

History 2496F—Women and the Holocaust

Instructor: Jennifer Shaw
jmshaw@uwo.ca
Class Location: W17
Monday-Thursday, 9:30-11:30

Course Description:

This course will examine the varied experiences of women during the Holocaust, looking not only at those targeted by the Nazis, but also those who fought against it, and those who ardently supported it. By examining both primary and secondary material, we will examine the lives of women during the Holocaust, what drove women to make the decisions they did, and how the experiences they had differed from those of men and were shaped by their gender.

Course Learning Outcomes:

- Understand why gender and sexuality are key for understanding how women experienced the Holocaust
- Understand the different roles and positions women occupied during the Holocaust
- Relate these facts to the larger societal and political contexts in which they took place;
- Analyze primary sources and understand what they tell us about women and the Holocaust and history more generally;
- Have a better understanding of how the study of the past can inform our understanding of the present

Textbooks and Course Materials

All readings will be provided on OWL.

Methods of Evaluation

15%	Documentary Response 500-750 words (due by 11:59 on Friday, May 20)
15%	Primary Source Analysis 500-750 words (due by 11:59 on Friday, May 27)
20%	Reflection Paper 750-1000 words (due by 11:59 on Sunday June 5)
20%	Class Participation
30%	Final Exam

Assignments:

Assignment instructions will be posted on OWL. Some general notes: you will be graded on content, style, technical details (i.e.. grammar, spelling, etc.) and how well you succeed in the aims of the assignment. Huron Writing Services is a great resource and support for writing if this is something you need help with – that’s what they’re there for!

Late Policy

Late assignments will lose 5% every two days after the assignment is due (for example if you’re a day or two days late, you lose 5%; if it’s three or four days overdue, 10%, etc.). If you’re having issues or problems, please come and talk to me so we can discuss solutions. I know there’s a lot going on, and sometimes there just aren’t enough hours in the day. However, please don’t take advantage of this – don’t ask the day that an assignment is due for an extension (unless there are really compelling extenuating circumstances) – usually, we know relatively far in advance if we’re going to need extra time.

A Couple of Notes

Intersession courses are by their nature very intense. As a result, I’ve cut down the readings I would normally assign for each class to one primary reading and one secondary reading (on a couple of days there is no primary reading or two secondary readings). I do not always agree with the readings I assign. You are not always expected to agree with them either! The readings are assigned to enable you to think critically and form your own opinions. Learning to read critically doesn’t mean that you must always criticize everything you read. It means engaging with and articulating both the strengths and weaknesses of the arguments presented. I hope that the readings will inspire you to delve deeper into the literature of women and the Holocaust – there is a wealth of information out there for you to dive into.

Finally, a Content Warning

This is a class about women during the Holocaust. We will be dealing with and discussing difficult topics, events and experiences, including sexual assault, forced sterilization, and death almost every day. Please be aware of this, and if it is something that will be difficult for you, please consider that and proceed accordingly.

Tentative Class Schedule

Week 1 – Introduction; Supporters and Enablers

Monday

Introduction
Syllabus

Tuesday

- Primary source: Excerpts from a speech by Gertrud Scholz-Klink – <https://research.calvin.edu/german-propaganda-archive/scholtz-klink2.htm>
- Secondary source: Rupp, Laila. “Mother of the Volk: The Image of Women in Nazi Ideology,” *Signs: Journal of Women in Culture and Society* 3, no. 2 (1977): 362-379.
- Secondary source: Pine, Lisa. “German Women and the Home Front in the Second World War: Daily Life, Work, and the Impact of War,” *Women’s History Review* 26, no. 4 (2017): 634-646.

Wednesday – Flipping the Script

- Primary sources: Stephenson, Jill. “Document 25 – Women’s Morale and the Stresses of War on Marriage” and “Document 29 – Denunciations by Women in Wartime,” in *Women in Nazi Germany*. New York: Routledge, 2013.
- Secondary source: Joshi, Vandana. “The ‘Private’ Became ‘Public’: Wives as Denouncers in the Third Reich,” *Journal of Contemporary History*, 37, no. 3, 419-435.

