

Syllabus

Migration and Ethnic Cleansing: Jewish Migration in a European and American Context

JST 3930/EUH 3931/EUS 3930

T 5-6 (11:45-1:40) Th 6 (12:50-1:40)

T McCarty B 1108; Th Pugh 120

Office hours: 215 Keene-Flint, T 1:50-3:20; Th 1:50-3:20

Required readings:

Tara Zarah, *The Great Departure* (Norton, 2015) 9780393078015

Primo Levi, *Reawakening* (Collier, 1993) 9780684826356

Isabel Wilkerson, *Warmth of Other Suns* (Penguin, 2010) 9780679763888

Norman Goda, *The Holocaust, Europe, the World, and the Jews, 1918-1945* 9780205568413 D804.3 G62

Saskia Sassen, *Guests and Aliens* (New Press, 1999) 9781565846081, Call #: JV 6021.S27 (ereserves)

Norman Naimark, *Fires of Hatred* (Harvard, 2001) 9780674009943 (on reserve)

David Nasaw, *Last Million, Europe's Displaced Persons from World War to Cold War* (Penguin, 2020) 9781594206733

Michael Marrus, *The Unwanted* (Oxford, 2002) 9781566399555 (ebook available at UFlib course reserves)

Wyman, *DPs, Europe's Displaced Persons, 1945-1951* (Cornell) 9780801485428, ebook on reserve

Gerard Cohen, *In War's Wake* (Oxford) 9780190840808, ebook on reserve

Other recommended:

Tara Zarah, *Lost Children* ebook on reserve

Dan Stone, *The Liberation of the Camps*, "Explaining Liberation," ebook on reserve

Michael Meng, *Shattered Spaces: Encountering Jewish Ruins*, ebook on reserve

Szabolcs Szita, *Trading in Lives?* (ebook on reserve)

Students have asked for movie suggestions, so I have listed some below some weeks' readings.

These are not required viewing (unless marked as required).

Requirements:

Midterm 20%, 1 hour final 20%; 10 page paper 30%; weekly 200 word reaction papers and brief responses 15%; participation 15%.

1945 and 1946 saw the largest migration of peoples in Europe since the third century A.D. The aftermath of World War II left the European infrastructure in ruins. Our focus will be on the human dilemma as experienced by Holocaust survivors, as well as the millions of German expellees, POWs, and other refugees. We will explore their movements and the US policies toward emigration and population movement.

This course will study European mass migration in historical perspective. We will begin with an overview of 19th-century migration, follow the changes in immigration policy from the 1880s to the present. The course explores economic motivations, political struggles, immigration laws, border changes and national identities.

The current migration crisis has added an urgency to an historical reading of migration. We will seek to provide a context for discussions of citizenship, national belonging, and international institutions. Migration is a global phenomenon and students may pursue comparative topics for their final paper. However, they must build upon the readings from the course. All topics must receive prior approval from the instructor

- Computers: You may use your computer for note taking in class, but playing video games, roaming social web spaces in class is rude and distracting to others. Texting is a form of NOT being present. If I find someone is abusing the use of computers or cellphones, they will be marked absent for the day.
- Research papers: Students are required to discuss their paper topic with the instructor in advance. This is meant to be an opportunity for you to explore and use the books library's books, journal resources, and database journals and books used or discussed in the course. Websites are a bountiful resource, but please use academically sound, curated cites. Papers that rely instead on web-bites can expect a grade of C or lower. Plagiarism is unacceptable and will not be tolerated. All papers must comply with the handout on paper guidelines.
- Citations: Outside sources must be cited. The research paper must use footnotes or endnotes, not MLA style (citations inset in the text). Guidelines for Turabian-style footnotes/endnotes are available on the web or Rampolla, *Writing History*. MLA style is acceptable for the weekly reaction papers--work relying solely on the assigned class readings.

Schedule of classes

(The schedule of classes and reading assignments are subject to change—including test dates. Movies are pending availability.)

Week 1

Jan. 10 Who are we?

