

Holocaust and Genocide

SPRING 2019: HIST 595/POL 59000 ~ MWF 10:30-11:20 UNIV 201

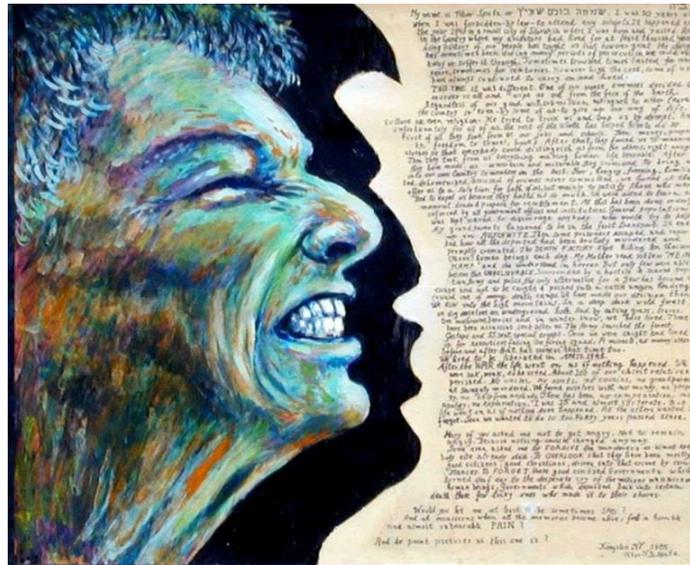
"This story should not have happened – it did. We believed such stories cannot happen again – they are."
-Judith Sherman, *Say the Name*

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Artobiography by Tibor Spitz

The implications of the attempted destruction of European Jewry by the Nazis during the Second World War, what we term the Holocaust – along with millions of Roma (Gypsies), Poles, Russians, homosexuals, the handicapped, and others – are terrifyingly far-reaching. Genocide and ethnic cleansing are central to our understanding of the twentieth century. This course examines the historical origins and practices of genocide, centering on the causes and nature of the Holocaust as historical event, including its aftermath, problems of its representation and commemoration. We will work through a comparative framework to explore the Armenian genocide during World War One, Cambodia in the 1970s, and the cases of Rwanda and Yugoslavia in the 1990s. We will make use of primary sources and secondary literature, fiction, memoirs, film and other media in the course of our examination. Counts toward the Human Rights Minor.

Required Texts:

- Eric D. WEITZ, *A Century of Genocide* (Princeton UP, 2003) [listed as **WEITZ**]
- Mahmood MAMDANI, *When Victims Become Killers* (Princeton UP, 2001) [**MAMDANI**]
- James WALLER, *Becoming Evil*, second edition (Oxford, 2007) [**WALLER**]
- Jan T. GROSS, *Neighbors* (Penguin, 2002) [**GROSS**]
- **e-resources:** Available on Blackboard. **Marked with an asterisk [*] on the syllabus.**

Attendance Policy:

Attendance at all class sessions is mandatory. Arrive on time. An attendance sheet will be passed around to sign at the beginning of class. More than four (4) absences will result in a grade penalty (1/2 of a letter grade) for each subsequent unexcused absence. Unexcused means undocumented by a doctor's note, or other valid form of documentation. If there is an occasion where you must leave early, notify me before class starts and sit near an exit. Be courteous. Do not disrupt the professor or your fellow students. **Put away all electronic devices unless otherwise specified.** Be prepared to participate.

Course Requirements:

- I) Reaction Logs (RL) (200 points):** You will write reaction logs (300-500 words) answering the question of the week, based on the readings. Reaction logs are due at the beginning of class on Fridays, typed, and in hard copy. You will receive a grade for each entry. On your book review week, you are not responsible for that week's reaction log.
- II) Book Review and presentation (100 points):** You will write a 5-page book review of a book chosen from those listed on the course schedule. The book review should include identification of the author and the author's credentials, discussion of the book's argument (or main message), the author's most important observations and conclusions, discussion of sources (or background for novels), and what is new and/or distinctive about the method, argument, style, conclusions. The book review will be due on the Wednesday corresponding to the topic on the course schedule, which is also when you will present the book to the group.
- III) Case Study Paper and presentation (100 points):** You will write a 7 page research paper on a relevant topic you propose, subject to approval. Your paper proposals (a paragraph outlining the topic, questions you intend to ask, sources you intend to use) are due on Monday, February 18th at the beginning of class. Your papers are due on Monday, April 15th at the beginning of class. We will hold a lightning round mini-conference during the last week of class, when you will each have a chance to present your paper topic and conclusions.

Grade determined by calculating points, participation, attendance, and extra credit points.

Grade scale: A+ = 98-100; A = 93-97; A- = 90-92; B+ = 88-89; B = 83-87; B- = 80-82; C+ = 78-79; C = 73-77; C- = 70-72; D+ = 68-69; D = 63-67; D- = 60-62; F = 0-59

Written work for this course must adhere to the following format: double-spaced, one-inch margins, in 12 point Times New Roman font, paginated, proofread, and including Chicago Style footnotes for the book review and research paper. Assignments are due at the beginning of class. No email attachments. Late papers will be penalized by 5 points for each day late.

