

A Global History of the Holocaust and Genocide
HIST/JWST/RLST 1830

(Fulfills the HIST1800 Global History requirement,
Fulfills the RLST Judaism cluster requirement
Fulfills JWST requirements)

Spring 2017
Professor David Shneer
T/Th 3:30-4:45pm

Office Hours: Th, 1:30-3pm
UClub 216

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Phone: (303) 492-8041

Books:

1. Christopher Browning, *Ordinary Men*
2. Joseph Conrad, *Heart of Darkness*
3. Jan Gross, *Neighbors*
4. Primo Levi, *Survival in Auschwitz*

Additional readings on D2L

Readings should be completed for the week it is assigned. Week I readings will be discussed Thursday of Week I, but subsequent weeks, readings should be prepared for Tuesday. Always bring readings to class on an Ipad or printed out.

The Course:

We will examine the interplay of history, religion, politics, culture, and psychology to try to understand why the great philosopher Isaiah Berlin called the 20th century, "The most terrible century in Western history." Our focus will be on the Holocaust as the event that defined the concept of genocide, but we will locate this event that has come to define the 20th century within concepts such as racism, imperialism, violence, and the dehumanization of individuals in the modern world. Topics covered include Native American and Indigenous genocide; HIV/AIDS; sexual violence; and the question of just war.

Requirements:

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| 1. Class participation, Class Leadership, Hevruta | 10% |
| 2. Reading/Film Quizzes | 10% |
| 3. Long midterm take home | 10% |
| 3. Short weekly writing assignments | 35% |
| 4. Final Project | 35% |

Class Participation and Leadership:

This class demands that you come to class every session. The material we are reading is emotionally difficult and it requires that our classroom become a comfortable place where we can talk about what we want to talk about. That means people have to show up, and show up on time. Class leadership means that I expect each person to contribute to learning in the class. That can be through our email, in class, during office hours or with classmates. In any case, it requires that you keep up with the readings, which are written down in the order you should read them. You are also expected to view class films living on D2L.

Hevruta and the Creation of a Learning Community:

Traditional Jewish learning always involved studying with a study partner, with whom you developed an intellectual relationship. Each of you will be required to have a "hevruta" study partner with whom you will communicate no less than once a week to discuss the readings for the week. The ideal hevruta is someone with whom you can communicate regularly—a roommate, friend, or partner. At the same time, most of you likely came to class not knowing anyone else in the class. Therefore, I will ask you to let your graduate assistant know if you have a hevruta by the end of Week 1. If you do not, we will assign you a hevruta with the goal of making the learning experience as rich and rewarding as possible.

You and your hevruta will have the option of completing your regular quizzes together as well as doing your final project jointly and can have your final project graded individually, based on who did which aspect of the final project, or as a group. In terms of evaluating this form of "paired learning," near the end of the semester, I will ask each of you to discuss how the hevruta learning experience worked (or didn't work) for you and how the relationship with your hevruta evolved over time.

Laptop/iPad/Mobile Phone Policy:

Laptops and mobile phones are strictly prohibited. This is to better create a learning community, which requires that you be present for class and avoid distraction for yourself and others. Because they do not have a screen creating a barrier between you and the broader learning community, you may request permission to bring an iPad/Tablet or other flat screen device on which to bring readings. Failure to uphold these expectations will result in the immediate expulsion from the lecture hall.

Reading/Film Quizzes:

You will be asked to do regular reading/film quizzes that are due by 5pm on Monday before class. These will be simple, true/false questions based on the reading and/or film that are meant to give you incentive to read/view but more importantly, for me to know what you took from the reading/film in preparation for that week's classes. These may be done with your hevruta.

Writing Portfolios/Short Video Responses:

Alternating with reading quizzes, you will be asked to write 10 short responses to the reading to be due by 5pm on Wednesday. These ask you to think more deeply about a specific topic of the week but ask you to focus on being as succinct as possible. Word count varies as does the value of the short response.

Final Projects:

You will present these either as solo endeavors or with your hevruta with whom you have worked through the semester. The form of the final project can range from a close reading of a primary source, a research paper based on materials in the Mazal Holocaust Collection, a short film, or even a syllabus of a course you intend to deliver. See separate handout for the final project.

Music and Singing:

Music will play an integral role in this course. Since we are exploring mass violence, the course will be emotionally challenging, but more important, it has the potential to dehumanize the victims, not to mention those committing violence. Singing involves the human body, and I have experienced the power of producing music to create deeper connections to those we are learning about. Therefore, to better connect with the subjects of the course, their modes of

remembering their losses, and ways we can ourselves engage in a restorative practice, we will both listen to and sing music of those who suffered from mass violence. For extra credit, I encourage each of you to think about a song you would like to teach the class as long as it is in the context of the global history of the Holocaust and genocide.

