

The Holocaust

HIS 3427E 002

Thursdays, 11:30-2:30pm (UCC-60)

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Office: Lawson Hall 2245

Office hours: Mondays 2-3pm and Thursdays 10-11am

Course Description:

This class is a general survey of the Holocaust (or *Shoah*) in its particular historical context. Our class is divided into three units: In our first unit, we will explore the struggles and successes of European Jews and debates over the place of Jews in European societies in the nineteenth and early twentieth centuries. The unit will conclude with a discussion of the rise of Nazism. In our second unit, we will seek to explain Nazism as an exclusionary ideology and movement that systematically isolated “deviant” political, religious, social, and racial groups, including, but not limited to, Jews. The circumstances of the Second World War provided the Nazis and their allies with both the incentives and the means to carry out the murder of Jews, the mentally handicapped, Sinti and Roma, and members of other groups they considered dangerous and/or burdensome. In the third and final unit we will explore the aftermath of the Holocaust, including the major post-war trials, individual and collective memories of the Holocaust, and moral and theological ramifications.

Learning Goals:

Students who successfully complete this class will be able to:

- explain the reasons why Nazi Germany undertook to murder Jews and other groups in the countries of Europe it occupied;
- place these explanations in the context of larger historiographical debates;
- explain some of the most important moral and theological repercussions of the Holocaust;
- formulate clear and analytic arguments in written work based on primary and secondary sources;

Course Textbooks:

Doris Bergen, *War and Genocide: A Concise History of the Holocaust*.

Alexandra Zapruder (ed), *Salvaged Pages: Young Writers' Diaries of the Holocaust*.

Jean Améry, *At the Mind's Limits*.

Remaining readings can be found online via OWL.

Assignments:

Presentation:	10%
Presentation Essay:	15%
Take-home exam:	25%
Comparative Book:	20%
Research essay:	30%

**** Additional Resources:**

Western University is uniquely privileged to have the Holocaust Literature Research Institute, compiled and run by Prof. Goldschläger – one of the world’s largest collections of Holocaust testimonials. Students are permitted and encouraged to consult these resources. (<http://www.hlri.ca/>)

***Students are encouraged **THOUGH NOT REQUIRED** to use their foreign language skills when researching their final research essay.

**** Over the course of the year, students will be **EXPECTED** to attend several lectures and events outside of our regular class time. These are inherent and critical aspects of our course and to be treated with the same seriousness and consideration as regular class time.

All assignments must be typed, double-spaced, use 1” margins, 12-point font.

Assignments handed in late will be penalized 2% per day. Assignments will not be accepted after two weeks past the due date. Extensions will be granted only in extreme circumstances.

No electronic devices will be allowed during tests and examinations.

Assignments:

Presentations and Presentation Essays:

Students will divide into **three main groups:**

Group A: Students in group A will choose to read either Daniel Goldhagen's *Hitler's Willing Executioners* or Christopher Browning's *Ordinary Men*. In class, the students will present the main thesis, ideas, argument, sources and method of the two books. The students will then conduct a debate based on this material on the motivations of perpetrators in the Holocaust.

For the essay, students will write an academic book review on the book they read in 2-3 pages.

November 26

Group B: Students in group B will choose to read Jan Gross' *Neighbors* (a short book) **and** several sections of *The Neighbors Respond: The Controversy over the Jedwabne Massacre in Poland* edited by Antony Polonsky & Joanna B. Michlic. Ideally, students will read different sections of the book. In class, the students will present the main thesis, ideas, argument, sources and method of the two books. The students will then conduct a debate based on this material on the motivations of perpetrators in the Holocaust, and the various tensions behind these questions, thus expanding our analysis beyond the Germans as perpetrators narrative.

For the essay, students will write an analytical paper on the subject, exploring the case study presented in *Neighbors* and one reason why the book was deemed controversial or complicated. This should be 2-3 pages long.

December 3

Group C: Students in group C will make a presentation on the deportation of Jews and others from a specific country. Students will choose a country to explore and conduct the necessary research.

The essay should be 2-3 pages in length and explore one-tw aspects of the deportation process that you found particularly important.

January 21

Comparative Book Review:

In preparation for your final research paper, students will write a 4-5 page critical review that compares and contrasts two monographs. Assess the methods, the sources, the argument presentation. What is similar about the books? Where do they differ? What makes one stronger or more convincing?

