

DEPARTMENT OF HISTORY & POLITICAL SCIENCE  
ANDREWS UNIVERSITY  
BERRIEN SPRINGS, Michigan 49104

**HIST454. Racism, Antisemitism, Holocaust (3 hrs)**  
(Fall Semester 2016)

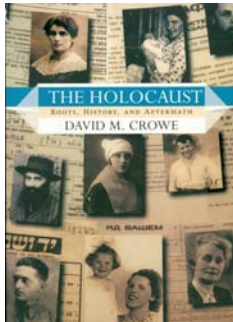
Instructor: John J. Markovic, PhD  
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cell: 269-208-8831: [johnjovanmarkovic@msn.com](mailto:johnjovanmarkovic@msn.com) or [jjmarko@andrews.edu](mailto:jjmarko@andrews.edu)  
MWF 10:30-11:15 a.m.  
F 12:30-15:00 p.m. (other times by appointment)  
Class: MWF 8:30–9:20 a.m. Buller Hall 208

**MOODLE ACCESS**

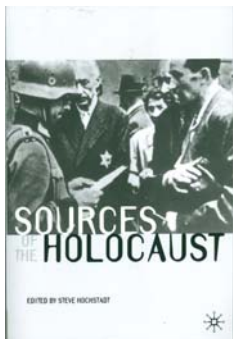
This syllabus, and attached Readings & Assignments Schedule, is posted on Moodle. To access Moodle, go to <http://aumoodle.andrews.edu>, and use your AU username and password to access it.

NOTE: If you have problems and need help, if username and password do not work, or you have any other technology question, contact Marsha Beal at 471-6200 or email at [dlit@andrews.edu](mailto:dlit@andrews.edu).

**REQUIRED TEXTS**



*The Holocaust: Roots, History, and Aftermath*, by David M. Crowe (Boulder, CO: Westwood Press, 2008)



*Sources of the Holocaust*, ed. by Steve Hochstadt (New York, NY: Palgrave Macmillan, 2004)

## RECOMMENDED TEXTS

*Night*, by Elie Wiesel (Bantam Books, 1960)

*A History of the Holocaust: from Ideology to Annihilation*, 5th ed., by Rita Steinhardt Botwinick (Boston: Pearson, 2014)

*From Enemy to Brother: the Revolution in Catholic Teaching on the Jews 1933-1965*, by John Connelly (Cambridge, Mass: Harvard University Press, 2012)

*The Holocaust in History*, by Michael R. Marrus (New York, 1987)

*Holocaust: A History*, by Deborah Dwork and Robert Jan van Pelt (New York, 2002)

*Survival in Auschwitz*, by Primo Levi (New York: Collier Books, 1960)

*The Origins of Anti-Semitism. Attitudes Toward Judaism in Pagan and Christian Antiquity*, by John G. Gager (New York, 1983)

*The Teaching of Contempt. Christian Roots of Anti-Semitism*, by Jules Isaac; transl. Helen Weaver (New York, 1964)

*The Jew in Christian Theology. Martin Luther's Anti-Jewish Vom Schem Hamphoras, Previously Unpublished in English, and Other Milestones in Church Doctrine Concerning Judaism*, by Gerhard Falk (London, 1992)

*Thinking In the Shadow of Hell. The Impact of the Holocaust on Theology and Jewish-Christian Relations*, edited by Jacques B. Doukhan (Berrien Springs, MI, 2002)

*Why the Jews? The Reason for Antisemitism*, by Dennis Prager and Joseph Telushkin (New York, 1983)

*Jesus and Israel*, by Jules Isaac; transl. Sally Gran (New York, 1971)

*The History of Anti-Semitism*, 4 vols., by Léon Poliakov; transl. Natalie Gerardi (New York, 1973 [1961])

*Our Father Abraham. Jewish Roots of the Christian Faith*, by Marvin R. Wilson (Grand Rapids, MI:, 1989).

## OBJECTIVES

The course is designed to study the origins, the history and the nature of both the event Holocaust and the most insidious ideology racism/antisemitism within the social, cultural, ideological, religious, economic and political contexts during the last couple of millennia. The objective is to learn about what actually happened, and prepare to retell the story again for the future generations. We shall seek to understand the forces behind it, to learn from it, to be able to discern and perceive the same or similar forces working in our world today. Antisemitism *is* racism, except that it exclusively targets the Jews. Racism/antisemitism is the most violent expression of hatred, contempt and bigotry. Whereas the majority of other isms have at least something redeemable, racism/antisemitism have none.

