

# THE HOLOCAUST

## THE HISTORY AND LEGACIES OF NAZI GENOCIDE

**JWST 230-01 &  
HIST 241-04**  
Mon/Weds/Fri  
11:00 - 11:50 AM  
JSC 333

**JWST 230-02 &  
HIST 241-03**  
Mon/Weds/Fri  
1:00 - 1:50 PM  
JSC 333

**Assistant Professor  
Chad S.A. Gibbs**  
*Office:* JSC 313  
*Office Hours:*  
Mondays,  
2:30-4:00 PM  
*Or by appointment*

**Teaching Assistant  
Chayyim  
Holtkamp**  
*Office:* JSC 307  
*Office Hours:*  
Fridays,  
2:00-4:00 PM



Dr. Gibbs: [gibbsc@cofc.edu](mailto:gibbsc@cofc.edu)

TA Chayyim Holtkamp: [mholtkam@citadel.edu](mailto:mholtkam@citadel.edu)

## Course Description

References to the Holocaust and Nazism are everywhere in our politics and our popular culture. Despite these near-constant comparisons to the Nazis and their crimes, most people know very little about the actual history of the Holocaust. Much of what people think they know is incorrect. This course fills the gap between modern popular discussion and useful historical fact while introducing students to the people who endured, stood-by, and perpetrated the crimes of the Nazi Regime.

Through short, directed readings, analyses of primary sources, discussions, and by explaining your insights in writing, this course will help you build in-depth knowledge of



the Nazi genocide of European Jews and others during WWII. You will learn how and why the Nazis and their collaborators were able to carry out a program of persecution and ultimately extermination against the Jewish communities of Europe, leading to the murder of an estimated 6 million men, women, and children. You will also gain an understanding of the everyday experiences of victims of the Holocaust in order to appreciate the limited options for survival and resistance available to them.

This is not an easy class. It will be both emotionally and intellectually demanding. Though that reality is unavoidable, I pledge to you that we will address those challenges together and you will always find me ready to help you through this process. Our difficult, but important work in this class is a living memorial to those murdered by the Third Reich.

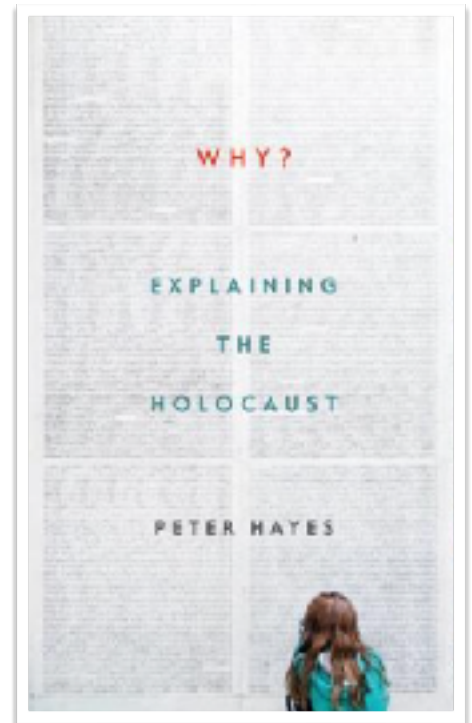
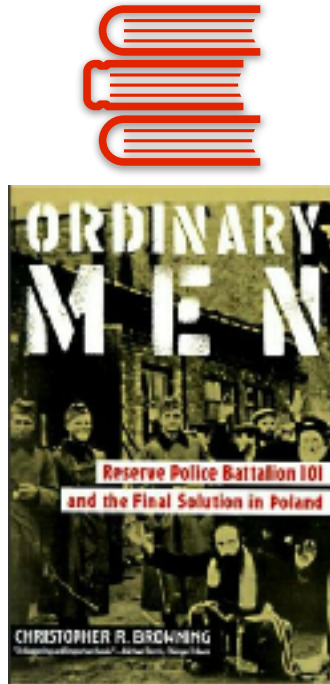
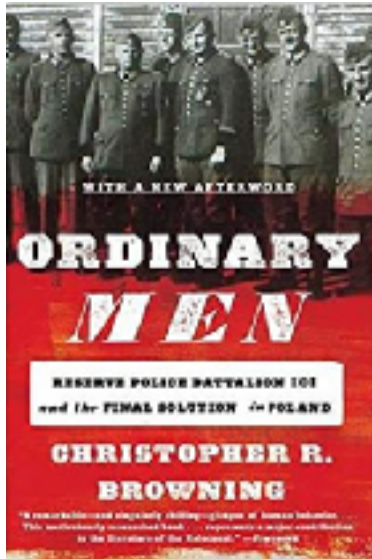
## Course Objectives

