

The Holocaust

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Course Code: HIST-4310Y-A

When Taken: Fall/Winter 2022/2023

Week 1

Lecture 08/09/2022

1. Supposed to be 16 students
2. Winter term has a few memoirs that you need to read in a week
3. KL is a harder read
4. Z library, torrent, check bata for their copy, library genesis
5. Look into getting winter copies now, because the bookstore might send some of them back
6. Will get a progress report of participating marks over the winter break
7. Look into switching to the noon class
8. Research essay proposal - due mid oct (13)
 - a. Paper due in March
 - b. Tentative thesis
 - c. Have a research question
 - i. Typically a yes, no, question and then why
 - d. Bit of background context for topic
 - e. 5 primary, 15 sources total
 - f. Make sure there are enough sources that have english translations
9. Drop boxes open about a month before the due date
10. Due midnight on that day
11. Historiography paper
 - a. Discussions historians have between themselves
 - b. Read monographs, articles and book chapters
 - c. 7 things by 4-5 historians
 - d. Think about the broader historiography, what side do you land on, is there a synthesis
 - e. Nov 24
 - f. Guidelines are already on blackboard
 - g. Could do the same topic as in your research paper
 - h. Don't need to clear this topic first?
12. Presentations
 - a. Don't yet have guidelines for these
 - b. Start just after the winter reading week
 - c. Provide a background on your topic
 - d. Talk about your primary sources and their significance
 - e. A few of your secondary sources as well
 - f. Sign up for these in January

13. Research paper due march 30th
 - a. 4000 words, about 10 pages
14. No exam
15. Chicago citations
 - a. Footnotes are preferred
16. Can cite yourself
17. Office hours - 2-3pm thursday in LEC 101.1
 - a. Flexible, can ask for another time

Week 2

Reading - Bergen 1-100

1. Widespread negative attitudes towards these groups across europe
2. Debate if they should be called nazis or germans - 3
3. Attitudes were based on the imagining of people rather than who they actually were
4. Victims were accused of letting them lose ww1
 - a. Accused of promoting impratlu, spreading crime and polluting the bloodstream
5. Middle ages were a tough time for the jewish, crusades often involved violence against them, as well as pogroms
6. Converts to christianity also face oppression - 5
 - a. Notion of jewishness as a race
7. Pseudo science played a significant role
8. Nazis considered converts to christainity still jews
9. First people slated for mass killing were the handicapped
 - a. Surrounded by ideas like social darwinism
 - b. Eugenics became popular
 - c. As they did not contribute to the nation, they didn't have value
10. Also wanted to wipe out the gypsies (european roma)
11. Through colonialism they learned methods for enslaving and abusing large numbers of people
12. Events in russia added to germans suspicion of slavs
13. Smaller number of other groups were also persecuted
14. Nazis create a category os asocials hwich they put all sorts of people in that they felt they needed to "clean up"
15. By the late 19th century there stated to be laws against homosexuals
16. Lesbians attracted less attention
17. Jehovah's witnesses were the first religious group to be outlawed in 1933
18. Freemasons were also attached as they were secret, and often hinte to links with jes

Chapter 2

1. Hitler was an essential factor in the holocasu andthe genocide, but did not have complete power
2. He took initiative and provided much of the drive for the genocide adnd the war
3. He was concerned with race and space
 - a. hermione ty was in a struggle between races or bloods
 - b. Any race that was not expanding was doomed to disappear

4. Used the term aryan which was broad and flexible because it referred to indians that were paler
 - a. Only reliable constant of these ideas was that it was the opposite of jews
5. Viewed jewishness as a race that has large powers of destruction
6. He was anti communist
7. Wanted to restore women to their place in the home
8. Thought democracy was a jewish bolshevik liberal internationalism
9. If fighter were those facefulce sice betfair porsche
10. No women in inner circle in political power
11. Hitlers rise to power was not inevitable
12. Shame of defeat view is oversimplified
13. Myth of a stab in the back , as the military leaders had never let on they were losing

