



HIST 4013

The Holocaust: Victims, Perpetrators, Bystanders

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Course Description

This course examines the Nazi German attempt to create a “racially pure” society between 1933 and 1945. We will begin by looking at the long history of prejudice, anti-Semitism and racism in European society, before focusing on the rise of the Nazi party in Germany. We will consider how society increasingly became polarized between those Germans who fit the racial, social and gendered mold of the perfect “Aryan” and those Jews, Gypsies, homosexuals, Afro-Germans, Jehovah’s Witnesses, and physically and mentally disabled peoples who did not. We will then examine how the Nazi genocide unfolded across Europe, and consider the motivations of the perpetrators, the responses of victims, and the potential compliance of the bystanders. We will end the course with an examination of war crime trials, discuss the politics of Holocaust commemoration, and consider the shifting definition of genocide after 1945.

Required Materials

Hochstadt, Steve, ed. *Sources of the Holocaust*. New York: Palgrave Macmillan, 2004.
[UNB Bookstore, HIL Reserve]

United States Holocaust Memorial Museum website <http://www.ushmm.org>
[Free on-line resource]

Course Evaluation

Attendance and Participation	10
Document and Film Responses	20
Midterm Test	15
Research Essay	25
Final Examination	30



Course Schedule

Sept 11 **Welcome to HIST 4013
Introductory Lecture and Discussion**

Short Assignment (for next week):

Please visit <http://www.ushmm.org/wlc/en/> and click on “Browse all ID cards” under Additional Resources. Browse through the 598 stories of individual victims of the Holocaust and choose one with whom you feel a connection. You may want to consider whether they are male or female, young or old, share a common ancestry or profession or religion or interest. For practical purposes, please also note that some of the personal histories contain more detail than others, which will be useful when completing assignments. Bring the name (and one alternate) to class next week and we will ensure that each student has chosen a separate individual.

Sept 14 **Lecture: Survival of the Fittest? Anti-Semitism, Eugenics and Racial Hygiene in Europe**

Sept 16 **Lecture: Survival of the Fittest? Anti-Semitism, Eugenics and Racial Hygiene in Europe II**

Sept 18 **Discussion: Sources of the Holocaust #1-9** [Last day to add and drop classes without a transcript “W”]

Assignment 1: (c. 500 words – due before Sept 18 @ noon): The exclusion of minority groups from so-called dominant society has a very long history. For instance, the persecution of Jewish people has been called “the longest hatred.” Using several of the historical documents, briefly trace the development of exclusionary policies from early Christian times to the 20th century. You may wish to discuss the perpetrators, victims, methods, and justifications for persecution, as discussed in these readings.

Please come to class prepared to discuss all the assigned historical documents.

Sept 21 **Lecture: Forging a Nation: Race, Power and Extremist Politics in Germany I**

Sept 23 **Lecture: Forging a Nation: Race, Power and Extremist Politics in Germany II**

Sept 25 **Film: *The Nazis: A Warning from History, Ep. 1 Helped into Power***

Assignment 2 (c. 250 words – due before Sept 28 @ noon): The narrator of the documentary states (of Nazi electoral successes in the 1930s): “The Nazi message had not changed, but more Germans were ready to listen.” What, specifically, was prompting voters to turn to the parties of the extreme left and right in the late 1920s and early 1930s? In other words, why was Hitler able to become Chancellor of Germany in January 1933?



Sept 28 **Lecture: Creating Racial “Insiders” and “Outsiders:” Nazi Germany in the 1930s I**

Sept 30 **Lecture: Creating Racial “Insiders” and “Outsiders:” Nazi Germany in the 1930s II**

Oct 2 **Discussion 2: United States Holocaust Memorial Museum on-line exhibitions**

Assignment 3: (due before Oct 2 @ noon): Please view these two on-line exhibitions, and for each, describe three to five artifacts that explain an aspect of the Nazi persecution of “outsiders” in the 1930s. Does your ID card provide details of this time period which are similar / dissimilar to what is presented in the exhibitions?

Deadly Medicine: Creating the Master Race

<http://www.ushmm.org/information/exhibitions/online-features/online-exhibitions/deadly-medicine-creating-the-master-race>

State of Deception: The Power of Nazi Propaganda

<http://www.ushmm.org/propaganda/exhibit.html#/gallery/>

Please come to class prepared to discuss several aspects of the on-line exhibitions.