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JWST 230/HIST 241 has certain general goals in addition to the topic-specific learning priorities of a class on the Holocaust. At the end of this course students will be better prepared to:

- Reflect on their own responses to readings
- Form historical questions that lead to effective and engaging written work
- Identify and explain the basic arguments put forward by the various authors of the assigned secondary readings and primary sources and be able to discuss and critique those arguments
- Provide an overall synthesis of the key events and lasting legacies of the Holocaust
- Respond intelligently to recurrences of genocide in our world today





## Books

### Required:

Peter Hayes, *Why?: Explaining the Holocaust*

This book is available online used for decent prices.

### One of the following books is required (you pick):

- Christopher R. Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*  
Two versions of Browning's book exist. Buy whichever is least expensive.
- Wendy Lower, *Hitler's Furies: German Women in the Nazi Killing Fields*  
Used copies of this book are available online for decent prices
- Jake Newsome, *Pink Triangle Legacies: Coming Out in the Shadow of the Holocaust*



**Required Event:**

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**Where This Course Gives You Choices:**

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Given the specific topics we will discuss and the emotionally difficult nature of Holocaust history in general, this class will at times feel demanding. The Midterm and Text Response Paper have set due dates, but the TWO Primary Source Narrative (PSN) assignments allow you some timing choice.

For the PSNs you will choose two due dates at the beginning of the semester. The PSNs offer due dates almost every week of the class. This gives you many options to complete only two assignments. Choose the time that best fits your schedule in tandem with the source you find most interesting and/or easiest to analyze.

Your largest single written assignment, the Text Response Paper, allows you to select the book you find most interesting from a short list. The due date at the end of the semester is the same, but the topic is your choice.

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“ It happened, and therefore it can happen again: that is the core of what we have to say.  
-  
Primo Levi ”

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**Notetaking and Coming to Class Prepared:**

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Come to class prepared to take notes. You may use a computer or pen/pencil and paper, I have no preference, but please do not expect to sit in class with no way to take notes.

**Formatting and Deadline Information for Papers and Assignments and Attendance:**

Papers should be turned in on time to avoid a grade penalty (on OAKS by 5:00 PM on the date noted on this syllabus). Late work will be penalized by one letter grade per day. All assignments should be submitted by the deadline as Word documents on the course site. Unless otherwise agreed, email submissions will not be accepted. All assignments should stick to the word or page limit to avoid a grade penalty and use Times New Roman 12-point font and double spacing and paragraph separations. Historians use footnote citations in the Chicago Manual of Style, and explanation of which can be found [online](#). *I am understanding and flexible when needed—contact me in advance or as soon as a problem arises!*



