

This is a sample syllabus from the 2014 class

Dr. Finley-Croswhite: Lead Instructor

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History 396, 304T, 497, and 697 meet in BAL 3068 unless otherwise directed.

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Study Abroad Syllabus

HIST 396/497/697 TOPICS and 304T Paris/Auschwitz: The French Holocaust

**European History Course/History Major Elective/International
Studies Elective/Jewish Studies Minor Elective/Technology
Course—Study Abroad**

Please note this syllabus covers assignments for all students on the Study Abroad and is also individualized for assignments for students taking the course as EITHER History 396, 304T, 497 or 697. Additionally, while this is the final syllabus, some dates are not fixed yet and the itinerary is always subject to last minute changes.



Paris/Auschwitz is a study-abroad course focused on the experience of French Jews in the Holocaust. In 1939 France had Western Europe's second largest Jewish population (approximately 350,000). Roughly 25% of that population died in the Holocaust or "Shoah" as it is known in France with the collaboration of the French Vichy government and many French people. This course will examine "Jewish Paris" and retrace the sites associated with a thriving pre-World War II Jewish population. We will then make the trek to Auschwitz, as many French Jews did, and explore this place where the unimaginable became reality. This

course focuses on the intensely personal experiences of perpetrators and victims at Auschwitz.

This class examines the Holocaust, one of history's most difficult events to comprehend." This Holocaust or "Shoah" was the attempt to exterminate all Jews, worldwide. When most people think of the Holocaust, they think of Nazi Germany, yet Jews from almost all European countries died during the Holocaust as well as gypsies, homosexuals, and political enemies of the Nazi state. This course focuses on what happened in France and ties that experience to Auschwitz, the death camp where most deported French Jews were sent. While at Auschwitz, we will stay in Kraków, site of an historic Jewish ghetto. In this context we will explore Polish Jewry and juxtapose the French and Polish post-war "memory" and "denial" of the Holocaust. Finally, we will also consider public history as we visit key museums in Paris, Kraków, and Auschwitz.

Learning Outcomes

- Students will gain a deeper understanding of the French and Polish Jewish experience and Jewish history and culture before and during World War II.
- Students will gain a deeper understanding of the Holocaust/Shoah.
- Students will understand the "perverse" connection between Paris and Auschwitz.
- Students will gain a first-hand understanding of how death was engineered at Auschwitz by visiting the site of Nazi oppression.
- Students will gain an understanding of how French collaborators participated in crimes against humanity.
- Students will become familiar with texts, memoirs, and films that help them contextualize the study abroad experience in Paris, Auschwitz, and Kraków.
- Students will study what it meant to be a perpetrator, bystander, and/or victim during the Holocaust.
- Students will be introduced to ideas about how the Holocaust has been remembered and commemorated in national sites like Auschwitz and Płaszów.
- Students will engage with the idea of "Public History" and assess various Holocaust memorials as sites of public memory.
- Students in 304T will become familiar with ethical violations committed by Nazi doctors before and during the Holocaust.

Required Texts for History 396 and 304T

Doris L. Bergen. *War & Genocide: A Concise History of the Holocaust*. Lanham, Maryland: Rowman & Littlefield, 2009. DD 256.5 B3916.2009.

Hélène Berr. *The Journal of Hélène Berr*. Translated by David Bellos. New York: Weinstein Books, 2008. DS135.F9 1349.2008.

Patrick Desbois. *Holocaust by Bullets: A Priest's Journey to Uncover the Truth Behind the Murder of Millions of Jews*. Translated by Catherine Spencer. New York: Palgrave Macmillan, 2008.

Students in History 304T must acquire all of the above listed for History 396 and the Nyiszli book listed below:

Miklos Nyiszli, *Auschwitz, A Doctor's Eyewitness Account*. New York: Arcade Publishing, 1960, 2011. ISBN 9781611450118.

Students in History 497 must acquire all books for History 396 and the Delbo book (or excerpt) listed below:

Charlotte Delbo, *Auschwitz and After*. Trans. Rosette Lamont. New Haven and London: Yale University Press, 1995. ISBN 0300070578. (If you don't want to buy the book, Lawrence Langer's introduction and Delbo's first essay, "None of Us will Return" are housed on Blackboard).

Students in History 697 must acquire all books listed below:

Hélène Berr. *The Journal of Hélène Berr*. Translated by David Bellos. New York: Weinstein Books, 2008. DS135.F9 1349.2008.

Charlotte Delbo, *Auschwitz and After*. Trans. Rosette Lamont. New Haven and London: Yale University Press, 1995. ISBN 0300070578. (If you don't want to buy the book, Lawrence Langer's introduction and Delbo's first essay, "None of Us will Return" are housed on Blackboard).

Patrick Desbois. *Holocaust by Bullets: A Priest's Journey to Uncover the Truth Behind the Murder of Millions of Jews*. Translated by Catherine Spencer. New York: Palgrave Macmillan, 2008.

Jan T. Gross, *FEAR: Anti-Semitism in Poland after Auschwitz: An Essay in Historical Interpretation*. New York: Random House, 2006. ISBN 0375509240.

