

**University of Manitoba**

**History 2240-A01**

**History of Antisemitism and the Holocaust**

6.00 Credit Hours. This is a Writing (W) course.

Fall-Winter 2019-20

**Instructor:** Dr. Jody Perrun

**Time slot:** Mondays, 7pm - 9:45pm

**Location:** 215 Tier

**Office hours:** 408 Fletcher Argue. By appointment

**E-mail:** bigblue31@mts.net

**Course Description**

This course studies the origins and execution of Hitler's "Final Solution" within the contexts of modern German, European, and Jewish history. Some argue that the Holocaust is a unique example of genocide; whether or not one accepts that position, there has been much debate over its causes. This course will particularly focus on debates over the ideologies and mechanisms that made possible the mass murder of Europe's Jews and other targeted groups, the role played by "ordinary" Germans, and the collective memory of the Holocaust. As we explore these themes, we will also develop the skills of the historian's craft by analyzing primary source documents as well as assessing competing interpretations advanced in the secondary literature.

**Learning Outcomes:** Upon completion of this course, students should be able to: (1) identify the major short- and long-term ideological and contextual influences which prompted the Final Solution; (2) describe the general course of events comprising the Holocaust; (3) evaluate conflicting arguments about issues of responsibility for the Holocaust; (4) explain the long-term impact of the Holocaust for both Jewish and European history; (5) identify the central argument or thesis of historical texts (secondary sources) and recognize how authors marshal evidence to support their theses; (6) write a clear and concise interpretive history essay that will include an argument supported by specific evidence. The evidence will be correctly acknowledged in notes and bibliography according to generally accepted academic standards.

**Required Texts**

Hannah Arendt, *Eichmann in Jerusalem* (1963; reprint London: Penguin, 2006).

Christopher Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland* (New York: Harper, 1993).

Ronnie S. Landau, *The Nazi Holocaust* (Chicago: Ivan R. Dee, 1994).

Gitta Sereny, *Into that Darkness* (New York: Vintage, 1983).

Helmut Walser Smith, *The Butcher's Tale* (New York: Norton, 2002).

## Recommended Texts

Jody Perrun, ed., *Antisemitism and the Holocaust*, course reading package. Available in the bookstore.

A style guide eg. Kate Turabian, *A Manual for Writers of Research Papers* or Jacques Barzun and Henry F. Graff, *The Modern Researcher*.

## UM-Learn

Course news and additional readings specified in the course schedule will be available on UM-Learn.

## Course Requirements

article seminars	10%	various dates
book discussions	20%	various dates
essay #1 (6 pages, at least 1500 words)	10%	21 October
term test	10%	18 November
essay #2 (8-10 pages, at least 1500 words)	20%	9 March
final exam	30%	TBA

Six in-class article seminars will each consist of a short quiz based on assigned readings followed by small-group discussion of relevant issues. Students must complete five of the six seminars. Each is worth 2%.

Essay 1 will be a book review of one of the required texts, (not including Landau). Four book discussions (each worth 5%) on the same texts will require students to prepare focus questions to guide classroom discussion. Essay 2 will be a research essay requiring you to investigate a topic of your own interest related to the Holocaust. Further instructions for all assignments will be disseminated in class. The term test will include short-answer questions based on readings and lectures in the first part of the course. The 3-hour final exam (essay questions) will expect students to demonstrate their familiarity with course texts and issues raised in lectures, films, and discussions. Students are required to be available for the final examination. Exam schedules cannot be altered due to holiday or travel arrangements.

No equipment or outside materials will be permitted during in-class tests and exams unless otherwise specified by the instructor. Students will be asked to show identification when writing a test or examination.

Regular attendance in class and completion of required readings in advance are obviously prerequisites for success. Students should be prepared to read 50-100 pages per week on average.

## **Late Submissions**

Unauthorized late assignments (ie. lacking prior permission or a doctor's note) are not acceptable.

The penalty for late work is one grade level per day (including weekends) – for example, a B+ paper submitted one day late would receive a B. Papers submitted more than a week late without authorization will normally be given a grade of zero. No papers may be submitted after the last day of class.

