

THE UNIVERSITY OF WESTERN ONTARIO
HIS 3427E (002): The Holocaust
KB K103
Thursday, 2:30 – 5:30pm

Instructor: Dr. Karen Priestman

Office Hours: Monday, 2:30-4:30 and Thursday, 12:30-2:30

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(Email will be checked on weekdays, between 10:00am and 4:00pm. If you do not receive a reply from me within 48 hours, please resend the email.)

Course Description:

During the Second World War the Nazis destroyed two-thirds of European Jewry. In surveying the history of this genocide, this course explores Nazi policy towards the Jews in the context of German and European anti-Jewish ideology, modern bureaucratic structures, and the varying conditions of war, occupation, and domination in Europe under the Third Reich. Particular attention will be paid to the evolution of the “Final Solution,” the role of specific institutions and non-German collaboration, the motives of the perpetrators, and the reaction of Jews, European populations and governments, the Allies, churches, and anti-Nazi political movements. We will also examine the lasting legacy of the Holocaust, both in Germany and the broader world. Any discussion of the Holocaust necessitates consideration of difficult political and moral issues, including but not limited to: resistance, collaboration, survival, and rescue. Throughout the course, we will make sure to historicize and contextualize the Holocaust, breaking with the notion of the inevitability and inexplicability of the event.

Questions in class are always welcome!

Course Objectives:

- Students’ understanding of the Holocaust will be broadened and placed in its historical context.
- Students will become aware of the complex political and moral issues arising from a study of the Holocaust.
- Students’ analytical and writing skills through significant engagement with primary and secondary sources.
- Students’ skills of oral expression will be strengthened through class discussions.

Required Books:

Main Textbooks:

- Saul Friedlander, *Nazi Germany and the Jews, 1933-1945*. (Harper Perennial 2001)
- [It is also acceptable to use the textbook from last year, Leni Yahill, *The Holocaust: The Fate of European Jewry*. (Oxford, 1991).]

Required Supplemental:

- Christopher Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*. (Harper Collins, 2007).
- Donald Niewyk, *The Holocaust: Problems and Perspectives of Interpretation*. (4th ed., 2010).
- Course Package (Available from the Book Store)

Optional Books:

- Yehuda Bauer, *Rethinking the Holocaust*. (Yale, 2000).
- Mary Lynn Rampolla, *A Pocket Guide to Writing in History*. (6th ed., Bedford/St. Martin's 2010).

Evaluation:

Participation:		20%
Proposal and Bibliography:	Due 18 October	5%
Summary Paper (Browning):	Due 1 November	10%
Mid-term exam:	December exam period	15%
Book Review:	Due 24 January	10%
Research Essay:	Due 14 March	25%
Final exam:	April exam period	15%

Participation:

Participation in tutorial is a key component of the student's final mark. In order to participate effectively students must complete the readings for each tutorial. Simple attendance does not ensure a passing participation grade. In assigning a participation mark, I evaluate quality, rather than quantity. It is not necessarily the volume of remarks made that earns a high mark, but whether your comments and questions have stimulated discussion and led to a deeper understanding of the material and subject at hand. Like any other assignment, an 'A' in tutorial is earned through consistent outstanding performance. Participation in tutorial discussions is meant to enhance your ability to communicate orally. This requires you to become comfortable speaking in public as well as formulate an argument and articulate it convincingly.

Proposal and Bibliography: DUE 18 OCTOBER

Students are required to submit a 500-word proposal outlining your chosen essay topic, a working thesis, and possible arguments to support that thesis. It is understood that this thesis is likely to change as you complete more research and come to better understand your topic. This proposal must be accompanied by a bibliography listing at least eight (8) sources (2-3 articles count as one (1) source). This assignment is meant to make you choose a topic early and find sources for that topic. The earlier you begin thinking about your paper in a concrete way, the more likely it is that you will produce a paper you are proud of and will learn something from.

Summary Paper: DUE 1 NOVEMBER

Students are required to read Christopher Browning's *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland* in its entirety. To reflect the high demand this places upon the student, the *Ordinary Men* tutorial (Discussion #4) will carry twice the weight of a regular tutorial. In addition, students are required to write a summary paper of no more than ten pages double-spaced on *Ordinary Men*. Most of the paper should be devoted to identifying and summarizing Browning's argument. A smaller portion of the paper should be devoted to articulating what you think is significant about this book and its argument. What contribution does this book make to Holocaust history as a whole?

****Please Note: Late papers will be assessed a 10% penalty on the first day.****

Thereafter, the late penalty will be assessed as usual (2% per calendar day). This is because we will be having a discussion on the book on November 1st, so everyone must have the book read by then.

Book Review: DUE 24 JANUARY

Students will write a scholarly book review. The book should be chosen from the bibliography for the student's research essay. It must be 7-10 pages long and must consult at least two professional reviews. These professional reviews will be photocopied and submitted to the instructor with the book review.