Raul Hilberg, *The Destruction of the European Jews, Student Edition*. New York: Holmes & Meier, 1981, ISBN: 9780841909106.

(Graduate students have the option of acquiring the Doris Bergen book, *War and Genocide*. It is not required. The book is a useful overview, but Hilberg's work is a more serious survey).

Helpful websites:

United States Holocaust Memorial Museum: <http://www.ushmm.org/>
Mémorial de la Shoah (Paris): <http://www.memorialdelashoah.org/>

Schindler Factory Museum: <http://www.krakow-info.com/schindler.htm>

Auschwitz-Birkenau Memorial Museum: <http://en.auschwitz.org.pl/>

Suggested reading: Articles: This material is not required reading. All items are on Blackboard or accessible by active links. This reading will help you grapple with course material, both analyzed and experienced, and strengthen your final research project. We will not specifically discuss this material in class, although Dr. Finley may mention content from time to time. These links add to all the research project choices. It is not assumed that any one student would use all these sources.

Bergman, David, "Płaszow Oral History," *Holocaust Encyclopedia*. United States Holocaust Memorial Museum.

http://www.ushmm.org/wlc/en/media_o.php?ModuleId=10005301&MediaId=1113

Dalton, Derek, "Encountering Auschwitz: A Personal Rumination on the Possibilities and Limitations of Witnessing/Remembering Trauma in Memorial Space," *Law Text Culture* vol. 13, Issue 1 *Crime Scenes*, (2009): 187-225. (On Blackboard)

Delbo, Charlotte, *Auschwitz and After*. Translated by Rosette C. Lamont. New Haven and London: Yale University Press, 1995. (Excerpted here are Lawrence Langer's introduction and Delbo's first essay in the book, "None of Us Will Return," ix-xviii and 1-114. (On Blackboard)

Di Paz, Michel. "Chirac hailed for citing French role in Holocaust," *Jweekly.com* Friday, July 21, 1995; <http://www.jweekly.com/article/full/1322/chirac-hailed-for-citing-france-s-role-in-holocaust/>

Holland, François. "The Crime Committed in France by France." *NYR Blog/New York Review of Books*, August 18, 2012

<http://www.nybooks.com/blogs/nyrblog/2012/aug/18/france-hollande-crime-vel-d-hiv/>

Holocaust Survivor Oral History Project, Audio. Center for Holocaust and Genocide Studies. University of Minnesota.

<http://www.chgs.umn.edu/educational/audio.html>

(There are a number of audio transmissions of survivors of Auschwitz and/or survivors from Schindler's List).

Jonas, Helen. "Podcast and Transcript." *Voices of Antisemitism*. United States Holocaust Memorial Museum.

<http://www.ushmm.org/confront-antisemitism/antisemitism-podcast/helen-jonas>

- Inheritance: A Nazi Legacy, And the Journey to Change It.* Dir. James Moll. Los Angeles, California, Docurama Films, 2006. DVD.
- Lagnado, Lucette, and Sheila Dekel, (excerpt). *Children of the Flames: Dr. Josef Mengele and the Untold Story of the Twins of Auschwitz.* New York: Penguin Books, 1990, 29-108. (This is suggested for students taking the class as History 304T—On Blackboard).
- Levi, Primo, (excerpt). *Survival at Auschwitz.* New York: Classic House Books, 2008, 13-41, (On Blackboard).
- Lifton, Robert Jay, (excerpt). *The Nazi Doctors: Medical Killing and the Psychology of Genocide.* New York: Basic Books, 1986, 2000. Listed on Blackboard as "Nazi Doctors 1, 152-62 and Nazi Doctors 2, 337-83." (This is suggested to students taking the class as History 304T—On Blackboard).
- Marrus, Michael and Richard O. Paxton, (excerpt). *Vichy France and the Jews.* New York: Basic Books, 1981, 215-80. DS135.F83M3813, pp. 215-280. (On Blackboard)
- McMillan, James F. *Twentieth Century France, (excerpt).* London: Arnold, 1992, 125-52. (On Blackboard).
- "Plaszow, Krakow Forced Labour Camp." *Holocaust Education and Archive Research Team, Department of History, University of Northampton.*
<http://www.holocaustresearchproject.net/othercamps/plaszow/plaszow.html>
- Roth, John. "In the Shadow of Birkenau: Ethical Dilemmas during the Holocaust." Occasional Papers of the United States Holocaust Memorial Museum. Washington, D.C.: USHMM, 2005.
<http://www.ushmm.org/research/center/publications/occasional/2005-04-04/paper.pdf> (Available on this link).
- Schindler's List.* Dir. Steven Spielberg. Universal City, California: University Pictures, 1993, 2004. DVD. (On reserve in the library).
- Singer, Barnett. "The Changing Image of Vichy in France," *Contemporary Review* vol. 291, no.1693 (Summer 2009): 197-203. (On Blackboard).
- Van Pelt, Jan. "Of Shells and Shadows: A Memoir on Auschwitz," *Transactions of the Royal Historical Society, Sixth Series*, vol. 13 (2003): 377-92. (On Blackboard).
- Venezia, Sholmo, (excerpt). *Into the Gas Chamber, 8 Months in the*

Sonderkommando of Auschwitz. Cambridge, England: Polity Press, 2009, xii-xv and 55-92. (On Blackboard).