## **Grading Scale**

A+ 90-100	C+ 66-69
A 80-89	C 60-65
B+ 76-79	D 50-59
B 70-75	F 49-0

**Voluntary Withdrawal Date:** 17 January 2020. Evaluative feedback will be provided in advance. Withdrawing before the VW date does not necessarily result in a fee refund. Students are encouraged to see the instructor before withdrawing from the course.

## **Technology and Communication**

Laptops may be used for taking notes ONLY. Please turn off any other devices. Lectures may NOT be recorded without the instructor's permission.

Powerpoint lesson slides and other material will be posted on UM-Learn.

E-mail: all but the simplest of matters are best sorted out through conversation rather than e-mail. To discuss any concerns you may have, please consult with me in person after class or during office hours. Where e-mail is necessary, I will generally respond within two business days. Before e-mailing me, however, please consult the syllabus, UM-Learn, and your course materials to determine whether your question has already been addressed.

As per university policy, students should use only their University of Manitoba email address for course related correspondence.

## **Class Decorum**

Please refrain from eating or other distracting activities in class.

Please try to avoid arriving late to class meetings or leaving early.

## **Academic Regulations**

Students should acquaint themselves with university regulations and policies on Academic Integrity and Plagiarism (using the work of others and passing it off as their own). Please see the General Academic Regulations in the online Academic Calendar at [http://umanitoba.ca/faculties/arts/student\\_resources/student\\_responsibilities\\_integrity.html](http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities_integrity.html).

The common penalty in Arts for plagiarism on a written assignment is a grade of *F* on the paper and a final grade of *F (DISC)* (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as the purchase of an essay and repeat violations, this penalty can include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty.

The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication.

The common penalty in Arts for academic dishonesty on a test or examination is *F* for the paper, *F (DISC)* for the course and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.

## **Written English Requirement**

Since this is a course that meets the University Senate's W requirement, all essay assignments must be completed with a passing grade in order to pass the course. Essays must also meet the following requirements:

Essays must be a minimum of 1500 words in length, excluding footnotes and bibliography, etc. They must be printed in 12 point font, single-sided, and double-spaced. Footnotes must be numbered consecutively throughout the text and placed at the bottom of the page. All essays must be fully and properly footnoted according to the Chicago Manual of Style (<http://libguides.lib.umanitoba.ca/c.php?g=298394&p=1988887>). All essays must include a computer-generated word count.

## **Grade Appeals**

Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work has been made available to them.

## **Faculty Regulation on Unreturned Term Work**

Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.

## Student Resources

You have access to several important resources to help you navigate your classes and university life more generally. There are writing tutors available to help you with your essays through the Academic Learning Centre (ALC): <http://umanitoba.ca/student/academiclearning/>. The ALC page also has resources to help you with study skills, organization, as well as assistance for students using English as an Additional Language (EAL). Other issues, including accessibility services, workshops, and tips about academic integrity are addressed at the Student Advocacy Services webpage ([http://umanitoba.ca/student/resource/student\\_advocacy/](http://umanitoba.ca/student/resource/student_advocacy/)). All of the above services can also be accessed under the heading of Student Resources on the Student Affairs website: <http://umanitoba.ca/student/studentlife/index.html>.

History students can also take advantage of a range of academic materials (including primary and secondary sources, as well as advice on writing and referencing) made available by the History subject librarian. They are available on the Libraries page at: <http://libguides.lib.umanitoba.ca/history>. Students who need research assistance can also schedule an appointment with a librarian through the website.

### Student Counseling Centre

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as counseling. <http://umanitoba.ca/student/counselling/index.html>

### Student Support Case Management

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team. <http://umanitoba.ca/student/case-manager/index.html>

### University Health Service

Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation. <http://umanitoba.ca/student/health/>

### Student Advocacy

Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns. <http://umanitoba.ca/student/advocacy>

### UM History Student Association (UMHiSA)

UMHiSA is a history undergraduate student run organization that seeks to establish a sense of community for students studying all facets of history, and provide support for them in their academic career. Students interested in fun times, spirited debate, new opportunities, a community of like-minded students, or all of the above, check out UMHiSA on our instagram account [www.instagram.com/umhisa\\_undergrad/](http://www.instagram.com/umhisa_undergrad/) or emailing [umhisau@gmail.com](mailto:umhisau@gmail.com).