The Holocaust is not just one among many tragedies that happened in the ages past. The Holocaust is—and for the lack of other term we must use the overused cliché —specific. Every time we ask, “What happened?” we cannot but ask, “Why?” The Holocaust demands explanation, yet no explanation suffices. Human mind seeks a rational explanation, a cause behind it. To begin to understand what really happened, and why it happened, demands enormous intellectual and emotional effort. It also demands soul searching and self-examination.

The course will draw from several disciplines: history, literature, sociology, psychology, philosophy, politics, theology and so forth. The course will challenge our moral and ethical fortitude. The issues raised through the study of the Holocaust will call into question basic values and principles

of Western Civilization, of Christianity, and of each one of us as individuals.

#### REQUIREMENTS

In order to complete the course successfully, a student is expected to

- a) **attend the classes regularly.** Class attendance is imperative for this course. Although a part of the class-time is used for lecture, much of it will be discussion of the reading material and issues related to racism/antisemitism.
- b) **complete the readings** assigned by the instructor, **on time.** The readings are from the above listed textbooks, not excluding other sources the instructor may introduce during the course of the term.
- c) **complete two (2) exams:** one midterm exam, and one at the end of the semester term.
- d) **complete in-class quizzes.** The number of quizzes depends on how faithful the students are with the keeping up with the reading of the assigned reading material.
- e) **complete written assignments.** These are take-home critical/analytical opinion essays on the assigned issue. All of these are one (1) page in length, double-spaced, 12 points font, Times New Roman, one (1) inch margin on all sides, with the student's name in the upper left corner.
- f) **complete and submit a research paper.** The paper shall be from 12-14 pages long (including footnotes), double-spaced, and typed in Times New Roman, 12 points font, one (1) inch margin on all sides. The format of the paper must follow Andrews University guidelines for research papers, theses and dissertations. The topic of the paper must be approved by me, the teacher of the course.

#### COURSE ATMOSPHERE AND ATTENDANCE

Only serious illness, death in the family, attending a wedding of immediate family member, or a field trip with another class here at AU, are legitimate reasons for missing a class or failing to meet the deadline. In such cases, the instructor should be notified prior or immediately thereafter of the event.

Bad manners in the classroom will not be tolerated.

If you are planning to take the final exam earlier than the date scheduled you must obtain the permission from the Dean of College of Arts and Sciences.

#### ACADEMIC HONESTY

You are welcome to study with friends and even proofread each other's work. You are not allowed to turn in someone else's work as yours. All work, papers, reviews, exam essays, quizzes, critical essays, must be your own work. Notice, every time you directly quote—always placed within quotation marks—or indirectly paraphrase someone else's words or ideas you must acknowledge and credit the source. If you don't, you are stealing. This type of "borrowing" from others without giving credit is known as plagiarism, and it is the most grievous sin in the academic world. Both cheating and cooperation with cheating are subject to punishment with an F for the course, accompanied with letters to appropriate university authorities.

#### DISABILITIES

If you qualify for accommodations under The American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations. Students with

diagnosed disabilities may request accommodations from the Office of Student Success.

### **LESSONS FROM HISTORY**

The possibilities for manipulating the human mind, in order to get people to believe and behave what one wants them to believe, are tremendous and must never be underestimated.

### **GRADING STRUCTURE**

2 exams	200 pts	(25% of the course grade)
research paper	100 pts	(25%)
book review	50 pts	(15%)
class discussion participation	100 pts	(15%)
quizzes (the number unknown)	? pts	(10%)
opinion essays (the number unknown)	? pts	(10%)

A	93% and above
A-	90–92%
B+	87–89%
B	83–86%
B-	80–82%
C+	75–79%
C	69–74%
C-	65–68%
D	55–64%
F	below 55%

# READINGS and ASSIGNMENTS SCHEDULE

(Fall Semester 2016)