Wiesel, Elie. *Night* (excerpt). New York: Hill and Wang, 1960, 1972, 1985, 2006. (On Blackboard), 32-80. (This is particularly suggested for students taking the course as 304T).

Required Films (we will view together in class)

- Misa's Fugue: Part of the Virginia Festival of Jewish Film, discussed in the syllabus.
- Stephen Trombley's, *Drancy, A Concentration Camp in Paris, 1941-4*, 2007 (Documentary). We will view this in class.
- Rose Bosch's *La Rafle*, 2010, Feature Film. We will view this in class.
- James Moll's *Inheritance: A Nazi Legacy, and the Journey to Change it*. 2006 (Documentary). We will view all or parts of this in class.

Additional Film:

All students should secure a copy of Steven Spielberg's film *Schindler's List* and watch it before the trip. A copy will be on reserve in the library under HISTORY 396, but you can also watch in through Netflix.

Graduate Student Recommended Reading for Paper Research: These articles are for any student who wants to push the course themes further with extensive reading. They are not required, especially of undergraduates; however, graduate students should consider incorporating some of them into their paper research as applicable and depending on the topic chosen. Some of the articles must be accessed through the university library system by searching under "journals." Where direct links exist, they are included here. The papers published in the "Occasional Papers of the United States Holocaust Memorial Museum" will be easier for students to digest than the scholarly articles listed here in journal publications. Other articles are posted on Blackboard.

Adler, Jacques, "The Jews and Vichy: Reflections on French Historiography." *The Historical Journal* 44, no. 4 (December 2001): 1065-82.

Adamczyk-Garbousha, Monika. "Patterns of Return: Survivors' Postwar Journeys to Poland. *Occasional Papers of the United States Holocaust Memorial Museum*. Washington, D.C: USHMM, 2007.
http://www.ushmm.org/m/pdfs/Publication_OP_2007-10.pdf
(Available on this link).

Amrosewica-Jacobs, Jolanta. "The Holocaust and Coming to Terms with the Past In Post-Communist Poland." *Occasional Papers of the United States Holocaust Memorial Museum*. Washington, D.C.: USHMM, 2005.

<http://www.ushmm.org/research/center/publications/occasional/2012-12/paper.pdf> (Available on this link).

Caron, Vicki. "The Path to Vichy: Antisemitism in France in the 1930s." Occasional Papers of the United States Holocaust Memorial Museum. Washington, D.C.: USHMM, 2005.
<http://www.ushmm.org/research/center/publications/occasional/2005-07-02/paper.pdf> (Available on this link).

Cole, Tim. "Crematoria, Barracks, Gateway: Survivors' Return Visits to the Memory Landscapes of Auschwitz." *History and Memory*, vol. 25, no. 2 (Fall and Winter, 2013): 102-31.

Ezrahi, Sidra DeKoven. "Representing Auschwitz." *History and Memory* 7, no. 2 (Fall/Winter, 1995): 121-54.

Keil, Chris. "Sightseeing in the mansions of the dead." *Social and Cultural Geography* vol. 6, no. 4 (August 2005): 479-94.

Poznanski, Renée. "Reflections on Jewish Resistance and Jewish Resistants in France." *Jewish Social Studies, New Series* 2, no. 1 (Autumn, 1995): 124-58.

Temkin, Moshik, "'Avec un certain malaise': The Paxtonian Trauma in France, 1973-4." *Journal of Contemporary History* 38, no. 2 (April, 2003): 291-306.

Also on Blackboard: Recommended but not required

There is also an excerpted guide to Auschwitz on Blackboard.

After the Battle excerpt. There is an excerpt from a magazine feature on Auschwitz on Blackboard. It is not required, but will give you information on the site of Auschwitz-Birkenau.

Graded Work: 396/696

Class Participation/Deportment—20%

Travel Brochure Assignment 5% Due in class February 10

Field notes and daily journal—30%—March 23

Final response paper—40%—April 20

Post-trip Reception Events—5%—April 9 and one other date TBA.

1. **Pre and Post Trip Meetings:** For several class meetings before leaving on the trip, we will meet to view Holocaust films, discuss Holocaust history and the goals of the trip. You will also be required to attend one film

during the Virginia Festival of Jewish Film. These pre-trip sessions are included in the class participation part of the grade. We will also have a post-trip "debriefing" as well as two reception events after we return. And Study Abroad puts on a pre-departure orientation session that is mandatory as well. Graduate students only will meet with Drs. Bebbber and Finley-Croswhite on February 24 at 4:20.

