

THE UNIVERSITY OF WESTERN ONTARIO
HIS 3427E: The Holocaust
UCC 60
Monday, 9:30-11:30; Wednesday, 10:30-11:30am

Instructor: Dr. Karen Priestman
Office Hours: Monday, 2:30-5:30
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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.

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 through class discussions.

Required Books:

Main Textbooks:

- Doris Bergen, *War and Genocide: A Concise History of the Holocaust*. (Rowman and Littlefield, 2009).
- It is also acceptable to use the textbook from last year: Saul Friedlander, *Nazi Germany and the Jews, 1933-1945*. Abridged Edition. (Harper Perennial, 2007).

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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).

NOTE: It is perfectly acceptable to buy a used version of any or all of these books. (The Niewyk book is especially expensive – an earlier edition is acceptable but some of the articles within it are different.) Abebooks.com is an excellent source for cheap history books. Amazon.ca is also always reliable, but pricier.

Evaluation:

Participation:		20%
Proposal and Bibliography:	21 October	5%
Summary Paper (Browning):	25 November	10%
Mid-term exam:	December exam period	15%
Book Review:	3 February	10%
Research Essay:	31 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: 21 October 2013)

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: 25 November 2013)

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 25th, so everyone must have the book read by then.

Book Review: (DUE: 3 February 2014)

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: 31 March 2014)

Students are required to submit a 12-15 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 WebCT).

Late Penalties:

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

Schedule of Lectures at a Glance
(subject to change)

Date:	Topic:
Sept. 9	Introduction
Sept. 11	A Holocaust Timeline
Sept. 16	A History of Genocide
Sept. 18	A History of Antisemitism: Excerpts from the film, <i>The Longest Hatred</i>
Sept. 23	A History of Antisemitism and the Jews of Modern Europe
Sept. 25	<i>Discussion #1 - Group A: Antisemitism in Europe</i>
Sept. 30	The Interwar Years
Oct. 2	<i>Discussion #1 – Group B: Antisemitism in Europe</i>
Oct. 7	Hitler’s Early Years
Oct. 9	Film: TBA
Oct. 14	THANKSGIVING – NO CLASS
Oct. 16	<i>Discussion #2 – Group A: The Racial State</i>
Oct. 21	Hitler’s <i>Weltanschauung</i>
Oct. 23	<i>Discussion #2 – Group B: The Racial State</i>
Oct. 28	The Functioning of the Nazi State
Oct. 30	<i>Discussion #3 – Group A: The Implementation of the Final Solution</i>
Nov. 4	The Institutionalization of Racism
Nov. 6	<i>Discussion #3 – Group B: The Implementation of the Final Solution</i>
Nov. 11	Sterilization and Euthanasia
Nov. 13	Film: TBA
Nov. 18	From Partial to Total Genocide
Nov. 20	The Police State and Concentration Camp System
Nov. 25	<i>Discussion #4 – Group A: Ordinary Men (Weighted Double)</i>
Nov. 27	The Machinery of Destruction
Dec. 2	<i>Discussion #4 – Group B: Ordinary Men (Weighted Double)</i>
Dec. 4	Midterm Review
*** WINTER BREAK ***	

Jan. 6	Ordinary Germans
Jan. 8	Film: TBA
Jan. 13	Other Ordinary Europeans
Jan. 15	<i>Discussion #5 – Group A: The Victims’ Experiences</i>
Jan. 20	The Victims: Marginalization and Ghettoization
Jan. 22	<i>Discussion #5 – Group B: the Victims’ Experiences</i>
Jan. 27	The Victims: Deportations and Killings
Jan. 29	<i>Discussion #6 – Group A: Jewish Resistance</i>
Feb. 3	The Victims: Resistance and Other Responses
Feb. 5	<i>Discussion #6 – Group B: Jewish Resistance</i>
Feb. 10	The Other Victims
Feb. 12	Film: TBA
Feb. 17	READING WEEK
Feb. 19	READING WEEK
Feb. 24	Bystanders: Who Knew What When
Feb. 26	<i>Discussion #7 – Group A: Bystanders</i>
Mar. 3	Rescue
Mar. 5	<i>Discussion #7 – Group B: Bystanders</i>
Mar. 10	The End of the Holocaust
Mar. 12	<i>Discussion #8 – Group A: The Vatican</i>
Mar. 17	Postwar Justice and Retribution
Mar. 19	<i>Discussion #8 – Group B: The Vatican</i>
Mar. 24	Memory and Memorialization
Mar. 26	<i>Discussion #9 – Group A: Representations of the Holocaust on Film</i>
Mar. 31	Holocaust Denial
Apr. 2	<i>Discussion #9 – Group B: Representations of the Holocaust on Film</i>
Apr. 7	Final Exam Review

Detailed Schedule of Lectures, Discussions, and Readings
(subject to change)