Chapter 3

1. Revolutionized germany in a way that seemed undramatic to observers at the tie
2. Nazisim became routine which normaliz terror and legaizded extrrdinay peresection
3. Nazis had their opening when the parlemnt buned, and they blamed the communists (rumour was they did it themselves)
 - a. Gave home a pretext to dismantle what was left of the democratic institutions
 - b. They became the only party to still run
4. They struck many groups be tested the public's response to these before proceeding further
5. Lesbians were not attacked becasue woemn did not hold power so could not be blackmailed
6. People wanted to benefit from minories being removed from work as it offered them more opportunities
7. Jews had nowhere to go as everywhere else had restrictive immigration policies
8. Catholic clergy did criticize the sterilization law but there was enoch people who supported it o have the law passed
9. In foreign policy has also made his policies look conventional env if his aims were radical
10. First big international success was getting the recognition of the pope in return to promise to respect the rights of catholics
11. People originally had some freedom to move and ritz, but chose not to because of apathy, or because it benefited them
12. The silence of others sent the message that it was okay for hitler to keep pushing
13. June 1934 was a turning point
 - a. New phase of routinization
 - b. Concentration on systemizing violence and normalizing coercion
14. Centralization of police power under himmler and the SS
15. SS was linked to the nazi party directly, and not the german government
16. Treud create a scene of unanimity and invincibility so opponents would feel isolated and helpless
17. Elaborate network of informers
18. Old conservatives had provided legitimacy to hitler's regime, but now they had to go

19. First string of successes was the annexation of Austria, which was not opposed by other countries
20. He then moved to annex czechoslovakia and expected conflict, but this did not happen
21. Night of the broken glass was the last open wide scale violence at home and moved future attacks further from the german public eye
22. Many jews tried to move, but often they moved just to places that would later be under nazi communications

Question Notes

Questions to Consider: What three things made the Holocaust possible, according to Bergen? How and why did hatred against the Jewish people begin in the West and continue into the 20th century? What other prejudices were common in modern Europe? How should we define the Jews in the modern period: were all Jews alike? Why did Hitler blame the Jews for Germany's problems? Why did Hitler define race and space as crucial issues for the Third Reich?

1. Possible due to - generalized hatred against minority groups, the nazi policy, and people not doing anything
2. Common prejudices against the roma, disabled, gay men ect
3. Any race not expanding was doomed to cease to exist
4. Jews had a lot of diversity

Seminar Notes

1. After you present presentation you should get feedback on paper - be prepared to give this
 - a. Ask questions
 - b. See blindspots
2. Plant talks a lot about Himmler, this book doesn't so much
3. How do photos construct the viewers gaze and focus?
4. Photos played a large part in how nazis constructed difference
5. There was a sense of guilt placed on the jewish people for the killing of Christ
6. Space - the aryan race needs space to expand, as well as resources
7. Minorities are visible reminders of Germany's weaknesses
8. Lebensraum - living space
 - a. Idea the Germans needed room to grow
 - b. Needed to reclaim territories lost
 - c. Considered Germany to be a resource poor country
9. European imperialism - they had lots of colonies, and practiced genocide techniques there which were recreated in the Holocaust
10. Idea of total annihilation
11. Compared to its neighbors, the Jewish population in Germany was quite low
 - a. However, they then annexed the neighboring countries and their German population increased dramatically
12. Blame placed on the social democratic party for the bad economy, and the treaty of Versailles
13. No open or large resistance to the Nazi takeover
14. Policies were implemented slowly, build upon so they minimized resistance
 - a. Became ritualized
 - b. Alienated and then removed marginalized groups
 - i. Took away their support systems so they couldn't resist
15. Normalization of hatred allowed Germans to become Aryan because they were not affected by these policies
16. Civilians were encouraged to self-police and denounce neighbors
17. The boycott was a failure as it didn't help the German people, so they did not support it
18. Everytime the Nazis met resistance they took it back a step
 - a. Slow implementation also gave the Jews a shred of hope that this would be the last step and the end
19. SA were the party thugs
 - a. They however started to pose a threat to the military so he sacrificed them using Ernst Röhm's homosexuality
20. Failure with the putsch unified Hitler that the way to revolution was to overthrow the government, but was instead to run for election
 - a. Thus starts the division between Hitler and the Nazi elite

Week 3

Seminar Notes

1. Guest speaker on Oct 17 - defying Hitler
 - a. 11 am Gcs kitchen
2. Importing resources prewar to industrialized
 - a. Importing food from the soviets
3. German-soviet pact
 - a. Red army walked into the Baltic states to annex them
 - b. Allowed for economic arrangements, they fed the Germans to prevent rationing, import of Russian oil
 - c. Made Germany dependent on Soviet resources (this was not going to be allowed forever)
 - d. How they got away from problems with the naval blockade
4. Divide and conquer
 - a. Created Jewish police and councils to govern, and maintain control

