

Tentative syllabus

HIST 444

Mass Violence and Comparative Genocide in Modern World History

Fall 2014

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Office: SOS 262

Office hours: 12.45-1.45pm & by app't

Time: Tues/Thu 2:00-3:20pm

Room: [MRF](#) 206

Class #: 37134R

Course is on Blackboard:

Systematic mass murder of large populations is one of the main features of Modern world history. Thus, this seminar will methodically explore and compare the origins, developments and forms of mass violence and genocide, focusing especially on the dark 20th century. Using both primary and secondary sources we will start with the study of the mass murder of indigenous people in different parts of the world from the 16th until the early 20th century (Colonial genocides from the Spanish conquest of the Americas until the massacres of the Herero in South West Africa by the Germans). The main focus lies on the exploration of the genocide of Armenians and other Christians in Turkey during World War I, the Holocaust against the Jews and the genocides in Cambodia and Ruanda. For comparative reasons the genocides following the partition of India and Pakistan as well as in Bangladesh and Guatemala are included, In contrast to common approaches, we will especially investigate the preconditions and early stages of persecution to discuss the transition to mass murder. For this purpose, we will also discuss case studies from Africa and the Americas, where groups were fiercely discriminated against without being exterminated. Analyzing these cases and others, we will compare the factors which motivated states and groups throughout history to instigate mass murder as well as people to participate in these mass crimes. We will trace the history of the public discussion about Genocides and dig into the still vital debate about an appropriate definition of mass extermination.

Required Reading:

Donald Bloxham: *The Great Game of Genocide: Imperialism, Nationalism, and the Destruction of the Ottoman Armenians*, New York: Oxford University Press 2007 (Paperback)

Ben Kiernan: *The Pol Pot regime, Race, Power and Genocide in Cambodia under the Khmer Rouge 1975-1979*, New Haven et.al: Yale University Press 2008 (Paperback).

Wolf Gruner, *Jewish Forced Labor under the Nazis: Economic Needs and Racial Aims, 1938-1944*, New York: Cambridge University Press, 2008 (Paperback)

Scott Strauss: *The Order of Genocide: Race, Power, and War in Rwanda*, Harlow et.al: Pearson Longman (Paperback 2006).

Etelles Higonnet: *Quiet Genocide: Guatemala 1981-1983*, New Brunswick: Transaction Publishers (2008) (Hardcover).

Nancy L. Clark and William H. Worger: *South Africa: The Rise and Fall of Apartheid*, Ithaca: Cornell UP (Paperback 2004).

Required articles and book chapters are posted on Blackboard

Additional Optional Reading:

Donald Bloxham and A. Dirk Moses, *The Oxford Handbook of Genocide Studies* (Oxford; New York: Oxford University Press, 2013) Paperback.

Ben Kiernan: *Blood and Soil. A World History of Genocide and Extermination from Sparta to Darfur*, Yale University Press 2007 (Paperback).

A. Dirk Moses, ed.: *Empire Colony Genocide: Conquest, Occupation, and Subaltern Resistance in World History*, New York: Berghahn Books, 2008.

Colonialism and Genocide, ed. by Dork Moses and Dan Stone, New York 2007.

Christian Gerlach, *Extremely Violent Societies: Mass Violence in the Twentieth-Century World*, 1st ed. (Cambridge University Press, 2010).

Uğur Ümit Üngör , *The Making of Modern Turkey: Nation and State in Eastern Anatolia, 1913-50* (Oxford Univ Pr, 2011)

Mehmet Polatel and Uğur Ümit Üngör, *Confiscation and Colonization: The Young Turks Seizure of Armenian Property* (London: Continuum, 2011)

Lee Ann Fujii, *Killing Neighbors: Webs of Violence in Rwanda* (Ithaca: Cornell University Press, 2009) Paperback

Jacques Semelin: *Purify and Destroy. The Political Use of Massacre and Genocide*, New York: Columbia University Press 2007 (Paperback).

Samantha Power: "A problem from hell". *America and the Age of Genocide*, New York: Harper Perennial 2007, (Paperback).