The choice of the two books should be based on your final research topic and should be books that you need to read for the research paper. Thus, please also include a brief research essay proposal (topic, approach, perhaps a central question).

January 15

Take-home exam:

March 3

Final Research Essay:

In 12-15 pages using at least 10 monograph-length sources, write a research paper on a topic of your choosing.

March 31

Grading rubric:

Based on Western's grading scale (see,

http://www.registrar.uwo.ca/student_records/transcripts/grading_scale/pa_conversion.html):

A+ 90-100%

A 80-89%

B 70-79%

C 60-69%

D 50-59%

F Below 50% or assigned when course is dropped with academic penalty.

The Teaching Resource Centre suggests that following general guidelines for essays.

From:

http://www.uwo.ca/tsc/resources/resources_graduate_students/ta_handbook/markin_g_practices/essay_characteristics.html

Characteristics of an "A" Paper:

Excellent, with perhaps, one forgivable flaw.

- Challenging thesis and clearly developed.
- References used intelligently in argument.
- Correct sentence/ grammatical structure.
- Sophisticated writing style.
- Appropriate documentation.
- Subtlety and complexity in approach to subject.
- Independence of thought.

Characteristics of a "B" Paper:

Good overall (i.e., does many things right).

- Some minor errors in factual content OR
- Some errors in terminology or general writing skills OR
- Some lapses in clarity (i.e., vagueness, incompleteness, flaws in structure).

Characteristics of a "C" Paper:

Generally correct, with more than a few flaws.

- Inconsistent or superficial.
- Weakness in line of argument.
- Dull thesis.
- Mechanical approach to argument.
- Lack of support.
- Problems with basic grammar or matters of style.
- Simplicity of thought, structure, or expression.

Characteristics of a "D" or Failing Paper

- Does not make its case.
- Severe difficulties in logical structure or mechanics of expression.
- Illogical, unsupported thinking without a line or argument.
- Inadequate thinking about the topic.
- Incoherent writing.

Unit 1	Precedents: People and Ideas
Sept. 10	Introduction
Sept. 17	<p>Jewish Life in Europe before the Holocaust</p> <p>Readings: Werner L. Mosse, “From ‘<i>Schutzjuden</i>’ to ‘<i>Deutsche Staatsbürger Jüdischen Glaubens</i>’: The Long and Bumpy Road of Jewish Emancipation in Germany” Marion Kaplan, “As Germans and as Jews...”, 173, 175-181, 252-269.</p>
Sept. 24	<p>Ideological Antecedents: Antisemitism, racial theory, and xenophobic nationalism</p> <p>Readings: Mendes-Flohr, Excerpts on Bruno Bauer and “The Jewish Problem”, Wilhelm Marr and “The Victory of Judaism over Germandom”, and Karl Eugen Duehring and “The Question of the Jew is a Question of Race” Bergen, 1-28.</p>
October 1	NO CLASS
October 8	<p>Adolf Hitler and the rise of the Nazi party, 1920s-1933</p> <p>Readings: Nazi Germany Sourcebook, 63-66, 85-87, 92-94. Bergen, 29-50.</p>
Unit 2:	The Nazi Order and the Holocaust
Oct. 15	<p>Creating the exclusionary state, 1933-1938</p> <p>Readings: Mendes-Flohr, 722-726, 730-731. Zapruder, 13-36. Bergen, 51-100.</p>
Oct. 22	<p>Political and Racial Violence</p> <p>Readings: The Nazi Germany Sourcebook, 331-337. Robert Proctor, <i>Racial Hygiene: Medicine Under the Nazis</i>, 177-194.</p>
Oct. 29	Fall Break, no class
Nov. 5	How to conduct research in Holocaust studies
Nov. 12	<p>WWII and the Ghetto System</p> <p>Readings: Bergen, 101-166. Zapruder, 160-189, 395-423.</p>