**Course Schedule** (subject to change; please note that all topics listed on the outline may not be covered).

**Fall Term 2019**

Mon., 9 September: course introduction; survey of historical issues

Required: Landau, ch. 1

Optional: Nicholas Stargardt, "The Holocaust," in Mary Fulbrook, ed., *German History since 1800* (London: Arnold, 1997), 339-360.

Mon., 16 September: essay tutorial; **Seminar 1**: historical origins of antisemitism

Required: Landau, ch. 2; Helmut Walser Smith, *The Butcher's Tale* (New York: Norton, 2002), ch. 3, "History," pp. 91-133.

Mon., 23 September: The Enlightenment; Jews in modern Europe; nationalism

Required: Landau, ch. 3

**Smith book discussion**

Required: Helmut Walser Smith, *The Butcher's Tale* (New York: Norton, 2002).

Mon., 30 September: Darwinism, eugenics, and race theory

Optional: Robert S. Wistrich, *Antisemitism: The Longest Hatred* (NY: Pantheon, 1991), ch. 4, "Modern Secular Anti-Judaism"; Henry Friedlander, *The Origins of Nazi Genocide: From Euthanasia to the Final Solution* (Chapel Hill, U North Carolina P, 1995), ch. 1, "The Setting"

**Seminar 2**: France and Dreyfus

Required: Nancy Fitch, "Mass Culture, Mass Parliamentary Politics, and Modern Anti-Semitism: The Dreyfus Affair in Rural France," *American Historical Review* 97:1, 55-95; Michael Burns, "'A Himalaya of Texts': Dreyfus in Review," *Historical Reflections* 31:3 (2005), 323-334.

Mon., 7 October: Modern Germany and the Great War

Required: Landau, ch. 4

Weimar, the rise of National Socialism and Jews under the Third Reich to 1939

Required: Landau, ch. 5

Mon., 14 October: no class

Mon., 21 October: the Second World War's outbreak and context; **essay 1 due**

Optional: Richard Overy, "Unpredictable Victory: Explaining World War II," in *Why the Allies Won* (New York: Norton, 1995), 1-24.

the Holocaust begins: euthanasia, ghettos, and the "Shoah by bullets"

Required: Landau, ch. 6-7

Optional: Henry Friedlander, "Euthanasia and the Final Solution," in David Cesarani, ed., *The Final Solution: Origins and Implementation* (London: Routledge, 1994), 51-61.

Mon., 28 October: **Seminar 3:** the Holocaust in Eastern Europe

Required: Aharon Weiss, "Jewish-Ukrainian Relations in Western Ukraine during the Holocaust," in Howard Aster and Peter J. Potichnyj, eds., *Ukrainian-Jewish Relations in Historical Perspective*, 2nd ed. (Edmonton: Canadian Institute of Ukrainian Studies, 1990), 409-420; Dina Porat, "The Holocaust in Lithuania," in Cesarani, 159-174.

Byelaya Tserkov and the Jager Report

Film: *What Our Fathers Did*

Mon., 4 November: **Browning book discussion;** Jozefow and Poland

Required: Christopher Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland* (New York: Harper, 1993).

Mon., 11 November: no class

Mon., 18 November: film *Conspiracy*; **term test**

Mon., 25 November: the camps

Required: Primo Levi, "Survival in Auschwitz," in Michael L. Morgan, ed., *A Holocaust Reader: Responses to the Nazi Extermination* (Oxford: OUP, 2001), 19-27.

Mon., 2 December: last class of fall term; guest speaker

the intentionalism / functionalism debate

Required: Landau, ch. 8 (183-192)

Optional: Christopher Browning, "Beyond 'Intentionalism' and 'Functionalism': A Reassessment of Nazi Jewish Policy from 1939 to 1941," in Thomas Childers and Jane Caplan, *Reevaluating the Third Reich* (New York: Holmes, 1993)

## Winter Term 2020

Mon., 6 January: The question of Jewish resistance.

