



**SUFFOLK**  
**UNIVERSITY**  
MADRID CAMPUS

**HST 414 M1 - NAZI GERMANY**

**Instructor Information:**

**Instructor:** Martin Alonso Corral

**Email:** [mcorral@suffolk.es](mailto:mcorral@suffolk.es)

**Homepage:** [www.suffolk.edu/madrid-campus/academics/faculty](http://www.suffolk.edu/madrid-campus/academics/faculty)

**Course Information:**

**Catalog Description:** German and European preconditions; the Versailles Treaty and the failure of the Weimar Republic; Hitler's ideas, collaborators and institutions; Nazi foreign and domestic policy; World War II and the concentration camps.

**Instructor's Additional Course Description:** Nazi Germany is an in-depth historical analysis of Germany during the Nazi period (1933-1945). A chronological overview of Nazi Germany, from its origins in the Weimar Republic to its destruction at the end of World War II, is the basis of this historical analysis. Topics to be covered in class include the origins of Germanic and National Socialist ideologies; World War I and its consequences; the life and ideology of Hitler; the Weimar Republic (Germany's democratic, liberal government) and its collapse; the Nazi takeover of power; the Nazi revolution after power; the Nazi "synchronization" (*Gleichschaltung*) of all facets of German life to the goals of the party; everyday life during the Nazi era; the advent of the Second World War; German resistance to Nazism and the war itself; the German home front; and the Holocaust. The evaluation and analysis of primary materials dealing with selected aspects of the Nazi period, such as social organization, education, propaganda, family life and women, and the arts will enable the student to better understand everyday life in Nazi Germany. The course concludes with an evaluation of the Nazi legacy and the problem of writing the history of Nazi Germany. The course contains an array of primary sources and secondary materials (e.g., essays by modern historians).

Nazi Germany consists of a combination of lectures and in-class discussions based on the assigned readings. Documentary material, contemporary films and images will be used to supplement class discussions. An oral presentation consisting of a summary of the student's term paper is also part of the course. A visit to the exhibit "Auschwitz. Not long ago. Not far away" will enable students to fully grasp the dangers of Nazi ideology. *The instructor takes a scholarly, dispassionate, detached approach to the course subject matter.*

**Prerequisites:** None

**Credit Hours:** 4

This course follows the US Federal Government's Credit Hour definition: "An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates no less than:

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practicum, studio work, and other academic work leading to the award of credit hours.”

For full up-to-date statement:

[https://cihe.neasc.org/sites/cihe.neasc.org/files/downloads/POLICIES/Pp111\\_Policy\\_On\\_Credits-And-Degrees.pdf](https://cihe.neasc.org/sites/cihe.neasc.org/files/downloads/POLICIES/Pp111_Policy_On_Credits-And-Degrees.pdf)

To complete this course, students will need to dedicate, at a minimum, the following amount of time to the listed activities:

<b>Assignment/Activity</b>	<b>Engagement Estimate</b>	<b>Engagement Hours</b>
Course Readings	280 pages x 8 minutes per page	37
Primary Source Readings	3 pages x 10 minutes per page	50
Quiz #1 and #2 preparation	2 at 5 hours each	10
Term Paper Book Reading	200 pages x 8 minutes per page	27
Term Paper Preparation	10 hours	10
Midterm Exam Preparation	12 hours	12
Final Exam Preparation	12 hours	12
Class Attendance	3 hours x 15 weeks	45
<b>TOTAL</b>		<b>203 HOURS</b>

### **Textbook/Course Materials:**

- 1) Spielvogel, Jackson J., and David Redles, *Hitler and Nazi Germany: A History*. 7<sup>th</sup> ed. Upper Saddle River (NJ): Pearson Prentice Hall, 2016.
- 2) Stackelberg, Roderick & S. A. Winkle, *Nazi Germany Sourcebook: An Anthology of Texts*. London & New York: Routledge, 2007.
- 3) Sax, Benjamin & D. Kuntz, *Inside Hitler's Germany: A Documentary History of Life in the Third Reich*. Lexington (MA): D. C. Heath and Company, 1992 (available on reserve).

