

HIST 6686 History of Genocide
Tues. 5:30 – 8:00 pm
CRN 82903
Fall 2018
TLC 3205

Instructor Information

Professor: Dr. Tim Schroer
Office: Technology-Enhanced Learning Center (TLC) 3218
Phone: 678-839-6040
Email: tschroer@westga.edu
Office hours: Mon. 2:00-5:00; Tues. 2:00-5:15, or by appointment

Course Description

In this course we will examine the history and historiography of genocide. We will read the historiography chronologically, beginning with the earliest histories of genocide and moving to very recently published works. We will examine how other disciplines have informed the historiography of genocide. We will consider the Holocaust, the Rwandan genocide, the Armenian genocide, the Herero and Nama genocides, and others.

Learning Outcomes

Students who successfully complete the course will be able to demonstrate:

- the ability to analyze the historiography of genocide and its changes over time; and
- the ability to critically evaluate a historical monograph orally and in writing.

Required Materials

The following books are available for purchase in the bookstore:

Hannah Arendt, *Eichmann in Jerusalem: A Report on the Banality of Evil* (1963; New York: Penguin, 2006) ISBN 9780143039884.

Christopher Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland* (1992; New York: Harper Academic, 2017) ISBN 9780062303028.

Philip Gourevitch, *We Wish to Inform You that Tomorrow We Will Be Killed with our Families: Stories from Rwanda* (New York: Macmillan; Picador, 1999) ISBN 9780312243357.

Edward T. Linenthal, *Preserving Memory: The Struggle to Create America's Holocaust Museum* (New York: Columbia University Press, 2001) ISBN 9780231124072.

Samantha Power, *"A Problem from Hell": America and the Age of Genocide*. (2002; New York: Basic Books, 2013) ISBN 9780465061518.

Donald Bloxham, *The Great Game of Genocide: Imperialism, Nationalism, and the Destruction of the Ottoman Armenians* (Oxford: Oxford, 2005) ISBN 9780199226887.

Wendy Lower, *Hitler's Furies: German Women in the Nazi Killing Fields* (Boston: Houghton Mifflin Harcourt, 2013) ISBN 9780544334496.

Nicolas Berg, *The Holocaust and the West German Historians: Historical Interpretation and Autobiographical Memory* (Madison: The University of Wisconsin Press, 2015) ISBN 978-0-299-30084-5.

Nikolaus Wachsmann, *Kl: A History of the Nazi Concentration Camps* (New York: Farrar, Straus and Giroux, 2015) ISBN 9780374535926.

Benjamin Madley, *An American Genocide: The United States and the California Indian Catastrophe, 1846-1873* (New Haven: Yale University Press, 2016) ISBN 9780300230697.

Grading

Class discussion	25 percent
Oral presentation on a monograph	10 percent
Book review	15 percent
Historiographic essay	50 percent

Thoughtful contributions made in class discussions will be credited in the class participation grade. Behavior (such as tardiness) that impedes other students' learning will be penalized. No extra credit will be offered.

Each student will write a review of a monograph from weeks three through seven. The review should be at least three pages and no more than four pages, typed, double-spaced. It is due at the beginning of the class period dedicated to discussion of the book reviewed.

Each student will make a ten-minute oral presentation to the class on a book that is not assigned in the course, but which relates to one of the works we are reading. These additional books are listed each week as "see also." In addition, the student will provide a one-paragraph written summary of the work for the other students. This assignment has a few purposes. First, it allows students to practice summarizing and critiquing a historical work orally. In addition, it helps students build familiarity with seminal books. And, it allows students to deepen their understanding of the works we are reading by comparing them to other approaches.

Each student will write a 10-12-page historiographic essay analyzing the works we have read together in the course. Students must analyze trends in the historiography, the works' strengths and weaknesses, and changes over time.

Policies

I expect each student to understand and to comply with the University of West Georgia's policies on Academic Honor and Academic Dishonesty. They may be found in the Student Handbook, on the web at <http://www.westga.edu/documents/catalogs.php>. Academic honesty prohibits taking credit for someone else's work. Academic dishonesty will result in failing the course and may also bring additional penalties imposed by the university.

In accordance with the Americans with Disabilities Act and university policy, I will make reasonable accommodation for any recognized disability. Students should contact me during the first three weeks of the course and present documentation from the University's Student Development Center.

Students are expected to attend every class meeting. All submitted written work must be unique to this course and original, except with written permission by the instructors concerned. Late papers will be penalized by deducting one letter grade for each day the assignment is late.

For university-wide policies, please see [University Policies](#).

