

Holocaust and Genocide

SPRING 2021: HIST 595/POL 59000 ~ MWF 1:30-2:20 in WALC 3090
Hybrid Course: M & W in person, Friday online, unless otherwise specified

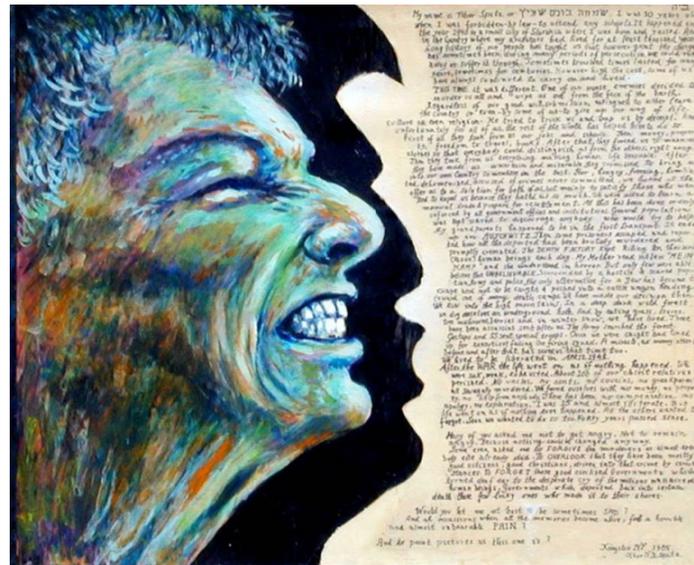
“This story should not have happened – it did. We believed such stories cannot happen again – they are.”
-Judith Sherman, *Say the Name*

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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, nation and class in the USSR, 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*, updated edition (Princeton UP, 2015)
- James WALLER, *Becoming Evil*, second edition (Oxford, 2007)
- Annette WIEVIORKA, translated by Jared Stark, *The Era of Witness* (Cornell, 2006)
- All additional required readings available on Brightspace, marked with a “B”
- Ask me if you cannot find a book. I also have a number of copies to lend.

Course Requirements and Grading (500 points possible):

- I) **Participation (50 points):** The success of a class, in trying times or otherwise, depends on your participation. This is especially true now, as I will be mainly be using active learning methods to keep us all engaged online and off in our hybrid class this semester. Let us be generous, courteous, and respectful of each other as we use these methods. We will alternate seeing each other “face-to-face”/f2f (M&W) and online (F). We will be using google docs and slides for discussion and collaborative work, the zoom chat box, and other means we find to work well, in addition to f2f discussion. The elegance of this method is that you will have complete notes from readings and discussions based on collaborative efforts saved in your drive, and your participation is easy to assess. You may wish to create a separate google drive for course materials, or a separate folder in an existing drive. Participation points will be calculated weekly. All readings and other preparations listed on the syllabus for a class session are to be completed before that class session.
- II) **10 Reaction Logs (RLs) (200 points total, 20 points each):** These are concise (300 word min – 500 word max, about 1 ½ pages) and reflective responses to the RL question based on the week’s readings, which you will find listed on the syllabus under the Friday entry. **Reaction Logs are due on Brightspace by 1pm on Fridays, exceptions noted in syllabus and on Brightspace.**
- III) **Book Review and presentation (150 points):** You will write a 1200 word/ about 5-page book review of a volume 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.** You are not responsible for the Reaction Log for the week your book review is due (that is, you get one 20 point freebie). You will have 5-7 minutes to present your book. **Create 2 slides for your presentation, send them to me by your Wednesday at noon, and I will share them with the class.**
- IV) **Pedagogy assignment (100 points):** In lieu of a more traditional final exam essay or research paper, I am asking you to carefully consider and create an assignment for a topic in an area of special interest for you within comparative genocide studies. By the end of this course, you will be able to demonstrate how to teach about a question in this field with sensitivity and confidence. It is clear that we must reflect afresh on how to effectively teach about genocide in a way that upholds the moral imperative to human dignity. In a 600 word/about 3 page essay, discuss the material (readings, film, photograph, poem, etc.) that you would use to teach the topic you have chosen, why you chose that material, and how you would use it. Why did you chose this topic? What would be your approach, and why? What would be the goal/outcome/gradeable result of the assignment? What do you wish your students to learn from it? What might be potential pitfalls? Ideal outcomes? Do not truncate your imagination in creating your assignment, but make it feasible. **Topics due on Monday, April 12th in class. Essay due Monday, May 3rd at 9pm on Brightspace.**

- We will discuss opportunities to be involved in the Greater Lafayette Holocaust Remembrance Committee (www.glhrc.org) event, and Together We Remember (<http://togetherweremember.org>) in April, and other volunteer activities.