- **Cheating / Plagiarism:** Plagiarism refers to the reproduction of another's words or ideas without proper attribution. Cheating, plagiarism, and other forms of academic dishonesty are serious offenses, and will result in a failing grade and notification of the Dean of Students Office. Don't do it.
- **Course evaluations:** During the 15th week of classes, you will receive an official email from evaluation administrators with a link to the evaluation site. You will have two weeks to complete the evaluation. I do not see your evaluation until after grades are submitted.
- **Disclaimer:** In the event of a major campus emergency, the above requirements, deadlines and grading policies are subject to changes that may be required by a revised semester calendar. Any such changes in this course will be posted on Blackboard once the course resumes or can be obtained by contacting the professor via email.

**Email etiquette.* Outside of class or office hours, communicate with your professor by email. State the reason for your email in the subject line (ex: "question about essay"). Include a full salutation (ex: "Dear

Professor”), and closing with your full name (ex: “Sincerely, Eleanor Roosevelt”). Use full sentences, correct grammar, and punctuation. If you fail to follow this etiquette, I will not respond to your email. I will *usually* respond to your emails within 24 hours, with the exception of weekends.

Schedule of Classes

- Week 1: **Genocides in the Twentieth Century**
M, 1/7: Introduction and Overview: Confronting the Silence
 • Dan Pagis, "Written in Pencil in the Sealed Railway-Car"
W, 1/9: WEITZ, "Introduction: Genocides in the Twentieth Century"
F, 1/11: Robert Melson, "Introduction: Overview and Major Themes"*
 •RL#1: Where do you see the major points of agreement
 and/or disagreement between Weitz and Melson in their main
 arguments and methods for studying genocides?
- Week 2: **Race and Nation**
M, 1/14: WEITZ, ch1, "Race and Nation," pp. 16-42
W, 1/16: WEITZ, ch1, "Race and Nation," pp. 42-52
F, 1/19: Zimmerer, "The First Genocide of the Twentieth Century"*
 •RL#2: What is modern about understanding and organizing
 human difference according to race and nation? How do
 colonialism and its legacies contribute to our understanding of
 genocide?
- Week 3: **The Armenian Genocide**
M, 1/21: NO CLASS- MLK DAY
W, 1/23: Robert Melson, ch.5, "The Turkish Revolution and the Armenian
 Genocide"*
 • WALLER, "Dovey's Story," pp. 54-58
@Book: Peter Balakian, *Black Dog of Fate: A Memoir* (1997) _____
F, 1/25: • WEITZ, "An Armenian Prelude," pp. 1-7
 •RL#3: Why was the Young Turk regime an "unmitigated
 disaster" for the Armenian people?
- Week 4: **What is Extraordinary Evil?**
M, 1/28: WALLER, pp. 9-24, 33-53, 59-91
W, 1/30: WALLER, pp. 137-161, 196-220, 230-271
@Book: Claudia Card, *Atrocity Paradigm* (2002) _____
F, 2/1: Milgram, "Behavioral Study of Obedience"*
 In-class viewing of *The Wave*
 •RL#4: How does Waller explain why some commit
 extraordinary evil?
- Week 5: **What were the preconditions for the Holocaust?**
M, 2/4: WEITZ, ch.3, "Nazi Germany," pp. 102-114
W, 2/6: Schleunes, "The Year 1933: Revolution or Continuity in German
 History?*"
@Book: Richard Hamilton, *Who Voted for Hitler?* (1982) _____
@Book: Richard Bessel, *Germany after the First World War* (1993) _____
F, 2/8: Lucy Dawidowicz, "The First Stage: Anti-Jewish Legislation"*
 •RL#5: Was 1933 a revolution in Germany?