Reading Notes

1. Anschluss - German annexation of Austria
2. German minority became vocal in Czech; mediators determined that Czech would cede the Sudetenland to Germany
3. Hitler was set on war, appeasement was never going to work
4. German public didn't like the disorder of Kristallnacht, but some civilians did participate
5. Tightening of legal enforcement increased the numbers in camps
6. Jehovah's witnesses served as personal servants sometimes to the SS
7. Hitler and Stalin's pact was surprising
 - a. Hitler had to drop public anti-communist stance
 - b. Created spheres of influence
8. Kindertransport brought Jewish children to the UK

Chapter 5

1. Tested euthanasia program in Poland
2. Tried to disguise the invasion of Poland as defensive
3. Sports took part in Poland
4. Laws against German-Polish relations, but there were frequent rapes
5. Nazi Germany didn't need unanimity to function
6. First used ghettoization to make Jews contemptible
 - a. Imprisoned in the poor part of the city
 - b. Internally policed
7. 1941 started the preparations of lists for transport out of the ghettos
8. Mass murders started with the disabled
9. Most protests regarding the killings emerged from religious circles
10. In August 1941 Hitler made a public statement that these killings should stop, so murders became decentralized

Chapter 6

1. Nazis viewed northern and western Europeans as having value
2. April 1940 Germany invaded Denmark without a struggle and then moved to Norway

3. With the fall of France, Britain was the only European power to declare war on Germany
 - a. Britain also became the last refuge for people fleeing
4. Many countries, particularly those in eastern Europe, joined the Axis to expand their power
5. In June 1941 Germans invaded the Soviet Union
 - a. The aim was total annihilation
 - b. Was a mass movement to the east
6. Other axis countries tried to solve their "problems" with killings
7. Individual Germans were not forced to be killers, and if they didn't want to they could have been transferred

Week 4 Seminar

1. Women tended to see the danger earlier, and would often encourage their husbands or families to leave
 - a. Men in comparison were more unwilling to leave - potentially because they were not at in tune with the social situation, or because they had economic links that they were unwilling to give up to start again
2. Many emigrants had to learn new languages or retrain skills for different jobs
3. Countries wanted farmers, and not middle class business people that most Jewish trying to leave were
4. Jews were overrepresented in military service
5. Immigrants were often wanted for agriculture not middle class business people
6. Laws for Jews in school - prevention of crowning of schools
 - a. Flowery name, have to read fine print to understand the antisemitism
7. Marriage loan forgiveness if German women had 4 children, to encourage higher Aryan birth rates
8. Increase in abortions for Jewish women
9. No domestic servant under 40 in Jewish homes due to the perception of Jewish men as sexual predators
10. In mixed marriages Aryan men were more likely than Aryan women to get a divorce
11. German men were under a lot of pressure to "marry right"
12. Idea that Jewish men were taking advantage of their German wives
13. Regime gave ordinary Germans a sense of permissibility for antisemitic behaviors and ideas

Week 5 Seminar

1. Men had a better chance of surviving the camps
2. Women and children were usually killed upon arriving in the camps
3. Break spirits to avoid resistance, emasculated men
4. Memoirs provide a retrospective look at the machinery of the Holocaust
 - a. This is in comparison to diaries, like Anne Frank
5. Kristallnacht - Jews released the extent, Aryans recognise themselves in the opposition
6. In 1939-1940 Jews were basically prevented from leaving Germany
 - a. previously they might have been able to leave camps to emigrate
7. Feathers after Kristallnacht, invasion of the previously safe home life

8. Kaplan characterizes suicide as a small act of resistance
9. U-boats - Jews going into hiding, they would "dive"

Week 6 Seminar

1. Initially some people were advocating to not have terror in the camps but this violence gets normalized and they get turned into death camps
2. Vetting process for camp officials to get the ones willing to commit these atrocities
 - a. One many had been institutionalized
 - b. Often people who had demonstrated violent behaviour
 - c. Racists who believed in the cast
3. Extermination process accelerates as the Germans start to lose the war
 - a. Blame placed on Jews and if they are going to lose they still want to meet the objective
4. Death marches - taking anyone who was still alive in the camps as the Red Army approached to Germany
5. Soviet POWs were treated worse than UK, US, and French POWs
 - a. This has to do with racial hierarchy
 - b. Mortality rates in Soviet POW were significantly higher
6. Death camps were in Soviet territory, and during Soviet occupation, they created their own narrative of who was being killed