Out of Class Activities:

Throughout the semester, I will be posting events, talks, lectures, and film screenings to the D2L calendar page. I encourage out of class activities to the extent possible and will be giving extra credit to those of you who can attend them.

Work Lives, Personal Lives, and Class Expectations:

I recognize that many of you work to pay your way through school, some of you full time. This is admirable and a challenge. I also know that some of you have families who rely on you. And I also expect all students to keep up with the course within reason. Please let me know in advance if you anticipate your paid work or personal life situation interfering with class time so that we can make arrangements to accommodate your needs while finding ways to help you succeed in the class.

Inclusive Excellence:

I invite students to inform me of their preferred gender pronouns and preferred names to be used in class. I also invite you to let me know about any aspects of your identity that may affect your relationship to the course, whether it be about religious, cultural, sexual, or gender identities, in addition to your need for accommodations based on physical, learning or other challenges you may have.

Accommodation for Disabilities:

If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by email at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see [Temporary Injuries guidelines](#) under the Quick Links at the [Disability Services website](#) and discuss your needs with your professor.

Religious Holidays:

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, I take religious diversity very seriously, since it's one of the categories by which groups targeted for mass killing were marked. Please let me know in your autobiography if you think your religious/spiritual beliefs will shape how you respond to the material and if it will affect your ability to be present in class. For those students missing class for religious obligations, I ask that you let me and your TA know about your expected absence (these should not come as a surprise!) and a reminder to be sure to get your work in advance if something is due on the date you will miss.

Classroom Behavior:

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age,

disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. Also we will be using tent cards so that I may better identify all of you. Be sure to bring your tent card to class each day.

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation:

The University of Colorado Boulder (CU Boulder) is committed to maintaining a positive learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU's Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU Boulder's Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the [OIEC website](#).

Honor Code:

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the [academic integrity policy](#) of the institution. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at <http://honorcode.colorado.edu>. Note that because this class encourages collaborative work with your hevruta, you will be expected to know the difference between plagiarism and collaboration, a distinction we will go over in class.

Week One: Towards a Global History of the Holocaust and Genocide January 17, 19

Readings:

1. UN Charter on Genocide*
2. Raphael Lemkin, "Genocide: A Modern Crime," *Free World*, 1945, vol. 9, no. 4
3. Rudyard Kipling, "White Man's Burden"*
4. Gellately and Kiernan, "Study of Mass Murder and Genocide" in *Specter of Genocide**
5. Joseph Conrad, *Heart of Darkness*, to p. 80.

*--D2L

Watch: *Watchers of the Sky* (D2L)

Song: Zog nisht keynmol (Never Say), Hirsh Glik, *Vilna Ghetto*, 1943

Assignments:

Dropbox, Personal write up

**Week Two: “Exterminate the Brutes”: Brutalization of Society in an Age of Empire,
January 24, 26**

Readings:

1. Elazar Barkan, “Genocide of Indigenous Peoples,” in *Specter of Genocide**
2. Heart of Darkness to end.

Song: Select song from Native American Genocide Song page.

Commemoration: International Holocaust Remembrance Day, January 27.

Out of Class Activity: Nils Roemer, “The Holocaust, Then and Now,” Thursday, January 26, 7pm, Wittemyer Courtroom, Room 101, Wolf Law Building, CU Boulder.

Assignments:

Quizzes, film quiz, *Watchers of the Sky*, due Monday, January 23, 5pm

Dropbox, Short response, Week 1, due Monday, January 23, 5pm

Dropbox, Short response, Week 2, due Wednesday, January 25, 5pm

**Week Three, The Origins of Genocide and the Rise and Fall of Empires:
Southwest Africa (German Empire) and Armenia (Ottoman Empire)
January 31, February 2**

Readings:

1. Armenian Genocide Museum (<http://www.genocide-museum.am/eng/>). Look at maps, photos, and read at least one survivor account and one eyewitness account.
2. Sasha Romanovsky, “A Critical Look at Genocide in Southwest African and Its Effects on the Herero>Nama People,” undergraduate research paper, <http://www.history.ucsb.edu/faculty/marcuse/classes/133p/papers/096RomanowskyHereroGenocide.htm> (as an example of what you can produce at the end of this class)
3. Norimitsu Onishi “Germany Grapples with its African Genocide,” *New York Times* < Dec. 29, 2016.
4. Jay Winter, “Under Cover of War: The Armenian Genocide in the Context of Total War,” in *Specter of Genocide*

Song: “Die Yaman (Never Forget),” <https://www.youtube.com/watch?v=8yUNbunlQlo>

Listen: Ron Grigor Suny, *They Can Live in the Desert* (podcast)

Assignments:

No reading quiz

Dropbox, Short Response, Week 3 due Wednesday, February 1, 5pm

**Week Four: The (Dialectic of the) Enlightenment, the Idea of Race, and the Perfectability
of Humanity,
February 7, 9**

Readings:

1. Michael Burleigh and Joseph Wippermann, *The Racial State*, excerpts
2. Johnson Reed Act, 1924
3. “Shut the Door”: <http://historymatters.gmu.edu/d/5080>

Watch: Gattaca

Listen: New Books Network, Anton Weiss-Wendt, *Nazi Genocide of the Roma*

Song: Bob Marley, Redemption Song

Assignments:

Quizzes, Reading quiz, due Monday, February 6, 5pm

Dropbox, Short Response, Week 4, due Wednesday, February 8, 5pm

Week Five: The Holocaust: How We Use Sources to Study a Historical Event Whose Very Existence Some People Question
February 14, 16

1. Timothy Snyder, "Hitler's World," *New York Review of Books*, September 24, 2015
2. Einsatzgruppe D Reports on the Eastern Front
3. Leyb Kvitko, "Story of Yosef Vaingartner, Fisherman from Kerch," *Black Book of Soviet Jewry*
4. Boris Wolfson, "Bloody Crimes of the Germans in Kerch," *Historical Journal*, 1942
5. Yahad in Unum testimony Feodosiya
6. German occupation map of Crimea
7. Christopher Browning, *Ordinary Men*, selections

Watch: Europa, Europa

Assignments:

Quizzes, film quiz, Europa, Europa, due Monday, February 13, 5pm

Dropbox, Short response, Week 5, due Wednesday, February 15, 5pm

Week Six: Holocaust, Witnesses or Bystanders: Who is Implicated?
February 21, 23

Read:

1. Jan Gross, *Neighbors*
2. David Shneer, "[Is Seeing Believing?](#)," East European Jewish Affairs

Assignments:

No reading quiz

Dropbox, Short response, Week 6, due Wednesday, February 22, 5pm

Week Seven: Holocaust: The Victims of Genocide
February 28, March 2

Read:

1. Primo Levi, *Survival in Auschwitz*, selections
2. "Interview with Primo Levi," *New Republic*, 1986.
3. Elie Wiesel, *Night*, introduction through 22; 112-115
4. Emmanuel Ringelblum archival materials

Song: Mordechai Gebirtig, "S'brent," 1938 as performed by Lin Jaldati

Assignments:

Quizzes, Reading quiz, due Monday, February 27, 5pm

Dropbox, Short response, Week 7, due Wednesday, March 1, 5pm

Week Eight: Is every mass killing during a war “genocide”? Nanking and Hiroshima March 7, 9

Readings:

1. Reports of the Nanjing Massacre
2. American nuclear bombing of Hiroshima and Nagasaki
(http://mashable.com/2015/08/05/hiroshima-70-years-since-atomic-bomb/#p_aYSwRJAsgx) OR <http://www.mtv.com/news/2233237/japanese-youths-honor-bombing-of-hiroshima-70th-anniversary/>
3. John Hersey, “Hiroshima,” *New Yorker*, August 31, 1946 (long article, feel free to skim)
4. Richard Minear, “Atomic Holocaust, Nazi Holocaust,” *Diplomatic History*
5. 4 Poems from Hiroshima

View: A Film at the Boulder Jewish Film Festival Related to Course

Song: Hiroshima Peace Song (<https://www.youtube.com/watch?v=JYBaq15-u88>)

Commemoration: Hiroshima Peace Memorial Day, August 6

Assignments:

No reading quiz

Longer midterm response, Week 8, due Wednesday, March 8, 5pm

Week Nine: Nuremberg Trials, the Birth of War Crimes, Human Rights, Genocide, and the Question of Responsibility March 14, 16

Readings:

1. Charter on Genocide, 1948. Re-read.
2. Aron Trainin, “Justice Shall Be Done,” *Information Bulletin*, June 1945
3. Francine Hirsch, “The Soviets at Nuremberg,” *American Historical Review*, 2008
4. Hannah Arendt, *Eichmann in Jerusalem*, Epilogue
5. „Attorney General Opens His Case Against Adolf Eichmann“
6. Mazal Holocaust Collection and the Kempner Materials, CU Archives

Visit from the CU Archives staff, Mazal Holocaust Collection

Assignments:

Reading quiz, due Monday, March 13, 5pm

No short response. Work on project proposal

Week Ten: Cambodia, Ritualcide, and Genocide in the Cold War March 21, 23

Readings:

1. Ben Kiernan, “Demographics of Genocide,” *Critical Asian Studies*
2. Seth Mydans, “A Tale of a Cambodian Woman,” *New York Times*
3. Stéphanie Giry, “Forced Marriage and Rape During the Khmer Rouge,” *New York Times*
4. Peg Levine (<https://sfi.usc.edu/news/2015/02/8675-peg-levine-explains-ritualcide-cambodia-center-fellow-lecture>)