Oct 5 **Lecture: Exclusion and Expulsion: Jewish Life in Nazi Germany, 1933-1941**

Oct 7 **Lecture: Exclusion and Expulsion: Jewish Life in Nazi Germany, 1933-1941**

Oct 9 **Discussion: Sources of the Holocaust #10-26**

Assignment 4 (c. 500 words, due before Oct 9 @ noon): Using several documents, discuss Nazi attempts to socially, politically, culturally, economically, and physically exclude Jewish people from German society in the 1930s. Does your ID card provide details of this time period which are similar / dissimilar to what is presented in the readings (omit if answered on Oct 2)?

Please come to class prepared to discuss all the assigned historical documents.

Oct 12 **Thanksgiving: NO CLASS**

Oct 14 **Lecture: The ‘Twisted Road’ to Auschwitz: War and Mass Murder in Poland and the Soviet Union, 1939-1942**

Oct 16 **Discussion: Sources of the Holocaust #27-42**

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Assignment 5 (c. 500 words, due before Oct 16 @ noon): What do these documents tell us about the experiences of victims, perpetrators and bystanders in the early history of the Holocaust? Please provide numerous examples. Does your ID card provide details of this time period which are similar / dissimilar to what is presented in the readings?

Please come to class prepared to discuss all the assigned historical documents.

Oct 19 **Lecture: The ‘Twisted Road’ to Auschwitz: War and Mass Murder in Poland and the Soviet Union, 1939-1942 II**

MIDTERM STUDY GUIDE

Oct 21 **Lecture: Segregation of the “Dangerous Race”: Ghettoization in Eastern Europe, 1939-1944 I**

Oct 23 **Lecture: Segregation of the “Dangerous Race”: Ghettoization in Eastern Europe, 1939-1944 II**

Oct 26 **MIDTERM TEST**

Oct 28 **Lecture: “Work Will Make You Free:” Slave Labour and Mass Murder in the Nazi Camp System**

Oct 30 **Discussion: Sources of the Holocaust #55-74**

Assignment 6 (c. 500 words, due before Oct 30 @ noon): According to the readings, how did power hierarchies operate in the camps and ghettos? What factors *could* influence a prisoner’s chance for survival? Does any of this information complicate the triad of victim-perpetrator-bystander? Does your ID Card contain details of imprisonment in a concentration, slave labour or death camp? If not, what details does it contain for the year 1942?

Please come to class prepared to discuss all the assigned historical documents.

Nov 2 **Lecture: Genocide in Nazi-Occupied Europe: Deportations from France, Holland, Denmark, Italy and Germany, 1942-1945**

[Last day to withdraw with a transcript “W”]

Nov 4 **Lecture: Genocide in Nazi-Occupied Europe: Deportations from France, Holland, Denmark, Italy and Germany, 1942-1945**



Nov 6 **Discussion: Sources of the Holocaust #43-54 and the USHMM on-line exhibit: Some Were Neighbors: Collaboration and Complicity in the Holocaust** <http://somereneighbors.ushmm.org/>

Assignment 7 (c. 500 words, due before Nov 6 @ noon): What do these documents and exhibit artifacts tell us about the nature of the Final Solution across Europe? Please provide several examples from each type of source. Does your ID Card also contain details of the years 1943-1944?

What is the topic of your Research Essay?

Nov 9 **Special Visit:** Dr. Israel Unger will be speaking on his experiences as a child in Poland during the Holocaust.

In preparation for Dr. Unger's visit to our class, please read the excerpts from his book *The Unwritten Diary of Israel Unger* (2013), which are posted on D2L. This book is also available for sale, and Dr. Unger would be happy to autograph your copy.

Nov 11 Remembrance Day: NO CLASS

Nov 13 **Lecture: Genocide in Nazi-Occupied Europe: Deportations from Romania and Hungary, 1941-1945**

Nov 16 **Lecture: Genocide in Nazi-Occupied Europe: Deportations from Romania and Hungary, 1941-1945 II**

Nov 18 **Lecture: "Bystanders were the rule, rescuers were the exception": The International Response to Genocide**

Nov 20 **Film: Auschwitz: Inside the Nazi State, Episode 5: Murder and Intrigue (March 1944-Dec 1944)**

Assignment 8 (c. 250 words, due before Nov 23 @ noon): How did this episode further clarify and/or complicate your understanding of international attempts to save the lives of European Jews in the 1940s?