Required: Landau, ch. 8 (192-206).

Optional: Dalia Ofer, "Enmity, Indifference, or Cooperation: The Allies and Yishuv's Rescue Activists," in Cesarani, 268-290.

Film: *The Grey Zone*

Mon., 13 January: **Sereny book discussion**

Required: Gitta Sereny, *Into that Darkness* (New York: Vintage, 1983).

German Awareness and Resistance.

Required: Landau, ch. 9; Browning, *Ordinary Men*, esp. ch. 18 and "Afterword".

Optional: David Bankier, "German Public Awareness of the Final Solution," in Cesarani, 215-227.

Mon., 20 January: **Seminar 4: International Responses to Persecution of Jews**

Required: Landau, ch. 8 (206-221); Michael J. Neufeld, "Introduction to the Controversy," in Michael J. Neufeld and Michael Berenbaum, eds., *The Bombing of Auschwitz: Should the Allies Have Attempted It?* (New York: St. Martin's, 2000), 1-10; Gerhard L. Weinberg, "The Allies and the Holocaust" in Neufeld and Berenbaum, 15-26; Martin Gilbert, "The Contemporary Case for the Feasibility of Bombing Auschwitz," in Neufeld and Berenbaum, 65-75. Library reserve.

war's end; Nuremberg; Israel

Mon., 27 January: **Seminar 5: Survivors and remembrance**

Primo Levi, "Survival in Auschwitz," and Elie Wiesel, "A Plea for the Dead" both in Michael L. Morgan, ed., *A Holocaust Reader: Responses to the Nazi Extermination* (Oxford: OUP, 2001)

Film: *The Void* or *Politische Pole-Jude: The Story of Pinchas Gutter*,  
[www.youtube.com/watch?v=bdxbvDSwYZ4&t=2s](http://www.youtube.com/watch?v=bdxbvDSwYZ4&t=2s)

Mon., 3 February: Belle Jarniewski guest lecture on contemporary AS in Winnipeg and elsewhere



Mon., 10 February: Jews in Winnipeg / Canada

Required: Allan Levine, *Coming of Age: A History of the Jewish People of Manitoba* (Winnipeg: Heartland, 2009), 251-289.

Optional: Henry Trachtenberg, "The Winnipeg Jewish Community and Politics: the Inter-War Years, 1919-1939," Manitoba Historical Society *Transactions* Series 3, Number 35 (1978-79), [www.mhs.mb.ca/docs/transactions/3/jewishpolitics.shtml](http://www.mhs.mb.ca/docs/transactions/3/jewishpolitics.shtml)

Mon., 17 February: no classes (winter break)

Mon., 24 February: student research presentations

Mon., 2 March: student research presentations

Mon., 9 March: student research presentations; **essay 2 due**

Mon., 16 March: film: *Aftermath*

Mon., 23 March: **Arendt book discussion**

Required: Hannah Arendt, *Eichmann in Jerusalem* (1963; reprint London: Penguin, 2006)

collective memory of the Holocaust

Required: Landau, ch. 10; Eva Kovacs, "Innocent Culprits – Silent Communities. On the Europeanisation of the Memory of the Shoah in Austria," *Totalitarian Movements and Political Religions* 9:2-3 (June-Sept. 2008), 225-236; Amanda Borschel-Dan, "Is New Polish Law an Attempt to Whitewash its Citizens' Roles in the Holocaust?" *The Times of Israel*, 18 Aug. 2016, see UM-Learn for access.

Optional: Joanna Michlic, "Coming to Terms with the 'Dark Past': The Polish Debate About the Jedwabne Massacre," *Analysis of Current Trends in Antisemitism* 21 (2002)

Mon., 30 March: **Seminar 6**: war criminals on trial: the Demjanjuk case (and others).

Required: see UM-Learn.

Mon., 6 April: last class. Course review.