	Monday	Wednesday
Week 1	Introduction	A Holocaust Timeline <ul style="list-style-type: none"> Doris Bergen, <i>War and Genocide: A Concise History of the Holocaust</i>, vii-x.
Week 2	A History of Genocide	A History of Antisemitism <ul style="list-style-type: none"> Bergen, Ch. 1, pp. 1-28. Film: Excerpts from <i>The Longest Hatred</i>
Week 3	A History of Antisemitism and the Jews in Modern Europe	GROUP A: Discussion #1: European, German, and Nazi Antisemitism <ul style="list-style-type: none"> John Weiss, "Anti-Semitism Through the Ages" in Donald Niewyk, ed. <i>The Holocaust</i>. Wilhelm Marr, "The Victory of Judaism over Germanism." Course Pack. Karl Eugen Dühring, "The Question of the Jew is a Question of Race." Course Pack. Edouard-Adolphe Drumont, "Jewish France." Course Pack. Houston Stewart Chamberlain, <i>The Foundations of the Twentieth Century</i>." Course Pack. Adolf Hitler, "A Letter on the Jewish Question." Course Pack. Adolf Hitler, "Nation and Race." Course Pack.
Week 4	The Interwar Years in Germany <ul style="list-style-type: none"> Bergen, Ch. 2, pp. 29-50. 	GROUP B: Discussion #1: European, German, and Nazi Antisemitism
Week 5	Hitler's Early Years and Rise to Power	Film: TBA
Week 6	THANKSGIVING – NO CLASS	GROUP A: Discussion #2: The Racial State/Utopia <ul style="list-style-type: none"> 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.
Week 7	Hitler's <i>Weltanschauung</i> <ul style="list-style-type: none"> Bergen, Ch. 3, pp. 51-78. ➤ October 21: Proposal Due 	GROUP B: Discussion #2: The Racial State/Utopia

Week 8	The Functioning of the Nazi State	GROUP A: Discussion #3: Implementation of the Final Solution <ul style="list-style-type: none"> 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.
Week 9	The Institutionalization of Racism <ul style="list-style-type: none"> Bergen, Ch. 4, pp. 79-100. 	GROUP B: Discussion #3: Implementation of the Final Solution
Week 10	Sterilization and Euthanasia <ul style="list-style-type: none"> Bergen, Ch. 5, 101-133. 	Film: TBA
Week 11	From Partial to Total Genocide <ul style="list-style-type: none"> Bergen, Ch 7, pp. 167-196. 	The Police State and the Concentration Camp System
Week 12	GROUP A: Discussion #4: Ordinary Men <ul style="list-style-type: none"> Christopher Browning, <i>Ordinary Men: Reserve Police Battalion 101</i>. (entire book) <ul style="list-style-type: none"> ➤ <i>November 25: Summary Due</i> 	The Machinery of Destruction
Week 13	GROUP B: Discussion #4: Ordinary Men	Midterm Review
*** WINTER BREAK ***		
Week 14	Ordinary Germans <ul style="list-style-type: none"> Kershaw, Ian. "German Popular Opinion During the Final Solution: Information, Comprehension, Reactions." <i>Hitler, the Germans and the Final Solution</i>. Course Pack 	Film: TBA
Week 15	Other Ordinary Europeans <ul style="list-style-type: none"> Bergen, Ch. 6, pp. 135-165. Iaonid, Radu. "Occupied and Satellite States." Peter Hayes and John K. Roth, eds. <i>The Oxford Handbook of Holocaust Studies</i>. Course Pack 	GROUP A: Discussion #5: Victims' Experiences <ul style="list-style-type: none"> 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/
Week 16	Victims: Marginalization and Ghettos	GROUP B: Discussion #5: Victims' Experiences

Week 17	Victims: Deportations and Killings	GROUP A: Discussion #6: Jewish Resistance <ul style="list-style-type: none"> • 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.
Week 18	Victims: Resistance and Responses <ul style="list-style-type: none"> • Bergen, Ch. 7, pp. 203-214. ➤ <i>February 3: Book Review Due</i> 	GROUP B: Discussion #6: Jewish Resistance
Week 19	The Other Victims <ul style="list-style-type: none"> • Bergen, Ch. 7, pp. 196-203. • Giles, Geoffrey J. “The Most Unkindest Cut of All: Castration, Homosexuality and Nazi Justice.” <i>Journal of Contemporary History</i>, Vol. 27, No.1 (Jan. 1992): 41-61. Course Pack. • Zimmermann, Michael. “The National Socialist ‘Solution of the Gypsy Question.’” Ulrich Herbert, ed. <i>National Socialist Extermination Policies</i>. Course Pack. 	Film: TBA
*** READING WEEK ***		
Week 20	Bystanders: Allied Responses	GROUP A: Discussion #7: Bystanders <ul style="list-style-type: none"> • 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.
Week 21	Rescue: Options and Opportunities	GROUP B: Discussion #7: Bystanders
Week 22	The End of the Holocaust <ul style="list-style-type: none"> • Bergen, Ch. 8 & Conclusion, pp. 215-233. 	GROUP A: Discussion #8: The Vatican and Possibilities of Rescue <ul style="list-style-type: none"> • 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, <i>The Myth of Rescue</i>.” In Niewyk. Walter Laqueur, <i>The Failure to Comprehend</i>.” In Niewyk.
Week 23	Postwar Justice and Restitution <ul style="list-style-type: none"> • Wittmann, Rebecca. “Punishment.” Peter Hayes and John K. Roth, eds. <i>The Oxford Handbook of Holocaust Studies</i>. Course Pack. 	GROUP B: Discussion #8: The Vatican and Possibilities of Rescue

Week 24	Memory and Memorialization <ul style="list-style-type: none"> • Young, James E. "Germany's Holocaust Problem – and Mine." <i>The Public Historian</i>. Vol. 24, No. 4, (Fall, 2002): 65-80. Course Pack. • Cole, Tim."Prologue: The Rise (and Fall?) Of the Myth of the 'Holocaust.'" <i>Selling the Holocaust</i>. Course Pack. 	GROUP A: 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.
Week 25	Holocaust Denial ➤ <i>March 31: Research Essay Due</i>	GROUP B: Discussion #9: Representations of the Holocaust in Film
Week 26	Final Exam Review	NO CLASS – STUDY DAY

SUPPORT SERVICES

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

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.

THE UNIVERSITY OF WESTERN ONTARIO FACULTY OF SOCIAL SCIENCE

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