M	Aug 22.	Introduction to the Course Why Should We Study the Holocaust? Motivations, Reasons, Issues, Impact
W	24.	Terminology (Crowe, 1-3) Why Read Documents from the Holocaust? (Hochstadt, 1-6) Jewish-Christian Relations until 1095 A.D. (Crowe, 5-20)
F	26.	Visit <a href="http://en.wikipedia.org/wiki/Antisemitism_and_the_New_Testament">http://en.wikipedia.org/wiki/Antisemitism_and_the_New_Testament</a> , and read the article, especially the assertion by Roy Eckardt “that the foundation of antisemitism and responsibility for the Holocaust lies ultimately in the New Testament.” My argument is that it is elsewhere, not in the NT. Read, Matthew 27:15-25; Mark 15:8-15; Luke 23:4-25; and John 18:28-19:16 Excerpts from the New Testament (Hochstadt, 9-10) Documentary: <i>The Cross and the Star. Jews, Christians and the Holocaust</i> <b>Opinion Essay:</b> Provide a Defense of the NT against Eckardt’s Argument.
M	29.	Justin Martyr, <i>Dialogue with Trypho</i> , chs 1-12; 16-21; 23-24; 27-29; 39; 47; 52-53; 64; 82; 93; 119; 123; 134-135; 138 also: <a href="http://www.bombaxo.com/trypho.html">http://www.bombaxo.com/trypho.html</a> also: <a href="http://www.earlychristianwritings.com/text/justinmartyr-dialoguetrypho.html">http://www.earlychristianwritings.com/text/justinmartyr-dialoguetrypho.html</a>
W	31.	Augustine of Hippo’s Commentary on the Jews (on Moodle)
F	Sep 2.	The Fate of the Jews during the Crusades and After (Crowe, 20-37)
M	5.	<b>no class:</b> Labor Day
W	7.	The Year 1096: the Massacres of Jews (on Moodle) Document: Peter the Venerable of Cluny, Letter 130 (on Moodle)
F	9.	Martin Luther: “On the Jews and Their Lies, 1543” (Hochstadt, 13-15) Martin Luther’s <i>Vom Schem Hamphoras</i> (selected sections, on Moodle)
<b>(week of prayer, the class meets at 8:10 – 8:50 a.m.)</b>		
M	12.	The Jewish Question during the Enlightenment and the 19th c. (Crowe, 41-58)
W	14.	Racism during the Enlightenment and the 19th century (on Moodle) Excerpt from Heinrich von Treitschke, “Our Views,” 1879 (Hochstadt, 26-28)
F	16.	Antisemitism in Germany, Austria, and Russia (Crowe, 58-76)
M	19.	“The Ecclesiastical Roots of the Holocaust: From the <i>Adversus Judaeos</i> Tradition to the Holocaust,” in <i>Thinking in the Shadow of Hell</i> , Jacques Doukhan, ed. (2002), 3-27. (on Moodle)
W	21.	The World of Adolf Hitler before 1919 (Crowe, 79-91)
F	23.	Hitler and the Making of the Nazi Party (Crowe, 91-103) “Court Judgment in the Murder on 10 August 1932 of a Polish Laborer by SA Men” (Hochstadt, 32-35)
M	26.	The Nazification of Germany: (Crowe, 105-117) Nuremberg Law against Intermarriage . . . (Hochstadt, 44-46)
W	28.	The Aryanization of Germans, the Dehumanization of Jews (Crowe, 117-132)