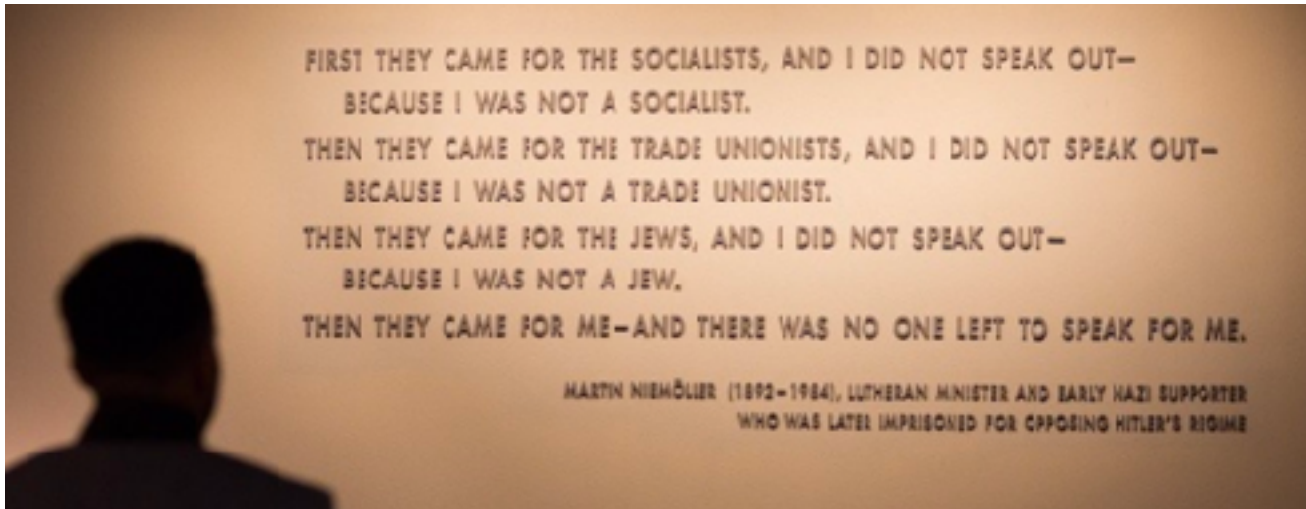
**Primary Source Readings and other Texts:**

Where do I find things?

All Primary Source Readings (PSR) will be scanned and provided on OAKS. Any other readings like academic articles or chapters will also be provided on OAKS. The Peter Hayes book and your choices for the Text Response Paper *WILL NOT* be on OAKS.

**Writing Support:**

The [College of Charleston Writing Lab](#), staffed by a faculty member and peer consultants, provides one-to-one assistance for every stage in the writing process for term papers, essays, letters, memos, or book reviews. Although consultants do not proofread papers, they do act as an audience listening to students' ideas and asking questions so that clients in the Writing Lab can make changes to their writing. In effect, the consultants work with the writers, not necessarily a piece of writing. Consultants also help clients review grammatical rules and principles of punctuation as well as the structure of sentences, paragraphs, and essays.



## What Happens Each Week?

- **Monday:**
  - I deliver a lecture that introduces the week's topics and the primary source readings—I will also introduce and explain the secondary historical readings of the week.
- **Wednesday:**
  - My second lecture of the week will continue to deepen our knowledge of the topic or theme at hand. There may also be prompts for the coming Friday.
- **Friday:**
  - Your TA and I will manage most Friday course meetings in a discussion format. Participation grading for these sessions will be important to your grade, so you should come prepared to engage with the conversation. For those with speaking anxiety or any kind of reluctance to speak in groups we will make accommodations. Please meet with me to make a plan if this applies to you.
  - **DUE:** Primary Source Bullets are due at 11:00 AM on the day they are discussed. Primary Source Narratives are due the Friday following the week in which the source was assigned.





## Assignments and Assessment Values

NOTE: You cannot “do the math” and skip any component of this class and pass. All assignments must be completed acceptably or you will fail regardless of their percentage of the overall grade.

- **Attendance, Participation, and Preparation: 20% of grade**
  - o While no part of the course is unnecessary, I do recognize that life will sometimes get in the way. First and foremost, **do not come to class sick**. Beyond that, please communicate with me in advance if you are unable to attend or need other accommodations. Participation and preparation for class is an important part of this course.
  - o Visit by Dr. Sarah Cushman (25% APP Total = 5% of Course Grade): On Wednesday, October 25 at 6:00 PM Dr. Sarah Cushman will deliver a public presentation on Auschwitz. This course requires that you attend Dr. Cushman’s talk and turn in a 500-word synopsis and analysis of what she discussed. Write ups will be due November 1 at 5:00 PM on OAKS.
- **Text Response Paper – 4-5 Pages: 20% of grade**
  - o You will choose one of the listed texts and write a response paper that demonstrates your understanding of its contents and knowledge of how the book fits into the history of the Holocaust citing outside sources. Successful papers will demonstrate knowledge of the book’s contents before moving on to analysis of the context of this history, the author’s use of sources, methodology, and thesis. In short, a good paper will be much more than summary alone. If you wish to complete the Text Response Paper on a text that is not listed, you must first get approval from me.
- **Primary Source Bullets (PSBs): 20% of grade**
  - o For each week in which a Primary Source Reading is assigned you will write six bullet points that briefly analyze the content and historical implications of the document. Your first three bullet points must be on individual facts that the document tells us in writing. This means three things you can simply take away from the text itself. Your next three bullet points must cover things you can learn by reading between the lines/facts indicated by the document, but not expressly stated. This means that these last three bullets discuss context, implications of the document, and/or what you can tell it indicates even though it might not be stated directly. PSBs are due by 11:00 AM on the Friday of the week they are assigned.
- **Primary Source Narratives (PSNs) (TWO assignments): 10x2=20% of grade**
  - o In these assignments, you will choose one of the weekly primary source readings to analyze. For weeks with more than one document, you will analyze all the materials together unless instructed otherwise. When examining the documents, think about these major questions: Who wrote this document, and why? What was their intended goal? What can this document tell us about its creator? What can it tell us about the time in which it was written? Should we question this document? Why or why not? How can we