Jan. 12 Historical Background on 19th Century Migration: Sorting Labor and the Making of the Nation-State

Readings: Sassen, *Guests and Aliens*, Ch. 2-4, "1800" & "After 1848" pp. 7-50
(on reserve)

Week 2

Jan 16 Martin Luther King

Jan. 17 19th Century Migration and Dissident Migration:

Jan 19 Pogroms: The Nation's People—or not

Readings: Tara Zahra, *The Great Departure*, Intro & Ch. 1-2; Marrus, Ch. 1

Week 3

Jan. 24 American parallels: The internal migration of African Americans

Jan. 26 Florida and the Great Migration

Readings: Isabel Wilkerson, selections

Week 4

Jan. 31 The Armenian massacre and fascism
Feb. 2 The Nassen Era

Readings: Naimark, *Fires of Hatred*, Ch. 1, “The Armenians and Greeks of Anatolia,” pp. 17-57; Marrus, Ch. 2; Zahra, Ch. 3; PBS: Armenian Genocide debate/documentary—required; Goda, “Desperation the Evian Conference and after,” 94-101

Week 5

Feb. 7 In Flight from Nazism
Feb. 9 Midterm
Readings: Marrus, Ch. 3; Zahra, Ch. 4;

Week 6, Feb. 14-16

Feb. 14 The Bloodlands—famine and genocide in Ukraine
Feb. 16 Soviet Deportation of the Chechens-Ingush
Naimark, Ch. 3; Timothy Snyder, selection on Ukraine

Week 7, Feb. 21-23

Feb. 21 Nazism and the Final Solution; The Death Tour of Europe
Feb. 23 It shouldn't end this way: The Hungarian Holocaust
Reading: Zahra, 143-179; Goda, Ch. 6-15 selections; Freifeld handout
Movie: *The Final Solution*, *The Wannsee Conference*

Week 8, Feb. 28-March 2

Feb. 28 Liberation
March 2 The road home
Readings: Levi, *Reawakening*
March 2:

Week 9, March 7-9

March 7 Aftermath and Provisional Governments, 1945-1948
March 9 Ken Burns, “The US and the Holocaust”--required
Readings: Selection from Harald Jähner, *Aftermath*, Ch. 1-2

Spring break March 11-18

Week 10

March 21 Ken Burns, “The US and the Holocaust”--required
March 23 Blackmarkets; Love, Hate, and Theft
Readings: selections from David Wyman, *The Abandonment of the Jew*; Harald Jähner, *Aftermath: Life in the Fallout of the Third Reich, 1945-1955*
Suggested movie: *The Third Man*

Week 11

March 28 Ethnic cleansing continued

March 30 Illegal migration from Eastern Europe
Reading: Naimark, Ch. 4; “Expulsion of Germans from Poland and Czechoslovakia,” 108-138;
Jähner, Ch. 3; Nasaw, Part 2; Zahra, start Ch. 5 (181-6)

Week 12

April 4 Defining a Refugee; Jewish DPs and the Harrison Report

April 6 Life in the DP camps

Rough drafts due

Reading: Zahra, complete Ch. 5; Nasaw, Part 3; Mark Wyman, *DPs*, selection; Neil Belton, *The Good Listener*. Helen Bamber, selection; Cohen, begin Ch. 2-4

Week 13

April 11 Postwar Legal Order: The United Nations, International Rights, war crimes trials

April 13 Where to? America opens its doors

Readings: Nasaw, Ch. 4-5; Cohen, complete Ch. 2-4

Suggested Movie: *Those who remained*; *Nuremberg War Crimes Trials*;
Israel Why? (Lanzmann); *The Pawnbroker*

Week 14: April 18-20

Silences and the Kasztner and Eichmann trials

April 18 Papers due

Paper presentations

April 20 Paper presentations

Week 15

April 25. Paper presentations

Reading days April 27-8

May 4 10-12: **One-hour Final Exam**

POLICIES

Attendance & makeup policy

Attendance is mandatory, and unexcused absences will adversely affect your grade. Requirements for class attendance and make-up assignments in this course are consistent with university policies that can be found in the online catalog at Attendance Policies (Links to an external site.)<<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>>.

Academic Honesty

UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.” On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (Links to an external site.)<<https://sccr.dso.ufl.edu/process/student-conduct-code/>> specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Accommodations for Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (Links to an external site.) (Links to an external site.)<<https://disability.ufl.edu/students/get-started/>> (352-392-8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

