

Syllabus: B421 (11735)/H509 (8243)
Summer I 2007
"The Holocaust in Historical Context: Genocide and Its Origins"
Monday, Tuesdays, and Thursdays 1:00-3:15: BS 3018
(Subject to Change)

Professor Kevin Cramer
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Cavanaugh 503M
Mon/Tu/Th: 11:00-
12:00
and by appointment

Required Texts

1. David Stannard, American Holocaust: The Conquest of the New World (Oxford: Oxford University Press, 1993)
2. Eric D. Weitz, A Century of Genocide: Utopias of Race and Nation (Princeton, NJ: Princeton University Press, 2003)

Course Description

By any measure, the twentieth century was the most violent in human history. Mass death through human agency was its horrific hallmark, exhibiting the truth in the Latin aphorism translated by Freud as "man is wolf to man." This course will examine the origins and practice of genocide, which was only formally defined and recognized in 1949 in a United Nations convention as "the intent to destroy, in whole or in part, a national, ethnical, racial, or religious group." (It would take the United States another 40 years to ratify this convention.) Even though genocide is widely perceived to be a unique pathology of the modern world, as symbolized by the gas chambers of Auschwitz, the U.N. convention recognized "that at all periods history genocide has inflicted great losses on humanity." The goal of this course is to trace the intellectual, political, economic, social, and ideological origins of the use of mass murder as an instrument of state and national policy. Attempting to historically explain this phenomenon, we will examine the assumptions that drove European colonialism, the dynamics behind a global conflict over resources after the discovery of the "New World", the emerging dominance of race in modern cultural discourse in the nineteenth century, and the ideas that drove ruthless projects of "social engineering" in pursuit of ideological utopias in the twentieth. All of these factors, to a greater or lesser degree, are still at work in the twenty-first century. In studying genocide historically, a field which continues to generate heated debate and controversy (are all mass slaughters "genocidal" in motivation?), it is important to remember that to understand and to explain, however provisionally, is in no way to forgive or condone.

Course Objectives

The course is designed to help you refine the skills required by the university's "Principles of Undergraduate Learning" (for details and further information on the PUL go to www.iupui.edu/~history/ugprinciples.html.) Lectures and exams will introduce you to facts, concepts, themes, and terms that will allow you to better understand the importance of this topic while giving you the historical context of the negative consequences of our civilization's confidence in notions of "progress" and "modernity". The writing assignments, based on readings of the secondary literature and primary sources, will enable you to continue to develop your reflective, critical, and analytical abilities. In-class participation and discussion will enable you to sharpen your communication skills as well as your capability to efficiently and spontaneously

summarize, categorize, interpret, and evaluate information. This part of the course also allows you to make a vital and necessary contribution to how topics and issues are brought into focus in each class.

Course Requirements

1. Participation in 12 Discussion Sessions: 20%
2. Take-Home Mid-Term Essay: 40%
3. Take-Home Final Essay: 40%

NB: Graduate Student (H509) Requirements:

1. Participation in 12 Discussion Sessions: 20%
2. Research Proposal and Bibliography (Format TBA): 20%
3. Research Paper (Requirements and Format TBA): 60%

Grading System and Course Policies

Tests, course work, and your final grade will be graded on the standard 100-point scale.

An A-range grade evaluates work that goes substantially beyond the formal outlines of the assignment by showing marked originality, creativity, and strength of argument, organization, and conception. A B-range grade evaluates work that fulfills the assignment with noticeable, but not thorough, attention paid to these ideas. Such work might also include flawed reasoning and organization as well as stylistic problems (sentence structure, spelling, vocabulary, use of scholarly conventions, etc.). A C-range grade evaluates work of genuine effort that largely fulfills the assignment but displays substantial weaknesses in several of the above areas. D-range work is evaluated as meeting the bare minimums of the assignment in a perfunctory fashion. Obviously, an F grade indicates complete failure to fulfill the assignment. *You are graded and evaluated according to my evaluation and judgment of your participation in class, your willingness to ask questions (there are no stupid questions), the quality of your preparation for, and fulfillment of, assignments, and your willingness to risk thinking analytically and originally. You are not graded for "effort" and merely showing up each day.*

Make up tests will only be offered in emergencies and are conditional on timely notification of the crisis. As a gesture of good faith (and all problems are negotiable), please keep me informed reasonably in advance of circumstances that will force you to miss lectures and discussion sessions. Lecture outlines, writing assignments, test questions, discussion questions and other important information and course material will be posted on Oncourse, *so check it regularly*. All assignments must be completed for your final grade to be accurately calculated. Failure to turn in assignments or take tests will be noted as part of your participation grade.