### **Social & Intellectual History Goals and Objectives:**

<b>GOALS</b>	<b>OBJECTIVES</b>	<b>ASSESSMENTS</b>
Students will explain the origins and significance of cultural and historical phenomena.	<ul style="list-style-type: none"> <li>• Students will be able to explain the causes and effects of at least one phenomenon.</li> <li>• Students will be able to analyze the phenomenon in its cultural and historical contexts.</li> <li>• Students will be able to evaluate the significance of the phenomenon from multiple perspectives.</li> <li>• Students will be able to understand that historical developments result from the confluence of changing cultural and historical factors.</li> </ul>	Two examinations: a midterm exam and a final
Students will develop the ability to read primary and secondary sources critically.	<ul style="list-style-type: none"> <li>• Students will be able to define and distinguish among primary and secondary sources.</li> <li>• Students will be able to comprehend and summarize the author's central ideas and themes.</li> <li>• Students will be able to identify the author's purposes and audience.</li> <li>• Students will be able to situate texts in their historical and cultural contexts.</li> <li>• Students will be able to detect and discuss the values, assumptions, and biases that inform a text.</li> <li>• Students will be able to assess the similarities and dissimilarities among related sources.</li> </ul>	Two quizzes

GOALS	OBJECTIVES	ASSESSMENTS
Students will understand how ideas evolve and how they reflect and are produced by human meaning-making (including their own thoughts and actions).	<ul style="list-style-type: none"> <li>• Students will be able to identify and describe the distinguishing features of one or more schools of thought.</li> <li>• Students will be able to explain relationships among ideas, conditions, and events.</li> <li>• Students will be able to analyze how ideas illuminate or argue for the purpose or significance of human experience.</li> </ul>	One 6-8-page term paper
Students will understand how learning and experiences inside and outside the classroom are connected and interdependent.	<ul style="list-style-type: none"> <li>• Students will gain knowledge through direct contact with and observation of historical sites, memorials, collections, displays and exhibitions</li> </ul>	<ul style="list-style-type: none"> <li>• Visit to the exhibit "Auschwitz. Not long ago. Not far away"</li> <li>• One 3-4-page critical review</li> </ul>

### **HST 414 Course Goals & Learning Objectives:**

<b>Upon successful completion of this course, students will know/understand:</b>	<b>Upon successful completion of this course, students will be able to:</b>	<b>How the student will be assessed on these learning outcomes<sup>1</sup></b>
Early 20 <sup>th</sup> century major historical events, persons and ideas as they relate to National Socialism, Germany, Europe, and the West.	Produce a chronological survey of Nazi Germany from its origins in the Weimar Republic to its destruction at the end of World War II.	2 examinations, a midterm exam and a final examination
The totalitarian nature of the Nazi regime encompassing all aspects of German life.	Examine in depth a selection of topics from Nazi Germany.	2 quizzes
Nazi racial policies and the Holocaust.	Study and evaluate critically primary and secondary sources.	One 6-8-page term paper
Everyday life in Germany and the role of German resistance.	Improve both written and oral skills.	One oral report
The relevance of Nazi Germany for understanding contemporary Germany and Europe		Class participation and attendance
The road leading to Auschwitz and role of the camp as a symbol of the Holocaust and a warning on the consequences of hatred, racism and antisemitism		Visit to the exhibit "Auschwitz. Not long ago. Not far away" One 3-4-page critical review

### **Assignments/Exams/Papers/Projects:**

Students are expected to keep up with the readings on a unit by unit basis. Lectures will be conducted with the assumption that students are keeping up with their reading. They will be evaluated in the following areas:

- 1) Two non-cumulative exams, a midterm exam (20%) and a final examination (22%).<sup>2</sup> They will be based on the lectures and readings covered in class. Exams will consist of some 15 to 20 short-answer, essay-type questions. A study sheet will be provided before each of them.
- 2) Two quizzes (7% each / 14% total).

<sup>1</sup> Same as above.

<sup>2</sup> Knowledge of basic concepts, institutions, and characters from the first half of the course is assumed.