		British Memorandum on Evian Conference (Hochstadt, 67-69)
		Report of Darmstadt SA on Kristallnacht (Hochstadt, 70-72)
		Gestapo Report about Kristallnacht Destruction (Hochstadt, 75-78)
F	30.	Sterilization, Euthanasia and Racism (Crowe, 132-145)
		Heinrich Himmler to SS Leaders on Homosexuality (Hochstadt, 49-51)
M	Oct 3.	Euthanasia Programs (Crowe, 149-158)
		Postwar Testimony about the First Successful Gassing of Mentally Handicapped on January 1940 (Hochstadt, 95-97)
W	5.	Poland as the Center for Getting Rid of the Jews (Crowe, 158-171)
F	7.	Life in the Ghetto (Crowe, 171-188)
		Chaim Rumkowski's Speech, Chairman of Lodz Jewish Council (Hochstadt, 183-185)
M	10.	<b>no class:</b> the mid-semester Fall recess
W	12.	Operation Barbarossa and the Mass Murder of Jews (Crowe, 191-205)
		Report of Einsatzgruppen Murders in Soviet Union (Hochstadt, 110-111)
		German Army Orders on the "Conduct of the Troops in the Eastern Territories," 10 October 1941 (Hochstadt, 112-115)
F	14.	<b>MIDTERM EXAM</b>
		on the material up to—and including—Friday, Oct. 7, 2016
M	17.	The Nazi Collaborators in Eastern Europe (Crowe, 205-220)
W	19.	The Planning of the "Final Solution" (Crowe, 225-238)
		Minutes of the Wannsee Conference (Hochstadt, 132-136)
F	21.	Death Camps: Belzec, Sobibor and Treblinka, Auschwitz (Crowe, 239-251)
		Memoir by Shalom Kohn of the Revolt in Treblinka, 1943 (Hochstadt, 235-241)
M	24.	Death Camps: Auschwitz and Majdanek (Crowe, 251-266)
W	26.	The Liquidation of Ghettos (Crowe, 266-279)
F	28.	The "Final Solution" in the Nazi Occupied Countries (Crowe, 283-298)
		Report on French-German Cooperation on Deportation of Jews (Hochstadt, 146-149)
		Protest of the Bishop of Montauban against Deportation (Hochstadt, 150-151)
M	31.	The "Final Solution" in Bulgaria, Finland, and Hungary (Crowe, 298-311)
		Protest by Bulgarian Legislators against Deportation of Jews (Hochstadt, 158-160)
W	Nov 2.	The "Final Solution" in Italy, Bohemia, Slovakia and Romania (Crowe, 311-325)
F	4.	Jews, Gypsies and Serbs in Yugoslavia (Crowe, 325-331)
		Foreign Office Memorandum on Murder of Jews in Yugoslavia (Hochstadt, 118-120)
		German Report on Shooting of Jews and Gypsies in Yugoslavia (Hochstadt, 121-123)
M	7.	The European Neutrals: Portugal, Spain, and Sweden (Crowe, 339-351)
W	9.	The European Neutrals: Switzerland and Turkey (Crowe, 351-366)
F	11.	The Vatican (366-375)
M	14.	Liberation and Displaced Persons (Crowe, 383-395)
W	16.	The International Military Tribunal (Crowe, 396-409)
		London Agreement among Allies about the Nature of War Crimes Trial, 8 August 1945 (Hochstadt, 257-260)
		Summary of Evidence from Defense Witnesses at Nuremberg Trial, August 1945 (Hochstadt, 261-265)

F	18.	War Crimes Investigations and Trials in Western Europe (Crowe, 409-421)	
M	21.	War Crimes Investigations and Trials in Eastern Europe (Crowe, 421-436)	
W	23.	<b>no class: Thanksgiving</b>	
F	25.	<b>no class: Thanksgiving</b>	
M	28.	The Rescuers (on Moodle)	
W	30.	Living in the Shadow of Auschwitz (Connelly, chs. 6-7)	
		Vatican II and the Mission to the Jews (Connelly, chs. 8-9)	
		<b>Opinion Essay:</b> Should Christians abandon mission to the Jews? How should Christians respond between Jesus' command in Matthew 28:19-20 and the call of the Vatican for ecumenical unity? Defend your position with sound argumentation and examples.	
F	Dec 2.	<b>no class:</b> Exam Preparation Day	
W	7.	<b>FINAL EXAM</b> at 8:00 –10:00 a.m.	

## TIME SCHEDULE FOR WRITING THE RESEARCH PAPER

There is no need for anyone to end up with a low grade on the term paper. If you follow the instructions, do your work on a consistent basis throughout the semester, you should be able to complete and write a paper deserving the high grade. I will give full credit for every report turned in on due date. Those turned in late will lose points. I will guide your research and occasionally help you with writing. Throughout the semester, keep in close consultation with me as you work on your paper. I may be of help. Keep your notes, and all paper work. At the end of the semester, I will ask you to turn in all your notes, drafts, along with the final draft. The objective is to take you through the process of learning to do research and write well. After all, that is what historians do beside teaching — they write. The final draft of your paper will be graded according to the established criteria (see below).