Since this course compresses an entire semester into six weeks, regular attendance is crucial to your success. Excused absences will be granted only if you provide reasonable documentation and/or explanation. Perfunctory participation in the discussion sessions, or non-participation, will also adversely affect your participation grade.

Emergencies causing late submission of the take-home exams must be discussed as soon as possible with the professor. Without prior agreement, late submission (over 24 hours) of the term paper/book essay will be penalized a full letter grade; essays submitted between 24 and 48 hours past the due date will be penalized two full letter grades; essays will not be accepted beyond 48 hours of the due date (unless, as noted, there are extraordinary and documented circumstances

that prevent timely submission). Essays must be submitted in-class and as hard copies; I will not accept late papers via e-mail attachments. If extraordinary circumstances prevent completion of required work, and only if at least 75% of the work has been completed at a passing level, an incomplete will be given. Incompletes are rarely given and are only offered if the student engages in timely and good faith discussions with the instructor regarding the situation.

If you are having problems fulfilling the requirements of the course contact me sooner rather than later. The Student Advocate Office (<http://www.life.iupui.edu/advocate/>) is also available when you need help finding information or dealing with issues that affect your attendance and academic performance. The Student Advocate's office is in University College Lower Level 002. For general campus policies go to <http://registrar.iupui.edu/misconduct.html>. When life's other commitments and stresses threaten to derail your academic performance, another resource is the IUPUI Counseling and Psychological Services (CAPS). This program evaluates for learning disorders and ADHD; minimal fees are charged for counseling and testing. CAPS is located in UN418. For more information visit <http://life.iupui.edu/caps>, or call them at 274-2548.

Academic Misconduct

Plagiarism is usually defined as the deliberate theft of someone else's work and passing it off as your own. But inattention, ignorance of scholarly citation conventions, and sloppy note taking can also be construed as plagiarism, even if it is unintentional. Cutting and pasting from web-based sources is plagiarism. The penalties for plagiarism (and all other forms of cheating and deleterious and disruptive in-class behavior) can include an automatic failing grade for the course (in addition to whatever institutional penalties may be assessed). Please consult the IUPUI Campus Bulletin for further guidelines and information on plagiarism and other forms of academic misconduct. For the Code of Students' Rights, Responsibilities, and Conduct, go to <http://www.iupui.edu/code>. These IUPUI policies will be enforced.

Academic integrity also includes respect for individual differences and points of view. In and out of the classroom, students are expected to respect other students and their opinions regardless of race, ethnicity, gender, age, religion, or sexuality.

Attendance and Administrative Withdrawal

Because lecture material not covered in the textbooks is tested on the exams, attendance is important. Reading the assigned texts is not an adequate substitute for attending lecture. For the same reasons tardiness and leaving class early will also be noted. If circumstances prevent you from devoting the necessary amount of time and effort to be successful in this course, please drop the class as early as possible. For drop/add procedures, go to <http://registrar.iupui.edu/drop.html>. Timely and good faith notification of emergencies that force you to miss class, exams, and assignment due dates is required in order to make up tests and submit work assignments past deadline. Unavoidable absences and missed assignments are negotiable; provided that you keep me informed reasonably in advance of circumstances that will force you to miss lectures (via my office email or through Oncourse email) and that you provide documentation demonstrating legitimate reasons for being absent.

A basic requirement of this course is that you will actively engage with your peers and instructor during class and the discussion sessions and conscientiously prepare for and complete all assignments. If you miss more than half our class meetings within the first two weeks of the semester without contacting me, you may be administratively withdrawn from the class to make room for students on the waitlist. Administrative withdrawal may have academic, financial, and

financial aid implications. Administrative withdrawal will take place after the full refund period, and if you are administratively withdrawn from the course you will not be eligible for a tuition refund. For more details go to <http://www.registrar.iupui.edu/withdrawal-policy.html>.