What interesting primary and secondary sources have you located for your Research Essay? Would you like to book a meeting with me, to discuss this assignment?



- Nov 23 **Lecture: “Bystanders were the rule, rescuers were the exception”: The International Response to Genocide**
- Nov 25 **Lecture: “An end to war, but not to suffering:” Survivors, Refugees and War Criminals after 1945**
- Nov 27 **Film: *Auschwitz: Inside the Nazi State, Episode 6: Liberation and Revenge (January 1945 and beyond)***

Assignment 9 (c. 250 words, due before Nov 30 @ noon): According to this episode, why was the concept of “justice” so complicated in post-war Europe? What struggles did survivors face in the months and years following May 1945? Does your ID card contain details of this period?

- Nov 30 **Lecture: “Never Again” International Responses to Genocide after the Holocaust**
- Dec 2 **Film: *Ghosts of Rwanda* (PBS Frontline, 2004, 120 mins)**
- Dec 4 **Film: *Ghosts of Rwanda* (PBS Frontline, 2004, 120 mins)**

Assignment 10 (c. 250 words, due before Dec 7 @ noon): Please write a description / analysis of the section of this documentary you found most interesting. How do the events of the Rwandan genocide force us to grapple with the post-Holocaust motto: “Never Again”?

- Dec 7 **Last Day of Class: Wrap-Up Discussion and Exam Review**
- Dec 11 **Research Essays Due in History Department by 4:00pm**

COURSE EVALUATION

A. Attendance and Participation (On-going, 10%)

Students are expected to attend all meetings of this course, and to participate regularly in class discussions.

B. Weekly Assignments (Eight sets, see dates above, 20%)

We will have frequent discussion sessions about historical documents and documentary films during this course. They will give you the chance to discuss and debate the complex issues of this period with your colleagues. For the discussions, you are expected to read the documents, as listed on the schedule above, and provide written answers to the questions. The answers must be



thorough and show evidence of a critical reading of the documents; however, no outside research is necessary. Please submit your assignments on D2L before noon (12:00pm) on the day they are due. Film responses will normally be due the Monday following a Friday film viewing, again on D2L by noon. I will not accept late written assignments. In total there, are ten assignments – you will be evaluated on eight, for 20% of your final course grade (this gives you two freebie weeks: use them how you like).

C. Midterm Test (October 26, in-class, 50 minutes, 15%)

In this test, you will identify and give the historical significance of 3 terms (people, places, things, dates, ideas), out of a choice of 5. To give a full response, you should write $\frac{3}{4}$ -1 page (single-spaced) for each term. I will distribute a study guide a week before the test.

D. Research Essay (Due Dec 11, 4:00pm, T116 or the History Department Drop Box, 25%)

The major writing assignment for this course is a Research Essay of 10-12 pages. You may choose a topic from the list below, or choose a question, in consultation with me. We will discuss this assignment at length in class, but I also recommend that you book an appointment with me, to discuss your topic, how to find primary and secondary resources, how best to organize your essay, etc.

The Research Essays should:

- Have an interesting title.
- Include a strong and interesting thesis statement within a solid introduction.
- Use at least 8 academic/scholarly secondary sources.
- Use at least 4 primary sources to support the thesis.
- Provide critical and intelligent analysis, and not depend solely on summary.
- Make appropriate use of quotations.
- Be written in active (not passive) and clear language.
- Be free of grammatical errors.
- Cite ALL ideas that come from another source.
- Provide Chicago Style citations (footnotes or endnotes only] and a full Bibliography.

Research Topics:

1. What did the world “know” about the Final Solution before 1945? How did people respond to the information they received?
2. Did Chaim Rumkowski aid the Jews of Lodz to the best of his ability, or knowingly send them to their deaths?
3. Did the Nazis target the Sinti and Roma people because of their “racial” or “asocial” characteristics? How did this affect their persecution?
4. Historian Henry Friedlander calls the Nazi euthanasia program the “opening stage” of the Final Solution – do you agree?



