

HISTORY 300C-WI Concentration Camps: A Global History of Mass Confinement

Tuesday and Thursday, 11:30 am -12:45 pm, Crown Center, 200 East

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Office Hours: Tuesday and Thursday, 2.15-4pm, or by appointment



The concentration camp is an emblem of the modern world. From the camps of nineteenth-century colonialism to the Soviet Gulag, Nazi death camps, and more contemporary detention centers for refugees and political prisoners in the War on Terror, this course explores the underlying logic of extrajudicial encampment. Why have modern states—across the ideological spectrum—made use of concentration camps against real and perceived enemies? We examine the deep roots of the camp in 19th-century European politics and society, while exploring the global dimensions of the camp today. With a transnational and comparative lens, we examine memoirs, film, and theoretical and historical scholarship to explore the diverse manifestations of concentration camps over the past two centuries.

EXPECTATIONS

A primary responsibility of students is to **complete the weekly reading before the date of the scheduled class** and contribute their **thoughtful, reflective opinions** in class discussions. Students should allocate enough time to complete the required reading, approximately 100 pages per week. The readings can be interpreted in a variety of ways and students should formulate some initial positions and questions to offer in the class discussion.

Students who are disabled or impaired should meet with the professor within the first two weeks of the semester to discuss the need for any special arrangements. Students should keep the professor informed of absences well in advance if possible. Notification of an absence does not excuse the absence; upon returning to classes, students are responsible for contacting instructors, producing appropriate documentation for the absence, and completing any missed work.

All cellphones, smartphones, tablets, MP3 players and any other electronic devices should be turned off during class. **The use of laptop computers in this class is a privilege, which may be revoked at any time.** Laptops may be used for taking notes only. Anyone caught using a laptop for any other purpose will be asked to leave the class, and will no longer be permitted to bring a computer to class.

DISCUSSIONS AND CRITICAL READING

Discussion and class participation is a very important part of your grade (30%). Incisive, imaginative and thoughtful comments that generate and facilitate discussion are weighed heavily in final grades. **Asking questions, responding to your peers and contributing to an ongoing discussion are a necessary part of the learning experience.** In class reports and presentations will also contribute to your participation grade.

ASSIGNMENTS

This class is identified as a *writing intensive* course. Fluent and professional writing is one of the core skills of history. The skills you develop in this class will serve you well in whatever career you choose to enter. We will discuss strategies for writing throughout the semester.

You will have the opportunity to write **THREE SHORT WRITING ASSIGNMENTS** in which you will respond to questions (see below) based on readings and class discussions. These are designed so that you may hone your writing skills in preparation for the **FINAL ESSAY**. In the **FINAL ESSAY** (6-8 pages), you will compare two or more camp regimes that we discuss in class according to a particular theme. Your paper will analyze areas of similarity and account for areas of contrast with reference to the motivations and ideologies that govern each camp system. You should also note the impact of expedient and practical factors. Your paper does not require outside research, but it should make regular reference to relevant readings assigned in class. We will discuss strategies for writing the essay together in class.

Preliminary drafts are **due on November 11**. You will distribute your draft to your fellow classmates and we will workshop them together. The final paper is **due on December 4**. You should pick your topic in consultation with me. A more detailed assignment sheet with sample topics will be handed out in class.

GRADING

Short Writing Assignment 1 (3-4 pages) due September 30	10%
Short Writing Assignment 2 (3-4 pages) due October 16	10%
Short Writing Assignment 3 (3-4 pages) due October 30	10%
Final Essay draft (6-8 pages) due November 11	10%
Final Essay due December 4	30%
Attendance and Participation	30%
Total	100%

Please note that **late assignments or essays will not be accepted**. You will receive a grade of **zero** if the assignment is not turned in on the due date.

READINGS

The following readings are available at the bookstore. They are also widely available at online merchants.

Enzo Traverso, *The Origins of Nazi Violence* (New Press, 2003).

Stephen Barnes, *Death and Redemption: The Gulag and the Shaping of Soviet Society* (Princeton University Press, 2011).

Alexander Solzhenitsyn, *One Day in the Life of Ivan Denisovich* (Mass Market Paperback, 2008).

Primo Levi, *Survival in Auschwitz* (Touchstone, 1995).