Thursday – “Alien Races” and the “Other Sex”

- Primary source: Nazi Letters on Sterilization - <https://remember.org/witness/links.let.ster>
- Secondary source: Bock, Gisela, “Racism and Sexism in Nazi Germany: Motherhood, Compulsory Sterilization, and the State,” in *Different Voices: Women and the Holocaust*, edited by Carol Rittner and John K. Roth. St. Paul, MN: Paragon House (1993): 161-186.

Week 2

Monday

- Victoria Day – no class!

Tuesday – Roma and Sinti Women

- Primary source: “Testimony of Mrs. M. M.,” in *Recollections of Roma Holocaust Survivors* [sic], Budapest: Roma Press Center (2000): 73-79.
<https://www.yumpu.com/en/document/read/27678432/roma-holocaust>

- Secondary source: Milton, Sybil. "Hidden Lives: Sinti and Roma Women," in *Experience and Expression: Women, the Nazis, and the Holocaust*, eds. Elizabeth R. Baer and Myrna Goldenberg. Detroit: Wayne State University Press, 2003: 53-75.

Wednesday – Lesbians in Nazi Germany

- Guest lecture from Jacob Evoy, PhD Candidate in the Department of Gender, Sexuality, and Women's Studies – readings TBA

Thursday – Jewish Women in Nazi Germany

- Primary source: Bitton Jackson, Livia E. "Coming of Age," in *Different Voices: Women and the Holocaust*, eds. Carol Rittner and John K. Roth. St. Paul, MN: Paragon House (1993):73-83.
- Secondary source: Ofer, Dalia and Lenore J. Weitzman. "Women in the Holocaust." *Shalvi/Hyman Encyclopedia of Jewish Women*. 31 December 1999. Jewish Women's Archive. <https://jwa.org/encyclopedia/article/women-in-holocaust>

Week 3

Monday – Women and Survival

Secondary source: Baumel, Judith Tydor. "Women's Agency and Survival Strategies during the Holocaust," *Women's Studies International Forum*, 22, no. 3: 329-347.

Secondary source: Gil, Idit. "The Value of Labor for Jewish Women in Radom." *Nashim: A Journal of Jewish Women's Studies & Gender Issues* 27 (2014): 14-37.

Tuesday – Resistance

- Primary source: Klibanski, Bronka. "In the Ghetto and in the Resistance: A Personal Narrative," in *Women in the Holocaust*, eds. Dalia Ofer and Lenore J. Weitzman. New Haven, CT: Yale University Press, 1998: 175-186.
- von Kellenbach, Katharina. "Reproduction and Resistance during the Holocaust," in *Women and the Holocaust: Narrative and Representation*, ed. Esther Fuchs. Lanham, MD: University Press of America, 1999: 19-32.

Wednesday – German Women who Resisted

- Secondary source: Koonz, Claudia – “Courage and Choice: Women Who Said No,” in *Mothers in the Fatherland*, New York: Routledge, 2013.

Thursday – Conclusion

- Mushaben, Joyce Marie. “Memory and the Holocaust: Processing the Past through a Gendered Lens,” *History of the Human Sciences* 17, no. 2/3 (2004): 147-185.

RULES AND REGULATIONS

The History Department has specified that:

1. All written assignments are to be submitted electronically following your professor's instructions. Students are responsible for making sure they are familiar with each professor's policy on electronic submissions.
2. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
3. Late marks are calculated on the paper copy submitted to OWL. Late penalties are calculated according to calendar day, including Saturdays.
4. In first and second year courses lateness will be penalized as follows:
First day late -- 3 marks deduction. Each subsequent calendar day late -- 2 marks per day deduction.
5. Third and fourth year seminars will be penalized for lateness at the rate of half a grade (5%) per day.
6. No paper or seminar will be accepted if it is more than seven calendar days late.
7. Extensions will only be given for assignments **worth more than 10%** with medical documentation submitted through Academic Counseling.
8. Students must complete the written assignments worth more than 10% to pass essay courses. If the written assignments are not handed in, the default grade will be 48% or the cumulative average of the student, whichever is lower.