- Week 6: **How did Nazi Germany seek war and systemize its persecution of targeted groups?**
 M, 2/11: WEITZ, ch.3, "Nazi Germany," pp.114-124
 W, 2/13: Nora Levin, ch.4, "The Jews of Germany: 1933-1938"*
 @Book: Marion Kaplan, *Between Dignity and Despair* (1998) _____
 @Book: David Bankier, *The Germans and the Final Solution* (1992) _____
 F, 2/15: Lucy Dawidowicz, *From that Place and Time*, "Flight"*
 "The Reichsvertretnung Program after the Nuremberg Laws"*
 •RL#6: How did Nazi Germany systemize its persecution of targeted groups?
- Week 7: **How did the Nazi German Empire expand? How did the war differ geographically?**
 M, 2/18: Bergen, ch.5, "Experiments in Brutality, 1939-1940"*
 •RESEARCH PAPER PROPOSALS DUE
 W, 2/20: Holly Case, "Territorial Revision and the Holocaust: Hungary and Slovakia during World War II"*
 @Book: Dobroszycki, *The Chronicle of the Łódź Ghetto, 1941-1944* (1984) _____
 @Book: Knowles, et al, eds., *Geographies of the Holocaust* (2014) _____
 @Book: Emily Greble, *Sarajevo, 1941-1945* (2011) _____
 F, 2/22: Lucy Dawidowicz, "The Ordeals of the Ghettos in Eastern Europe"*
 •RL#7: In what ways did Poland become a testing ground for Nazi policies? How did territorial concerns affect Nazi policies?
- Week 8: **How did Nazi Germany turn to a "War of Annihilation"? How did Nazi Germany and its Collaborators carry out the "War of Annihilation"?**
 M, 2/25: WEITZ, ch.3, "Nazi Germany," pp.124-143
 •Tim Snyder, *Bloodlands*, "The Nazi Death Factories"*
 W, 2/27: Jeffrey Veidlinger, *In the Shadow of the Shetl*, "Life and Death in Reichskommissariat Ukraine"*
 @Book: Jan Grabowski, *Hunt for the Jews* (2013) _____
 @Book: Heinz Heger, *The Men With the Pink Triangle* (1980) _____
 F, 3/1: •Jacob Gladstein, poem, "The Dead Do Not praise God"*
 •Sara Nomberg-Przytyk, short story, "Esther's First Born" *
 •RL#8: How do the week's readings reflect the turn to "war of annihilation"? What stands out to you?
- Week 9: **"A World in Flames"**
 M, 3/4: Bergen, ch.8, "Death Throes and Killing Frenzies, 1944-1945"*
 István Deák, "A Fatal Compromise?"*
 W, 3/6: Shik, "Infinite Loneliness: Some Aspects of the Lives of Jewish Women in the Auschwitz Camps According to Testimonies and Autobiographies Written Between 1945 and 1948"*
 @Book: Imre Kertész, *Fatelessness* (2004) _____
 @Book: Kazik, *Memoirs of a Warsaw Ghetto Fighter* (1994) _____
 @Book: Nirenberg, *Johann Trollmann & Romani Resistance to the Nazis* (2016) _____
 F, 3/8: •Ruth Bondy, "Games in the Shadow of the Crematoria: The Children's Barracks in the Birkenau Family Camp"*
 •Zuckerman, "The Creation and Development of the ŻOB"*
 •RL#9: What is resistance?
- Week 10: **No Classes M, 3/11 through F, 3/15 - SPRING BREAK**

- Week 11: **"Is it possible to be simultaneously a Victim and a Victimizer?"**
 M, 3/18: Reading Jan Gross, *Neighbors*, pp. xv-94 – consult the footnotes!
 W, 3/20: Reading Jan Gross, *Neighbors*, pp.95-end
 @Book: Istvan Deak, *Europe on Trial* (2015) _____
 F, 3/22: Class discussion
 •RL#10: How does this little book contribute to the study of genocide?
- Week 12: **Cambodia: The Killing Fields**
 M, 3/25: WEITZ, ch.4, "Racial Communism," pp. 144-164
 W, 3/27: WEITZ, ch.4, "Racial Communism," pp.164-189
 @Book: Ben Kiernan, *The Pol Pot Regime: Race, Power, and Genocide in Cambodia under the Khmer Rouge, 1975-79*, 3rd edition (2008) _____
 F, 3/29: Alexander Laban Hinton, "Why Did You Kill?: The Cambodian Genocide and the Dark Side of Face and Honor"*
 •RL#11: Hinton asks in his article, "How do perpetrators like Lohr come to commit such genocidal acts?" How does he seek to discover the answer to this question? What do you find most striking about his conclusions?
- *I will announce the April Holocaust Remembrance Events, and the 30 Years After Symposium***
- Week 13: **Rwanda: What was the nature of the genocide?**
 M, 4/1: MAMDANI, "Introduction," ch.3 "The Racialization of the Hutu/Tutsi Difference under Colonialism," and ch.5 "The Second Republic"
 W, 4/3: MAMDANI, ch.7 "The Civil War and the Genocide"
 @Book: Philip Gourevitch, *We Wish to Inform You That Tomorrow We Will Be Killed With Our Families: Stories From Rwanda* (1999) _____
 F, 4/5: Jean Hatzfeld, *Machete Season: The Killers in Rwanda Speak* (selections)*
 •RL#12: "In Rwanda...your neighbors killed you," said a minister in the RPF-led government. To what extent does *Neighbors* help us understand the nature of the genocide in Rwanda?
- Week 14: **Yugoslavia: Genocide or Ethnic Cleansing?**
 M, 4/8: WEITZ, ch.5, "National Communism," pp.190-209
 W, 4/10: WEITZ, ch.5, "National Communism," pp. 209-235
 @Book: Misha Glenny, *The Fall of Yugoslavia* (3rd edition, 1996) _____
 F, 4/12: Jeri Laber, "Bosnia: Questions About Rape" *
 •RL#13: What are the main similarities and differences that you see between the events in Yugoslavia and Rwanda?
- Week 15: **What have we learned?**
 M, 4/15: RESEARCH PAPERS DUE – film clips
 W, 4/17: WEITZ, "Conclusion"
 F, 4/19: WALLER, "Conclusion"
- Week 16: **Class Conference – Paper Presentations**
 M, 4/22, W, 4/24 and F, 4/26: In-class presentations