Nikolaus Wachsmann and Jane Caplan (eds.), *Concentration Camps in Nazi Germany: The New Histories* (Routledge, 2010)

Caroline Elkins, *Imperial Reckoning: The Untold Story of Britain's Gulag in Kenya* (Owl Books, 2005).

Michel Agier, trans. David Fernbach, *Managing the Undesirables: Refugee Camps and Humanitarian Government* (Polity Press, 2011).

Most articles are available online through the "Historical Abstracts" and "America: History and Life" databases accessible through the Loyola Library's website. Other readings are available through links provided, **or else through sakai**.

CLASS SCHEDULE

WEEK 1

August 26 Class Introduction

August 28 What is a Concentration Camp?

Hannah Arendt, *The Origins of Totalitarianism*, (Harcourt, 1951), pp 437-60 (**sakai**)

WEEK 2

September 2

Enzo Traverso, *The Origins of Nazi Violence* pp. 1-100

September 4 Cultural Origins and Reports on Camp “Prototypes”

The ghetto

Roberta Curiel and Bernard Dov Cooperman, *The Venetian Ghetto* (Rizzoli, 1990), pp. 27 (**sakai**); Peter Marendy, “Anti-Semitism, Christianity, and the Catholic Church: Origins, Consequences, and Responses,” *Journal of Church and State* 47(2), 2005; Carl Nightingale, *Segregation: A Global History of Divided Cities* (University of Chicago Press, 2012), pp. 19-43 (**sakai**); <http://info.olsonb.com/index.php?p=ghetto>.

The workhouse

Gerard O’Brien, “Workhouse Management in Pre-Famine Ireland,” *Proceedings of the Royal Irish Academy*, 86C(3), 1986 (**sakai**); William Digby, “Relief Camps” in *The Famine Campaign in Southern India* (Longmans, Green and Co., 1878), pp. 281-316 (**sakai**); John Brown, “Charles Booth and Labour Colonies, 1889-1905,” *The Economic History Review* 21(2), 1968; <http://workhouses.org.uk/labourcolonies/>

WEEK 3

September 9, Reports on Camp “Prototypes”

The prison

Michael Ignatieff, *A Just Measure of Pain: The Penitentiary in the Industrial Revolution, 1750-1850*, 15-79 (**sakai**); Michel Foucault, *Discipline and Punish: The Birth of the Prison* (Pantheon Books, 1977), pp. 1-7. 231-56 (**sakai**); Clare Anderson and David Arnold, “Envisioning the Colonial Prison,” in Frank Dikotter and Ian Brown (eds.), *Cultures of confinement: a history of the prison in Africa, Asia, and Latin America* (Cornell University Press, 2007) (**sakai**).

The POW camp,

Harold Mytum and Naomi Hall, “Norman Cross: Designing and Operating an Eighteenth-Century British Prisoner of War Camp,” in Harold Mytum and Gilly Carr,

eds., *Prisoners of war: archaeology, memory, and heritage of 19th- and 20th-Century mass internment* (Springer, 2013) (**ebook**).

Robert S. Davis, "Escape from Andersonville: A Study in Isolation and Imprisonment," *The Journal of Military History*, 67(4), 2003;

http://www.nps.gov/history/history/online_books/civil_war_series/5/sec5.htm

The criminal tribe camp

Andrew Major, "State and Criminal Tribes in Colonial Punjab: Surveillance, Control and Reclamation of the 'Dangerous Classes'," *Modern Asian Studies* 33(3), 1999; Frederick Booth-Tucker, *Criminocurology; or the Indian criminal and what to do with him* (Royal Army Temperance Association Press, 1911), this can be read quickly (**sakai**)

The labor compound

Van Onselen, *Chibaro: African Mine Labor in Southern Rhodesia, 1900-1933* (Pluto Press, 1976), chapter 4-5 (**ebook**); Clare Anderson, "Convicts and Coolies: Rethinking Indentured Labour in the Nineteenth Century," *Slavery and Abolition* 30(1), 2009.

September 11 Reports on "proto"-camps

The Slave Plantation

John Michael Vlach, *Back of the Big House: The Architecture of Plantation Slavery* (University of North Carolina Press, 1993), pp. 153-227 (**sakai**). Stanley Elkins, *Slavery: A Problem in American Institutional and Intellectual Life*, (University of Chicago Press, 1959), pp. 103-115 (**sakai**).

