

Tentative Schedule

History 446 **Resistance to Genocide** Fall 2014

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Office: SOS 262
Office hours: *Tues 12.45-1.45 pm & by app't.*

Time: Tu/Th 2-3.20pm
Room: [SOS](#) B38
Class #: 37130R

Course is on Blackboard

The research course is aimed to teach skills and methods of historical research via exploring a vital question for today's world: *What enables people to oppose or resist racist ideologies, state discrimination practices or the active participation in mass atrocities?* The students will approach the question by studying the historical conditions first and then developing projects independently researching acts of resistance to Genocides with a focus on Rwanda, Guatemala, Cambodia and the Holocaust.

While most research on genocide prevention has attempted to identify the ideological or political causes which led to the Holocaust and other genocides, and more recently, why people commit murder, the theme of the seminar -resistance- has rarely been addressed. When the topic has been discussed, it has been mostly restricted, as in the example of the Holocaust, to organized or armed group resistance by Jews, Poles or Germans, or, more recently, to rescue efforts for the victims. While there is literature on the Holocaust available, publications on the resistance in other Genocides are scarce. This class will systematically enquire why certain individuals or groups do not necessarily follow the path of mass violence, especially at an early stage of such developments. Which personal, psychological, social, political, ideological and/or economic factors support individuals to resist discrimination and violence?

Thus, the aim of the seminar is to encourage student original research on resisters using the internationally unique resources available at USC, as the 52,000 audio visual testimonies of holocaust survivors at the Shoah Foundation Institute archive as well as audio interviews and written testimonies from other genocides. Students will conduct interviews in the Greater Los Angeles area which inhabits large genocide survivor communities of Cambodia, Guatemala and the Holocaust.

This course is best suited for Juniors, since it will provide you with the opportunity to develop a research topic for an honors thesis, if you are interested in applying for the History Department honors program. If so, you will have the opportunity to develop your research further over the summer (very possibly with funding from resources such as SOAR, SURF or Foulke), and then write your thesis in HIST 492 in the fall.

Course requirements:

Attention: Former attendance of a class on Holocaust or Genocide is recommended.

Class attendance and discussions: Participation in class discussions of the readings is vital to 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 weekly 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. During the course of the class you need to deliver several oral reports about your individual research on the basis of your written reports. The breakdown of your grade is as follows: **attendance and active participation in class discussion, 10%; oral reports 10 %, for a total of 20%.**

Examinations:

Four written research reports (as e-copy per email, except the final report also in hard copy) on your research progress, strategies etc. will be assigned as home work, each counts for 10%, total of **40%. All written reports are emailed to all students to provide for discussion**

Research Paper:

You are required to write a research paper of 17-20 pages on the topic of resistance related to one of the genocides under consideration in this class, with at least one transcribed interview attached. The paper will be grounded in the historiography of the chosen area, mostly available in the Holocaust studies collection at Doheny, but the heart of the effort will be the production and research of primary source material and its complementation with other material.

Please start early to think about a possible subject and discuss first ideas with me. Several written reports will help you to conduct the research and prepare your paper.. Feel free to discuss anything about preparing or writing the paper with me by email or during my office hours. I will provide a separate handout explaining the paper requirements.

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.

Required Reading

Articles and book chapters will be on Blackboard

Additional individual reading after choosing the research topic

whether

Ben Kiernan, *The Pol Pot regime, Race, Power and Genocide in Cambodia under the Khmer Rouge 1975-1979* (Paperback 2007).

or

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

or

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

or

Peter Longerich, *Holocaust: The Nazi Persecution and Murder of the Jews*, Oxford University Press 2010

Optional reading

Resisting Genocide. The Multiple Forms of Rescue, ed. by Claire Andrieu, Sarah Gensburger and Jacques Semelin, New York: Columbia University Press 2011

Jan Grabowski, *Rescue for Money. Paid Helpers in Poland*, Jerusalem 2008. (on Blackboard)

Irving Seidman, *Interviewing As Qualitative Research: A Guide for Researchers in Education and the Social Sciences*, Teachers College Press; 2 Sub edition (1998)

Courageous Resistance. The Power of Ordinary people, by Kristina Thalhammer et.al., Palgrave Mc Millan 2007

Nonviolent Social Movements. A Geographical Perspective, ed. by Stephen Zunes et. al., Blackwell Publishers 1999

Ben Kiernan, *Blood and Soil. A World History of Genocide and Extermination from Sparta to Darfur*, Paperback 2007.