Michael Mann: *The Dark Side of Democracy, Explaining Ethnic Cleansing*, New York: Cambridge (Paperback).

Course Requirements:

Class attendance and discussions: Participation in class discussions about the readings is vital for the learning process. I expect that you will attend all class meetings, complete assigned reading on time, and engage actively with the material in our discussions. If you will miss class, you have to inform me as soon as possible via email. In cases of illness you have to provide me with a certificate by the USC Health office. Unexcused absences lower your grade. If you miss more than 5 classes, I won't accept a research paper, which will significantly lower the grade. The breakdown of your grade is as follows: **daily attendance, 10 %; active participation in class discussions, 20% = for a total of 30%.**

Examinations:

One midterm exam will be given based on readings and discussions. **Midterm: 30%.**

Research paper:

You are required to write a research paper of 15-20 pages on a topic of your choice and interest whether related to the topic in general or to specific questions under consideration in this class. This paper will be grounded in the historiography of the chosen area, but the heart of the effort will involve research of primary source material available, including the rich material housed in the USC Shoah Foundation Institute or the Holocaust book collection at Doheny library. Please start early to think about a possible subject. At some point I ask you to provide a short description of a possible research subject and a list of the potential literature you identified to write the paper. Feel free to discuss anything about preparing or writing the paper with me by email or during my office hours. **Research Paper: 40%.**

Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A:

<http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The review process can be found at:

<http://www.usc.edu/student-affairs/SJACS/>.

Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for

approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

Schedule:

Week 1

1. Tue, Aug 26: The Study of Mass Violence in World History: Introduction

2. Thu, Aug 28: Discussion of Terms and Interpretations

Primary sources

Raphael Lemkin, Genocide, in: idem, *Axis Rule in Occupied Europe*, pp. 79-95.

The UN Definition of Genocide and its history (*please do individual research online*)

Secondary texts

Mark Levene, Why is the Twentieth Century the Century of Genocide?, in: *Journal of World History*, Vol. 11, No. 2 (Fall, 2000), pp. 305-336.

Week 2

3. Tue, Sep 2: Colonialism 16-18th Century

Secondary texts

Ben Kiernan, The Spanish Conquest of the New World, in: idem, *Blood and soil*, pp. 72-99.

Norbert Finzsch, It is scarcely possible to conceive that human beings could be so hideous and loathsome. Discourses of Genocide in eighteenth- and nineteenth-century America and Australia, in: *Colonialism and Genocide*, ed. by Dork Moses and Dan Stone, New York 2007, pp. 1-19.

4. Thu, Sep 4: Colonialism and Nation Building 19th Century

Secondary texts

Héctor Hugo Trincherro, The Genocide of Indigenous Peoples in the Formation of the Argentine Nation-State, in: *JGR*, vol. 8, 2006, No. 2, pp. 121-137.

Raphael Lemkin, Tasmania, in: *Colonialism and Genocide*, ed. by Dirk Moses and Dan Stone, New York 2007, pp. 74-100.

Ben Kiernan, Genocide in the United States, in: idem, *Blood and Soil*, 2007, pp. 310-363.

Week 3

5. Tue, Sep 9: Sources: Introduction Holocaust and Genocide studies collection at Doheny Attention different location!! Doheny Library Basement

6. Thu, Sep 11: The Ottoman Empire and the Armenians- Pre-conditions

Secondary texts

Bloxham, *The Great Game of Genocide*, pp. 1-68.

Week 4

7. Tue, Sep 16: The Ottoman Empire and the Armenians- War and Mass murder

Primary sources

Eyewitness accounts, in Totten/Parsons, *Century of Genocide*, pp. 78-88.

Secondary texts

Matthias Bjoernlund, The 1914 cleansing of Aegan Greeks as a case of violent Turkification, in *JGR*, Vol. 10, 2008, No. 1, pp. 41-58.

Bloxham, *The Great Game of Genocide*, pp. 69-111.