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

Schedule of Classes

Week 1: **Genocides in the Twentieth Century**

W, 1/20: Course Introduction and Overview: Confronting the Silence

- Dan Pagis, "Written in Pencil in the Sealed Railway-Car"

F, 1/22: How and why do we study comparative genocide? 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?

- Weitz, "Introduction: Genocides in the Twentieth Century"
- Melson, "Introduction: Overview and Major Themes" (B)

Week 2: **Race and Nation**

M, 1/25: Weitz, ch1, "Race and Nation," pp. 16-52

W, 1/27 ONLINE: Zimmerer, "The First Genocide of the Twentieth Century" (B)

- RL#1:** 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?

@Book: Elizabeth Baer, *The Genocidal Gaze* (2017) _____

F, 1/29: **No Class**

Week 3: **What is Extraordinary Evil?**

M, 2/1: Waller, pp. 9-24, 33-53, 59-91

W, 2/3: Waller, pp. 137-161, 196-220, 230-271

@Book: Alex Alvarez, *Governments, Citizens, and Genocide* (2001) _____

@Book: Ervin Staub, *The Roots of Evil* (1989) _____

F, 2/5: Milgram, "Behavioral Study of Obedience" (B)

- View *The Wave* short film before class (B)

Week 4: **The Armenian Genocide**

M, 2/8: Weitz, "An Armenian Prelude," pp. 1-7

W, 2/10: Waller, "Dovey's Story," pp. 54-58

@Book: Peter Balakian, *Black Dog of Fate: A Memoir* (1997) _____

@Book: Ronald Suny, *They can live in the desert but nowhere else* (2017) _____

F, 2/12: Robert Melson, ch.5, "The Turkish Revolution and the Armenian Genocide" (B)

- RL#2:** What was the so-called "provocation thesis," and what counterarguments does Melson present to combat it?

Week 5: **Nation, Race, and Class in the Soviet Union**

M, 2/15: Weitz, ch.2., pp. 53-74

W, 2/17: **Reading Day, No Class**

F, 2/19: Weitz, ch.2, pp. 74-101

@Book: Philip Wolny, *Holodomor: The Ukrainian Famine-Genocide* (2018) _____

@Book: Peter Whitewood, *The Red Army and the Great Terror* (2015) _____

- RL#3:** In which ways did the Soviet leadership make class, national background and political perspective key features in their attempt to create a new society?

Week 6: **What were the preconditions for the Holocaust?**

M, 2/22: Weitz, ch.3, "Nazi Germany," pp. 102-114

W, 2/24: Weitz, ch.3, "Nazi Germany," pp.114-124

@Book: Paul Hanebrink, *A Specter Haunting Europe* (2018) _____

@Book: Martin Dean, *Robbing the Jews* (2008) _____

F, 2/26: Lucy Dawidowicz, "The First Stage: Anti-Jewish Legislation" (B)

- **RL#4:** When you read these pieces of legislation intended to deprive Jews of their civil equality, and exclude them from the wider German society, what features of the legislation stands out to you? Is there anything that surprises you?

Week 7: **How did the Nazi German Empire expand? How did the war differ geographically?**

M, 3/1: Bergen, ch.5, "Experiments in Brutality, 1939-1940" (B)

W, 3/3: Holly Case, "Territorial Revision and the Holocaust: Hungary and Slovakia during World War II" (B)

@Book: David Fishman, *The Book Smugglers* (2017) _____

@Book: Robert Melson, *False Papers* (2000) _____

@Book: Ruth Bondy, *Trapped: Czech Jews, 1939-1943* (2008) _____

F, 3/5: Lucy Dawidowicz, "The Ordeals of the Ghettos in Eastern Europe" (B)

- **RL#5:** 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, 3/8: Weitz, ch.3, "Nazi Germany," pp.124-143