2. **Travel Brochure:** Every student will be assigned a particular site we will visit in Paris or Kraków and produce a digitized travel brochure page. The information about the site should fit on one page (2 pages maximum) with roughly 250 words of text and include pictures of the site and links to further information. On February 10 each student will present his/her assignment to the class and email the page(s) to Dr. Finley. She will collect all the materials into one document for viewing during the trip. On site in France or Poland, students can add to discussion about their selected site. Sites will be assigned in class on January 13. The assignment is due February 10
3. **Field notes and daily journal.** All students are required to keep a daily journal. You may submit your journal in either of two forms: 1) As a notebook inclusive of handwritten notes; or 2) As a portfolio submitted as a digital document that is typed. However, the journal cannot be created after-the-fact. The point of the experience is to give you an outlet as we go along. Handwritten notebooks can include souvenirs, tickets, brochures, and photographs. Digital journals can include photographs of these materials and even include video material. Neatness and effort are very important in grading as are the quality of your reflective comments.
4. **Final Response Paper.** All students must produce a response paper focused on **ONE** topic discussed below.
5. **Class Participation:** This includes participation in all pre and post trip activities. It also includes professional conduct and participation on the trip. *We want to have fun on this trip, but we also expect a level of professional conduct from all students at all times.* No excessive alcohol consumption or drug use will be tolerated. *Anyone who gets drunk on the trip or uses drugs should expect a 0 in class participation.* Dr. Finley also expects active participation in the academic side of the trip.
6. **Post-trip Events** On April 9 in the evening from 6:30-8:30 p.m., (location to be announced) we will participate as a class in a post-trip event in which we will share our trip experiences with the people from the University and Tidewater communities. The event will be sponsored by the Department of History, the Institute for Jewish Studies and Interfaith Understanding, the Office of Study Abroad, and the Office of Intercultural Relations. This will be a reception where students and community members can meet and socialize. Students will be asked to read excerpts from their journals at this event or craft their own reflective commentary for the event. Usually this involves writing and reading about 300 words or talking for 2-3 minutes. This meeting is required of all students and is worth 5% of your grade. A second post-trip event is scheduled after the

trip to be held at Temple Israel. A date has not yet been scheduled (as of 1-3-14). These post trip events should be considered service learning exercises and/or community engagement opportunities. Students will be able to list the events on their resums and/or *vitas*.

More explanation of Graded Assignments:

Travel Brochure: Students will be assigned one of the following sites on our journey and will produce a one-page (two pages maximum), digitized travel brochure inclusive of 250 words of text, pictures, and links to further information. Students will present their site to the class on February 10 and email it to Dr. Finley on that date. Sites will include:

Paris: Mémorial de la Shoah, Wall of Names and Wall of the Righteous; Mémorial des Martyrs de la Déportation (Deportation Martyrs Memorial); Mémorial to the Vel d'hiv roundup; Rue de Rosiers; the Grande Synagogue, Rue de la Victoire; the Marais (Jewish quarter); The Other Jewish Paris/Montmatre; Drancy; Paris Métropolitain (underground metro).
Kraków: Kazimierz; Oscar Schindler's Factory; Płaszów Forced Labor Camp; Galicia Jewish Museum; Kraków Ghetto; Plac Bohaterow Getta Memorial; The High Synagogue; Jagiellonian University; New Jewish Cemetery and Remuh Cemetery.

Dr. Finley will use student pages to create a digitized travel brochure inclusive of information she will add on Paris, Kraków and Auschwitz/Birkenau. Students will be able to access the brochure before or during the trip. Assignments will be given to students on January 13. At the sights we visit, students can add commentary.

Field Notes Journal: All students are required to keep a daily journal. This journal should begin before we leave. Your first assignment in the journal is to answer one or all of the following questions: 1) What previous knowledge do you have of France and/or Poland? 2) What are you most looking forward to on this trip? 3) What fears do you have about the trip? 4) What do you hope to accomplish in this class? 5) What other things are you thinking about with regard to this trip/class? 6) What prior knowledge do you have of the Holocaust? Have you taken a Holocaust class before? We will discuss your answers to these questions on January 13 in class. Your second assignment is to write about the films we view before leaving on the trip: *Misa's Fugue*; *Drancy*; *La Rafle/The Roundup*. The rest of the pre-trip part of the journal will be your travel preparation guide. Note things you'll review or prepare before we leave. The bulk of the journal will cover your notes as we see and experience sites on the trip. These notes will cover what is seen, said, and experienced during the study abroad part of the trip. Your journal should indicate each key location we tour and the date we see it. You should describe as accurately as possible what you see and how you reflect on what happened during the Shoah. Explain what you are learning. You should also relate what you

see to your assigned reading. Throughout the journal, you should consider what the Shoah was like for perpetrators, bystanders, and victims and rescuers. You may submit your journal in either of two forms: 1) As a notebook inclusive of handwritten notes; or 2) As a portfolio submitted as a digital document that is typed. Handwritten notebooks can include souvenirs, tickets, brochures, and photographs. Digital journals can include photographs of these materials and even include video material. Neatness and effort are very important in grading as are the quality of your reflective comments. Since I encourage you to produce this journal as we go along, spelling will not be graded; however, analytical commentary will be assessed.