Due dates for various reports:

- W Aug 31. Topic statement due. On a sheet of paper tell me your topic, why did you chose it, and what do you expect from your research.
- W Sep 7. Working bibliography. Give me a list of books (a dozen) which may be of use for your research. Note that this list is not definitive, many books will be dropped off and new ones added to it.
- W Sep. 14. Working thesis statement. By this time you should be able to formulate your thesis or statement of objective. This is a very crucial part of your paper, and it is not easy to do it. A well formulated thesis statement will definitely make your research and writing easier.
- W Oct 12. First report due. In this report you tell me how much work is done to date. I expect at least two dozen of quotes, notes, etc. which are closely reflecting your thesis statement. You should have at least couple of pages written by now, moving toward the first draft. Note that I do not expect good organization, grammar and syntax at this time.
- W Nov 2. Second report due. Same as the previous report. I want to see substantial progress. By now you should have the first draft of your paper done, at least eight pages written. Do not waste time on editing and correcting grammar and syntax at this stage.
- W Nov 16. Third report due. This report must be in before the Thanksgiving break. By this time you should have your first draft done, twelve to fifteen pages written. From this point on you should work on editing and correcting your paper, with minor additions that require research. You may even have some time during the break to work on your paper. I certainly want to read it.
- W Nov 30. Your paper due.

Note: for each day of late submission of the above paper requirement, 3 points will be deducted from the final score of your paper.



## INSTRUCTIONS FOR WRITING RESEARCH PAPER

A sample of the title page is given below on page 13. Make sure you follow the pattern of the example given on page 13, exactly —except “13” at the bottom of that page. Make sure that your title page is NOT paginated. The title page is never paginated. Also, the title page does not count in the total number of pages.

The title of your essay/paper should appear on the first page of your paper, approximately 7 lines from the top (see the last page of this document). The title must be in upper case, and spelled exactly the same on both the title page and the first page of your essay/paper. That is page 1 of your paper.

Also, if you position page numbers in the upper right corner, then the page number on page 1 must be invisible. If you position page numbers on the bottom, you leave the page number visible on page 1.

### Guidelines

It is advisable that you develop an outline for your research paper, and I suggest you do it from the beginning of your writing. However, the outline should not be longer than one page.

Do not quote extensively, and avoid long quotes. We do not want to see a string of quoted paragraphs.

An important task of an historian is to write well. Writing well means being analytical, clear and precise in the meaning of the words you use. Carefully structure your sentences. Aim for excellence in the expression of your thought. Show me what you believe and why. Your thesis must be based on good analysis of ideas and concepts, events and trends, and so forth. A rule of thumb: carry a dialogue with your reader, as well as a “dialogue” with the thinkers and authors you have consulted in your research.

### Some advice to avoid common mistakes

- use 3rd person neutral, or 1st person familiar. Do not use 2nd person. Do not use “you” in your writing, unless it is a part of a quoted text. [Every time I encounter a “you” or “your” I will deduct points.] For example,
  - “A soul is the breath of life from God and **your** physical body.”
- do not mix singular with plural: Example of poor writing:
  - “A woman’s ability to weave intricate design could bring commercial prosperity to **their** communities.”
  - “Women helped out in the field. **She** helped her husband with the finances.”
  - “Depending on one’s karma, at death **they** will be reincarnated into . . . .”
  - “I believe that when someone dies **their** body deteriorates and the breath returns to God.”
- do not mix tenses, be consistent. Be careful how you use the “historical present.”
- write, preferably, in active voice
  - “Evil originated in heaven. It was **planted** in the heart of Lucifer and sprouted . . . .”
- proofread your work; spell check does not work for the following words: their/there, form/from, where/were, four/for, of/off, two/too, etc.
- do not use hyphen in “antisemitism” [this is the correct version that should be used]. I do not

- approve of “anti-Semitism.” We talked about it in the class.
- be careful when you use “that” and “which”
- “it’s” stands for “it is” not “its.”
  - Example for “it’s”: *Car is blue, and it’s ugly.*
  - Example for “its”: *Car’s sides are blue, and its rear-end is black.*
- if you start a sentence with “This”, make sure it refers to an event or a thing in the previous sentence.
- do not confuse “nation” for “people”; “class” for “caste”; “idea” for “ideology”
- do not make abrupt shift in thought between sentences; as well as paragraphs.
- do not repeat same thoughts and ideas. Do not be repetitive. Avoid verbiage.
- do not use rhetoric questions to make a point. If you want to say something, say it in a categorical statement.
- “constant” means constant, not continual. This is a widespread mistake in daily talk.
  - “They enjoy life and ask questions **constantly**, soaking in as much of the world around them.”
- avoid cliches or popular misconceptions. For example:
  - “History repeats itself.” **It does not.**
- be careful in choosing correct words.
  - “belief” is not the same as “faith”
  - “The Bible talks about two people becoming one when they are mated.”
  - “Because God is a God of personality, it is not enough . . . .”

