles, the Holocaust and Homosexuals

The Roman Catholic Church and the Holocaust, Pope Pius XII

Genocide Survivors and Their Legacies

Holocaust Trials and Justice

The Problem of Palestine in Light of the Holocaust

Remembering: Holocaust/ Genocide Memorials National and International

The Native American Holocaust

American Slavery as an Expression of Genocide

Darfur and Contemporary Genocide Experience in Africa