The Native Reservation

Waziyatawin Angela Wilson, "Decolonizing the 1862 Death Marches," *American Indian Quarterly*, 28(1&2), 1994 (**sakai**); Theda Perdue, *Cherokee Removal* (Bedford St. Martin's, 2004), pp. 1-24 (**sakai**)

The Leper Colony

Harriet Deacon, "Patterns of exclusion on Robben Island, 1654-1992" (**sakai**) and Alison Bashford "Cultures of confinement: tuberculosis, isolation, and the sanatorium," in *Isolation: Places and Practices of Exclusion* (**sakai**)

The Plague camp

Aidan Forth, "Segregation and Evacuation: Plague Camps in South Asia and Southern Africa," (draft chapter) (**sakai**); <http://nypost.com/2014/08/18/liberia-creates-plague-villages-with-ebola-quarantines/>; <http://www.newyorker.com/tech/elements/ebola-fiction-quarantine>; <http://www.bbc.com/news/world-africa-28827091>

REPORTS: With a partner, you will be assigned to research **one** of the above topics based on the readings suggested and any other additional research you may choose to pursue. You will report to the class on your findings. Imagine you are delivering an "executive summary." How did the institution develop? Where did it come from, and how did it change over time? How might the institution be related to "concentration camps"? In what ways is it different? Your presentation will last approximately 10 minutes, and you will field questions from the class for another 5-10 minutes.

WEEK 4

September 16 Colonial Concentration Camps

Jonathan Hyslop, "The Invention of the Concentration Camp: Cuba, Southern Africa, and the Philippines, 1896-1907," *South African Historical Journal* 63.2 (2011): 251-276. (sakai)

Elizabeth van Heyningen, "A Tool for Modernisation? The Boer concentration camps of the South African War, 1900-1902," *South African Journal of Science* 106(5/6), 2010. (sakai)

Liz Stanley, "Aftermaths: post/memory, commemoration and the concentration camps of the South African War 1899-1902," *European Review of History*, 12(1), 2005. (sakai)

September 18 *Film viewing: Ohm Kruger*

WEEK 5

September 23 German South-West Africa

Isabel Hull, *Absolute Destruction: Military Culture and the Practices of War in Imperial Germany* (Cornell University Press, 2005), pp. 70-90, 183-93 (sakai).

Benjamin Madley, "From Africa to Auschwitz: How German South West Africa Incubated Ideas and Methods Adopted and Developed by the Nazis in Eastern Europe," *European History Quarterly* 35(3), 2005.

<http://news.bbc.co.uk/2/hi/africa/7033042.stm>

http://www.windhuk.diplo.de/Vertretung/windhuk/en/03/Commemorative_Years_2004_2005/Seite_Speech_2004-08-14_BMZ.html

September 25 World War I and the Armenian Genocide

Matthew Stibbe, "Civilian Internment and Civilian Internees in Europe, 1914-20," in *Captivity, Forced Labour and Forced Migration in Europe during the First World War* (Routledge, 2009) (sakai)

Raymond Kevorkian, *The Armenian Genocide: A Complete history*, (I.B. Tauris, 2011), pp. 625-72. (sakai)

WEEK 6

ASSIGNMENT 1 (Due September 30 in class): What purpose did colonial concentration camps serve? And what are the politics of remembering and commemorating them?

September 30. The Gulag Part I

Stephen Barnes, *Death and Redemption* pp. 1-106, 254-8.

October 2. The Gulag Part II

Stephen Barnes, *Death and Redemption* pp. 1-106, 254-8.

WEEK 7

October 7 No Class Mid Semester Break. Spend the time reading Solzhenitsyn.

October 9 The Gulag Part II

Solzhenitsyn, *One Day in the Life of Ivan Denisovich*

<http://www.theguardian.com/world/2013/dec/23/freed-pussy-riot-amnesty-prison-putin-humiliation>

<http://rt.com/news/remembering-solzhenitsyn-the-chronicler-of-the-gulag/>

WEEK 8

October 14 Nazi camps: The Early Years

Jane Caplan and Nikolaus Wachsmann (eds.), *Concentration Camps in Nazi Germany: the New Histories*, pp. 17-43. **With a partner, choose one additional chapter of interest in this volume and present on it in class.**

REPORTS: Be prepared to give the class a 3-minute synopsis of the chapter you read. What was its argument? How does it contribute to our understanding of Nazi camps?