- 3) One 6-8-page paper<sup>3</sup> (20%) consisting in an analysis of a Nazi Era – World War II survivor memoir, biography or historical essay from the list of books (paper or e-book format) in Appendix I. All the texts are available from the library. General guidelines:<sup>4</sup>
- Papers must be double-spaced, typewritten (11/12 point Times New Roman font).
  - Quotations, citations and bibliography must follow MLA style. At each point where you are indebted to other sources for your information or ideas, you must give an exact citation in acceptable format.
  - Plagiarism: Plagiarism will not be tolerated in this course. Penalties for plagiarism will follow university guidelines. (See section on Academic Integrity Policy below.)
  - Grading criteria: fulfilment of assigned tasks, original analysis, clarity and neatness of presentation, quality of writing, organization, and originality.
  - Please note that part of the purpose of this course is to assist the student in developing his/her writing skills. While content is of primary concern, papers will be partly graded on the basis of the quality of the student’s writing.
- 4) One in-class report (5-7 minutes) (4%) consisting in a summary of the student’s term paper. In-class reports will be presented. Further instructions will be given.
- 5) Students are required to visit the exhibit “Auschwitz. Not long ago. Not far away” and write a 3-4-page critical review of it (9%). Further instructions will be provided for this assignment. The assignment is due on April 4.
- 6) Class participation (8%) and attendance (3%) are integral parts of the course (11%). Each student is expected to come prepared to class with questions and comments on the day’s readings. Discussion and debate will be encouraged.

### **Grading/Evaluation:**

Final Grades will be based on the following breakdown:

<i>a. Midterm:</i>	<i>20%</i>
<i>b. Final Exam:</i>	<i>22%</i>
<i>c. Quiz #1:</i>	<i>7%</i>
<i>d. Quiz #2:</i>	<i>7%</i>
<i>e. Term paper:</i>	<i>20%</i>
<i>f. In class report:</i>	<i>4%</i>
<i>g. Critical review:</i>	<i>9%</i>
<i>h. Class Participation:</i>	<i>8%</i>
<i>i. Attendance:</i>	<i>3%</i>

Percentage	Grade	Percentage	Grade
93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	59 or less	F

Late submissions for any assignment will be penalized by lowering the corresponding grade by one point (i.e. from “B” to “B-”) for each day the assignment is late.

### **Course and Classroom Policies:**

**In the event that a class meeting is unexpectedly cancelled, students will be expected to continue with readings or other assignments as originally scheduled. Any assignments due or class activities**

<sup>3</sup> The cover page and bibliography do not count.

<sup>4</sup> Specific guidelines and a list of topics are provided in Appendix II.

**(e.g., exam or presentation) planned for such a cancelled class are due at the next class meeting unless other instructions are communicated.**

No assignments submitted by e-mail will be accepted.

Proper behavior is expected of all students. No food or drink (except water) is allowed in class. Cell phones must be turned off at the beginning of the class. No cell phone use (texting or otherwise) will be allowed in class. Tablets and notebooks will be allowed for note taking purposes only. No cell phones will be allowed during examinations. Points will be taken off for students talking during class lectures or while others are speaking, completing homework for other courses or making use of their cell phones or other devices for purposes unrelated to class activities. Arriving late or leaving the classroom and then returning to it disturbs the normal functioning of classes and is disrespectful for both the instructor and classmates. As a general rule, students are not allowed to leave the classroom and return except in case of emergency. Points will be taken off in all instances.<sup>5</sup>

If talking during class lectures, leaving the classroom and then returning to it, and/or lateness become a habit, the professor will talk to the student and give him/her a warning. If this behavior continues, the student will be asked to leave the classroom and it will count as an unexcused absence.

**Participation/Attendance Policy:**

The SUMC Student Handbook states the following:

*Once a student is registered for a course, attendance at every meeting of every class is expected, including those held in the first week of the semester. A maximum of two unjustified absences is permitted. Each additional absence will cause the final course grade to be lowered by one-third of a letter grade, i.e., from A to A-; A- to B+; B+ to B, etc.*

*Excessive absences in a course will have a negative effect on the final grade. When a student is absent, the quality of his or her work in a course will deteriorate since material missed in class sessions can rarely be made up satisfactorily, even though the student remains responsible for that work.*

*Please note that even when a student has a justified reason for missing class, such as illness, the negative academic impact on learning will be the same as if the absence were for spurious reasons.*

Any absence due to illness should be justified by a note from the student's physician or other health professional confirming the day(s) on which the student was unable to attend class. A written excuse from a student's host parent or residence supervisor is also acceptable. Students are responsible for all material and assignments for the days missed, regardless of the reason for the absence.

***Participation differs from attendance in that it involves active engagement in class discussion and requires study and preparation.***

**Disability Statement:**

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in my classroom.

If formal, disability-related accommodations are necessary, it is very important that you be registered with the Office of Disability Services (ODS) at the main Campus in Boston so that I am notified of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. Check the ODS web site at [www.suffolk.edu/disability](http://www.suffolk.edu/disability) for information on accommodations.

