

COURSE DESCRIPTION:

This online undergraduate/graduate seminar course investigates the Holocaust as an historical event by examining its origins, progression, central characters, key sites and enduring legacies.

The Holocaust was the systematic mass murder of the Jews of Europe by the Nazis and their collaborators during the Second World War. This course will therefore prioritize Jewish experiences of Nazi terror. However, the course will also look at how Nazi racial policy targeted other social and ethnic groups. In addition, we will cover the post-1945 representation of the Holocaust by writers, filmmakers, museum and memorial designers, and even graphic artists, in an attempt to assess the meaning the Holocaust still has today.

ONLINE FORMAT:

This course normally meets in person. Due to Covid 19, we will be meeting virtually each week. Please have patience for your instructor's first attempt at online teaching!

It is expected that students will "attend" synchronous seminars on Thursdays, 2:30-4:20pm via Zoom (see course schedule below). There are also asynchronous learning components for students to complete at their own pace. Seminars will not be recorded, but there will be opportunities for students to participate on their own time via alternate assignments if, in exceptional circumstances, they cannot attend. To repeat: It is expected that students will show up for the weekly scheduled 45 aatep mi

We will practice these skills regularly in reading for discussions, preparing discussion questions, debating and discussing readings and ideas, writing primary source analyses and presenting in class.

COURSE REQUIREMENTS (GMST 580 ONLY):

This is a cross-listed graduate Germanic and Slavic Studies course/ undergraduate History course. There are therefore two different sets of evaluation criteria. Be sure to complete the assignments required for **GMST 580** by the stated deadlines. If in doubt, ask!

PLEASE NOTE: Students must complete assignments 1, 3, and 4 to pass the course.

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| 1. Seminar Participation (ongoing) | 25% |
| 2. Discussion Questions (ongoing) | 10% |
| 3. Two Primary Source Analyses (2 x 25% due 22 October and 3 December) | 50% |
| 4. Oral Presentation by Zoom on one Primary Source Analysis (any Thursday, but no later than 19 November) | 15% |

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every seminar. I expect to hear students' actual voices as much as possible; however, there may be occasions when adding a comment or question by chat might be more appropriate. PLEASE NOTE: your chat comments will be seen by all students unless you direct them only to the instructor.

Top participation grades will go to students whose vocal comments convey a thorough understanding of assigned material, provide useful comparisons across readings, offer independent critical interpretations and engage the ideas of their peers. Chat comments can complement those contributions. I will also be dividing the class into smaller breakout rooms at times and “dropping in” to monitor discussions there; -5 (em) (la)6 (s)ers or que1.15 Td(r)

postcard, newspaper article, document, etc., etc.) must accompany your paper. You must use _____ to complete your analysis, **not including course texts, readings, encyclopedias, newspaper articles or websites**. Some of the questions you might wish to consider include:

- What can you say about the author of the document?
- What perspective did he or she have on the event?
- What were his or her biases, prejudices, etc.?
- What was the purpose behind creating the document?
- Is its timing significant?
- How reliable is the document?
- Is it internally consistent?
- What kinds of sources might be used to corroborate or challenge it?
- How does it differ from what historians have later said about its subject matter?

Word length: 1750 words. **You must include a 'Works Cited', a cover page, footnotes or endnotes, and numbered pages.**

PLEASE NOTE: Primary source analyses should be uploaded to Brightspace.
PRIMARY SOURCE ANALYSES WILL NOT BE ACCEPTED MORE THAN TWO WEEKS AFTER THEIR DUE DATES WITHOUT A FORMAL EXTENSION REQUIRING DOCUMENTATION.

4. Oral Presentation on Zoom on ONE Primary Source Analysis (15%)

In a 10 minute presentation to the class online on any Thursday up to and including **Thursday, 19 November 2020**, with an accompanying PowerPoint or other visuals, students will outline their thesis about the source and walk us through their analysis of it.

ACADEMIC INTEGRITY

Even though our classes are taking place virtually, the same standards of academic integrity still apply. UVic has a well-developed Policy on Academic Integrity for undergraduate and graduate students. The links to these are posted on our Brightspace site.

Students are required to abide by all academic regulations set as set out in the University calendar, including standards of academic integrity. Violations of academic integrity (e.g. cheating and plagiarism) are considered serious and may result in significant penalties. **Please note: I reserve the right to use plagiarism detection software or other platforms to assess the integrity of student work and I am required to submit all cases of suspected plagiarism and any other form of cheating to the Chair of Germanic and Slavic Studies for further investigation without exception.**

COURSE EXPERIENCE SURVEY (CES)

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

UNIVERSITY POLICY ON HUMAN RIGHTS, EQUITY AND FAIRNESS

The University promotes a safe, respectful and supportive learning and working environment for all members of the university community. The University fosters an environment characterized by fairness, openness, equity, and respect for the dignity and diversity of its members. The University strives to be a place that is free of discrimination and harassment, injustice and violence. The strength and vibrancy of the University is found in the diverse life experiences, backgrounds and worldviews of all its members. (https://www.uvic.ca/universitysecretary/assets/docs/policies/GV0200_1105_.pdf)

A NOTE ON PRONOUNS

We as a Department acknowledge and support each student's right to and preference for their own personalized pronouns in all our classes. Dr. Semmens uses she/her.