8. Thu, Sep 18: The Ottoman Empire and the Armenians- Expulsion and Mass murder watching in class part of a documentary about the Armenian Genocide

Secondary texts

Bloxham, *The Great Game of Genocide*, pp. 134-169 (tentatively also 185-206 about American response).

Hervé Georgelin, Perception of the other's fate. What Greek Orthodox Refugees from the Ottoman Empire reported about the destruction of Ottoman Armenians, in *JGR*, vol. 10, 2008, No. 1, pp. 59-76.

Week 5

9. Tue, Sep. 23: Tentative Fredy Perecelli (Guatemala, FAFG) visit

The Case of Guatemala

Secondary texts

Quiet Genocide: Guatemala, pp. 1-17, 29-84, 127-135.

10. Thu, Sep 25: The Holocaust- the Pre-conditions

Primary sources

“Speech of the German delegation in Versailles 1919,”
in Steinhardt Botwinick, *A Holocaust Reader*, pp. 50-51.

Secondary texts

David Engel, *The Third Reich and the Jews*, pp. 1-37.

Ulrich Herbert, Introduction, in idem, *National-Socialist Extermination Policies*, Berghahn Books 2000, pp. 1-28.

Week 6

11. Tue, Sept 30 . The Holocaust- Developments and Institutions

Primary sources

“Nuremberg Laws 1935,” online

http://www1.yadvashem.org/about_holocaust/documents/part1/doc32.html

http://www1.yadvashem.org/about_holocaust/documents/part1/doc33.html

Secondary texts

Gruner, “Local Initiatives, Central Coordination: German Municipal Administration and the Holocaust,” in Feldman/Seibel, *Networks of Persecutions*, pp. 269-294.

Gruner, *Jewish Forced Labor*, Chapter 1 and 5

12. Thu Oct 2. The Holocaust- War, Mass Murder and Perpetrators

Primary sources

The Heydrich order, July 2, 1941, in:

<http://www.jewishvirtuallibrary.org/jsource/Holocaust/heydrichguide.html>

“Protocol of the Wannsee Conference, January 20 1942,” (pdf on blackboard)

Secondary texts

David Engel, *The Third Reich and the Jews*, pp. 50-61.

Christian Gerlach, German Economic interest, Occupation policy, and the murder of the Jews in Belorussia, in Herbert, *National-Socialist Extermination Policies*, pp. 210-239.

Dieter Pohl, The Murder of the Jews in the General Government, in: *ibid*, pp. 83-103.

Week 7

13. Tue, Oct 7: Holocaust, Labor and/or Extermination

Watching in class parts of the documentary: Shoah (1985), Claude Lanzmann

Secondary texts

Gruner, *Jewish Forced Labor*, Chapter 9 and Conclusion

Goldhagen, “Jewish ‘Work’ is Annihilation,” in *idem*, *Hitler’s Willing Executioners*, pp. 283-326

Due on Thursday *Independent research on denial: Armenian Genocide, Holocaust (look for the main arguments and compare both cases)*

14. Thu, Oct 9 Midterm assessment

Week 8

15. Tue, Oct 14: Midterm exam

based on required reading up to this date and class discussions

Due on Tuesday in class: hard copy Research paper-topic (Please explain your subject and provide a preliminary list of the literature and the primary sources you will use in your paper on one page) plus electronic copy via email

16. Thu, Oct 16: South Africa

Secondary texts

Richard Parry, "In a Sense Citizens, but Not Altogether Citizens...": Rhodes, Race, and the Ideology of Segregation at the Cape in the Late Nineteenth Century, in: Canadian Journal of African Studies / Revue Canadienne des Études Africaines, Vol. 17, No. 3, Special Issue: South Africa (1983), pp. 377-391

Clark/Worger, South Africa, pp. 3-61

Week 9

17. Tue, Oct 21: South Africa

Primary sources:

Verwoerd speech, Dec. 1950, in: Clark/Worger, South Africa, pp 121-127.

Freedom Charter, 26 June 1955, *ibid.*, pp. 134-137.

Testimony by Dan Montsisi, 1996, in: *ibid.*, pp. 143-144.

Secondary texts

Clark/Worger, South Africa, pp.62-110.