Research Essay: DUE 14 MARCH

Students are required to submit a 10-12 page (double spaced) research essay on a topic of their choosing pertaining to the Holocaust. This essay should utilize at least eight (8) monograph-length secondary sources (2-3 articles count as one source). Primary sources are not required, but are not prohibited either. For ideas on possible topics, students should begin by perusing the lecture titles in this syllabus and looking through the table of contents of your textbooks. If you are having difficulty choosing a topic, formulating a research question, or are concerned about the suitability of your topic, please come and see me. Research essays should include a title page and bibliography. *You must also attach your marked proposal and bibliography to your essay.*

Students are required to submit their research essays to Turnitin.com (on Sakai).

Late Penalties:

Unless otherwise noted, all late assignments will be penalized **2% per calendar day** (this includes weekends).

ACCOMMODATION FOR STUDENTS WITH DISABILITIES: Please contact Services for Students with Disabilities (located in the UCC) and the instructor as early as possible. All documentation should be provided directly to Services for Students with Disabilities.

THE UNIVERSITY OF WESTERN ONTARIO
FACULTY OF SOCIAL SCIENCE
STATEMENT ON PLAGIARISM

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs.

Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

MEDICAL ACCOMMODATION

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf to read about the University's policy on medical accommodation. Please go to <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf> to download the necessary form. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation is warranted. They will subsequently contact the instructors in the relevant courses about the accommodation. Once a decision has been made about accommodation, the student should contact his/her instructors to determine a new due date for term tests, assignments, and exams.

If you have any further questions or concerns please contact Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or rdashfo@uwo.ca

Schedule of Lectures
(subject to change)

- Sept. 6** **Introduction**
- Sept. 13** **History of Antisemitism in Europe and Germany**
- Sept. 20** **The First World War, Versailles and Weimar**
- Sept. 27** **Hitler's Rise to Power**
Saul Friedlander, *Nazi Germany and the Jews, 1933-1945*. Chs. 1&2, pp. 3-60.
Spielvogel, Jackson. "Excerpts." *Hitler and Nazi Germany: A History*.
Course Pack
- Oct. 4** **Hitler's Weltanschauung**
- Oct. 11** **Institutionalization of Racism**
Friedlander, Ch. 3, pp. 61-86.
- Oct. 18** **Sterilization and Euthanasia**
- Oct. 25** **The Police State and the Concentration Camp System**
- Nov. 1** **From Partial to Total Genocide**
Friedlander, Chs. 4&5, pp. 87-110; Ch. 6, pp. 143-170.
- Nov. 8** **The Machinery of Destruction: The RSHA**
Friedlander, Chs. 7 - 10, pp. 171-284.
- Nov. 15** **Perpetrators: Ordinary Germans**
Kershaw, Ian. "German Popular Opinion During the Final Solution: Information, Comprehension, Reactions." *Hitler, the Germans and the Final Solution*. Course Pack
- Nov. 22** **Perpetrators: Other Ordinary Europeans**
Iaonid, Radu. "Occupied and Satellite States." Peter Hayes and John K. Roth, eds. *The Oxford Handbook of Holocaust Studies*. Course Pack
- Nov. 29** **Ordinary Europeans Continued and Review**

*******WINTER BREAK*******

- Jan. 10** **Victims: Marginalization and Ghettoization**
- Jan. 17** **Victims: Deportations and Killings**
Friedlander, Chs. 11 & 12, pp. 287-344.
- Jan. 24** **Victims: Compliance and Resistance**
Friedlander, Ch. 13, pp. 345-373.
- Jan. 31** **Victims: The Other Five Million**
Giles, Geoffrey J. "The Most Unkindest Cut of All: Castration, Homosexuality and Nazi Justice." *Journal of Contemporary History*, Vol. 27, No.1 (Jan. 1992): 41-61. Course Pack.
Zimmermann, Michael. "The National Socialist 'Solution of the Gypsy Question.'" Ulrich Herbert, ed. *National Socialist Extermination Policies*. Course Pack.
- Feb. 7** **Bystander Responses**
- Feb. 14** **Rescue: Who Knew What When?**
Friedlander, Chs. 14 & 15, pp. 374-422.
- *Feb. 21** **READING WEEK***
- Feb. 28** **Rescue: Options and Opportunities**
- Mar. 7** **The end of the Holocaust**
- Mar. 14** **Postwar Justice and Restitution**
Wittmann, Rebecca. "Punishment." Peter Hayes and John K. Roth, eds. *The Oxford Handbook of Holocaust Studies*. Course Pack.
- Mar. 21** **Memory and Memorialization**
Young, James E. "Germany's Holocaust Problem – and Mine." *The Public Historian*. Vol. 24, No. 4, (Fall, 2002): 65-80. Course Pack.
- Mar. 28** **Holocaust for Sale?**
Cole, Tim."Prologue: The Rise (and Fall?) Of the Myth of the 'Holocaust.'" *Selling the Holocaust*. Course Pack.
- Apr. 4** **Controversies and Holocaust Denial**
- Apr. 11** **Conclusions and Review**

Schedule of Tutorial Discussions

Sept. 25/Oct. 2 –

Discussion #1: European, German, and Nazi Antisemitism

John Weiss, “Anti-Semitism Through the Ages” in Donald Niewyk, ed. *The Holocaust*.

