
HTST 416

The Holocaust

Course Description

This course will provide a survey of the history of the Holocaust. We will begin with an introduction to the history of antisemitism and then move to an exploration of the development of Nazi racial ideology and the social and political dynamics of violence that culminated in mass murder and genocide. While the Nazi-orchestrated murder of six million Jews must be central to any account of the Holocaust, we will pay attention to the entire spectrum of racial policy, which also motivated attacks against the disabled, Roma and Sinti, homosexuals, Poles and other Slavs, and political opponents of the regime. Discussing the suffering of these other groups does not diminish the crime committed against the Jews; it underlines that Judeocide was a key component of the Nazis' unrelentingly racist worldview. We will pay particular attention to the voices of eyewitnesses, both victims and perpetrators, and we will emphasize the pan-European nature of these events. Some non-Germans rescued Jews, but many thousands also participated in genocidal crimes, a fact that remains controversial in some countries. The first half of the course will provide a general chronological outline. We will then move to more thematic discussions about common explanations for how the Holocaust could happen and how it has been culturally represented.

Course Goals

This course is meant to provide an introduction to this topic for non-history majors while still serving the interests of students who have significant background in European history and seek to explore this specific event in more detail. In the interests of ensuring adequate context, I will be lecturing on Monday and Wednesdays. Fridays will be devoted to viewing short films and to in-class discussion. Assignments have been chosen with the goal of promoting deep reflection rather than simply focusing on a chronology of events. Keeping up on course readings will be essential to successful completion of this course.

Course Policies

- Unexplained lateness of assignments will be penalized as described below.
- You must use the essay template provided for the course to write your term paper and you must *submit it in PDF format to the D2L dropbox*.
- You must bring your commonplace book (see below) to every class.

Winter 2023

MWF 1–1:50 pm, SB 105

Instructor: Dr. A. Timm

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Phone: 403-220-6411

Office: SS 630

In-person Office Hours: MW, 11:00–noon

Zoom Office Hours: Tues., 4–5 pm

My Zoom room:

<https://ucalgary.zoom.us/my/atimm.ucalgary>

passcode: profatimm

Available at the Bookstore

Required:

- Doris L. Bergen, [*War and Genocide: A Concise History of the Holocaust*](#), 3rd ed. (2016).
- Victor Klemperer, *I Will Bear Witness*, Volumes 1 & 2 (1998/99).
- Charlotte Schallié, *But I Live* (2022)

ONE of these memoirs and ONE film:

- Marie Jalowicz Simon, *Underground in Berlin* (2015).
- [Imre Kertész, *Dossier K: A Memoir*](#) (2013). **Only available on Amazon.**
- Jean Améry, *At the Mind's Limits* (1980).
- Ruth Kluger, [*Still Alive: A Holocaust Girlhood Remembered*](#) (2001).
- One film as described in “Commonplace book Assignment”

Purchase from me in-class

- An inexpensive notebook for the Commonplace Book assignment.

Due Dates & Weighting

Collected on February 17 and April 12

Commonplace book & Friday

Discussions: 40%

February 27

Quiz: 15%

March 15

In-class memoir essay: 20%

April 26 (upload to D2L by 5 pm)

Essay: 25%

Learning Outcomes

Intense engagement with readings and structured oral and written assignments will help students to improve their ability to:

1. **Read deeply** and with scrupulous attention to the broader context (historical, philosophical, political, and social) of any text. This means understanding what it means to think and argue historically and requires a critical appreciation of how present-day perspectives influence interpretations of the past.
2. **Inquire rigorously and fruitfully.** Identify promising avenues of research and present findings in lucid and structured ways.
3. **Develop the capacity for scholarly rigour and informed citizenship** through the practice of **productive disagreement**. This means paying special attention to the difference between debate and inquiry and maintaining an openness to having one's mind changed. Crucially, it also means keeping one's own emotions in check and **treating each other with respect**.
4. **Listen closely, observe carefully, think creatively.** A productive exchange of ideas begins with listening, and all debates benefit from creative resolutions to seemingly intractable oppositions. Knowledge arises from the confrontation between a diversity of views and experiences.
5. **Develop an appreciation for the complexities of Holocaust history and its continued relevance to the present.**
6. **Present thoughtful and well-structured written arguments** in the form of responses to course readings and analyses of primary sources. This includes learning how to properly choose and cite sources, developing a convincing thesis, and backing up arguments with evidence.