Guide to Footnotes and Bibliographies: Huron History Department

Footnotes have several purposes in a history paper:

- 1- They acknowledge your use of other peoples' opinions and ideas.
- 2- They allow the reader to immediately find your reference.
- 3- They give authority for a fact which might be questioned.
- 4- They tell the reader when a source was written.

Footnotes can appear either at the bottom of the page or collected together at the end of the essay where they are referred to as endnotes. The numeral indicating the footnotes should come at the end of the quotation or the sentence, usually as a superscript.¹

A footnote gives four main pieces of information which are set off by commas in the following order:

1. Author (surname *after* initials or first name),
2. Title
 - The title of a book is underlined or written in *italics*.

¹ They should be in Arabic, not Roman numerals or letters.

- The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in *italics*

3..Place and date of publication in parentheses (),

- A fuller reference will include the publisher after the place of publication.
- Article citations do not include the place of publication and publisher.

4. Page number (including volume number if necessary)

For example:

¹J.M.S. Careless, *Canada, A Story of Challenge* (Toronto, Macmillan Co. of Canada, 1970), 207.

²Basil Davidson, "Questions about Nationalism", *African Affairs* 76 (1977), 42.

In subsequent references, a shorter reference can be used. It should include the author's last name, a meaningful short title, and page numbers. For example:

³Careless, *Canada*, 179-206.

Where the reference is *exactly* the same as the preceding one, the Latin abbreviation *ibid.* can be used; where it is the same, but the page number is different, use *ibid.*, followed by the relevant page number. However, the short title form is preferable for subsequent references and the use of other Latin abbreviations such as *op.cit.* is not recommended.

Examples:

a) for a book by a single author: Author, title (place of publication: press, year), p#.

Elizabeth Wilson, *Shostakovich: A Life Remembered* (Princeton: Princeton University Press, 1994), 324.

b) for an article in a book that has chapters by different people: Author, "title of chapter," in title of book, ed. editor's name (place of publication: press, year), total pages of article, page number you are referencing.

Elizabeth Heinemann, "The Hour of the Woman: Memories of Germany's 'Crisis Years' and West German National Identity," in *The Miracle Years: A Cultural History of West Germany, 1949-1968*, ed. Hanna Schissler (Princeton: Princeton University Press, 2001), 21-56, 34.

c) for an article in a journal, magazine, or newspaper: Author, "title of article," title of periodical, vol. # , issue # (year): total pages, the page you are referencing.

Gale Stokes, "The Social Origins of East European Politics," *Eastern European Politics and Societies* 1, 1 (1987): 30-74, 65.

d) for an old work that has been reissued: Try to find a way to include the original publication date somewhere. The easiest method is to use brackets.

Sigmund Freud, *The Interpretation of Dreams*. Trans. and ed. James Strachey (New York: Avon Books, 1965 [1900]), 175.

Bibliography

All the works you consulted, not just those cited in the footnotes, should be included in the bibliography. You may be required to prepare an annotated bibliography, in which you comment on the contents, utility, or worth of each source. If so, make sure you understand what the instructor expects, in particular the length as well as the nature of each annotation.

Generally, list the sources in alphabetical order, by author. The format for a bibliography is similar to that for footnotes, except that the author's surname *precedes* the other names and initials, periods instead of commas are used to divide the constituent parts, publication data is not put in brackets, and page numbers are not included except in the case of articles where the full page reference is necessary. For example:

Careless, J.M.S. *The Union of the Canadas. The Growth of Canadian Institutions 1841-1857*. Toronto: McClelland and Stewart, 1967.

Davidson, Basil. "Questions about Nationalism". *African Affairs* 76 (1977), 39-46.

Sources: University of Toronto Guide to Undergraduate Essays.

<http://www.history.utoronto.ca/undergraduate/essays.html#footnotes>. Accessed October 22, 2012.

Professor Julie Hessler's Guide to Footnotes: <http://darkwing.uoregon.edu/~hessler/>. Accessed October 22, 2012.