Nov. 19	<p>Everyday life in the ghetto, the cases of Warsaw and Lodz</p> <p>Readings: Zapruder, 226-242, 361-394.</p>
Nov. 26	<p>The Perpetrators of the “Final Solution”: Operation Barbarossa, the SS-Einsatzgruppen and the Wannsee Conference – Ordinary Germans?</p> <p>Readings: Omer Bartov, “Ordinary Monsters”. “<i>The Good Old Days</i>”, 75-82. Group A presentation and discussion.</p>
Dec. 3	<p>Perpetrators and Bystanders across Europe: <i>Neighbours</i></p> <p>Readings: <i>The Neighbors Respond</i>, “Introduction”</p> <p>Group B presentation and discussion.</p>
Jan. 7	<p>Auschwitz-Birkenau</p> <p>Readings: Bergen, 182-203. Primo Levi, <i>Survival in Auschwitz</i>, 79-91.</p>
Jan. 15	<p>The Final Solution and the Deportations from Europe and North Africa</p> <p>Readings: Zapruder, 90-159.</p> <p><i>(Comparative Book review due today in class)</i></p>
Jan. 21	<p>The Final Solution and the Deportations from Europe and North Africa</p> <p>Group C Student Presentations.</p>
Jan. 28	<p>Non-Jewish Victims in the Camps</p> <p>Readings: Sybil Milton, “‘Gypsies’ as Social outsiders in Nazi Germany”</p>
Feb. 4	<p>The World’s Response</p> <p>Readings: Irving Abella and Harold Trooper, <i>None is too many</i>, excerpts.</p>

Feb. 11	<p>Children in the Holocaust</p> <p>Readings: George Eisen, <i>Children and Play in the Holocaust: Games Among the Shadows</i>, 12-27. Paula Hyman, <i>The Jews of France</i>, 164-191.</p>
Feb. 18	No class – Reading week
Feb. 25	<p>Resistance and Survival</p> <p>Readings: Samuel D. Kassow, <i>Who will write our history? Emanuel Ringelblum, the Warsaw Ghetto, and the Oyneg Shabes Archive</i>, 1-16, 333-353. Yitzhak Zuckerman, <i>A Surplus of Memory: Chronicle of the Warsaw Ghetto Uprising</i>, 348-377. Bergen, 203-214.</p> <p>Take home exam distributed today</p>
Unit 3:	Justice and Memory
March 3	<p>The Victims in the aftermath</p> <p>Readings: Tom Segev, <i>The Seventh Million: Israelis and the Holocaust</i> (New York: Hill and Wang, 1993), 153-186.</p> <p>Take home exam due today</p>
March 10	<p>Seeking Justice through the Courts: The Nuremberg War Crimes Trials and The Adolf Eichmann Trial</p> <p>Readings: Arendt, <i>Eichmann in Jerusalem</i>, excerpts. Richard I. Cohen, “A Generation's Response to <i>Eichmann in Jerusalem</i>” in <i>Hannah Arendt in Jerusalem</i>, ed. Steven E. Aschheim (Berkeley: University of California Press, 2001).</p>
March 17	<p>Memory and the transmission of Memory</p> <p>Readings: Saul Friedlander, “Trauma, Transference and ‘Working through’ in Writing the History of the ‘Shoah’”, <i>History and Memory</i> Vol. 4, No. 1 (Spring - Summer, 1992), pp. 39-59. Jean Amery, <i>At the Mind's Limit</i>, 21-81.</p>

<p>March 24</p>	<p>Faith, Tolerance and the Holocaust</p> <p>Readings: Levinas, "Loving the Torah more than God" Hans Jonas, "The Concept of God after Auschwitz" <i>NOSTRA AETATE</i> (see internet link on OWL)</p> <p>Film: <i>Hiding and Seeking</i></p>
<p>March 31</p>	<p>Holocaust denial</p> <p>Readings: Deborah Lipstadt, <i>Denying the Holocaust</i> (excerpts) Richard Evans, <i>Lying about Hitler</i> (excerpts)</p> <p><i>(Research essay due today)</i></p>

ADDITIONAL STATEMENTS

Prerequisites and Antirequisites:

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

Academic Offences:

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

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 Issues:

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. This site provides links to the necessary forms. 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 should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

SUPPORT SERVICES:

Students who are in emotional/mental distress should refer to [Mental Health@Western](mailto:MentalHealth@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.

If you have any further questions or concerns please contact, Morgan Sheriff, Undergraduate Program Advisor, Department of History, 519-661-2111 x84999 or msherif5@uwo.ca