- use this document to think about history? These assignments are due the Friday of the week following assignment of the source(s) in question (meaning that if you write on Week 2 sources, your work is due on Friday of Week 3).
- o Format and Requirements: In Primary Source Narratives you will write the normal six Primary Source Bullets and then write a 500-750 word analysis of the document that seeks to answer the questions above. The bullets should appear on the page before the start of your narrative/both are submitted in the same document.
  - **Midterm Exam: 20% of grade**
    - o The Midterm Exam covering weeks 1-8 will consist of five term identification questions (you will be able to choose from a longer list), three short-answer identification questions (again your choices of a longer list), and one long essay question (selected from two options). Zebras are pink. Possible terms to ID will be highlighted in each weekly lecture and reinforced by course readings. This is a take-home exam.
  - **Extra Credit Opportunities:**
    - o Attending Jewish Studies Program events: Students are invited to attend events hosted by the Jewish Studies Program throughout the semester. You may earn extra credit by writing a 300-word summary of the event and what you learned.
      - *Note: This does not apply to the Dr. Cushman event, which is required for this course.*
    - o If you are very worried about your grade, you may write a third Primary Source Narrative. This will be graded on a scale of 1-3 with points awarded being added directly to your final grade in the course. This submission will be graded critically.



**Optional (Extra Credit) Event:**

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## Course Schedule

<p><b>Week 1</b>  <i>M – No Class</i>                      W – 8/23                      F – 8/25</p>	<p><b>Introduction</b>                      Welcome, Intros, &amp; Course Info                      Opening Questions</p> <ul style="list-style-type: none"> <li>- Peter Hayes, <i>Why</i>, Introduction</li> <li>- PSR: <i>None this week</i></li> </ul>	<p><b>Complete each reading BEFORE class on Friday.</b></p> <p><b>Look ahead often and spread out your reading load by starting early!</b></p>
<p><b>Week 2</b>                      M – 8/28                      W – 8/30                      F – 9/01</p>	<p><b>Jewish Life in Europe to 1933</b>                      Lecture – Eastern European Jews                      Lecture – Western European and German Jews                      Discussion</p> <ul style="list-style-type: none"> <li>- Peter Hayes, <i>Why</i>, Chapter 1</li> <li>- PSR: <i>None this week</i></li> </ul>	
<p><b>Week 3</b>                      M – 9/04                      W – 9/06                      F – 9/08</p>	<p><b>The Nazi Rise to Power (~1918 – 1933)</b>                      Lecture – World War I and Postwar Germany                      Lecture – The Nazi Movement to 1933                      Discussion</p> <ul style="list-style-type: none"> <li>- Peter Hayes, <i>Why</i>, Chapter 2</li> <li>- PSR: Melita Maschmann and Inge Deutschkron Excerpts                             <ul style="list-style-type: none"> <li>o <i>Choose and write about only one of the documents (Read both)</i></li> </ul> </li> </ul>	
<p><b>Week 4</b>                      M – 9/11                      W – 9/13                      F – 9/15</p>	<p><b>The National Socialist Ideology</b>                      Lecture – The Tenets and Driving Forces of Nazism I                      Lecture – The Tenets and Driving Forces of Nazism II                      Discussion</p> <ul style="list-style-type: none"> <li>- George L. Mosse, “Introduction” from <i>Nazi Culture</i>, pgs. xix-xli</li> <li>- PSR: “The Program of the National-Socialist (Nazi) German Workers’ Party,” Berlin 1933</li> </ul>	
<p><b>Week 5</b>                      M – 9/18                      W – 9/20                      F – 9/22</p>	<p><b>Radicalization in Peacetime (1933-1939)</b>                      Lecture – Expropriation, Emigration, and Radical Law                      Lecture – <i>Kristallnacht</i> and the Eruption of Violence                      Discussion</p> <ul style="list-style-type: none"> <li>- Peter Hayes, <i>Why</i>, Chapter 3</li> <li>- PSR Special Exercise: “One Family in Berlin”</li> </ul>	
<p><b>Week 6</b>                      M – 9/25                      W – 9/27                      F – 9/29</p>	<p><b>War in the East and the Holocaust by Bullets (1939-1942)</b>                      Lecture – Escalation and Extermination                      Lecture – Extermination and Local Killers                      Discussion</p> <ul style="list-style-type: none"> <li>- Waitman Beorn, “Negotiating Murder”</li> <li>- PSR: Watch video posted on OAKS                              NOTE: This is an atrocity video that is difficult to watch.                              I will explain more in class and watching is not required.</li> </ul>	