Wilhelm Marr, “The Victory of Judaism over Germandom.” Course Pack.

Karl Eugen Duehring, “The Question of the Jew is a Question of Race.” Course Pack.

Edouard-Adolphe Drumont, “Jewish France.” Course Pack.

Houston Stewart Chamberlain, *The Foundations of the Twentieth Century*.” Course Pack.

Adolf Hitler, “A Letter on the Jewish Question.” Course Pack.

Adolf Hitler, “Nation and Race.” Course Pack.

Oct. 9/16 –

Discussion #2: The Racial State/Utopia

Henry Friedlander, “The Opening Act of Genocide.” In Niewyk.

Michael Burleigh and Wolfgang Wippermann, “Barbarism Institutionalized: Racism as State Policy.” Course Pack.

Wendy Lower, “Living Space.” Course Pack.

Oct. 23/ 30 –

Discussion #3: Implementation of the Final Solution

Eberhard Jackel, “The Elimination of the Jews.” Course Pack.

Karl Schleunes, “Retracing the Twisted Road.” Course Pack.

“Nuremberg Law for the Protection of the German Blood and of the German Honour of 15 September 1935.” Course Pack.

“Hitler’s Reichstag Speech.” Course Pack.

“The Madagascar Plan, July 1940.” Course Pack.

“Commissar Decree, June 6, 1941.” Course Pack.

“Protocol of the Wannsee Conference, January 20, 1942.” Course Pack.

“Signed Obligation by SS Men Taking Part in an Extermination Operation to Observe Secrecy, July 18, 1942.” Course Pack

“Order by Himmler on July 19, 1942.” Course Pack.

Nov. 6/13 –

Discussion #4: Christopher Browning’s *Ordinary Men*

Students are expected to have read Browning’s book in its entirety and come to class ready to discuss it in detail.

This tutorial carries double weight.

Nov. 20/27 –

Discussion #5: Victims' Experiences

Part III: "The Victims' Experiences." In Niewyk.

Peruse the "Personal Histories" online exhibition of the United States Holocaust Memorial Museum. Read whatever interests you, but be sure you are reading about Jewish victims. This exhibition can be found at: <http://www.ushmm.org/museum/exhibit/online/phistories/>

Jan. 22/29 –

Discussion #6: Jewish Resistance

Part IV: "The Problem of Jewish Resistance." In Niewyk.

"Rumkowski's Address at the time of the Deportation of the Children from Lodz Ghetto, September 4, 1942." Course Pack.

"From the Diary of Adam Czerniakow on the Eve of the Deportation from the Warsaw Ghetto, 1943." Course Pack.

"The Jewish Population Disbelieves Reports of Extermination." Course Pack.

Feb. 5/12 –

Discussion #7: Bystanders

Part V: "Bystander Reactions." In Niewyk.

Raoul Wallenberg, "Excerpts." Course Pack.

Beate Kosmala, "The Rescue of Jews, 1941-1945 – Resistance by Quite Ordinary Germans." Course Pack.

Feb. 26/ Mar. 5 –

Discussion #8: The Vatican and Possibilities of Rescue

Berel Lang, "'Not Enough vs. Plenty' – Which did Pope Pius XII?" Course Pack.

Michael Phayer, "The Silence of Pope Pius XII." In Niewyk.

"Excerpts," Pius XII and the Third Reich. Course Pack.

See also:

William D. Rubinstein, "The Myth of Rescue." In Niewyk.

Walter Laqueur, "The Failure to Comprehend." In Niewyk.

Mar. 12/19 –

Discussion #9: Representations of the Holocaust in Film

On your own time, you will watch one Holocaust film. It must be fiction (not a documentary) and its main subject must be the Holocaust. You should note the director, country of origin, and when the film was made. If you are unsure about whether a particular film is acceptable, please see me. We will then discuss the various films watched and the different ways the Holocaust is represented in each of them.

Googling "Holocaust movies" will bring up several sites which will give you many suggestions.

Mar. 26/April 2 –

Discussion #10: Holocaust Denial

Liptstadt, Deborah. “Canaries in the Mine: Holocaust Denial and the Limited Power of Reason.” *Denying the Holocaust*. Course Pack.

Other readings TBA

If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit <http://www.uwo.ca/uwocom/mentalhealth/> for more information on these resources and on mental health.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

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