I Rigoberta Menchu, *An Indian Women in Guatemala*, Verso 1984.

Nechama Tec, *When light pierced the Darkness. Christian Rescue of Jews in Nazi-Occupied Poland*, Oxford UP 1986.

Moore, Bob, 'The rescue of Jews from Nazi persecution: A Western European perspective', *Journal of Genocide Research*, vol. 5 (2003): 2, 293 — 308

Daring to Resist. Jewish defiance in the Holocaust, ed. by Yitzchak Mais with Essays by David Engel et.al, New York: Museum of Jewish Heritage 2007.

Resisting the Holocaust, ed. By Ruby Rohrlich, Berg 1998.

Bob Moore, *Survivors. Jewish self- help and rescue in Nazi-occupied Western Europe*, Oxford 2010.

Schedule:

1. Tue, Aug. 26: The Study of the Resistance to Genocide: Introduction

2. Thu, Aug. 28: Genocide: Discussion of Definitions and Problems

Secondary texts

Chapter "Overview", in: Adam Jones, *Genocide. A Comprehensive Introduction*, Routledge 2006, pp. 3-38

3. Tues, Sept. 2: Resistance: Theoretical approaches

Secondary texts

James Scott, *Every Day Resistance*, Copenhagen Papers, 1989, pp. 1-30.

The Process of Becoming a Courageous Resister, in: *Courageous Resistance. The Power of Ordinary people*, by Kristina Thalhammer et.al., PalGrave Mc Millan 2007, pp. 21-45.

The Individual as Courageous Resister to Injustice, in: *ibid.*, pp. 61-89.

4. Thu, Sept. 4: Genocide and Resistance: The Armenian case

Secondary texts

The Armenian Genocide, in: Samuel Totten and William S. Parsons, *Century of Genocide, Critical essays and Eyewitness accounts*. 2009 (orig. 1997), pp. 54-88.

Hasmik Tevosyan, *Rescue practices during the Armenian genocide*, in: *Resisting Genocide. The Multiple Forms of Rescue*, ed. by Claire Andrieu, Sarah Gensburger and Jacques Semelin, New York: Columbia University Press 2011, pp. 163-182.

Raymond Kevorkian, *Ottoman officials against the Genocide*, in: *ibid*, pp. 183-199.

5. Tue, Sept. 9: *Attention different location: Introduction to the Holocaust and genocide studies collection at Doheny library basement*

Sources on Resisters: Documents, Testimonies, Interviews

Secondary texts

Raul Hilberg, "Sources and their Uses," in Berenbaum/Peck, *The Holocaust and History*, pp. 5-12.

Meir Dworzecki, Day to Day Stand of the Jews, in *Jewish Resistance during the Holocaust*, pp.152-158.

6. Thu, Sept. 11: Resistance to the Holocaust by the Victims

Primary source

"Call for resistance in the Warsaw ghetto, January 1943,"
in Steinhardt Botwinick, *A Holocaust Reader*, pp. 190-191.

Secondary texts

Yehuda Bauer, "Forms of Jewish Resistance," in: Niewyk, *The Holocaust*, pp. 116-132.

Wolf Gruner, "The Germans should expel the Foreigner Hitler". Protest and other Forms of Jewish Defiance in Nazi Germany, in: *Yad Vashem Studies*, 39 (2011), no. 2, pp. 13-53

First written reports due on Sunday evening: Please write the report to introduce the chosen research topic and list relevant literature (two pages including bibliography)

All reports need to be delivered as an e-copy to the teacher and all other students per email. Every student sends an email to the teacher with three comments on every report.