October 16 Nazi Camps: The Big Picture

Enzo Traverso, *The Origins of Nazi Violence*, pp. 101-53

Zygmunt Bauman, *Modernity and the Holocaust* (Cornell University Press, 1989), pp. 1-18 (**sakai**).

Michael Marrus, "The Uniqueness of the Holocaust" in *The Holocaust in History* (Brandeis University Press, 1987), pp. 18-25 (**sakai**).

Wolfgang Sofsky, *The Order of Terror: The Concentration Camp* (Princeton University Press, 1993), pp. 16-27 (**sakai**).

ASSIGNMENT 2 (due October 16): Was the Gulag simply a method of forced labor? Or was it a tool for creating a new type of socialist society? Base your answer on the readings by Solzhenitsyn and Barnes.

WEEK 9

October 21 Primo Levi I

Primo Levi, *Survival in Auschwitz*, read as much as you can for the first class and make sure you finish the whole book by the second class.

October 23 Primo Levi II

Class Viewing of *Night and Fog*.

WEEK 10

October 28 American concentration camps

Alice Yang Murray (ed.), *What did the Internment of Japanese Americans Mean?* (Bedford St. Martin's Press, 2000), pp. 1-64.

<http://www.nytimes.com/1987/09/18/us/house-votes-payments-to-japanese-war-internees.html?module=Search&mabReward=relbias%3Ar>

October 30 The Camp goes Global

Klaus Muhlhahn, "The Dark Side of Globalization: The Concentration Camps in Republican China in Global Perspective," *World History Connected*, 6(1), 2009.

Laleh Khalili, "From Concentration Camps of the Boer War to Palestinian Enclaves," in *Time in the Shadows: Confinement in Counterinsurgencies* (Stanford University Press, 2012), pp. 172-203. (ebook)

ASSIGNMENT 3 (due October 30): How unique were the Nazi concentration camps? Is it appropriate for us to discuss them alongside all of the other camps in the world? Take a position and defend it. Base your answer on readings from Wachsmann, Traverso, Bauman, Sofsky and Levi.

WEEK 11

November 4 Postcolonial Camps I Caroline Elkins, *Imperial Reckoning*, chapters 5-7.

November 6 Postcolonial Camps II

Finish reading Elkins

<http://www.theguardian.com/commentisfree/2013/jun/06/britain-maumau-empire-waiting>
<http://www.historytoday.com/david-anderson/burying-bones-past>

WEEK 12

November 11 Writing Workshop (group work)

DRAFT OF MAIN WRITING ASSIGNMENT DUE NOVEMBER 11. In the writing workshops we will work in groups of 3-4. Groups will read the papers of their classmates and make suggestions in terms of content and style.

November 13 Writing Workshop (group work)

WEEK 13

November 18 Writing Workshop (group work)

November 20 Writing Workshop (group work)

* We may replace one of these November classes with a visit from Holocaust survivors.

WEEK 14

November 25 Refugee Camps in the World Today

Michel Agier, *Managing the Undesirables*, pp. 1-70, 179-90.

November 27 NO CLASS (THANKSGIVING)

WEEK 15

December 2 Extraordinary Rendition and the War on Terror

Amy Kaplan, "Where is Guantanamo?" *American Quarterly*, 57(3), 2005.

Naomi Paik, "Carceral Quarantine at Guantánamo," *Radical History Review*, 115, 2013.

http://www.democracynow.org/2005/6/1/guantanamo_bay_a_gulag_of_our (listen from 41:30)

December 4 Camps in the 21st Century

<http://www.bbc.com/news/world-middle-east-26482775>,

<http://www.theguardian.com/world/2014/aug/05/-sp-australias-detention-regime-sets-out-to-make-asylum-seekers-suffer-says-chief-immigration-psychiatrist>

<http://www.dailymail.co.uk/news/article-2565988/Inside-North-Koreas-secret-gulags-Prisoners-strangled-death-hungry-ate-GRASS-200-square-mile-complex-20-000-inmates.html>

http://www.nytimes.com/2013/06/05/world/europe/italys-migrant-detention-centers-are-cruel-rights-groups-say.html?pagewanted=all&_r=0

FINAL ESSAYS DUE DECEMBER 4

The instructor reserves the right to change any aspect of this syllabus at any time