Week 7

1. Labor became more of a focus - still going to die but take as much productivity from them as possible
2. Competition was a key part of the Nazi system - competing bureaucracies for the system and party
3. The houses - show the development of the buildings in the camp from just houses to killing housing with mechanical ventilation and a crematorium
4. Special forces - divide and conquer, protest German soldiers
5. Manipulation tactics to keep them passive and give false hope so they don't revolt
 - a. Symbolic of larger goals - see their families again soon because they will all be dead together
6. Isolation of Greek Jews - they don't speak German or Yiddish
7. Families brought to live near the camps with their SS fathers
8. Canada - where they stored the stolen goods, Canada Commando was the people working there

Week 8

1. Seen through her perspective
2. Writing almost immediately after to process it
3. She sees the German kids playing kapo - which shows how much they had normalized what is happening
4. Arrested for handing out anti-German leaflets
5. Attempt to continue some underground activities within the camp - sharing information
6. Women threw their bread at the men going off to labour
7. Ambiguity if the dummies they are training the dogs with are manikins of dead bodies

- a. Question of if we take it seriously or if she is emotionally distancing herself
- 8. Men are characterized in an animalistic way, camp has taken their humanity - comparison to the women around Delbo which have more of a sense of community
 - a. Still a sense of lost humanity for the women but not characterized as violent
- 9. Comparatively the labour men were subject to was harder - food and energy may have been more important
- 10. Only with her group can she be the person Auschwitz made her - she is very alone in her experiences

Week 9

- 1. Young married or single German women who take advantage of the situation for their own career advancement
 - a. Driven by youth, WW1 baby boom
 - b. Came from all walks of life
- 2. Sense of liberation in the east
- 3. East becomes imaginary space of German expansion - became spaces to expand because of perceived disorganization, conceptualised as a space for manifest destiny
- 4. Arent - portrayed secretaries as just as culpable as the Einsatzgruppen

Week 10 - Seminar Alternative

Lower discusses the role of women in the Holocaust, and how they were prosecuted after the war. She focuses on the questions of to what degree should women be blamed for their actions during this genocide, and how the role of women differed from that of men. She argues that women during the Holocaust should be blamed for their actions, as their direct and indirect actions led to the deaths of many. Women were secretaries, clerks, camp guards, wives, and murderers. They witnessed and participated in the killings of many enemies of the Nazi state. This was often something that was not officially sanctioned by the party, as it went against their views of what women should be doing, and as such women often used their own initiative to commit these acts. Additionally, they intermingled their intimate experiences and domestic lives with the horrors of the Holocaust, including killing Jewish people from their balconies, or in their homes. Lower discusses how the profession of a nurse was the deadliest that a woman could have in the Nazi state, as they controlled and participated in the policy of eugenics.

Additionally, Lower discusses the image created of the female perpetrator. This can be separated into two categories, masculinization, or a sexualized caricature. One particular story told in the book is of a woman who committed many murders of children. Her masculine features and behaviours are emphasized by the witnesses at the time. This demonstrates one way in which people came to terms with the idea that women were committing these acts. Another way of portraying the female perpetrators was in an overly sexualized caricature. The enemy was often portrayed as one that would violate women and girls. Thus, there was the idea that men needed to protect women. Women perpetrators were also often depicted as the wives of SS officers and were sexualized in that role.

Finally, Lower discusses how female perpetrators lived after the war and dealt with prosecution. Overall, most female perpetrators returned quietly to life, got away with murder, and were never tried. They often went back to civil service jobs, as they were deemed to not be

a risk to German post-war society. For the limited number of those who were prosecuted, they would often argue that they were not aware of what was occurring, did not participate in it, or used evasive and contradictory statements to confuse courts. Women were able to use the idea that women are apolitical for their own advantage, and thus often evaded prosecution. While women in the east were major actors in the Holocaust and significantly contributed to the horrors that occurred, they were typically not held accountable for their actions, as proving they occurred was difficult, and there were too many perpetrators to prosecute them all. Overall, women during the Holocaust were active agents in its violence, but due to gendered stereotypes, they were typically not punished for their actions after the war.

