UNIVERSITY COLLEGE of the FRASER VALLEY

COURSE IMPLEMENTATION DATE: September 1997
COURSE REVISED IMPLEMENTATION DATE: September 2009
COURSE TO BE REVIEWED: May 2010
(Four years after implementation date) (MONTH YEAR)

OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department and the material will vary - see course syllabus available from instructor

FACULTY/DEPARTMENT: **History**

HIST 320	**N/A**	**4**
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS

The Holocaust, 1933-45
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course examines a fundamental event: the Nazis' restructuring of Germany and Europe according to racial criteria that involved the relocation and decimation of entire populations. This involved a mosaic of victims, including as many Jews as the Nazis could identify. This premeditated crime required the efforts of an entire society, purportedly civilized, employing modern scientific, bureaucratic, industrial, and professional methods. This event continues to astound and resist comprehension, a problem which scholars have attempted to overcome lest it be forgotten, marginalized, or denied.

PREREQUISITES: HIST 210 (formerly HIST 111), or the previously offered HIST 112 and either six additional credits of lower-level history or 42 additional university-level credits.

COREQUISITES:

SYNONYMOUS COURSE(S)
(a) Replaces: _____ *(Course #)*
(b) Cannot take: _____ *(Course #)* for further credit.

SERVICE COURSE TO:
(Department/Program)
(Department/Program)

TOTAL HOURS PER TERM: **60**
STRUCTURE OF HOURS:

Lectures:	**45**	Hrs
Seminar:	**11**	Hrs
Laboratory:		Hrs
Field Experience:	**4**	Hrs
Student Directed Learning:		Hrs
Other (Specify):		Hrs

TRAINING DAY-BASED INSTRUCTION
LENGTH OF COURSE: _____
HOURS PER DAY: _____

MAXIMUM ENROLLMENT: **30**
EXPECTED FREQUENCY OF COURSE OFFERINGS: **Every second year**
WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) ☐ Yes ☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) ☐ Yes ☒ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: ☐ Yes ☒ No

AUTHORIZATION SIGNATURES:

Course Designer(s): Bob Smith
Chairperson: Raymond Welch *(Curriculum Committee)*
Department Head: Sylvie Murray
Dean: Eric Davis
PAC Approval in Principle Date:
PAC Final Approval Date: May 22, 2009

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

1. Be knowledgeable about the themes and debates scholars have identified as essential to an understanding of the Holocaust.

2. Appreciate that the Holocaust has quite rightly been accorded a central role in the meaning of the Third Reich.

3. Draw the appropriate connections between past and present, as Germans, among others, attempt to come to terms with or avoid the implications of their past.

4. Show that various political and ideological motives clash in the process of reconstructing and commemorating the Holocaust.

5. Explore the Holocaust as an example of uniqueness in historical studies or examine its comparability to other genocides.

METHODS:

Lectures will be used to contextualize specific problems.

Seminars will encourage discussion of a variety of readings (survey, historiography, memoir, scholarly articles and articles of opinion) and of other representations of the past, e.g., film, comic books, poetry, propaganda posters.

Lectures will be used to contextualize specific problems.

Lectures and seminars will be supplemented by a field trip to the Vancouver Holocaust museum and a guest speaker (a survivor and/or a specialist in this field)

Assistance will be provided to students outside of class.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:) ☒ Yes ☐ No

METHODS OF OBTAINING PLAR:

Challenge exam.

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Marrus, The Holocaust in History (2002).

Levi, Survival in Auschwitz or Klein, All But My Life (2000).

Browning, Ordinary Men (1993).

an anthology of approximately 30 articles

SUPPLIES / MATERIALS:

None.

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

1. An essay, exploring the nature of survival in the camps, based on a survivor's account. Students may chose either Levi or Klein. 20%

2. A review of the monograph requires a precise statement of the author's purpose, central themes, manner of demonstration, and location of the work within the larger context. Browning's Ordinary Men is an accessible and affordable scholarly work about the perpe 20%

3. A thematic treatment of one feature film such as The Pawnbroker, The Nasty Girl, Schindler's List, Judgement at Nuremberg or Au revoir les enfants, the purpose being to essay an interpretation of the film's meaning, not to provide a plot summary. 20%

4. A final examination or weekly commentaries on the required readings in lieu of an exam. 30%

5. Class participation. 10%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

The Holocaust must be situated within the larger context of European and German history, e.g., antisemitic prejudice, the rise of pseudo-scientific racial thought, the origins and course of the Third Reich and the world view of Hitler. Orientation and contextual material emphasized chronology, a survey of the organs of the Third Reich most relevant to the "Final Solution"; terms such as the Nuremberg Laws or Wannsee Conference; maps indicating the extent and location of ghettos and camps and the disposition of conquered or allied territories that had a bearing on the "Final Solution"; the special language used by the Nazis to describe the Holocaust; and the ebb and flow of the war.