Final Response Paper Topic Choices: Students in 396 should pick either question 1 or 2 or 3 below and produce a 6-7-page paper (1800-2100 words) using the suggested research and your own research. Students in 497 should select either question 1 or 2 or 3 below and produce a 10-page paper (3000 words) using the suggested research and your own research. Students in 304T should select the question number 5 and produce a 6-7-page paper (1800-2100) using the suggested research and the exhibit web link mentioned in the question. Graduate students in History 697 should select question 2 or 4 below and produce a fifteen-page paper (4300-4600 words) and incorporate material from the recommended reading lists into the research. All undergraduates should produce a bibliography with at least 12 entries and graduate students should produce a bibliography with at least 24 entries. These source materials can include anything on the syllabus, books, interviews, journal articles, museum website material and even any books or brochures you find in Europe. You should craft a bibliographical selection of scholarly material and information gleaned on the trip. Every paper must include a word count for the paper minus the notes and bibliography.

1. Grapple with the idea of Auschwitz as a site of public memory---the most significant site of the Holocaust, but one also reflective of conflicting interpretations over public representation of such horror and public experience of such horror. How did Auschwitz come to be a museum? What is the museum's mission and how successful is the museum in fulfilling its mission? What are some of the problems and controversies that have arisen in developing Auschwitz as a site of public memory? Finally, on the last page of your paper (at least 300 words) you must answer the following questions: After seeing Auschwitz, how do I continue? How has Auschwitz changed me, or has it? Please reflect on your own experience of "dark tourism." There are at least four sources for this paper; the Auschwitz memorial website; the Dalton, Keil and Van Pelt articles, and your own research. For students in History 396, the analytical part of your paper must be at least 5 pages or

1500 words. The personal reflection can be 300-600 words. For students in the History 497 section, the analytical part of the paper must be 9 pages or 2700 words in length and the personal reflection can be 300-600 words.

2. Compare and contrast Auschwitz/Birkenau with the Płaszów Concentration Camp, both in Poland as sites of public memory. Discuss the history of each. What is the significance of each in terms of memory of the Holocaust? Finally, on the last page of your paper (at least 300 words) you must answer the following questions: After seeing Auschwitz and Płaszów how do I continue? How has the experience changed me, or has it? Please reflect on your own experience of "dark tourism." There are at least five sources for this paper; the Auschwitz memorial website; the Dalton, Keil and Van Pelt articles, the podcast by Helen Jonas, and your own research into Auschwitz and Płaszów. For students in History 396, the analytical part of your paper must be at least 5 pages or 1500 words. The personal reflection can be 300-600 words. For students in the History 497 section, the analytical part of the paper must be 9 pages or 2700 words in length and the personal reflection can be 300-600 words. For students in History 697, the analytical component of our paper must be 4000 words in length and the personal reflection can be 300-600 words.
3. Consider the very personal experience of Paris-Auschwitz. What did it mean to be Jewish in Paris? Why does Julian Jackson call the French Jewish experience during the war "complex and contradictory?" Why was Paris-Auschwitz such a "perverse journey" that few French Jews or even French resistance fighters could even imagine? Use Berr's journal to help you comprehend the personal experience of Paris-Auschwitz. You can also reference Primo Levi's, *Survival at Auschwitz*, Elie Wiesel's *Night*, and Sholmo Venezia's, *Into the Gas Chamber* as well (excerpted and on Blackboard). If you are taking this class as History 497, you can use Delbo's book to consider the experience of Auschwitz. Finally, on the last page of your paper (at least 300 words) you must answer the following questions: After seeing Auschwitz, how do I continue? How has Auschwitz changed me, or has it? Please reflect on your own experience of "dark tourism." For students in History 396, the analytical part of your paper must be at least 5 pages or 1500 words. The personal reflection can be 300-600 words. For students in the History 497 section, the analytical part of the paper must be 9 pages or 2700 words in length and the personal reflection can be 300-600 words.
4. Compare the French and Polish experience of the Holocaust in the context of national memory. How did each country attempt to deny or dismiss their role in the Holocaust? How is each country grappling with national memory of the Holocaust now? Finally, on

the last page of your paper (at least 300 words) you must answer the following questions: After seeing important sites tied to the Holocaust, how do I continue? How has Drancy/Auschwitz/ Płaszów changed me, or has it? Please reflect on your own experience of "dark tourism." Use Desbois's *Holocaust by Bullets*, Gross's *Fear*, Singer's "The Changing Image of Vichy in France," and Holland's "The Crime Committed in France by France" and your own research to answer this question. Make sure you refer to Drancy, Auschwitz/Birkenau and the Płaszów Deportation/Concentration Camps in your discussion. The analytical component of our paper must be 4000 words in length and the personal reflection can be 300-600 words. Only graduate students can select this essay topic.

5. Students taking this course as History 304T must answer the following question in a 6-7 page essay (1800-2100 words). Under the Nazi state, German doctors became accustomed to atrocity and complacent in crimes against humanity. Discuss medicine and/or disease in the setting of Auschwitz/Birkenau. How did German doctors emerge as Nazi doctors using "perverse logic" to justify torture and murder? How did Jewish medicine survive in the camps and attempt to counter Nazi medicine? Use the referenced on-line exhibit and its resources to craft your essay, the book by Miklos Nyiszli, *Auschwitz, A Doctor's Eyewitness Account*, the excerpts on Blackboard under Nazi doctors 1 and Nazi doctors 2, the "Children of the Flames" excerpt and your own research. Accounts by Levi, Venezia, Wiesel, and Delbo could be useful as well (particularly Wiesel). See: "Deadly Medicine: Creating the Master Race," <http://www.ushmm.org/information/exhibitions/online-features/online-exhibitions/deadly-medicine-creating-the-master-race>. The analytical component of your paper must be 5 pages or 1500 words in length, the personal reflection can be 300-600 words.