5. Review, *Love and Dread in Cambodia*
6. <http://www.pressetelegram.com/general-news/20150413/long-beach-cambodians-to-hold-genocide-remembrance-day-on-friday>

Song: Oh, Phnom Penh Euy (<https://www.youtube.com/watch?v=RXJnsIOVO0s>) Documentary footage

Commemoration: "Day of Remembrance/National Day of Hatred," May 24 AND April 17, Fall of Phnom Penh to Vietnamese Troops, ([https://en.wikipedia.org/wiki/Day_of_Remembrance_\(Cambodia\)](https://en.wikipedia.org/wiki/Day_of_Remembrance_(Cambodia)))

Assignments:

Project Proposals Due Thursday, March 23rd, 5pm

SPRING BREAK, MARCH 27-31

Week 11: Rwanda and Post-Colonial Africa **April 4, 6**

Readings:

1. Gerard Prunier, "Genocide in Rwanda," in *Ethnopolitical Warfare*, 2001
2. Sewell Chan and Marlise Simons, "South Africa to Withdraw from ICC," *New York Times*, October 21, 2016.

Watch [Sometimes in April](#)

Commemoration: Kwibuka or Rwandan Genocide Commemoration, April 7 (see for example <https://www.youtube.com/watch?v=GDamCu0dD1Y>)

Song: The Ben, "I Can See," 2014 (Rwandan-US band) (<http://www.kwibuka.rw/theben/>)

Assignments:

Film Quiz, *Sometimes in April*, due Monday, April 3, 5pm

Short response, due Wednesday, April 5, 5pm

Week 12: Genocide Convention and the Responsibility to Intervene for Humanitarian Purposes **April 11, 13**

Readings:

1. Daniel Goldhagen, "Ending Our Age of Suffering," *New Republic*, 2009.
2. Samantha Powers, *A Problem from Hell*, Introduction*
3. Evan Osnos, "In the Land of the Possible: Samantha Power Has the President's Ear. To what end?" *New Yorker*, December 2014*

Assignments:

Reading quiz, due Monday, April 10, 5pm

Short response, final project update, due Wednesday, April 12, 5pm

Week 13, Genocide Convention and Humanitarian Intervention as a Form of Neo-Imperialism **April 18, 20**

Readings:

1. Franz Fanon, "[On Violence](#)," in *Wretched of the Earth*.
2. Dirk Moses, "The Holocaust and Genocide," in Dan Stone, ed., *The Historiography of the Holocaust*, 2004
3. Rome Statute, 1999
4. [International Criminal Court](#)
5. Kenneth Roth, "Africa Attacks International Criminal Court," *New York Review of Books*

Commemoration: Indigenous Peoples' Day (Same Day as Columbus Day, October)

Assignments:

Reading quiz, due Monday, April 17, 5pm

No short response, work on final projects

Week 14, Holocaust or holocaust/Genocide or genocide ... or Porajmos or ...

April 25, 27

Readings:

1. Ari Joskowicz, "Separate Suffering, Shared Archives: Jewish and Romani Histories of Nazi Persecution," [History and Memory](#), 2016
2. David Stannard, "Prologue" to Ward Churchill, *A Little Matter of Genocide: Holocaust and Genial in the Americas, 1492 to the present* (San Francisco: City Lights, 2001).
3. Lori Colorado, "What Every Indian Know," prologue to *A Little Matter of Genocide*
4. Toni Morrison, *Beloved*, dedication
5. Larry Kramer, Reports from the Holocaust, pp. 217-234
6. Erin Allday, "Last Men Standing," <http://projects.sfchronicle.com/2016/living-with-aids/story/>
7. New footage from AIDS Quilt

Listen: Sweet Honey in the Rock, "Patchwork Quilt," 1989

Commemoration: Yom Hashoah (Holocaust Remembrance Day), April 23/24 AND Armenian Genocide, April 24 (<http://metal-bell.com/8-rock-metal-songs-about-the-armenian-genocide-you-need-to-know/>)

Assignments:

Film Quiz, *The Normal Heart*, due Monday April 24, 5pm

No short response

Work on final projects

Week 15, December 8, Can't We All Just Get Along? Pacifism, Just War, and Other Individual and Collective Responses to State Violence

May 2, 4

Readings:

1. Steven Pinker, *Taming the Devil Within Us*, *Nature* October 2011
2. Elizabeth Kolbert, "Peace in Our Time," *New Yorker* 2011.
3. Laurie Calhoun, "Michael Walzer on Just War"*
4. Mahatma Gandhi, *Satyagraha*
5. Mahatma Gandhi, *Zionism and Jews in the Age of Hitler*, essay from 1938

Assignments:

Final Projects Due, Thursday, May 4, 5pm