The course would examine the Holocaust according to the typology employed by many scholars such as Hilberg, Marrus, Bauer, Browning and Niewyk.

1. The role of antisemitism.

2. The "no Hitler, no Holocaust" theme. A variation: "no Germans, no Holocaust."

3. The evolution of Nazi policy, beginning with its party platform, the legal discrimination in the 1930's, the immigration or relocation options, the T-4 (compulsory euthanasia) program, and the decision to annihilate in 1941. Concerning the latter, some scholars perceive a clear path of decision-making while other see the "Final Solution" as a product of the Nazis having backed themselves into a corner of competing bureaucratic initiatives. A related scholarly debate concerns the competition among those who sought to preserve Jews in order to extract wealth and labour and those pursuing annihilation first, last, and always.

4. The focus then shifts to the perpetrators, their social and occupational backgrounds, ambitions and personalities. The fact that they were drawn from all walks of life, with significant participation by professionals (academics, lawyers and doctors) remains one of the chilling aspects in the Holocaust studies. A prominent question in this category is "What is the genocidal mentality?" Scholars have argued strongly against the "sadistic beast" stereotype, recurrent in wartime propaganda. The "another day at the office" functionary interpretation addresses the nature of human capabilities and limits that the Nazis recognized.

5. Related is the system of destruction devised by the perpetrators, the steps leading to the industrialization of murder, depending on the compliance and passivity of the "raw material" (victims). This is the Hilberg thesis. While Hilberg is without question the leading authority on the Holocaust, his critics emphasize the considerable anarchy in the "system" of destruction.

6. The victims. Victims vary by age, sex, nationality, and occupation, criteria that affect survival rates. The "sheep to the slaughter" theme, originating during the war, is still current. Passivity, compliance, agency, and resistance are debated. There are children of survivors, as well as perpetrators, to consider; the trauma continues.

7. The role of bystanders is also a large sub-field. What of the German people, people in conquered or collaborationist countries, the churches, rescuers, messengers, informers, and Allied governments?

8. To make sense of all this isn't easy. One line of inquiry is to posit the Holocaust's uniqueness, a "one-time only" conjuncture of factors. The view is not limited to the survivors. A variation is the Holocaust's incomprehensibility, Himmler's interpretation. An emergent counterpoint is the "mosaic of victims" theme, emphasizing very high rates of victims among Poles, Ukrainians, and gypsies (Roma and Senti), whom the Nazis treated with a comparable, murderous attitude. One is required to pose certain yardsticks, e.g., other genocides, without relativizing the enormity of the Holocaust.

9. The politics of remembrance and commemoration after the war merit some consideration. To use the title of Ian Buruma's recent work "What are the wages of guilt?" There was a reluctance and to some extent an inability to deal with the Holocaust. The film Gentleman's Agreement - the American film about antisemitism, completed just after the war - does not even mention the Holocaust! The historians' debate in Germany in 1986 included Ernst Nolte's attempt to rationalize the "Final Solution" as part of Hitler's fear of Bolshevism and his pre-emptive strike against Russia. A different theme has to do with the various "agenda" behind Holocaust museums, which have very different purposes in America and the former German Democratic Republic (East German). Further, the risk of trivialization is inherent in Holocaust museums and film. The state of Israel has used the "never again" theme to justify some foreign policy initiatives.

10. The last major theme or problem concerns Holocaust "denial," recurrent since 1950 and arguably stronger today than ever, especially in Canada. "Denial" literature that recycles Jewish conspiracies to rule the world, disputes the number of victims, and denies that gas chambers existed, is not limited to lunatic fringe groups. These publications are increasingly presented with academic trappings. Canada is a major distribution point for Holocaust denial literature. "Denial" arguments have found their way into black nationalism in the U.S. and onto U.S. campuses.