Details on Methods of Assessment

Assessment Method	Due Date	Weight	Description	Learning Outcome
Common-place Book	collected 27 Feb. & 12 April	40%	A central component of this course will be keeping what is known as a commonplace book (hereafter "CP book"). This assignment makes it essential to keep up on the readings, and it serves as the basis for the final essay. (Please refer to the " CP Book Instructions " on D2L for detailed instructions.) There are three components to this assignment: a quotation, a reflection, and your summary of our commonplacel discussions. Please use the heading structure that I describe in the CP Book Instructions to keep these three components distinguished in your CP books.	1-6
1) Quotation	see above		Each week you will pick ONE substantive quotation (or the equivalent as described in the "CP Book Instructions") from the assigned readings. This is not the place for recording straight-forward factual information. Pick a quotation that calls out for discussion and reflection, and provide the source and page number in your book.	1-6
2) Reflection	see above		Underneath your quotation, write a short reflection (no more than 200 words). Refer to my instructions in class and the written CP Book Instructions for information about the tone and format of these reflections. There should be 12 CP book entries in total , but I will only be counting 10 of them. You may choose which weeks to skip, or you may do all of them, meaning that I will drop your two lowest scores. Please note the CP book collection dates above.	
3) Discussions	every Friday	see above	Each Friday, we will reserve some class time for discussion about the entries students have made in their commonplace books. After the discussion, add the heading "Discussion" underneath your quotation/reflection for that week and write a short post-discussion summary, of no more than 200 words, describing what you took away from the conversation with your peers. If extenuating circumstances make it impossible for you to attend a class, and if you check it with me in advance , you may substitute a second CP book entry for the writeup of the discussion. Ignoring the discussion component entirely will result in a 10% reduction of your overall grade for the course (or a smaller percentage based on how many discussions were missed).	1, 3, 4, 5

Quiz	27 Feb. (online, so no class on this day)	15%	In order to ensure that students base later assignments on a grounding in the facts of the Holocaust, we will have a quiz (administered on D2L) immediately after reading break. The quiz will consist of a combination of multiple-choice and short-answer questions and will be based on both the lectures and the required readings . Since it will be administered online, this quiz will replace the in-person class on 27 Feb.	4, 5
In-class Memoir Essay	15 March	20%	Having chosen one of the memoirs listed under the heading “Purchase or use ebook” above, you will come to class on 15 March prepared to write a short essay about how this Holocaust survivor’s experiences can inform our understanding of the event as a whole. Since you will only have 50 minutes to write, you should focus on one particular theme rather than attempting to examine the entire book. Your goal is not to discuss your personal reaction to the memoir but to formulate a thesis about its historical value. You must also refer to at least one of the secondary sources listed on the syllabus to support your argument. More detailed instructions will be posted on D2L.	1, 2, 3, 5, 6
Final Essay	26 April (uploaded to D2L by 9 pm)	25%	A 5-page (double-spaced) essay will be required for this course. The essay will be based on your entries in the commonplace book. You must use the MS-Word template (convertible to other formats) that I will provide on D2L to write your paper, which contains a plagiarism statement. Essays without this statement will not be graded. Two percentage points will be deducted from your essay grade for every day your paper is late . More detailed instructions will be posted on D2L. Essays must follow Chicago-style footnoting, as described in the History Student’s Handbook . If you have a citation question that this handbook can’t answer, you can also refer to the full online version of the The Chicago Manual of Style , available on the library web site. I will provide more detailed instructions on D2L .	1, 2, 3, 5, 6