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<sup>5</sup> Points will be taken off from the 11% awarded for participation and attendance.

**Student Resources:**

SUMC provides a range of student services, both academic and personal. To learn more about course-related tutorials and academic workshops, refer to the SUMC Student Handbook, Section 2 “Academic Policies and Services”. Section 5, “Living in Madrid”, contains information on the medical and mental health resources, including an English-speaking therapist, available to you.

**Midterm Review:**

At midterm, around week 7, you will be given a midterm grade based on your progress to date and performance on assignments and midterm exam. Midterm grades of C- or below will be reported to the Madrid Campus Academic Standing Committee, with an explanation of what I believe has contributed to that grade: excessive absences, poor time management or study skills, lack of effort, difficulty with the course material or with writing or language skills, etc. The Academic Standing Committee or I may contact you to suggest strategies for addressing these difficulties. Additionally you may be referred to SUMC Writing Center. I strongly encourage you to visit me during my office hours so we may discuss how you can be successful in this class.

**Academic Misconduct:**

[www.suffolk.edu/about/mission-history/policies-procedures/academic-misconduct-policy](http://www.suffolk.edu/about/mission-history/policies-procedures/academic-misconduct-policy)

Suffolk University expects all students to be responsible individuals with high standards of conduct. Students are expected to practice ethical behavior in all learning environments and scenarios, including classrooms and laboratories, internships and practica, and study groups and academic teams. Cheating, plagiarism, unauthorized collaboration, use of unauthorized electronic devices, self-plagiarism, fabrication or falsification of data, and other types of academic misconduct are treated as serious offenses that initiate a formal process of inquiry, one that may lead to disciplinary sanctions.

Student work will be thoroughly examined for academic integrity and may be scanned using plagiarism detection software. A faculty member suspecting academic misconduct will contact the student using the Suffolk email address to schedule a meeting and will make all effort to do so within five business days of detecting the incident. During the meeting, the faculty member will present the documentation that led to suspected academic misconduct. Resolution of the incident will be according to the procedures outlined in the SUMC Student Handbook.

**Academic Grievances Policy:**

[www.suffolk.edu/student-life/student-services/student-handbook/university-policies-for-student-cas-sbs/grievances-academics](http://www.suffolk.edu/student-life/student-services/student-handbook/university-policies-for-student-cas-sbs/grievances-academics)

**Course Schedule**

The schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning. Supplementary readings will be added as required.

**I) THE WEIMAR REPUBLIC AND THE RISE OF NAZISM (1919-1933)**

1. **Introduction to the course**
2. **Imperial Germany - The End of World War I and the Weimar Republic**  
Spielvogel, 1-27; Stackelberg, 20-26, 28-30
3. **Revolution and the Weimar Constitution**  
Spielvogel, 26-43; Stackelberg, 45-73, 82-87

4. **Race & Anti-Semitism in the Weimar Republic**  
Spielvogel, 125-40, 253-55; Stackelberg 93- 94; Sax, 189-203.
  5. **The Great Depression – the End of the Weimar Republic – Nazi Seizure of Power**  
Spielvogel, 48-68; Stackelberg, 45-47, 87-92, 97-102, 113-22  
Documentary viewing: Philip Nugus' *The Rise of the Dictator* (2009)
- II) THE THIRD REICH: CONSOLIDATION OF POWER (1933-35) - THE ROAD TO WAR (1936-1939)**
6. **Nazi Consolidation of Power - "Synchronization" (*Gleichschaltung*) of Party and State - Role of the SA**  
Spielvogel, 69-80; Stackelberg, 123-76
  7. **The Nazi State (1933-1939)**  
Spielvogel, 83-94, 107-20; Stackelberg, 144-49<sup>6</sup>, 156-66\*, 195-200; Sax, 159-72, 367-80  
QUIZ #1
  8. **The Regime the Working Class, the Industrialists, and the Farmers**  
Spielvogel, 94-100; Stackelberg, 129-132\*; Sax, 267-74, 294-301
  9. **Film viewing: Leni Riefenstahl's *Triumph of the Will* (1935)**
  10. **Education, Propaganda and Popular Response**  
Spielvogel, 140-47, 162-69; Stackelberg, 204-05, 207-11, 236-40, 297-303; Sax 303-25
  11. **Women and Family in the Third Reich**  
Spielvogel, 169-179; Stackelberg, 181-85, 200-02, 308-10; Sax, 264-67; 275-85
  12. **Nazism and the Arts**  
Spielvogel, 151-62; Sax, 219-34, 238 (see posters in Nazi Poster Art section on pages 239-52)
  13. **MIDTERM EXAMINATION**
  14. **German Foreign Policy (1933-1939) and Allied Appeasement**  
Spielvogel, 184-200; Stackelberg, 190-93, 202-04, 213-21, 227-30, 231-35, 241-49
- III) WORLD WAR II (1939-1945) AND THE HOLOCAUST**
15. **Germany's War of Aggression and the Outbreak of World War II**  
Spielvogel, 200-205; Stackelberg, 253-70.
  16. **Barbarossa and the *Einsatzgruppen* – The Turning Point of the War – The Last Years of the War**  
Spielvogel, 205-14; Stackelberg, 274-77, 279-80; 282-92; 242-43
  17. **Collapse of the Nazi Regime and *Götterdämmerung***  
Spielvogel, 214-16; Stackelberg, 310-11, 318-22.  
QUIZ #2