5. How did the German Churches respond to anti-Jewish policies? (Choose either the Protestant or Catholic church)
6. Should/could the Allies have bombed Auschwitz during World War II?
7. What was Pope Pius XII's response to Holocaust, and how has he since been treated by historians?
8. Was the policy of the Jewish Council in Holland a factor in the large number of Jews murdered there? What other factors were significant?
9. Was the policy of the Jewish Council in Hungary a factor in the large number of Jews murdered there? What other factors were significant?
10. How have former camp sites been preserved and memorialized? (Choose two camps– a comparison involving Eastern and Western Europe would be interesting)
11. What factors are at play in debates surrounding Holocaust memorialization in contemporary (1980s-present) Germany?
12. How did racial aims and economic necessity collide in the Nazis' slave labour programs?
13. What were the goals and achievements of the Eichmann trial?
14. What were the goals and achievements of the Auschwitz trial?
15. Was Poland a "racial laboratory" for Nazi policies?
16. Why were anti-homosexual policies an important part of National Socialist ideology?
17. How significant was the involvement of the German *Wehrmacht* in the implementation of the Final Solution?
18. Why were Jehovah's Witnesses singled out for persecution in the 1930s and 1940s?
19. How significant was the rescue of Jews by non-Jews during the war?
20. Were Allied and neutral countries' efforts at rescuing Jews in Hungary a success or failure? Why?
21. Compare and contrast the conditions facing Jewish armed resistance in Eastern and Western Europe (Choose two countries).
22. Why is gender a useful analytical tool in studying the history of the Holocaust?
23. How did the Nazis (or German businesses) benefit financially from the persecution and murder of the Jews? (Discuss either 1933-1938 or 1939-1945)
24. How "unique" was Nazi Racial Science?
25. Why have historians had such a difficult time agreeing on the specific "periodization" of the Final Solution?



26. Why has the term “genocide” inspired so much public and scholarly controversy in the post-war era?
27. How have historians sought to explain the motivations of the *Einsatzgruppen* killers?
28. What role did sexual violence play in the implementation of the Final Solution?
29. What were the central characteristics of the implementation of the Final Solution in Greece OR Yugoslavia OR Bulgaria OR Estonia OR Latvia OR Lithuania?
30. What were the most influential factors in the Jewish emigration crisis of the 1930s and 40s?
31. What role did Ripples, N.B. play in the Jewish emigration crisis of the 1940s?
32. How did Jewish communities attempt to preserve their culture in Nazi ghettos?
33. What role did slave labour play in the implementation of the Final Solution?

E. Final Examination (Time and Place TBA, 3 hours, 30%)

The three-hour final examination will include material from the lectures and readings, and will be comprised of four parts:

- Part 1 30 Short Answer Questions (30 marks)
- Part 2 4 Identify and Give the Historical Significance Terms (40 marks)
- Part 4 1 Essay Question – Major Themes of the Course (30 marks)

I will distribute a study guide during the exam review on the final day of classes.

ACADEMIC INTEGRITY: The University of New Brunswick places a high value on academic integrity and has a policy on plagiarism, cheating and other academic offences.

Plagiarism includes:

1. quoting verbatim or almost verbatim from any source, including all electronic sources, without acknowledgement;
2. adopting someone else's line of thought, argument, arrangement, or supporting evidence without acknowledgement;
3. submitting someone else's work, in whatever form without acknowledgement;
4. knowingly representing as one's own work any idea of another.

Examples of other academic offences include: cheating on exams, tests, assignments or reports; impersonating somebody at a test or exam; obtaining an exam, test or other course materials through theft, collusion, purchase or other improper manner, submitting course work that is identical or substantially similar to work that has been submitted for another course; and more as set out in the academic regulations found in the Undergraduate Calendar. Penalties for plagiarism and other academic offences range from a minimum of F (zero) in the assignment, exam or test to a maximum of suspension or expulsion from the University, plus a notation of the academic offence on the student's transcript. For more information, please see the Undergraduate Calendar, Section B, Regulation VII.A, or visit <http://nocheating.unb.ca>. It is the student's responsibility to know the regulations.