

Jus 374: The Holocaust, Genocide & Human Rights

Spring, 2011 SLN 21619 Mon-Weds 2:00-3:15 Soc Sci 226

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Office Hours: Mon-Weds, before and after class; Tues 3:30-4:15

*First, the Nazis came for the communists and I did not stand up because I was not a communist. When the Nazis came for the Jews, I did not stand up because I was not Jewish. When the Nazis came for the trade unionists, I did not stand up because I was not a trade unionist. When the Nazis came for the Catholics, I did not stand up because I was not a Catholic. When they came for me, there was no one to stand up.
Pastor Martin Niemoller, Lutheran Minister in Germany*

*If you save just one life, it is as if you had saved an entire generation.
The Talmud*

*Thou shalt not be a victim. Thou shalt not be a perpetrator. Thou shalt not be a bystander.
Elie Wiesel*

Purpose of Course: This course explores psychological, social, historical, political and other dimensions of The Holocaust and the phenomenon of genocide. This course is about anti-Semitism and racism, the tendencies of Western Civilization that led to Nazism, including racism, anti-Semitism, nationalism, industrialization, technology, bureaucracy, irrationalism as well as Max Weber's rationalization and disenchantment of the world. We will try to understand the origins of World War II, the psychology of Adolf Hitler and the banality of Adolf Eichmann and of ordinary soldiers. We will explore the literary works of Elie Wiesel, Jerzy Kosinski, and Primo Levi. We will explore the nature of evil through the meditations of Terrence Des Pres. Other themes will be Europe between the wars, propaganda and film, Jewish resistance, the role of bystanders, victims, and perpetrators. The issues of personal identity, obedience, conformity, and altruism will also be discussed. We will compare The Holocaust with more recent cases of genocide; Armenia, Cambodia, Gypsy, gay, American Indian, Bosnia, Somalia, Kurdistan, and Rwanda. The role of the United Nations and NGOs will be examined, as well as their failures historically to stop genocide. We will discuss and analyze The Universal Declaration of Human Rights (UDHR), adopted by the United Nations in 1948 as a result of the WW II experience. The primary animus for this course is an ethical interest in justice.

Some Premises Concerning Teaching about The Holocaust

- (1) The 1933-1945 Nazi Holocaust was an event which is both unique and universal, of profound significance and importance not only for the Jewish people, but for all people, raising as it does fundamental questions of good and evil in the world;**
- (2) The story of the Holocaust is potentially the ultimate “justice” issue and topic, also the ultimate interdisciplinary topic, as all of the more specialized “lenses” of history, sociology, political science, psychology, religious studies, philosophy, humanities, and the arts are needed to grasp the enormity and profound nature of these events;**
- (3) The Holocaust and its lessons should be approached within the following contexts: (i) that of Jewish history and the history of antisemitism, (ii) that of modern German history, especially the German unification of the 1870s and the defeat of Germany in World War I (1914-1918), (iii) that of genocide in the 19th and 20th centuries (e.g., the Armenian genocide of 1915-1921, for which the new State of Arizona (1912) created a monument across from the Capitol building in Phoenix); (iv) that of the misuses of technology and bureaucracy in the 20th century; and (v) that of the social psychology of human prejudice and racism;**
- (4) That the study of Jewish historical experience serves as an effective educational means for teaching about the distinct problems of antisemitism and racism; to the universal issues of minority status and minority identities; to the needs most of us have for cultural, national, or community pride; and to the dangers of racial, ethnic, and religious stereotyping and hatred;**
- (5) That no one incident or experience can adequately convey the totality and magnitude of the Holocaust; that neither Kovno, nor Treblinka, nor Wannsee, or Babi Yar can alone represent the others; it is collectively that they express the very worst that human beings can do to each other and to themselves;**
- (6) That it is imperative for us to place our developing and emerging understandings of the Holocaust and genocide into our own experiences, values, and awareness of the society and times in which we live; as we begin this course in 2010, for example, there are over 1,700 organized hate groups operating in the U.S., which include:**

Neo-Nazi groups	480
Ku Klux Klan	110
Neo-Confederate groups	88
Black Separatist groups	48
Racist Skinhead	239
Christian Identity	232

Required Texts: The following texts are required:

- (1) Ronnie S. Landau, The Nazi Holocaust (1994, Dee Publ., paperback)
- (2) Simon Wiesenthal, The Sunflower (1998, Schocken, paperback)

Course Requirements: Your grade for the course will be based on:

Exam #1	February 23	25%
Exam #2	March 30	25%
Short paper on <u>The Sunflower</u> , due April 18		25%
Exam #3	Mon., May 9 (12:10 PM)	25%

ASU Academic Integrity Policy

<http://www.asu.edu/studentlife/judicial/integrity.html>

ASU Student Code of Conduct

<http://www.asu.edu/aad/manuals/sta/sta104-01.html>

ASU Computer, Internet and Electronic Communications Policy

<http://www.asu.edu/aad/manuals/acd/acd125.html>

“A plea for the survivors? I know, it seems insane. It is not. Because they are decreasing in numbers and because they themselves feel misunderstood and unloved, and also because they have locked themselves into their sorrow, I thought it important to make this plea for them ----for all of us. And for our children. So that they shall know. So that they shall remember.”
Elie Wiesel, Nobel Prize Laureate

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Week	Date	Event	Reading Assignment
1	Jan 19	Introduction	Landau, Chap 1 + Appdx A & G
2	Jan 24-26		Landau, Chap 2 + Appendix B
3	Jan 31/Feb 2		Landau, Chap 3 + Appendix C
4	Feb 7-9		Landau, Chap 4 + Appendix D
5	Feb 14-16		Landau, Chap 5 + Appendix E
6	Feb 21-23	Exam Feb 23	Landau, Chap 6 + Appendix F
7	Feb 28/Mar 2		Landau, Chap 7-8
8	Mar 7-9		Landau, Chap 9
9	Mar 14-16	SPRING BREAK	
10	Mar 21-23		Landau, Chap 10
11	Mar 28-30	Exam March 30	
12	April 4-6		<u>The Sunflower</u>
13	April 11-13		<u>The Sunflower</u>
14	April 18-20	Paper Due 18th	To Be Announced
15	April 25-27		To Be Announced
16	May 2		To Be Announced

EXAM 3 is at Regular Final Time, Mon., May 9 at 12:10-2:00

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Topical Organization of Course By Week

*“Not all victims were Jews, but all Jews were victims.”
Elie Wiesel, Nobel Prize Laureate*

- Week 1: Introduction to the Course & Introduction to The Holocaust**
- Week 2: The Rise of German Anti-Semitism I**
- Week 3: The Rise of German Anti-Semitism II**
- Week 4: Nazi Ideology and the Jews**
- Week 5: Prelude to The Final Solution: Implementation of Nazi Anti-Semitism in the 1930s I**
- Week 6: Implementation of Nazi Anti-Semitism in the 1930s II**
- Week 7: The Refugee Crisis and the East European Jewish Question, 1930s**
- Week 8: The Holocaust: The Bureaucratization of Death**
- Week 9: Jewish Resistance and The Death Camps**
- Week 10: Perpetrators, Victims, Bystanders, and Survivors**
- Week 11: Perpetrators, Victims, Bystanders, and Survivors**
- Week 12: The Nuremberg Trials and the Universal Declaration of Human Rights**
- Week 13: Genocide Since WW II: Cambodia**
- Week 14: Genocide Since WW II: Iraq and Bosnia**
- Week 15: Genocide Since WW II: Rwanda and Srebrenica**
- Week 16: International Law, Human Rights, and U.N. Interventions**