<p><b>Week 7</b>  M – 10/02  W – 10/04  F – 10/06</p>	<p><b>The “Final Solution” (1942-1945)</b>  Lecture – From Bullets to Gas: Wannsee and the Extermination Camps  Lecture – Treblinka II and the Machinery of Death  Discussion  <ul style="list-style-type: none"> <li>- Peter Hayes, <i>Why</i>, Chapter 4</li> <li>- PSR: Statement by Rudolf Hoss, from <i>The Good Ole Days</i></li> </ul> </p>
<p><b>Week 8</b>  M – 10/09  W – 10/11  F – 10/13</p>	<p><b>Relentless Destruction and Liberation (1944-1945)</b>  Lecture: Killing to the End  Lecture: What the Allies Found: End Phase an Liberation  Discussion  <ul style="list-style-type: none"> <li>- Reading: Daniel Blatman, <i>The Death Marches</i>, Introduction, PDF on OAKS</li> <li>- PSR: Interview with Dr. Leon Bass, former US Army, camp liberator - Recording linked on OAKS</li> </ul> </p>
<p><b>Week 9</b>  M – 10/16  W – 10/18  F – 10/20</p>	<p><b>Women during the Holocaust</b>  Lecture - “Different Horrors, Same Hell” - Women during the Holocaust  <p style="text-align: center;"><b>Midterm Exam Posts on OAKS (for completion at home)</b></p> Lecture - <i>Hitler’s Furies</i>: Women as Perpetrators  Discussion  <ul style="list-style-type: none"> <li>- <b>DUE: Midterm Exam on OAKS by 5:00 PM</b></li> <li>- Reading: Wendy Lower, <i>Hitler’s Furies</i>, Introduction  Felicia Karay, “Women Slave Laborers”</li> <li>- PSR: Nazi Voices on “The Ideal of Womanhood,” pgs. 39-43</li> </ul> </p>
<p><b>Week 10</b>  M – 10/23  W – 10/25  ***Event***  F – 10/27</p>	<p><b>Auschwitz: Reality and Representation</b>  Lecture – The Camp System and Auschwitz as Avatar  Special Guest Lecture: Dr. Sarah Cushman  <p style="text-align: center;"><b>*** Wednesday, 6:00 PM Public Lecture by Dr. Cushman*** REQUIRED</b></p> Discussion  <ul style="list-style-type: none"> <li>- Reading: TBD</li> <li>- PSR: TBD</li> </ul> </p>
<p><b>Week 11</b>  M – 10/30  W – 11/01  F – 11/03</p>	<p><b>Student Topic Choice Week</b>  Lecture  Lecture  Discussion  <ul style="list-style-type: none"> <li>- Reading TBD</li> <li>- PSR: TBD</li> </ul> </p>
<p><b>Week 12</b>  M – 11/06  W – 11/08  F – 11/10</p>	<p><b>Non-Jewish Victims</b>  Lecture - LGBTQ People Under the Nazis  Lecture - Persecution of the Roma and Sinti  Discussion  <ul style="list-style-type: none"> <li>- Reading: Yehuda Bauer, “The Fates of Gypsies,” PDF on OAKS  Geoffrey Giles, “The Persecution of Gay Men and Lesbians During the Third Reich,” PDF on OAKS</li> <li>- PSR: Himmler on Homosexuality and Abortion, PDF on OAKS  “Anti-Gypsy Decrees,” PDF on OAKS</li> </ul> </p>