STUDENT WELLBEING

Online learning poses special challenges and doing so during a pandemic even more. Please take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. Take time away from screens whenever you can. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. Resources include:

Counselling Services - Counselling Services offer free professional, confidential, inclusive support to currently registered UVic students. Due to Covid 19, appointments take place by phone. See <https://www.uvic.ca/services/counselling/>

Health Services - University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives. See <http://www.uvic.ca/services/health/>

Center for Accessible Learning (CAL) - Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the CAL as soon as possible. See <https://www.uvic.ca/services/cal/>. CAL documentation is needed for any accommodations.

COURSE SCHEDULE AND READINGS*:

(*unless otherwise noted, seminars take place synchronously via ZOOM on Thursdays at 2:30pm)

September 10 – Introduction: European Jews and Anti-Semitism before 1933

Read:

Hayes, “Why Another Book on the Holocaust?” and “Targets: Why the Jews?”, in *Why? Explaining the Holocaust*, xiii-xvi, 3-35.

Do:

Log on to our Zoom classroom (details on Brightspace) at 2:30pm to meet your instructor and each other, and learn more about Germanic and Slavic Studies 580.

Familiarize yourself with the Brightspace site.

Tell us more about yourself in the Brightspace “Introducing Ourselves” Discussion Forum if you wish.

September 17 – Struggling with

Read:

Hayes, “Attackers: Why the Germans?”, in *Why? Explaining the Holocaust*, 36-72.

Adolf Hitler, *Mein Kampf* (New York: 1941), *at least* Volume 1, Chapters X, XI and Volume 2, Chapters III, IV.

<http://www.archive.org/details/meinkampf035176mbp>

Do:

Submit your minimum 5 discussion questions by 2:30pm.

September 24 – Kristallnacht and the Outbreak of War

Read:

Hayes, “Escalation: Why Murder?”, in *Why? Explaining the Holocaust*, 73-113.

Rudolf Bing, Herta Nathorff and Marie Kahle, in *The Night of Broken Glass: Eyewitness Accounts of Kristallnacht*, ed. by Uta Gerhardt and Thomas Karlauf (Cambridge: Polity Press, 2012), 56-64, 88-89 and 148-157.

Marion A. Kaplan, *Between Dignity and Despair: Jewish Life in Nazi Germany* (Oxford: 1998), 145-172.

Do:

Submit your minimum 5 discussion questions by 2:30pm.

October 1 – The “Jews’ Cities”: The Ghettos

Watch:

Moving into the Krakow Ghetto,
<https://encyclopedia.ushmm.org/content/en/article/types-of-ghettos>

A few minutes of Theresienstadt, 1944,
<https://collections.ushmm.org/search/catalog/irn1000172>

Read:

Hayes, “Why Didn’t More Jews Fight Back More Often?”, in *Why? Explaining the Holocaust*, 176-217.

“Theresienstadt”, Holocaust Encyclopedia, USHMM (as much as possible!)
<https://encyclopedia.ushmm.org/content/en/article/theresienstadt>

The Terezin Diary of Gonda Redlich, ed. Saul S. Friedman (Lexington: 1992), selected excerpts.

Listen:

Philipp Manes, *As If It Were Life*, read by Dr. Klaus Leist
<https://www.hmd.org.uk/resource/philipp-manes/>

Do:

Submit your minimum 5 discussion questions by 2:30pm.

October 8 –

Do:

Submit your first primary source analysis within the next two weeks without penalty.

Submit your minimum 5 discussion questions by 2:30pm.

November 12 – NO ZOOM MEETING (READING BREAK)

Do:

TAKE A BREAK FROM SCREENS IF YOU CAN!

Email me with assignment questions if you have them.

November 19 – Beyond the Jews: Other Victims, Part II

FINAL OPPORTUNITY FOR ORAL PRESENTATIONS

Read:

Samuel Clowes Huneke, “The Duplicity of Tolerance: Lesbian Experiences in Nazi Berlin”, *Journal of Contemporary History* 54, no.1 (2019): 30-59.

“Nazi Persecution of Soviet Prisoners of War, USHMM
<https://encyclopedia.ushmm.org/content/en/article/nazi-persecution-of-soviet-prisoners-of-war>

Peter Brock, “Jehovah’s Witnesses as Conscientious Objectors in Nazi Germany”, Chapter 25, in *Against the Draft: Essays on Conscientious Objection from the Radical Reformation to the Second World War* (Toronto: 2006), 425-447.

Do:

Submit your minimum 5 discussion questions by 2:30pm.

November 26 – ASYNCHRONOUS LEARNING ONLY THIS WEEK (NO ZOOM MEETING): The Holocaust on Trial

Note: There is no Zoom meeting for GMST 580 students today.

Read:

Richard Evans, *Lying about Hitler: History, Holocaust and the David Irving Trial* (New

Do:

If desired, get together online as a group to discuss these readings on your own time.

Submit your minimum 5 discussion questions by 2:30pm.

December 3