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<sup>6</sup> Reading already read in class.

**18. Eugenics – Anti-Jewish Policies (1933-1939)**

Spielvogel, 174-79, 100-07; Stackelberg, 70-73\*, 154-55; 329-37 (eugenics); 143-44\*, 149-51\*, 186-90, 222-26, 337-39 (Anti-Jewish policies).

**18. Documentary viewing: *The Short Life of Anne Frank*;****19. Ghettos – Jewish Resistance – Genocide – The Final Solution**

Spielvogel, 255-76; Stackelberg, 339-42; 343-57; 362-78

**20. Film viewing: *The Downfall (der Untergang* part 1)<sup>7</sup>**

CRITICAL REVIEW DUE

**21. Film viewing: *The Downfall (der Untergang)* (end)****22. The Home Front and Resistance Movements**

Spielvogel, 229-49; Stackelberg, 167-69, 194-95; 207-13, 236, 303-07, 311-13; Sax, 483-84; 486-90; 493-97

**23. Oral Presentations (1) (5-7 minutes – time slots)**

TERM PAPER DUE

**24. Oral Presentations (2)****25. The Legacy of National Socialism – Conclusions**

Spielvogel, 285-88

**26. Review****APPENDIX I – READING LIST**

- Arnold Liebster, Simone, *Facing the Lion*. GM&A Publishing, 2004 (memoir – paper)
- Aubrac, L., *Outwitting the Gestapo*. University of Nebraska, 1993 (memoir – paper).
- Berger, R. J., *Constructing a Collective Memory of the Holocaust: A Life of Two Brother's Survival*. University of Colorado, 1995 (memoir – e-book).
- Berr, H el ene, *Journal*. Maclehose Press, 2008 (memoir – paper).
- Binet, Laurent, *HHhH*. Harvill Secker, 2012 (novel – paper).
- Bitton-Jackson, Livia, *I Have Lived a Thousand Years: Growing up in the Holocaust*. Simon Pulse, 2009 (memoir – paper)
- Boehm, Eric H., *We Survived: The Stories of Fourteen of the Hidden and the Hunted of Nazi Germany*. Literary Licencing, 2011 (essay – paper).
- Bonnel, Andrew G., *American Witness in Nazi Frankfurt*, 2011 (memoir – ebook).
- Brysac, Shareen Blair, *Resisting Hitler: Mildred Harnack and the Red Orchestra*, 2002 (memoir – ebook)
- Fest, Joachim, *Inside Hitler's Bunker: The Last Days of the Third Reich*. Pan, 2012 (historical essay – paper).
- Gay, Peter, *My German Question: Growing Up in Nazi Berlin*. 1998 (memoir – e-book).
- Griech-Poelle, *Bishop Von Gallen: German Catholicism and National Socialism*. Yale, 2002 (biography – e-book).
- Haffner, Sebastian, *Defying Hitler: A Memoir*. Phoenix, 2003.
- Haffner, S., *The Meaning of Hitler*. Phoenix, 1997. (Haffner's critical biography of Hitler)
- Hahn Beer, Edith, *The Nazi Officer's Wife*. HarperCollins, 1999 (memoir – paper).

