RESEARCHING MAUS- Due 3.17.17

Five pages minimum not including title page (optional) or works cited page. Remember thesis statement in bold. I have posted examples of two stellar papers on D2L. They were similar assignments but not identical so read for inspiration. This is your template.

3.8 library research visit/ 3.13 working thesis due.

Write a minimum five page research paper on one of the questions below. Make certain I know which question you are addressing- put the number on the top of your paper. Of course, you will title and subtitle this essay. Remember to number your pages and these papers will be peer critiqued. This paper must be written in past tense and (mostly) third person. Think about the question and how you are going to respond before writing. Provide support in the text and with the tone (choice of phrasing- vocabulary etc) rather than by quoting large sections from the text. Assume I am very familiar with Spiegelman’s masterpiece and please do not reword his material. Avoid repeating material we have covered in class. I have included a few suggestions for research but, of course, these are only starting points. We will be working on this in class to develop your thesis which needs to be narrower than the prompts. Librarian Megan Welsh will be coming to help you on March 8. Have specific questions for her about your research.

This is a research paper with at least five sources in addition to MAUS. Those can include the various Holocaust websites. USC Shoah Foundation= http://sfi.usc.edu/
US Holocaust Museum= www.ushmm.org
Vad Vashem= www.yadvashem.org
And METAMAUS will make this much easier and far more interesting.
Google Scholar will be helpful with some research but make sure you access it via Chinook so you don’t encounter pay walls. Your fees already paid for the material.

Your first or second paragraph must include a strong thesis statement, which I want you to type in bold. You will be submitting your working thesis on 3.13 in class. Remember - you can check with me if you aren’t sure about your thesis statement. That is what education is all about. It isn’t cheating- it’s support. A thesis statement must include a strong argument.

I would consider opening with a narrative to draw in your readers. This could be from MAUS or other sources. In that case, your thesis statement will appear in your second paragraph. Remain in third person and past tense (with a few exceptions) and for your final paragraph I want you to write a very strong conclusion. Think of a thesis statement as promising THIS WILL MATTER. In your conclusion, you convince the reader THIS MATTERS! I have suggested a few good sources for your research but there are many more. Remember, librarians can help and I am always willing to do whatever I can too. This is a research paper- not your opinion and I think facts are more persuasive than opinion.
ONE- We have discussed Hannah Arendt’s famous phrase “the banality of evil”. It is clear from our actions (from the Holocaust to The Wave to the third graders with blue and brown eyes to The Stanford Prison Experiment and the Milgram Experiment) that we contain within us the capacity for obedience to authority with a complete suspension of our moral values. Consider this in the context of MAUS. Since we have already talked about Stanford and Milgram, you should find other sources but you can quote from additional material in the books by Milgram and Zimbardo below. Make sure you have something new to research and not the studies and experiments we have already covered in class. Research: “Eichmann In Jerusalem” and other writings by Hannah Arendt. “The Lucifer Effect” by Dr. Zimbardo. “Obedience To Authority” by Dr. Milgram.

TWO- Explore the theme of empathy as it is portrayed in MAUS and in the relationship between Vladek and Art. Does empathy help or hinder survival during the Holocaust? Recently there has been a great deal of research and controversy concerning the psychology and neuroscience of empathy. Are we hard wired to care deeply about others? Using examples from MAUS and research from the sciences, analyze this complexity. Research: In addition to METAMAUS, check out Pub Med and Web of Science for the medical and scientific side to empathy.

THREE- Genocide cannot exist without propaganda. In MAUS it is in the background but it made the Holocaust possible. Explore how the Nazis used genocide to convert the populace to their philosophy and examine where propaganda is seen in MAUS. This is a very broad prompt so you will have to narrow it. Research: METAMAUS and the Holocaust websites. There is also an archive online of German propaganda. research.calvin.edu/german-propaganda-archive/

FOUR- We have talked about identification with the aggressor. That theory was developed by Anna Freud. You have read about the Jewish Kapos and how some died trying to help their fellow Jews while others seemed to be almost as cruel as the Nazis. How were they chosen and what was their fate? Relate this to Anja’s Vladek’s camp experiences. Research: Anna Freud’s theory and historical research on Kapos. Check out the Kapos Trials in Jerusalem on the Holocaust websites. They are several films on post war Kapos too.

FIVE- Survivor guilt is a major theme in MAUS for both the Holocaust survivors and their children. Why is this trauma passed on to those, like Art, who never experienced the Holocaust? How many generations does it take for the memories and trauma to fade? Is it possible to recover from survivor guilt? Does it serve a purpose? Research: Psychological studies relating to survivor guilt and PTSD. Consult “META MAUS” for the impact on Art Spiegelman’s children. Read Holocaust survivor narratives. Again the Shoah Foundation website will be very helpful. In Web of Science you can find information on epigenetics which will explain the science.

Use this assignment sheet as a checklist before submitting your paper.