Course Policies

Writing Papers dealing with the Holocaust and/or Nazi Germany

This course covers events involving extreme violence, repression and cruelty. Students writing papers on these topics should be aware that they are in danger of falling into one of two common traps: the trap of over-moralizing, and the trap of failing to distance oneself from the language (and therefore the ideology) of the perpetrators. Avoiding the first trap will require you to concentrate single-mindedly on historical explanation. Statements about the particular cruelty, immorality, or injustice of an individual, a policy, a social structure or an economic system are not entirely out of place in historical essays. But when students concentrate on moral questions as the main focus of their essays, they inevitably neglect the much more pressing task of historical explanation. Your job is to explain events – no matter how horrific – in a way that is attentive to their historical context. Uncovering the dynamics of historical change and human interaction in given historical circumstances is a better way of getting at moral truth than simply stating the immorality of a given event, action, or ideology. Avoiding the second trap – the trap of falling into the language and worldview of the perpetrators – will require you to be very aware of word choice and to be particularly cautious in your use of terms that are ideologically charged. Historical accuracy demands that you reveal the ideological intentions and motivations of your historical actors.

Learning Technologies Requirements

Class materials that are essential to this course will be posted on D2L. You will therefore require reliable access to the internet and a computer or tablet. (Please note that reading PDFs, particularly those that have been annotated, on a phone is often problematic. Please use a computer or tablet to view the work I return to you.) If you would like to use my online office hours, you will also require a microphone compatible with your computer.

Guidelines for Submitting Work

I expect strict adherence to footnoting guidelines describe in the Department of History’s [History Student’s Handbook](#).

1. Except for the in-class essay, which will be handwritten, all written work **must be submitted in PDF** format and uploaded to the appropriate dropbox on D2L.
2. Essays uploaded to D2L must be written using the Word template that I have provided there. This template includes a plagiarism statement asserting that you have complied with University policy on academic integrity. I will not grade work that is missing this statement.

3. Particularly if you have never written a history essay before, please make use of my [Essay-Writing Tutorial](#).

Important Note on Using Internet Sources

The Internet is full of misleading and historically inaccurate information. **You may not use web sites as secondary sources** for your papers in this course. You *may* use scholarly journal articles and books that are published in paper form but are available online. Cite the paper version without the URL. (If you are unclear about the difference between a scholarly journal article and a web site, see my “[Style Sheet](#)” and “[Clarification of ‘scholarly article’](#).” For information about how to evaluate websites, see “[Evaluating Web Pages: Questions to Consider: Categories](#),” at Cornell University Library.

The Following Information Appears on All Department of History Course Outlines

Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200. See the university grading system in the calendar: <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>.

Dr. Timm’s addition: I frequently give split grades, so I have added those lines to the table below.

Percentage	Letter Grade	Grade Point Value	Numerical Value in Gradebook	Description
90-100	A+	4.00	95	Outstanding
90	A+/A		90	
85-89	A	4.00	87	Excellent performance
85	A/A-	4.00	85	
80-84	A-	3.70	82	Approaching excellent performance
80	A-/B+	3.70	80	
77-79	B+	3.30	78	Exceeding good performance
77	B+/B	3.30	77	
73-76	B	3.00	75	Good performance
73	B/B-	3.00	73	
70-72	B-	2.70	71	Approaching good performance
70	B-/C+	2.70	70	
67-69	C+	2.30	68	Exceeding satisfactory performance
67	C+/C	2.30	67	
63-66	C	2.00	65	Satisfactory performance
63	C/C-	2.00	63	
60-62	C-	1.70	61	Approaching satisfactory performance
60	C-/D+	1.70	60	
56-59	D+	1.30	58	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	53	Minimal Pass. Insufficient preparation for subsequent courses in the same subject
0-49	F	0	49 or lower	Failure. Did not meet course requirements

Please Note: Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.

Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student’s Handbook](#).

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student’s academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor’s expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar. For more information, please see the University of Calgary [Student Academic Misconduct Policy](#) documents, and visit the [Academic Integrity Website](#).

Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the [Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

Research Ethics

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#). In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

Copyright of Educational Materials

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

Media Recording for Study Purposes (Students)

Students who wish to audio record lectures for personal study purposes need to follow the guidelines outlined in [Section E.6 of the University Calendar](#). Unless the audio recording of lectures is part of a student accessibility requirement, permission must be sought by the course instructor to audio record lectures.

Media recording for lesson capture

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Recordings will be posted on D2L for student use and will normally be deleted at the end of term. Students are responsible for turning off their camera and/or microphone if they do not wish to be recorded.

Media recording for assessment of student learning

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose. The recording will be destroyed as specified by [retention rule 2000.01](#) "Examinations and Student Assignments."

Media recording for self-assessment of teaching practices

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. The recording will be destroyed as specified by [retention rule 98.0011](#) "Draft Documents & Working Materials."

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see [the sexual and gender-based violence policy](#).

Other Useful Information

Please see the Registrar's [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk
- Campus Security 220-5333

Department of History Twitter @ucalgaryhist

Updated July 2022

See next page for lecture schedule and reading list...

Lecture and Reading Schedule

General Notes: Readings that are not listed under “Purchase at Bookstore” above or hyperlinked below are available on the Leganto reading list on D2L, which you can access under the “My Tools” menu.

It is critical that you **read all of the Bergen book**, since the quiz will be based on it.

Instructions for Klemperer readings: It is less critical that you read all of the Klemperer volumes, though you should try. Since diaries are by definition chronological rather than thematic, I have not provided specific page numbers for specific days. Except for the preface, I have just put “Klemperer” in the primary reading column for days when quotations from his diaries would be particularly appropriate. Ideally, you should read both volumes as soon as possible at the beginning of the semester, before you get bogged down with midterms and essay assignments. Underline quotations that you might want to use, and note which passages match up to lecture themes. Then use these quotations for entries in your commonplace book, doing your best to match the theme of that week’s lectures. You can also use the index or even the “search inside” function on Amazon or other book repositories, such as archive.org. This will allow you to focus on parts of the diary that you find particularly interesting. Just remember that part of the experience of reading a diary like this is getting a sense of both immediacy and the slow escalation of events (the frog-in-a-pot phenomenon), so please read as much of this fascinating historical document as you can!

Lecture	Readings
Week 1: Introduction	
[1] 9 Jan: Introduction	
[2] 11 Jan: How to talk about the Holocaust	Bergen, Introduction Klemperer, Vol. 1, preface
13 Jan: CP Discussion 1	
Week 2: Preconditions & Nazism	
[3] 16 Jan: Racism and anti-Semitism	Bergen, Ch. 1 Thomas Mann on "Jewish Question" (1921) Klemperer
[4] 18 Jan: The Demise of the Weimar Republic	Klemperer Hamburg Schoolteacher Louise Solnitz on Hitler's Seizure of Power (January-February 1933)
20 Jan: CP Discussion 2	
Week 3: Hitler and the Rise of National Socialism	
[5] 23 Jan: Hitler's Ideology	Bergen, Ch. 2
[6] 25 Jan: Hitler's Leadership	Klemperer
27 Jan: CP Discussion 3	Ernst Bloch, "Hitler's Force" (April 1924)
Week 4: Insiders & Outsiders	
[7] 30 Jan: Insiders & Outsiders	Bergen, Ch. 3-4 Klemperer American Consul Samuel Honaker's Description of Anti-Semitic Persecution ... (Nov. 12/15, 1938)
[8] 1 Feb: Racial Hygiene for Children (Euthanasia and its Opposites)	Bergen, Ch. 5 Signed Letter by Hitler Authorizing Euthanasia Killings (Sept. 1939) Himmler's Secret Directive ... [on] Illegitimate Children of "Good Blood" (Oct. 1939) Excerpt from Bishop von Galen's Sermon (Aug. 1941)... “Nazi Extermination of People with Mental Disabilities” short documents
3 Feb: CP Discussion 3	
Week 5: The Nazi Empire	
[9] 6 Feb: Aggressive War	Bergen, Ch. 6 Secret Field Marshal v.Reichenau Order Concerning Conduct of Troops in the Eastern Territories. Dated 10 October, 1941 Directives for the Treatment of Political Commissars ("Commissar Order") (1941)
[10] 8 Feb: Dreams of World Domination	Klemperer Excerpt from <i>Lebenskunde für Mittelschulen</i> (a 1942 fifth-grade biology textbook)
[10 Feb: CP Discussion 4	