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<sup>7</sup> Movie lasts 2 ½ hours

- Herbst, Jurgen, *Requiem for a German Past: A Boyhood among the Nazis*. University of Wisconsin, 1999 (memoir – e-book).
- Holden, Wendy, *Born Survivors*. Sphere, 2015 (essay – paper).
- Jalowicz-Simon, Marie, *Gone to Ground*. Profile Books, 2014 (memoir – paper)
- Karsky, Jan, *Story of a Secret State: My Report to the World*. Penguin Classics, 2012 (memoir – paper).
- Keneally, Thomas *Schindler's Ark*. Scepter, 1983 (essay – paper).<sup>8</sup>
- Kertész, Imre, *Fateless*. Vintage, 2006 (memoir)
- Kornreich Gelissen, Rena, *Rena's Promise – A Story of Sisters in Auschwitz*. Beacon Press, 1996 (memoir – paper).
- Levi, Primo, *Survival in Auschwitz: The Nazi Assault on Humanity*. Collier Books, 1993 (memoir – paper).
- Meyer, Walter, *Tomorrow Will Be Better*. University of Missouri, 1999 (memoir – e-book).
- Moen, Peter, *Diary*. Creative Age Press: 1951 (memoir – paper).
- Müller, Filip, *Eyewitness Auschwitz: Three Years in the Gas Chambers*. Ivan R. Dee, 1999 (memoir – paper).
- Newborn, Jude and A. Dumbach, *Sophie Scholl and the White Rose*. Oneworld Publications, 2007 (reprint) (historical essay – paper)
- Nyiszli, Miklós, *Auschwitz: A Doctor's Eyewitness Account*. Penguin Classics, 2012 (memoir – paper).
- Ortner, Helmut, *The Lone Assassin: The Incredible True Story of the Man Who Tried to Kill Hitler*. Skyhorse Publishing, 2012. (historical essay – paper)
- Rajchman, Chil, *Treblinka: A Survivor's Memory*. Maclehose Press, 2011 (memoir – paper)
- Reck, Friedrich, *Diary of a Man in Despair*. The New York Review of Books, 2013 (memoir – paper).
- Schogts, H., *The Curtain: Witness and Memory in Wartime Holland*. Wilfrid Laurier, 2003 (essay – memoir – e-book).
- Schlink, Bernhard, *The Reader*. Roman, 2011 (novel)
- Szpilman, Wladyslaw, *Pianist: The Extraordinary Story of One Man's Survival in Warsaw, 1939-1945*. Picador, 1999 (memoir – paper).
- Venezia, Shlomo, *Inside the Gas Chambers: Eight Months in the Sonderkommando of Auschwitz*. Polity Press, 2009 (memoir – paper)
- Weiss, Helga, *Helga's Diary: A Young Girl's Account of Life in a Concentration Camp*. Viking, 2013 (memoir – paper).

## **APPENDIX II – TERM PAPER GUIDELINES**

Students have to choose a book from the list above and write a paper on it.<sup>9</sup> Papers will have two parts:

1) It should contain information as follows:

- A one-page summary dealing with the themes present in the book.
- An assessment of the main character(s), their characteristics, and the way(s) they deal with the political crisis that surrounds them.
- A study of the historical setting, the events referred to, and the relation of the book to the course subject matter. This is the most important part in this first bloc of tasks. The assessment of the book should provide a detailed analysis of the historical period covered in the book making reference to class materials, books, documents, online sources...Often times the memoir provides almost no hint about the time period in question or the concentration camp the author was taken to. Nevertheless it is possible to obtain a lot of both personal background and general historical information by focusing on aspects mentioned in the text such as the place and country of origin of the author; the date when he/she was deported and put in a concentration camp; the concentration camp itself, its history and purpose (concentration camp vs. extermination camp); and the historical characters named in the memoir, some of whom may have been instrumental in the implementation of the Final Solution. The class instructor will always be available to help and guide students in this endeavor.
- Your personal opinion and assessment of the book.

<sup>8</sup> Also released as *Schindler's List* (Simon & Schuster, 2000).

<sup>9</sup> Upon consultation with the course instructor, students may select a book not included on the list.

2) This section, depending on the book's content, should focus on one of the topics below:<sup>10</sup>

- The issue of survival as it appears in the text.
- Resistance in its different forms.
- A combination of the above two topics.

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<sup>10</sup> Additional topics might be included upon consultation with the class instructor. Special rules apply to the historical essays (or novels) by L. Binet, J. Fest, S. Haffner, J. Newborn, H. Schogts, and B. Schlink.