18. Thu, Oct 23: The Partition of India

Primary sources

Eyewitness accounts, in Totten/Parsons, Century of Genocide, pp. 310-320.

Secondary texts

Paul Brass, "The Partition of India and Retributive Genocide in the Punjab, 1946–47: means, methods, and purposes," *Journal of Genocide Research*, Vol 5, 2003, No 1, pp 71–101.

Week 10

19. Tue, Oct. 28: The cases of Pakistan and Bangladesh

Secondary texts

Chapter: Genocide in Bangladesh, in: Totten/Parsons, Century of Genocide, pp. 297-310.

Mark Levene, The Chittagong Hill Tracts: A Case Study in the Political Economy of 'Creeping' Genocide, in *Third World Quarterly*, Vol. 20, No. 2 (Apr., 1999), pp. 339-369.

20. Thu, Oct 30: Sources: Introduction Archive of **Testimonies from the Holocaust, Rwanda, Cambodia, the Shanghai massacres.**

Attention different location Introduction: USC-Shoah Foundation Archive at Leavey Library.

Week 11

21. Tue, Nov 4: Cambodia- pre history

Primary source

8 points of Pol Pot, May 1975 (interview 1980)

Secondary texts

Kiernan, The Pol Pot regime, P. 1-101.

22. Thu, Nov 6: Cambodia-the early period

Secondary texts

Kiernan, The Pol Pot regime, P. 159-250.

Week 12

23. Tue, Nov 11: Cambodia-the killing phase

Primary sources

Eyewitness accounts, in Totten/Parsons, Century of Genocide, pp. 361-372.

Secondary texts

Kiernan, The Pol Pot regime, P. 251-313, 3

24. Thu, Nov 13: Rwanda – pre-history and main events

Secondary texts

Strauss, The Order of Genocide, pp. 17-64.

Darryl Li, Echoes of violence. Considerations on Radio and Genocide in Rwanda, in JGR, vol. 6, 2004, No 1, pp. 9-28.

Week 13

Due on Tue in class, hard copy two page *outline* of your research paper plus list of primary and secondary sources, also electronic copy via email

25. Tue, Nov 18: Rwanda - local, central

Documentary 12 min. “A good man in hell” in class

Secondary texts

Strauss, The Order of Genocide, pp. 65-121.

Luke Fletcher, Turning *interhamwe*, individual and community choices in the Rwandan Genocide, in JGR, vol. 9, 2007, No. 1, pp. 25-48.

26. Thu, Nov 20: New Examples of Genocide? Latin America

Secondary texts

Nicolas Robins, Genocide and the Great Rebellion of 1780-1782 in Peru and Upper Peru, in: JGR, vol. 7, 2005, No. 3, pp. 351-376.

Daniel Feierstein, Political Violence in Argentina and its Genocidal Characteristics, in JGR, vol. 8, 2006, No. 2, pp. 149-168.

Week 14

Individual Online Research on Classicide, democide, politicide etc. for Tuesday

27. Tue, Nov 25: New Theories and Approaches

Secondary texts

Christian Gerlach, Extremely violent societies. An alternative to the concept of Genocide, in: JGR, vol. 8, 2006, No. 4, pp. 455-472.

28. Thu, Nov 27 Thanksgiving

Week 15

29. Tue, Dec 2: New Critical Approaches

Plus short presentations of individual research results

Secondary texts

Dirk Moses, Theoretical Paper: Toward a Theory of Critical Genocide Studies, in: Online Encyclopedia of Mass Violence

(http://www.massviolence.org/Article?id_article=189)

Evgeny Finkel and Scott Straus, Macro, Meso, and Micro Research on Genocide: Gains, Shortcomings, and Future Areas of Inquiry, in: *Genocide Studies and Prevention* 7 (2012), no. 1, pp. 56-67.

Uğur Ümit Üngör, Studying Mass Violence: Pitfalls, Problems, and Promises, in: *ibid*, pp. 68-78.

Research Paper due on Thursday, last day of class

30. Thu, Dec 4: Assessment of the class, feedback etc.