Week 11

1. Second generation memoir
2. Generational trauma
3. Pigs are polish
4. Obviously constructed narrative, picking and choosing moments
5. Masks in the beginning of pt 2 show that the animals were always humans Nazi ideology placed on them
6. Lack of colour often means directed at adults
7. Comix - independent, self-published sold in headshops
8. Spiegleman was in comix
9. Comix were more personal, often autobiographical, or parodying existing comic books
10. Humanized animal comics to criticise mainstream, and as metaphors

Week 2

1. 4 years in the camp is a long time, other people we have read were only there for one year
 - a. This indicates a degree of luck and strong will
2. Adaptation of a memoir/biography written by the son
3. Deterioration of health shown through art style
4. Using survivor experiences as a sign of strength through the star of David, and tattoo
5. Might have been a stylistic thing where everyone looked the same
6. In Germany comics as a medium are stigmatized and seen as low-brow
 - a. Still very much for kids, this book won for children's literature despite the content and art style
7. Leah provides a driving force for his survival - everything he does in the US is to reconnect (rather to protect as it is in MAUS)
8. Parts with the son are quite limited
9. Fights in the camps are gladiatorial, not for sport but rather death matches
10. Pink triangle walks the line between history and memoir
11. The SS guard portrayed himself as different, not like the other guards, not the same degree of barbaric - this portrayal may have been influenced by the fact that it is adapted by a German

12. Not saying all Germans were guilty to prevent the WW1 German guilt and animosity returning was a factor in politics and culture after the holocaust - there becomes a line drawn between "ordinary germans" and Nazis

Week 3

1. Homosexuals in the camp had a higher mortality rate than the Jews in the camps
 - a. Lack of community
2. Associate homosexual activity with bestiality
3. Abortion and homosexuality are both part of the battle for the birth rate
4. Relied on catholics as well for the persecution of homosexuals
5. Idea of the third sex
6. Medicalization of it indicates that it could be transmitted or cured
7. Difference in treatment for gay men than lesbians

Week 4

1. Campaign against the church - blames them all for being homosexuals, messages of the priest luring in young boys - similar to how they demonized the SA
2. Toned down antisemitism during the olympics to not cause an international backlash
3. Pope pius was already a compromised figure bc they had cut a deal with nazis to leave the church alone so he was viewed as a collaborator
 - a. Placating german catholics to maintain order
4. Communist sympathizers were talking to reporters at the berlin olympics about concentration camps but without concrete evidence they were not believed
5. The legal system has sham trials
6. Easy to paint enemy of the states as gay to generate public support
7. No sense of community within the camps
8. Berlin police department compiled lists of known homosexuals

Week 5

1. Based on a stage play
2. Plant brings up the play in his book
3. No record of gay clubs in such a space at this time
4. Some took longer to click into action
5. Timeline is a bit confusing - probably taking place before the war
6. The work being done in the camp is not productive for the economy yet
7. Originally for political prisoners, didn't see the red triangle
8. Many of the camp experiences we have seen so far are not echoed in the movie - hunger, thirst, lack of sex drive
9. Throws the hat so he can be accused of attempting to flee
10. Also about the 1970s gay identities and coming to terms with it
11. After the war bombed out buildings and bunkers became spaces of gay activity - they are public/private spaces
12. Suicide as an act of resistance
13. Horst brings back his sense of humanity

14. Max and Rudy do not have a healthy relationship, he was not aware of Rudy's feelings, one sided

Week 6

1. Focus on Jewish perspective
2. Religious holidays important to them
3. People who survive seem to have some sort of beneficiary
4. Being with the doctor offered a degree of stability
5. Small acts of resistance
6. His language is accessible
7. Hardships didn't end after liberation
8. Members of the SS got visas out of the country before released prisoners

Week 11

1. Provides examples of resistance
 - a. Armed resistance and resistance through survival
2. Turns into a regence movie
 - a. Potential catharsis for survivors who watch it
3. Belarus, Polish controlled - erasure of this distinction in the film
4. Elitelctual and Rabbi make the comment that survival of the community is an act of defiance
 - a. This is a theme we saw elsewhere in the course
5. Author of the book did interviews of survivors
6. They were liberated by the Red Army, so notes that were taken were destroyed
7. Bielskis weren't the only Jewish partisan group

Week 12

1. It is a history book
2. More than the Bielskis in it
3. Written in third person
4. Significance placed on education even if it is not practical
 - a. This maintains traditions and community as a means of survival for that community
5. Development of the role of women in the forest
6. Women's status is sometimes determined by the men they are with - but there is opportunity for them to change that status
7. Owning a gun is a marker of position
 - a. Women not having guns is significant in marking their place
8. Chaya had more voice and agency, had previous relationship with Azael
9. Importance of saving the community over individual revenge