The destruction of European Jewry has been a central focus in studying Nazi extermination policies. This course will look at Nazi policies towards the Jewish people and examine how the “racial state” (or racist state) dealt with Jews and with many others whom it deemed “racially unfit” to belong to the German Volk. First, however, the readings will describe the history of racism, both in the U.S. and in Germany and their connections. It will ask, “what is ‘race’?” It will analyze why and the ways in which many western societies sought to create a nation based on invented categories of “blood and race.”

By studying policies towards the so-called “enemies” of the Third Reich -- including Jews, Sinti and Roma (Gypsies), the physically and mentally disabled, homosexuals, Afro-Germans, “asocials,” etc. -- the course will also highlight how these policies interacted with each other. It will examine measures that the government enacted to delegitimize, isolate, rob, incarcerate, sterilize, and/or murder many of these minorities as well as measures intended to increase and strengthen the “Aryan” population. You will be asked to compare ideologies and practices against these groups. At the end, the course will look ask why many German perpetrators and bystanders participated in or allowed discrimination and, later, murder to occur.

BOOKS TO PURCHASE:
Michael Burleigh and Wolfgang Wippermann, *The Racial State: Germany 1933-1945*

George Fredrickson, *Racism: A Short History*

Robert Gellately and Nathan Stoltzfus, *Social Outsiders in Nazi Germany*

Marion Kaplan, *Between Dignity and Despair: Jewish Life in Nazi Germany*

Our NYU bookstore should have these books, but cheaper ones may be found at Abebooks.com as well as Amazon and B&N.com. The books are also available at the reserve desk at Bobst Library.

Most articles are on CLASSES, NYU’s electronic system that stores articles and allows me to write to all of you at once. Your articles are under our class tab and then under “resources.” If you need help with Classes, ask a student who is not a Freshman how to navigate the system or go to: https://wikis.nyu.edu/display/nyuclasses/Student+Quick-Start.

COURSE REQUIREMENTS:
Serious and consistent class participation (including regular oral introductions of the homework readings). This is a seminar in which you will do much of the presenting and discussing;
Class participation: 10%
Public speaking (presenting homework topics): 15%
four short papers: 40% [1st paper= 7%; 2nd paper= 8%; third paper= 10%; 4th paper=15%]
final research paper: 35%
(Quizzes only if I deem them necessary—and I will warn you.)

Late papers will be docked a grade a week unless you have a doctor’s note.

1. INTRODUCTION
HISTORICAL BACKGROUND
Robert Gellately and Nathan Stoltzfus, “Social Outsiders and the Construction of the Community of the People,” in Gellately and Stoltzfus, Social Outsiders in Nazi Germany (pp. 3-16) also at:
http://assets.press.princeton.edu/chapters/s7083.pdf

“A Mosaic of Victims” from USHMM:

[For those students observing the Rosh Hashanah holiday, write a 3 - page review of this assignment and email me on Sept. 13. [Who was deemed a social outsider and why? Was demeaning certain groups a new phenomenon? (Were there social outsiders before 1933? Who and why?) How did the Nazis intend to “cleanse the Fatherland” and how did they portray compassion towards social outsiders?] Also, be sure to have read the assignment and chosen a chap. to report on for class #2 when you come on Sept. 17.]

2. RACISM
George Fredrickson, Racism: A Short History
First in-class oral report: students will read the entire (short) book and then will be assigned a chapter to report on it for a few minutes each.

3. Instead there is this independent assignment:
   1. Go to http://www.understandingrace.org/home.html created by the American Anthropology Association. Then click on HISTORY and watch the “TIMELINE MOVIE.” Peruse the time line next to it, click on some dates, starting in the 17th century. For government, science, and society printed timelines, click on:
   http://www.understandingrace.org/history/text_timeline.html#gov
   2. Once you are done with #1, go back to http://www.understandingrace.org/home.html and now click on HUMAN VARIATION. Watch/read all 5 parts and take the 10 question QUIZ at the end. [Grade yourself!]
   3. When done with #2, go back to http://www.understandingrace.org/home.html and now click the last section, on LIVED EXPERIENCE. Watch/read 5 parts (the “Race Blog” is also interesting but not required). Keep in mind that the lived experiences of minorities (even unusual notions, such as “standards of beauty”) will be relevant to your study of
Jews and other minorities in a racist Germany (from 1933-1945). Keep some of the stereotypes in mind: they will pop up again in our readings.

Also, read 2 very short newspaper/magazine articles:

Eugenics:

and

Law:


4. JEWISH LIFE IN NAZI GERMANY
Marion Kaplan, Between Dignity and Despair: Jewish Life in Nazi Germany
Intro. and chaps. 1-2 (pp. 3-73), chaps. 4 – Conc. (pp. 94 -237) (we will read chap. 3 later)

Prompt for 3 para. written response (due today) and 2nd oral presentation.

A. What is "social death?" Can you trace its stages in Germany? What do we learn about Jewish daily life in Nazi Germany by understanding gender dynamics? Does a generational analysis help us understand how Jews reacted?