Other Important Information

- As participation in class discussions is part of your final grade, and lecture material not covered in the textbooks is tested on the exams, attendance is important (and it also affects your participation grade). For the same reasons, tardiness and leaving early will also be noted. **Because of the short summer semester, even a few absences will have a far greater impact on your final grade than would normally be the case.**
- Lecture outlines will be posted on Oncourse no later than the day before the lecture.
- Learning to take effective notes is a skill rewarded by heightened comprehension, increased retention of information, and good grades; the recording of lectures is therefore prohibited barring special circumstances.
- The discussion sessions will be based on questions dealing with arguments and issues from the texts, films, and the primary source readings. The primary source readings are accessible as links from the syllabus posted on Oncourse and the History Department website. The questions for each discussion session will be posted a week in advance. *If you come unprepared to the discussion sessions, simply show up and do not participate, and/or participate infrequently over the course of the semester, you can expect to receive the "average" grade for participation, that is, a C.*
- The readings for each week are intended to provide background information for that week's lectures, in-class discussion, and/or discussion session. The primary source links are for *that* specific class and/or discussion session (they must be read in advance). It is essential that you keep up with the readings. The tests will deal with material and ideas drawn from the texts that will not always be discussed in class.

Class Schedule and Readings

Important Note: You should be able to access the primary sources from the syllabus posted on Oncourse by clicking on the web addresses. If this does not work, try typing in the exact URL in the address line of your browser. I have double-checked all of these links and they all work. For some of the documents (PDF files) your computer needs the latest Adobe Acrobat software (a free download; otherwise this is not a problem if you are using the library computers). Let me know immediately if you have any problems.

Week One

1. (Th 5/10): Introduction: The Syllabus/"Mass Death and Human Agency"
Discussion Sessions 1-3 Questions posted on Oncourse

Pre-Class Readings:

Weitz, Introduction

"Convention on the Punishment and Prevention of the Crime of Genocide"

<http://www.ess.uwe.ac.uk/documents/gncnvntn.htm>

Ernst Renan: "What is a Nation?" (1882)

http://www.cooper.edu/humanities/core/hss3/e_renan.html

Week Two

2. (M 5/14): Lecture 1: "War and the National Covenant"

Graduate paper Format and Guidelines posted on Oncourse; Discussion Sessions 4-6 Questions posted on Oncourse

Discussion Session 1: Michael Walzer, "Exodus 32 and the Theory of Holy War: The History of a Citation" *The Harvard Theological Review*, Vol. 61, No. 1. (Jan., 1968), pp. 1-14.

<http://links.jstor.org/sici?sici=0017-8160%28196801%2961%3A1%3C1%3AE3ATTO%3E2.0.CO%3B2-V>

3. (T 5/15): Lecture 2: "Encounters"

Discussion Session 2: Stannard, chapters 3, 5-6

4. (Th 5/17): Lecture 3: "Ideologies of Empire"

Discussion Session 3: Identity and Nationalism 1

John Hutchinson, "Cultural Nationalism, Elite mobility, and Nation-building: Communitarian Politics in Modern Ireland"

The British Journal of Sociology, vol. 38, no. 4 (Dec. 1987), pp. 482-501

<http://links.jstor.org/sici?sici=0007-1315%28198712%2938%3A4%3C482%3ACNEMAN%3E2.0.CO%3B2-9>

Week Three

5. (M 5/21): Lecture 4: "Rationalizing Exploitation"; **Graduate Proposals and Bibliographies Due**

Discussion Session 7 Questions and Mid-Term Essay Format posted on Oncourse

Discussion Session 4: Identity and Nationalism 2

E.J. Hobsbawm and David J. Ketzer, "Ethnicity and Nationalism in Europe Today" *Anthropology Today*, vol. 8, no. 1 (Feb. 1992), pp. 3-8

<http://links.jstor.org/sici?sici=0268-540X%28199202%298%3A1%3C3%3AEANIET%3E2.0.CO%3B2-H>

6. (T 5/22): Lecture 5: "Race and Nation"