- Tim Snyder, *Bloodlands*, "The Nazi Death Factories" (B)

W, 3/10: Jeffrey Veidlinger, *In the Shadow of the Shetl*, "Life and Death in Reichskommissariat Ukraine" (B)

@Book: Raz Segal, *Genocide in the Carpathians* (2016) _____

@Book: Andrea Pető, *Women of the Arrow Cross* (2020) _____

@Book: Jan Grabowski, *Hunt for the Jews* (2013) _____

F, 3/12: Bergen, ch.9, Death Throes and Killing Frenzies (B)

- Weiss Halivni, paragraph from the *Book and the Sword* (B)

- **RL#6:** How do the week's readings reflect the turn to "war of annihilation"? Discuss one feature of the topic that is new to you.

Week 9: **Aftermaths**

M, 3/15: Dawidowicz, "Saving Remnants" (B)

W, 3/17: Klein-Pejšová, "Hungarian Jewish Refugees in Austria, 1945-49" (B)

@Book: Istvan Deak, *Europe on Trial* (2015) _____

@Book: Monica Black, *A Demon-Haunted Land* (2020) _____

@Book: Anna Cichopek-Gajraj, *Beyond Violence* (2014) _____

F, 3/19: Deák, "The Incomprehensible Holocaust" (B)

- **RL#7:** Discuss how the experience of postwar population displacement deepens our understanding of the wartime experience.

- Week 10: **Cambodia: The Killing Fields**
 M, 3/22: Weitz, ch.4, "Racial Communism," pp. 144-189
<https://www.ushmm.org/genocide-prevention/countries/cambodia>
 W, 3/24: Alexander Laban Hinton, "Why Did You Kill?: The Cambodian Genocide and the Dark Side of Face and Honor" (B)
 @Book: Ben Kiernan, *The Pol Pot Regime*, 3rd edition (2008) _____
 @Book: Elizabeth Becker, *When the War Was Over* (1998) _____
 @Book: Sydney H. Schanberg, *The Death and Life of Dith Pran* (1985) _____
 • **RL#8:** 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?
 F, 3/26: **No Class**
- Week 11: **Rwanda: What was the nature of the genocide?**
 M, 3/29: Mamdani, "Introduction," ch.3 "The Racialization of the Hutu/Tutsi Difference under Colonialism" (B)
<https://www.ushmm.org/genocide-prevention/countries/rwanda>
 W, 3/31: Mamdani, ch.7 "The Civil War and the Genocide" (B)
 @Book: Susan Thompson, *Rwanda: From Genocide to Precarious Peace* (2018) _____
 @Book: Philip Gourevitch, *We Wish to Inform You That Tomorrow We Will Be Killed With Our Families: Stories From Rwanda* (1999) _____
 F, 4/2: Jean Hatzfeld, *Machete Season: The Killers in Rwanda Speak* (selections) (B)
 • **RL#9:** "In Rwanda...your neighbors killed you," said a minister in the RPF-led government. To what extent does this statement help us understand the nature of the genocide in Rwanda?
- Week 12: **Serbia and the War in Bosnia**
 M, 4/5: Weitz, ch.5, "National Communism," pp.190-209
<https://www.ushmm.org/genocide-prevention/countries/bosnia-herzegovina>
 W, 4/7: Weitz, ch.5, "National Communism," pp. 209-235
 @Book: Adis Maksic, *Ethnic Mobilization, Violence, and the Politics of Affect* (2017) _____
 @Book: Misha Glenny, *The Fall of Yugoslavia* (3rd edition, 1996) _____
 F, 4/9: Janet Jacobs, "The memorial at Srebrenica: Gender and the social meanings of collective memory in Bosnia-Herzegovina" (B)
 • **RL#10:** In what ways does Jacobs argue that commemorating the genocide in Bosnia-Herzegovina is particularly difficult from the perspective of gender?
- Week 13: **Witness, Testimony, and Memory**
 M, 4/12: ***pedagogy assignment topics due – one sentence**
 Wieviorka, *The Era of the Witness*, intro & Part I
 W, 4/14: Wieviorka, *The Era of the Witness*, Part II
 @Book: Jelena Subotic, *Yellow Star. Red Star* (2019) _____
 @Book: Omer Bartov, *Anatomy of a Genocide* (2018) _____
 @Book: David Chandler, *Traces of Trauma: Cambodian Visual Culture and National Identity in the Aftermath of Genocide* (2020) _____
 F, 4/16: Wieviorka, *The Era of the Witness*, Part III & epilogue