All papers will require citation notes and a bibliography using *Chicago Manual of Style*/Turabian formatting. See:

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

Much material is housed on the museum websites listed above. We will discuss these websites in class. Use them for source material for your written work.

Participation and Behavior: Attendance is required at all sessions tied to the class, before, during, and after our trip. Failure to attend any session will result in an automatic grade reduction in the class participation component part of the class. Consider yourself an ambassador of Old Dominion University. This trip should be a serious learning experience as well as provide moments of fun and tourism and vital experience of other cultures. You will get to know new

colleagues and enjoy learning in the study abroad environment. Excessive alcohol consumption or drug consumption of any kind or leaving the group, however, will **NOT** be allowed. (Leaving the group is only allowed on designated "free times" specified in the syllabus). Disruption behavior on the trip will result in you being sent home at your own expense and failure in the course.

Itinerary for Study Abroad Experience

We will meet several times before we leave for the trip and three times after we return, receptions included). These classes will be scheduled as late afternoon or evening classes. You must also attend one screening of the Virginia Festival of Jewish Film on January 19 or 21. The February 3, February, 10, and 17 sessions are required classes. February 7 is a formal orientation with Study Abroad. Post-trip meetings occur on March 23, April 9, and on one other occasion not yet scheduled (as of 1-7-13).

January 19 and 21, the Virginia Festival of Jewish Film will take place at Tidewater Community College Roper Performing Arts Center, 340 Granby Street for the screening of *Misa's Fugue*. All students must attend either the January 19 or 21 screening. More below.

Course Schedule:

January 9: Before the semester begins: Short biographies about yourself are due to Dr. Finley by January 9. Email her at acroswhi@odu.edu. I need 100-150 words about you and a picture. Everyone will read these so don't put in anything you don't want known by everyone.

January 13: 4:20-7:00. First Class: Getting to know you!

Please begin your journals. Come to class prepared to discuss the following questions: 1) What previous knowledge do you have of France and/or Poland? 2) What are you most looking forward to on this trip? 3) What fears do you have about the trip? 4) What do you hope to accomplish in this class? 5) What other things are you thinking about with regard to this trip/class? 6) What prior knowledge do you have of the Holocaust? Have you taken a Holocaust class before? Come to class prepared as well to introduce yourself to the class. Plan to say something interesting about yourself. We will also view all or part of the documentary *Inheritance* in this class.

January 19 (Sunday): Misa's Fugue: Tidewater Community College Roper Performing Arts Center 2:00. 340 Granby St. This film is shown as part of the Tidewater Festival of Jewish Film.

View this film and listen to the discussion afterwards

<http://www.youtube.com/watch?v=Qc7hc3MQluQ>

Write about this film in your travel journal. This film may be free with your student ID.

January 21: Misa's Fugue (Repeat screenings): 12:00 noon

If you are unable to attend the Sunday screening, please attend the Tuesday screening at 12:00. There is a much shorter discussion after this screening. Write about this film in your travel journal. This screening should be free with your student ID.

February 3: 4:20-7:00: The Holocaust

Dr. Finley will offer an overview of the Holocaust and contextualize the French experience within the larger narrative. Undergraduates should read Bergen's *War and Genocide* and graduates should read Hilburg's *The Destruction of European Jews*. Everyone might try to read the Paxton and Marrius excerpt on Blackboard under suggested reading. You might also read: John Roth. "In the Shadow of Birkenau: Ethical Dilemmas during the Holocaust." Occasional Papers of the United States Holocaust Memorial Museum.

Washington, D.C.: USHMM, 2005.

<http://www.ushmm.org/research/center/publications/occasional/2005-04-04/paper.pdf> (Available on this link).

We will not formally discuss the readings in class, but we will refer to them, and the class will be more helpful if you've done the reading.

February 7: 3:00-5:00: Pre-trip Orientation, Study Abroad Office: 4:00-5:30. Dragas 2008. This session is required by the Office of Study Abroad. Drs. Finley and Bebbler will attend the session, but the content is prepared and presented by the Office of Study Abroad. If you miss this session for any reason, you must contact Beth Parker in the Office of Study Abroad.

February 10: 4:20-7:00: Hélène Berr and Dark Tourism

In the first hour of the class we will discuss *The Journal of Hélène Berr*. Make sure you've read this book before coming to class. In the second and third hours students will present their travel brochures.

Monday, February 17: 4:20-7:00: La Rafle/Roundup

View and discuss Rose Bosch's *La Rafle*, 2010, Feature Film. Write about this film in your travel journal. (We may meet in a different location for this screening. Watch for an email from Dr. Finley).

Monday, February 24: 4:20-6:00. Graduate students only. Graduate students meet with Drs. Bebbler and Dr. Finley-Croswhite. We will discuss Jan Gross's *Fear*. Make sure you've read *Fear* for this class.