Week 6: Genocide	
[11] 13 Feb: Bloodlands	Bergen, Ch. 7 Interrogation of Erna Petri Klee, <i>Good Old Days</i> , excerpt
[12] 15 Feb: Killing Centres	Bergen, Ch. 8 David P. Boder Interviews Helen Tichauer; September 23, 1946; Feldafing, Germany Borowski, "This Way for the Gas, Ladies and Gentlemen"
17 Feb: CP Discussion 5	
Feb. 20–26: Midterm Break	
Week 7: Quiz & Non-German Perpetrators	
27 Feb: Quiz on D2L. No in-person class.	
[13] 1 March: Hiwis & Bystanders	Gross, <i>Neighbors</i> , excerpt Johnson/Reuband, <i>What We Knew</i> , excerpt
3 March: CP Discussion 6	
Week 8: Sexual Exploitation & Persecution	
[14] 6 March: Rape & Sexual Exploitation	Sinnreich, "And It Was Something We Didn't Talk about" Applebaum Diary excerpt
[15] 8 March: The Persecution of Homosexuals	Oral Interview with Gad Beck (excerpt) Heger, "A Camp of Torture and Toil" from <i>The Men with the Pink Triangle</i>
10 March: CP Discussion 7	
Week 9: Aftermath for the Victims	
[16] 13 March: Death Marches & Liberation	
15 March: In-class memoir essay	
[17] 17 March: DP Camps to New Lives	Grossman, "Living on: Remembering Feldafing"
Week 10: Punishment of the Perpetrators & Veneration of the Rescuers	
[18] 20 March: Nuremberg & Later Trials	Bloxham/Pendas, "Punishment as Prevention?" "Persecution of the Jews," at "Avalon Project - Judgment of the International Military Tribunal" "Convention on the Prevention and Punishment of the Crime of Genocide," (1951) OHCHR
[19] 22 March: Rescuers	"Raoul Wallenberg," United States Holocaust Memorial Museum Oral history interview with Agnes Mandl Adachi Oral history interview with Oskar Schindler
24 March: CP Discussion 8	
Week 11: Explanations	
[20] 27 March: Psychological Explanations	Browning, "One Day in Jozefow" Philip G. Zimbardo, "Stanford Prison Experiment" Klemperer Milgram Experiments video (in class)
[21] 29 March: Banality of Evil	Arendt, "An Expert on the Jewish Question" (from <i>Eichmann in Jerusalem</i>) Kirsch and Rivka, "Fifty Years Later" Robin, "The Trials of Hannah Arendt"
31 March: CP Discussion 9	
Week 12: Memory & Memorialization	
[22] 3 April: Memory	Bergen, Conclusion
[23] 5 April: Post-Communist Memory	Gyányi "The Hungarian Memory of the Holocaust in Hungary" McKenzie, "House of Fates: Hungary's Controversial Holocaust Museum" "The Polish Embassy in Ottawa Responds to Jan Grabowski"
7 April: CP Discussion 10	
Week 13: The Holocaust in Popular Culture	
[24] 10 April: Film & Popular Representations	Schallié, <i>But I Live</i>
12 April: CP Discussion 11	