- Week 14: **Prevention, Justice, Healing**
 M, 4/19: Weitz, "Conclusion"
 Waller, "Conclusion"
 W, 4/21: <http://www.auschwitzinstitute.org/>
<https://campaignforuyghurs.org/>
<https://www.womenspeacenetwork.org/>
 @Book: Ruth Ben-Ghiat, *Strongmen* (2020) _____
 @Book: James Waller, *Confronting Evil* (2016) _____
 @Book: Priscilla B. Hayner, *Unspeakable Truths* (2002) _____
 F, 4/23: <https://togetherweremember.org/>
<https://thoughtpartnerships.org/who-we-are>
<https://mindleaps.org/en/>
<https://stotenema.com/en/2020>
<https://museumandmemorial.eji.org/memorial>
<https://www.projectoverzero.org/>
- Week 15: **Teaching Holocaust and Genocide Studies**
 M, 4/26: Colin Tatz, *With Intent to Destroy*, epilogue, "Teaching about Genocide" (B)
 W, 4/28: <https://www.ushmm.org/teach/fundamentals/guidelines-for-teaching-the-holocaust>
<https://lightinitiative.org/>
<https://p-crc.org/>
 F, 4/30: <https://ctholocaust.co.za/>
<https://www.jhbholocaust.co.za/>
<https://www.handprintshealfootprints.org/>

Pedagogy Essay due Monday, May 3rd at 9pm on Brightspace

UNIVERSITY POLICIES

Protect Purdue Pledge

Being a part of the Boilermaker community means that each of us must take extraordinary steps to stay well and persistently protect each other, on campus and in the community. Accountable together, I pledge to take responsibility for my own health, the protection of others and help keep the Purdue community safe from spread of COVID-19 and other infections as identified and instructed by the university.

PROTECT PURDUE WEBSITE: <https://protect.purdue.edu/>

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 Brightspace 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.

CHEATING / PLAGIARISM

Plagiarism refers to the reproduction of another's words or ideas without proper attribution. University Regulations contains further information on dishonesty. Plagiarism and other forms of academic dishonesty are serious offenses, and will be treated as such in this class. **You are expected to produce your own work and to accurately cite all necessary materials.** Cheating, plagiarism, and other dishonest practices will be punished as harshly as Purdue University policies allow. Any instances of academic dishonesty will likely result in a grade of F for the course and notification of the Dean of Students Office. Please make sure that you are familiar with Purdue’s academic integrity policies:

<http://www.purdue.edu/odos/aboutodos/academicintegrity.php>

GRIEF ABSENCE POLICY

Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students (GAPS). Students will be excused from classes for funeral leave and given the opportunity to complete missed assignments or assessments in the event of the death of a member of the student’s family.

STUDENTS WITH DISABILITIES

Purdue University is committed to providing equal access and equal opportunity to university courses, activities, and programs for students with disabilities. Students with documented disabilities that substantially limit a major life activity, such as learning, walking, or seeing, may qualify for academic adjustments and/or services. If you have a disability that requires special academic accommodation, please make an appointment to speak with me within the first three weeks of the semester in order to discuss any adjustments. It is the student’s responsibility to notify the Disability Resource Center of any impairment/condition that may require accommodations and/or classroom modifications. To request information about academic adjustments, auxiliary aids, or services, please contact the Disability Resource Center in the Office of the Dean of Students, 830 Young Hall, (765) 494-1247 (V/TTY), drc@purdue.edu.

NONDISCRIMINATION POLICY STATEMENT

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or status as a veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws,

regulations and orders and in conformance with the procedures and limitations as set forth in Executive Memorandum No. D-1, which provides specific contractual rights and remedies.

VIOLENT BEHAVIOR POLICY

Purdue University is committed to providing a safe and secure campus environment. Purdue strives to create an educational environment for students and work environment for employees that promote educational and career goals. Violent behavior impedes such goals. Therefore, violent behavior is prohibited in or on any university facility or while participating in any university activity.