7. Tue, Sept. 16: First oral reports on research topic in class (5 min)

Oral presentation on the base of written report, class discussion of content and presentation of the oral reports, building of research teams. Every student provides the other students with an overview article related to the chosen subject.

8. Thu, Sept. 18: First oral reports on research topic in class (5 min)

9. Tue, Sept. 23: Research on Guatemala

Tentative Visit by Fredy Perecelli (Guatemala, FAFG)

10. Thu, Sept. 25: Resistance by non-victims group members: Rescuers 1

Secondary texts

Nechama Tec, A new theory of Rescue and Rescuers, in: idem, When light pierced the Darkness. Christian Rescue of Jews in Nazi-Occupied Poland, Oxford UP 1986, pp. 150-193.

Casiro, Jessica, 'Argentine rescuers: a study on the "banality of good"', in Journal of Genocide Research, vol. 8: 2006, No. 4, pp. 437 — 454

11. Tue, Sept. 30: Resistance by non-victims group members: Rescuers 2

Secondary texts

Priemel, Kim C., 'Into the grey zone: Wehrmacht bystanders, German labor market policy and the Holocaust', in Journal of Genocide Research, vol. 10 (2008), No 3, pp. 389 — 411

Lee Ann Fujii, Rescuers and Killer-Rescuers during the Rwanda Genocide. Rethinking Standard Categories of Analysis, in: Resisting Genocide. The Multiple Forms of Rescue, ed. by Claire Andrieu, Sarah Gensburger and Jacques Semelin, New York: Columbia University Press 2011, pp. 45-57.

12. Thu, Oct. 2: Resistance and Gender

Secondary texts

Pam McAllister, You can't kill the spirit, Women and Nonviolent Action, in: Nonviolent Social Movements. A Geographical Perspective, ed. by Stephen Zunes et. al., Blackwell Publishers 1999, pp. 18-35.

Margaret Collins Weitz, French Women in the Resistance: Rescuing Jews, in: Resisting the Holocaust, ed. By Ruby Rohrich, Berg 1998, pp.179-193.

Second written research report on research organization due on Wednesday at noon: 2-3 pages about first research steps, contacts and further plans

13. Tue, Oct. 7: Second oral report (10 min)

Second oral report on the base of written report, class discussion

14. Thu, Oct. 9: Second oral report (10 min)

15. Tue, Oct 14: Methodology: Material and Interviews

Secondary texts

James K. Doyle, Chapter 11: Introduction to Interviewing Techniques, part 1 and 2.

Judith Moyer, Step-by-Step Guide to Oral History.

16. Thu, Oct 16: Individual research

Sunday afternoon interview questionnaire due by email

17. Tue, Oct. 21: Discussion of interview questionnaire drafts

18. Thu, Oct. 23: Discussion of interview questionnaire drafts

19. Tue, Oct. 28: Individual research

20. Thu, Oct. 30: individual research

Midterm written reports about methodology, preliminary findings and further steps (3 pages) due on Sunday evening

21. Tue, Nov. 4: Discussion of the third oral reports on the basis of the Midterm research report (10 min)

22. Thu, Nov. 6: Third oral reports discussion (10 min)

Sunday evening research paper outline (1-2 pages, bullet points plus current list of sources) plus a sub chapter of the main text 1-2 pages due by email

23. Tue, Nov. 11: Discussion of research paper outlines

24. Thu, Nov. 13: Discussion of research paper outlines (if necessary)

25. Tue, Nov. 18: Individual research

Last written report with a draft of the introduction and a draft of the conclusion and 2 pages on writing problems is due on Wednesday at noon as e-copy

26. Thu, Nov. 20: Fourth oral reports (15 min) about problems during the writing process on the basis of the final research report, discussion

27. Tue, Nov. 25: Fourth oral reports about problems during the writing process on the basis of the final research report, discussion

28. Thu, Nov. 27: Thanksgiving

29. Tue, Dec. 2: individual research

Research Paper due on Thursday, hard copy and electronic copy

30. Thur, Dec. 4: The Assessment