Course Schedule

Aug. 21

Introduction

Aug. 28

Bruno Bettelheim, "Individual and Mass Behavior in Extreme Situations," *Journal of Abnormal and Social Psychology* 38 (1943): 417–452. (CourseDen)

Raphael Lemkin, *Axis Rule in Occupied Europe: Laws of Occupation, Analysis of Government, Proposals for Redress* (1944; New York: H. Fertig, 1973). (CourseDen)

Sep. 4

Arendt, *Eichmann in Jerusalem*

See also Raul Hilberg, *The Destruction of the European Jews* (Chicago: Quadrangle Books, 1961).

Sep. 11

Browning, *Ordinary Men*

Detlev Peukert, "The Genesis of the 'Final Solution' from the Spirit of Science." In *Reevaluating the Third Reich*, ed. Thomas Childers and Jane Caplan, 234-52. New York: Holmes & Meier, 1993. (CourseDen)

See also Daniel Goldhagen, *Hitler's Willing Executioners: Ordinary Germans and the Holocaust* (New York: Alfred A. Knopf, 1996).

Sep. 18

Gourevitch, *We Wish to Inform You . . .*

See also Alison Des Forges, *Leave None to Tell the Story: Genocide in Rwanda* (Human Rights Watch and FIDH, 1999).

Sep. 25

Linenthal, *Preserving Memory*

See also Peter Novick, *The Holocaust in American Life* (Boston: Houghton-Mifflin Mariner, 1999).

Oct. 2

Power, “*A Problem from Hell*”

See also Saul Friedländer, *Nazi Germany and the Jews*. Vol. 1. *The Years of Persecution, 1933-1939* (New York: HarperCollins, 1997)

Oct. 9

Jürgen Zimmerer, “Colonial Genocide and the Holocaust: Towards an Archeology of Genocide,” in *Genocide and Settler Society: Frontier Violence and Stolen Indigenous Children in Australian History*, ed. A. Dirk Moses (New York: Berghahn books, 2004), 49-76 (CourseDen).

Benjamin Madley, “From Africa to Auschwitz: How German South West Africa Included Ideas and Methods Adopted and Developed by the Nazis in Eastern Europe,” *European History Quarterly* 33 (2005): 429-64 (CourseDen).

Robert Gerwarth and Stephan Malinowski, “Hannah Arendt’s Ghosts: Reflections on the Disputable Path from Windhoek to Auschwitz,” *Central European History* 42 (2009): 279-300 (access through library database).

See also Jürgen Zimmerer and Joachim Zeller, eds., *Genocide in German South-West Africa: The Colonial War of 1904-1908 and its Aftermath*, Trans. E. J. Neather (2003; Pontypool, Wales: Merlin Press, 2008).

Oct. 16

Bloxham, *The Great Game of Genocide*

See also Ronald Grigor Suny, Fatma Müge Göçek and Norman M. Naimark, eds., *A Question of Genocide: Armenians and Turks and the End of the Ottoman Empire* (Oxford: Oxford University Press, 2011) 9780199930371.

Oct. 23

Paper Clips, DVD, directed by Elliot Berlin and Joe Fab (2004; New York: Hart Sharp Video, 2006).

Daniel H. Magilow, “Counting to Six Million: Collecting Projects and Holocaust Memorialization,” *Jewish Social Studies: History, Culture, Society* 14, no. 1 (Fall 2007): 23-39. (Access through library database)

See also Raul Hilberg *Perpetrators Victims Bystanders: The Jewish Catastrophe, 1933-1945* (New York: HarperCollins, 1992).

Oct. 30

Alon Confino, "Why Did the Nazis Burn the Hebrew Bible? Nazi Germany, Representations of the Past, and the Holocaust," *The Journal of Modern History* 84, no. 2 (June 2012): 369-400 (access through library database).

Timothy Schroer, "Civilization, Barbarism, and the Ethos of Self-Control among the Perpetrators," *German Studies Review* 35, no. 1 (2012): 33-54 (accessible through Project Muse).

See also, Alon Confino, *A World Without Jews: The Nazi Imagination from Persecution to Genocide* (New Haven: Yale University Press, 2014).

Nov. 6

Lower, *Hitler's Furies*

See also Claudia Koonz, *The Nazi Conscience* (Cambridge: Harvard, Belknap, 2003).

Nov. 13

Berg, *The Holocaust and the West German Historians*

See also *Forever in the Shadow of Hitler? Original Documents of the Historikerstreit, the Controversy Concerning the Singularity of the Holocaust* (Atlantic Highlands, NJ: Humanities Press, 1993).

Nov. 20

Thanksgiving Break!

Nov. 27

Wachsmann, *Kl* (prologue, chapters 1, 2, 6, 7, and 10)

See also read the whole book.

Dec. 4

Madley, *An American Genocide*

See also Hans-Lukas Kieser, *Talaat Pasha: Father of Modern Turkey, Architect of Genocide* (Princeton: Princeton University Press, 2018).

Final paper due