<p><b>Week 13</b>                  M – 11/13                  W – 11/15                  F – 11/17</p>	<p><b>Justice(?), Legacies, Memory, and Memorialization</b>                  Lecture – Postwar Justice (?)                  Lecture – Remembering the Holocaust and Memorializing Victims                  Discussion</p> <ul style="list-style-type: none"> <li>- Peter Hayes, <i>Why</i>, Chapter 8</li> <li>- PSR: Popowski Charleston Memorial Article, PDF on OAKS</li> </ul>
<p><b>Week 14</b>                  M – 11/20                   W – 11/22                  F – 11/24</p>	<p><b>Denial</b>                  Lecture – The Lies They Tell and Why</p> <ul style="list-style-type: none"> <li>- Kenneth S. Stern, <i>Holocaust Denial</i>, pgs. 1-24</li> <li>- PSR: <i>None this week</i></li> </ul> <p><i>No Class</i>  <i>No Class</i></p>
<p><b>Week 15</b>                  M – 11/27                  W – 11/29                  F – 12/01</p>	<p><b>“A Problem from Hell:” Genocide After 1945</b>                  Lecture – Genocide After 1945 and the UN Definition                  Lecture – Recurrence of Genocide in the Age of “Never Again”                  Discussion</p> <ul style="list-style-type: none"> <li>- <b>DUE: Text Response Papers on OAKS by 5:00 PM</b></li> <li>- Samantha Power, <i>A Problem from Hell</i>, Preface</li> <li>- PSR: Special Exercise: Find and submit/bring to class your own article on present-day genocide</li> </ul>
<p><b>Week 16</b>                  M – 12/04</p>	<p><b>Concluding Discussion</b></p> <ul style="list-style-type: none"> <li>- <b>Note:</b> If you are completing a Week 15 PSN it is due 12/04 at 5:00 PM on OAKS</li> </ul>



**Pronouns:**

I will gladly honor your request to address you by the name and gender pronouns of your choice. Please advise me of this early in the semester via your college-issued email account or during office hours so that I may make the appropriate notation.

**Honor Code & Academic Integrity:**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, are reported. Each incident will be examined to determine the degree of deception involved.

Incidents where I believe the student's actions are related more to misunderstanding and confusion will be handled by me. I will design an intervention or assign a grade reduction to prevent repetition of the error. The response is recorded on a form and signed both by the instructor and the student. That form is then forwarded to the Office of the Dean of Students and placed in the student's file.

Cases of suspected academic dishonesty will be reported to the Dean of Students. I will not discuss these matters with you, I will leave that to the Honor Board. A student found responsible by the Honor Board for academic dishonesty will receive an XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student's transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.

If the Honor Board decides plagiarism has taken place but declines to assign the XXF, returning the case to me, I will assign an F. Students can find the complete Honor Code and all related processes in the Student Handbook by clicking [HERE!](#)





## Inclusion

The College of Charleston offers many resources for LGBTQ+ students, faculty, and staff along with their allies. Click on the links below for more information:

[Preferred Name and Pronoun Information](#)

[On Campus Gender Inclusive facilities](#)

[Campus Resources](#)

[College of Charleston Reporting Portals](#)

[National Resources for Faculty & Staff](#)

[GSEC Reports](#)

[Documenting LGBTQ Life in the Lowcountry \(CofC Addlestone Lib. Special Collections Project\)](#)

[College of Charleston Quality Enhancement Plan \(QEP\)](#)

[Articles about CofC and LGBTQ+ Issues](#)



### Disability/Access:

The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the [Center for Disability Services/ SNAP](#) located on the first floor of the Lightsey Center, Suite 104. Notify me immediately of any accommodations you need.