OR


5. (HETERO)SEXUALITY AND RACISM
Nazi Policies towards Women
Burleigh, pp. 242-266
and

Nazi Policies towards Youth
Burleigh, 199-241
Optional short paper (3 pages): Was it easy to be an “Aryan” in Nazi Germany? Make an argument for either “yes” or “no.”

6. SINTI AND ROMA
These are all short readings, but there are a number of them!

1) US Holocaust Memorial Museum article, “Genocide of European Roma”:
http://www.ushmm.org/wlc/en/article.php?ModuleId=10005219 (be sure to view “personal histories” as part of your assignment)
2) Burleigh, 113-128
3) Sybil Milton, “Gypsies as Social Outsiders in Nazi Germany,” in Gellately and Stoltzfus, pp. 212-232
and
and
5) Ian Hancock, review of Guenther Lewy book, The Nazi Persecution of the Gypsies in Journal of Genocide Research, 2001 [Classes: read pp. 120-127 only] Also at:
https://getit.library.nyu.edu/go/9302291

Second short paper
How did the readings portray the Sinti/Roma experiences? What did you see as the main arguments in these readings? Discuss the debates about the Sinti/Roma experience (Hancock). How do the experiences of Sinti/Roma compare to those of Jews in Germany? 3 pages, typed and carefully edited.

7. HOMOSEXUALS
“What happened to an Ordinary Man,” from USHMM (read #1-#12):
http://www.ushmm.org/exhibition/persecution-of-homosexuals/
and
Burleigh, pp. 183-197
and
and
Lesbians and the Third Reich from USHMM:

8. THE PHYSICALLY AND MENTALLY DISABLED
Henry Friedlander, “From Euthanasia to the Final Solution” from Deadly Medicine: Creating the Master Race, 2004 [on Classes]
and
Burleigh, pp.148-167
and
Friedlander, Registering the Handicapped in Nazi Germany,” *Jewish History* (Fall, 1997) [available online through NYU “research” and JSTOR]

and


and

*NY Times* article on new monument to the disabled, 2014:

This is the third short paper. Were there connections between so-called euthanasia and the “Final Solution to the Jewish Question?” 3 pages.

9. AFRO-GERMANS

May Opitz, Katharina Oguntoye and Dagmar Schultz, “African and Afro-German Women in the Weimar Republic and under National Socialism,” in *Showing our Colors: Afro-German Women Speak Out,* pp 41-76 [Classes]

and

Raffael Scheck, “‘They are Just Savages’ German Executions of Black Soldiers from the French Army,” *Journal of Modern History,* June 2000 [Classes]

And

Youtube: *Afro-Germany: Being Black and German*
https://www.youtube.com/watch?v=pcfPVj5qR1E. The historical parts are as follows, but I’d recommend the whole 42 minutes if you have the time. *Required Minutes: 7:25-15:38; 16:14-19:11; 34:56-41:57.*

10. EASTERN FOREIGN WORKERS and RACE WAR AGAINST THE USSR

USSR


Foreign Workers

Burleigh, pp. 295-303

and

Robert Gellately, “Police Justice, Popular Justice, and Social Outsiders in Nazi Germany: The Example of Polish Foreign Workers,” in Gellately and Stoltzfus, pp. 256-272

and

See this 5-minute documentary film that depicts the public shaming of a Polish girl and German boy in a Silesian village in 1941. http://www.ushmm.org/online/film/display/detail.php?file_num=5565

War against the Soviet Union

4th short paper (3 pages): How did the plight of Afro-Germans and foreign workers differ?
Were there any similarities?

Or

How do you explain German military behavior against the Soviet people and army?
11. MIXING “Races”
and
Kaplan, chap. 3 on “Jewish and ‘Mixed’ Families”
and

12. THE “ASOCIAL” AND “HABITUAL CRIMINAL”
Burleigh, pp. 48-49, 167-182
and
Nikolaus Wachsmann, “From Indefinite Confinement to Extermination: “Habitual Criminals” in the Third Reich,” in Gellately and Stoltzfus, pp. 165-191
and

13. THE NAZI CONSCIENCE
Hannes Heer, “How Amorality became Normality: Reflections on the Mentality of German Soldiers on the Eastern Front,” from Heer and Naumann, War of Extermination , chap. 13 (pp. 329-341) [Classes]
and
Christopher Browning, “Holocaust Perpetrators: Ideologues, Managers, Ordinary Men,” (March 6, 2002 lecture at US Holocaust Memorial Museum [available online at:
and
Claudia Koonz, The Nazi Conscience, “Racial War at Home” (Prologue and chap. 10, pp. 253-274) [Classes]

14. “Never Again”
https://eji.org/racial-justice/legacy-lynching
and
2) https://www.youtube.com/watch?v=1PxAcnfrMow
AND
3) Willy Brandt in Warsaw: https://www.youtube.com/watch?v=7zqDSA9NJM4
and
4) https://www.youtube.com/watch?v=uYqTAsiwJMc