Trip Itinerary:

March 6-15: Study Abroad, Paris/Auschwitz---All students must take with them on the trip, Berr's *The Journal of Hélène Berr* and Patrick Desbois's *Holocaust by Bullets*. You can bring these books in any format. You can buy electronic versions or scan and make your own electronic version.

Study Abroad: Make sure you update your travel journal daily on the trip.

Day 1: Thursday, March 6, 2013: Flight from Norfolk to Paris.

UA 6012: 11:50 from Norfolk to Dulles arrival 12:55

UA 1564: Dulles, Washington, D.C., UDA to Paris France.

Arrival in Paris Charles de Gaulle airport at 6.55 a.m. on UA Flight 915; meet coach (Joncs Marins Voyages: 01.55.85.00.30). Transfer to Paris Tour Eiffel Cambonne IBIS Hotel. We will go directly to the hotel and store our bags, go and have lunch and then check into our hotel rooms to relax. 2 rue de Cambonne: 33.4.40.61.21.21. <http://www.ibis.com/gb/hotel-1400-ibis-paris-tour-eiffel-cambonne-15eme/index.shtml>

Day 2: Friday, 3/7/14: Walk around Paris

18:00 p.m. Early evening walk around; Visit site of Vel d'Hiv roundup and memorial to the roundup. Head over to Notre Dame and have dinner around the Sorbonne. [Exhausted or jet-lagged students can skip the trek to Notre Dame and have dinner on your own].

Day 3: Saturday: 3/8/14: Free Day

Students have a free day in Paris.

19:15: Meet in hotel lobby to take metro up to Montmatre.

20:00 p.m. Dinner around 8:00 at Café du Theatre place Charles Dullin in the 18th - 01 46 06 49 24. Afterwards the class will go up to Montmartre. We may be joined by French actor Pierre Andrau and/or his brother, college student and professional model, Jean-Baptiste Andrau (Dr. Finley's surrogate sons).

Day 4: Sunday 3/9/14: Drancy; Shoah Memorials; Eiffel Tower

8:45 a.m. Motor coach to Drancy and the New Shoah Memorial at Drancy---the Paris Deportation Camp. Drancy.

10:00-11:30: Guided visit of the site of the deportation station and New Shoah Memorial: Drancy. Coach will return us to Paris afterwards where we will buy street food and head over to the Memorial de la Shoah.

13:30 Visit Memorial de la Shoah in Paris, 17 rue Geoffroy l'Asnier. Dr. Finley is the guide for this visit; however, she does not have the right to make a formal presentation inside the museum. She will discuss the museum outside by the Wall of Names and then students can wander through the museum as a group.

15:30: Head back to Eiffel Tower. 16:30: We have tickets to go up in the Eiffel Tower. PLEASE watch out for pick-pockets at the Eiffel Tower. We should be back at the hotel 18:00 p.m. Dinner on your own after the Eiffel Tower Visit. Dr. Finley can make suggestions for dining.

Day 5: Monday 3/10/14; Synagogue Tours and UDA

8:00 Be ready to leave the hotel at 8:00

9:00-11:00 Tour of the Grande Synagogue on the Rue de la Victoire; Lunch on the Street;

14:00: Meet Mme. Isabelle Williams at l'Union Libérale Israélite de France--

Copernic Synagogue. 15:30 Leave afterwards for Union des Déportés d'Auschwitz—Amicale d'Auschwitz, 39 Blvd. Beaumarchais 75003 Paris.
16:00-18:00 Meet Holocaust survivors at the UDA; Depending on when we finish, we may return to the hotel or go straight to the Marais for dinner.
20:00 Dinner reservation Rue de Rosiers for Fallafel: L' As du Fallafel, 34 rue des Rosiers, 75004 Paris: 01.48.87.63.60. Try to turn in early---we must be up and packed and ready to go at 4:30 a.m. on Day 6.

Days 6: Tuesday 3/11/14: MARCH 12 TRAVEL TO POLAND:

4:30 a.m. Get up and be ready to leave the hotel. There is no breakfast provided---it is too early. Make sure you have a snack in you need one. Hopefully you can get coffee and croissant at Charles de Gaulle airport.
4:45 a.m. Meet your coach Joncs Marins Voyages at the hotel to transfer to Charles de Gaulle airport Terminal 2D: Flight EZY3815 @ 7:45.
The group arrival at Krakow airport at 10:05: Meet guide at airport. Transfer to Kraków centre to check in at

Hotel Wyspianski*. Ul Westerplatte 15, Krakow.** Once we arrive we will go to the hotel, check our luggage, have a quick bite to eat and head to the Schindler Museum. After the museum we will return to the hotel and formally check into our rooms. You are on your own after that. Our hotel is very close to the town center (about a 5 minute walk) where you can have dinner---or you can eat in the hotel restaurant. Free evening in Kraków; please rest, however, tomorrow is a HUGE day. Try to turn in early.

[http://www.alpharooms.com/wyspianski_in_old_town_\(stare_miasto\).aspx](http://www.alpharooms.com/wyspianski_in_old_town_(stare_miasto).aspx)

Day 7: Wednesday 3/12/14: Kraków.