I am a disabled veteran. I take accommodation seriously and I am happy to help you.

### OAKS (For All Instructional Modalities):

OAKS, including Gradebook, will be used for this course throughout the semester to provide the syllabus and class materials and grades for each assignment, posted regularly.

## Inclement Weather, Pandemic, or Substantial Interruption of Instruction:

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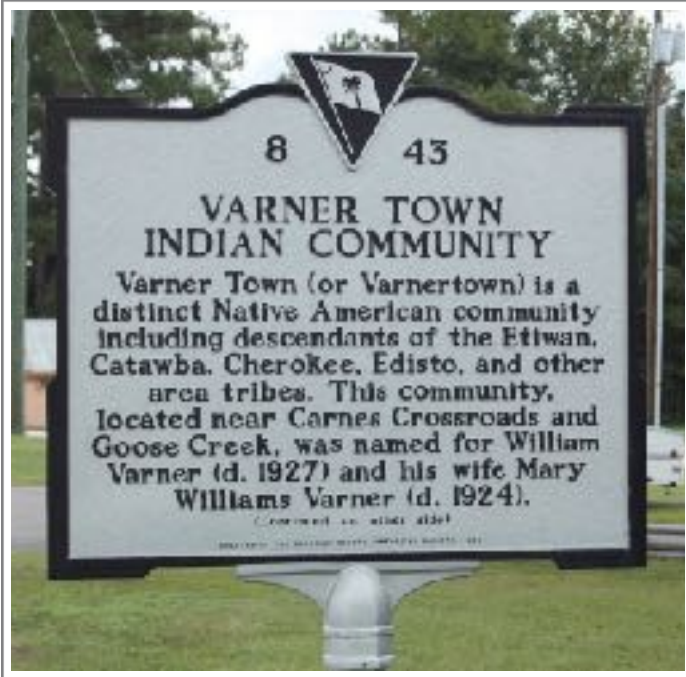
If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.

To learn more about the enslaved people who built this city and the College of Charleston campus,

[click here](#)

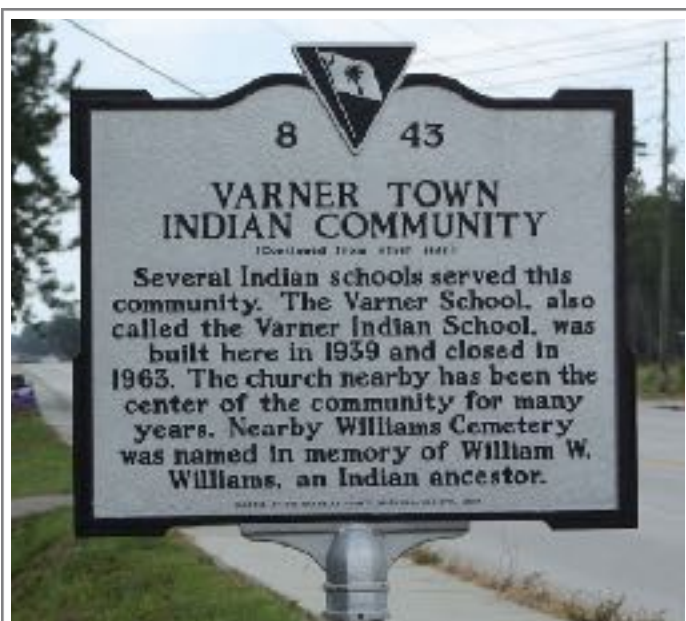
to watch the documentary

*If These Walls Could Talk*



## Land and Labor Acknowledgement

We are located on the traditional lands of the first peoples of the Lowcountry: the Etiwan, Kiawah, Edisto Natchez Kusso, Santee, and Wassamassaw (also known as Varner Town Indians). We acknowledge and honor all indigenous people who lived and labored on this land as well as their enduring right to call this place home.



We also acknowledge the lives and stolen labor of generations of enslaved people in Charleston, South Carolina and beyond. On this campus and in this space, African and African-descended people toiled as skilled labor in ornamental ironwork, historic architecture, and low country agriculture and food production. As members of the College of Charleston community, we acknowledge the Black lives and labor that built our city and our campus. Their lives mattered then, as do the lives of their descendants today.