Discussion Session 5: Identity and Nationalism 3

Anthony D. Marx, "Race Making and the Nation-State"

World Politics, vol. 48, no. 2 (1996), pp. 180-208

http://muse.jhu.edu/journals/world_politics/v048/48.2marx.html

7. (Th 5/24): Lecture 6: "The Enemy Alien"

Pre-Class Readings:

Weitz, "An Armenian Interlude"

"Memorandum by the Committee of Union and Progress Outlining the Strategy for Implementing the Armenian Genocide, 1914-1915" (translation by British Foreign Office)

<http://www.armenian-genocide.org/br-cup-memo-text.html>

Discussion Session 6: Identity and Nationalism 4

Anthony D. Smith, "Culture, Community, and Territory: the Politics of Ethnicity and Nationalism"

International Affairs, vol. 72, no. 3 (July 1996), pp. 445-458

<http://links.jstor.org/sici?sici=0020-5850%28199607%2972%3A3%3C445%3ACCATTP%3E2.0.CO%3B2-O>

Week Four

Monday, May 28, Memorial Day Holiday: No Classes

8. (T 5/29): Lecture 7: "The Century of the Camps"

Discussion Sessions 8-9 Questions posted on Oncourse

Pre-Class Reading: "The Grain Problem" (Addendum to the minutes of Politburo meeting no. 93)

<http://www.loc.gov/exhibits/archives/k2grain.html>

Discussion Session 7: Identity and Nationalism 5

Weitz, Chapter 1

9. (Th 5/31) Film 1: "Eternal Memory"

Week Five

10. (M 6/4): Lecture 8: "The Racial Utopia"; Film 2: "Night and Fog"; **Mid-Term Essay Due**

Discussion Sessions 9-11 Questions posted on Oncourse

Pre-Class Reading: Weitz, Chapter 3

"Extracts from *Mein Kampf* by Adolf Hitler" (Yad Vashem: Shoah Resource Center)

http://www1.yadvashem.org/odot_pdf/Microsoft%20Word%20-%201994.pdf

11. (T 6/5) Lecture 9: "Complicity"

Film 3 and Discussion Session 8: "Manufacturing Consent"

12. (Th 6/7): Lecture 10: "Revolutionary Utopia"; Film 4: "Return to the Killing Fields"

Pre-Class Reading: Weitz, Chapter 4

Discussion Session 9: "Diary of the Khmer Rouge Foreign Ministry, 1976-1979: Ieng Sary's Regime: Document 1: The Current Political Tasks of Democratic Kampuchea"

<http://www.yale.edu/cgp/iengsary.htm>

Week Six

13. (M 6/11): Lecture 11: "Ethnic Cleansing"

Final Exam Essay Format posted on Oncourse

Pre-Class Readings: Weitz, Chapter 5

"International Criminal Tribunal Indictments against Radovan Karadzic and Ratko Mladic"

<http://www.haverford.edu/relg/sells/indictments/srebindictment.html>

Discussion Session 10: Srebrenica

14. (T 6/12): Lecture 12: "The Legacy of Colonial Rule"

Pre-Class Readings: Helen M. Hintjens, "Explaining the 1994 Genocide in Rwanda" *The Journal of Modern African Studies*, Vol. 37, No. 2. (Jun., 1999), pp. 241-286.

<http://links.jstor.org/sici?sici=0022->

[278X%28199906%2937%3A2%3C241%3AET1GIR%3E2.0.CO%3B2-V](http://links.jstor.org/sici?sici=0022-278X%28199906%2937%3A2%3C241%3AET1GIR%3E2.0.CO%3B2-V)

"The U.S. and the Genocide in Rwanda 1994: Evidence of Inaction (Documents 13 and 14)"
(National Security Archives)

<http://www2.gwu.edu/~nsarchiv/NSAEBB/NSAEBB53/index.html>

Discussion Session 11: Genocide in Africa: A Responsibility of the West?

15. (Th 6/14): Film 5: "Ghosts of Rwanda"

Week Seven

16. (M 6/18): Lecture 13: "Darfur"; **Graduate Papers Due**

Discussion Session 12: Reflections on the Violent Twentieth Century

FINAL EXAM ESSAY DUE: 5PM, TUESDAY, JUNE 19