9:00 Meet guide in hotel reception area. Visit Kraków's Jewish Quarter, Kazimierz, Galicia Jewish History Museum, and Podgórze Jewish Ghetto.
16:30 p.m. Lecture at Jagiellonian University by Dr. Edyta Gawron, Professor at the New Center for the Study of History and Culture of Kraków's Jews and the Center for European Studies. Return to hotel afterwards for dinner.
20:15: Dinner at the hotel restaurant; Graduate students will sit with Dr. Bebbber for end-of-day conversation. Undergraduates will sit with Dr. Finley.

Day 8: Thursday 3/13/14: Auschwitz/Birkenau

8:30 Depart by bus with our guide for whole day study tour in Auschwitz-Birkenau. The tour with local, museum guide will takes approximately 6 hours (10:00-04:00 p.m.). Return to Kraków. (It's a long ride). It is suggested that you read the Primo excerpt for this day as well as the Dalton, Roth and Van Pelt articles. Students in 304T need to make sure they've read Nyiszli's *Auschwitz*. After return, group discussion in hotel meeting room.
17:30-18:30 p.m. I will ask the 304T students to talk a bit about medicine in the camps.

Free evening in Kraków.

Day 9: Friday, 3/14/14: Visit to the Płaszów Concentration Camp outside the city. Afternoon Free.

8:30-9:30: Morning meeting in hotel (Class session). Make sure you've read Desbois's *Holocaust by Bullets* and seen Spielberg's *Schindler's List*. We will discuss the book and reference the movie before leaving for Płaszów.

9:30 Meet guide to see Płaszów concentration camp. Back at hotel by 1:30. Afternoon free in Kraków.

19:30 p.m. Depart for dinner in taxis: Dinner at Ariel—a kosher restaurant in Kazimierz with Klezmer music. Graduate student Katarzyna Suszkiewicz may join us. Katarzyna is a doctoral student at Jagiellonian University in Kraków where she is working on a project tied to the Holocaust in Poland. Please return from restaurant and go to bed. We will return via taxis. We must be up and ready to go at 3:50 a.m. the next morning. Be packed and ready to go this evening. 3/15 will be an incredibly long day.

Day 10: Saturday 3/15/14: Flight home

3:50 a.m. Breakfast boxes distributed by the hotel for the trip to Kraków. Transfer to Kraków airport for 6:20 a.m. flight.

Lufthansa #1625: 6:20 a.m. to Munich arrival 7:45

United 2095: 9:20 Munich to Newark, New Jersey, 13:50 p.m.

United 4421: 18:10 p.m. Newark to Norfolk arrival 19:42.

Final Classes:

MONDAY, March 23, 2014: 4:20-7:00 pm. Field notes journal due; discussion of trip (de-briefing). Please send Dr. Finley as well, 3-5 of your best pictures from the trip. I need them on this day.

Wednesday April 9 —Evening Reception: This meeting is mandatory. Location TBA. You will be asked to read a selection from your travel journal.

April 20: 4:20. Final response paper due. No class meeting but drop off paper in classroom at 4:20.

Final Reception: There will be one more post-trip reception to be held at Temple Israel, a Jewish synagogue in Norfolk on Granby St. I will try to have this date scheduled as quickly as possible. This reception will be similar to the one on April 9 and may occur before April 9. You will again read from your travel journal or pre-prepared commentary. You may use the same reading for both receptions.

Dr. Finley-Croswhite: Lead instructor for the course and instructor of record.

Dr. Finley-Croswhite is a Professor of European History at ODU. She received her Ph.D. in early modern European history at Emory University in 1991. Dr.

Finley has taught at Old Dominion University since then, authored two books and many articles, and has served as both Associate Dean for Research and Graduate Studies, 2001-06 and Chair of History, 2006-2010. She has held two Silberman study grants from the US Holocaust Memorial Museum to develop Holocaust course work at Old Dominion University. She is currently Professor of History and teaches courses in early modern and modern French and European history, Holocaust history, and the history of medicine. For more information on Dr. Finley-Croswhite and her work see:

<http://www.odu.edu/~acroswhi/>

<http://historys-crucible.com>

Dr. Brett Bebber: Study Abroad Support Faculty

Dr. Brett Bebber is an Assistant Professor of Modern European History who earned his Ph.D. in 2008 from the University of Arizona and who came to Old Dominion University in 2012. He studies the histories of postwar and postimperial migration, racism, and integration in Britain and Europe, and the history of the British empire. In particular, he is interested in the ways in which the decline of the Empire and the surge in migration to postwar Britain reshaped national identity and social relationships in the metropole. He has written on the intersections of race, gender, and violence in postwar Britain in his first book, *Violence and Racism in British Football: Politics and Cultural Conflict in British Society, 1968-98*. Dr. Bebber is interested in the Holocaust as an event in the long history of racism and anti-semitism, which have resounding echoes in many parts of Europe, including Britain.

See more at:

<http://www.odu.edu/directory/people/b/bbebber#sthash.iuG8aJYD.dpuf>