You are expected to use footnotes at the bottom of the page. I do require that you use *The Chicago Manual of Style* or the Turabian guideline (both used in humanities).

At the end of your paper you should have a section “Selected Bibliography” where all the sources you have used and consulted are listed in alphabetical order by the author’s last name. The following four examples (a book, an article, a book chapter, and an entry in a newspaper) should help you how to enter the most common types of sources. Note the differences how are they entered in footnotes and how in bibliography. Pay special attention to the details, similarities and differences.

**Footnotes (book/article in a scholarly journal/chapter in a book/article in a daily newspaper)**

<sup>1</sup> Samuel Huntington, *The Clash of Civilizations. Remaking of World Order* (New York: Simon & Schuster, 1996), 33.

<sup>2</sup> Jo Ann Davidson, “Genesis Matriarchs Engage Feminism,” in *Adventist University Seminary Studies* 40 (Autumn 2002): 172.

<sup>3</sup> John Jovan Markovic, “The Ecclesiastical Roots of the Holocaust: From the *Adversus Judaeos* Tradition to the Holocaust,” in *Thinking in the Shadow of Hell. The Impact of the Holocaust on Theology and Jewish-Christian Relations*, ed. by Jacques B. Doukhan (Berrien Springs, MI: Andrews University Press, 2002), 10.

<sup>4</sup> James Smith, “The War in the Middle East,” *The New York Times*, April 22, 2002, p. A16.

**Bibliography (book/article in a scholarly journal/chapter in a book/article in a daily newspaper)**

Huntington, Samuel. *The Clash of Civilizations. Remaking of World Order*. New York: Simon & Schuster, 1996.

Davidson, Jo Ann. "Genesis Matriarchs Engage Feminism." *Adventist University Seminary Studies* 40 (Autumn 2002): 169-178.

Markovic, John Jovan. "The Ecclesiastical Roots of the Holocaust: From the *Adversus Judaeos* Tradition to the Holocaust." In *Thinking in the Shadow of Hell. The Impact of the Holocaust on Theology and Jewish-Christian Relations*, ed. by Jacques B. Doukhan. Berrien Springs, MI: Andrews University Press, 2002, 3-27.

Smith, James. "The War in the Middle East." *The New York Times*, April 22, 2002, p. A16.

## Grading structure of your research paper

	none	poor	very fair	good	good	excels
Grammar, punctuation, syntax	5	6	7	8	9	10 _____
Organization / flow of the paper abrupt shifts in thought / argument style of writing, words choice repetitive, verbose, use of clichés parroting, slang language	10	12	14	16	18	20 _____
Title page and page 1 not in order (-3 pts) no pagination (- 3pts) spacing between lines and paragraphs length (12 pages minimum) (title page & bibliography excluded) (-3 pts for each half a page missing)	5	6	7	8	9	10 _____
References (reader/user friendly) (Turabian or Chicago Manual) footnotes/endnotes (not in order, -3 pts) bibliography (not in order, -3 pts)	5	6	7	8	9	10 _____
Thesis or research objective statement	5	6	7	8	9	10 _____
Research content / extent of research original and secondary sources	5	6	7	8	9	10 _____
Analysis and/or Synthesis critical thinking/analysis/logic synthesis, complexity of ideas originality of thought & insight	15	18	21	24	27	30 _____

Score: \_\_\_\_\_

NOTE: on the following page, you will see how the title page should look like. Notice the 1" margins.

Andrews University  
College of Arts and Science

THIS IS WHERE YOUR TITLE GOES: ALL IN CAPITAL LETTERS

A Paper  
Presented in Partial Fulfillment  
of the Requirements for the Course  
HIST/RELH 316. History of the Christian Church I

by  
Your Name  
December 2, 2015

THIS IS WHERE YOUR TITLE GOES: ALL IN CAPITAL LETTERS

The text of your paper begins here . . . . . [This is page 1.]