

The Violence of Mass Confinement: A Global History
University of Wisconsin-Madison, Spring 2021
History 201-007: The Historian's Craft Seminar

MW 2:30-3:45PM
Location: Van Vleck B215

The survivors of the extermination camps, the inmates of concentration and internment camps, and even the comparatively happy stateless people could see [...] that the abstract nakedness of being nothing but human was their greatest danger. [...] If a human being loses his political status, he should, according to the implications of the inborn and inalienable rights of man, come under exactly the situation for which the declarations of such general rights provided. Actually the opposite is the case. It seems that a man who is nothing but a man has lost the very qualities which make it possible for other people to treat him as a fellow-man.

- Hannah Arendt, *The Origins of Totalitarianism*

Professor Monica Kim

Email: mkim687@wisc.edu

Office Hours: Thursdays 11:00AM-1:00PM, and by appointment

*Please include "Hist 201" in the subject heading of your email

*You must allow a 24 hour window for an email response.

*All meetings (even during office hours) must be scheduled in advance.

Writing Fellows:

Grace Quast

Email: gquast@wisc.edu

Jacob Balczewski

Email: jbalczewski@wisc.edu

Course Description: *What are our central questions?*

The camp has become a symbol of the conflicts of the twentieth century. Through a close study of people's experiences of building, living, and surviving camps throughout the twentieth century, this course examines the major shifts in the global imperial landscape from the Philippine-American Wars at the turn of the century through the "War on Terror." Rather than approaching the "camp" as an exception to the everyday, we will ask: How and where did people develop the concentration camp? When did societies perceive the need for a camp? How have the practices of making a camp changed (or not changed) through decolonization? How do the dynamics and workings of a particular camp shed light on the contemporaneous political landscape? And what type of role does the "camp" play in different societies' historical memories?

Our focus will be on the historical connections between the case-study camps, as we begin with the *reconcentrado* policy of Spanish colonialism in Cuba in 1880s and end with reflections on the implications of Guantánamo Bay in Cuba for U.S. imperialism. This course approaches the "camp" not as a strictly defined entity, but rather as a practice mobilized by different groups for particular purposes. Possible case studies we will consider range from German colonialism and the Herero in Namibia, the British and the Mau Mau in Kenya, to Japanese American internment camps in the United States.

Readings will include both secondary sources (books and articles written by scholars) and an array of primary sources (memoirs, oral history interviews, military documents, legal cases and film).

Course Objectives: *What are our central skills?*

The course fulfills your General Education Communication B Requirement. History 201 is an immersive, intensive introduction to the craft of history. Over the course of the semester, each of you will be learning how to craft your own research questions and writing voice, while you develop a critical understanding of our own present moment through historical inquiry.

Working together as a class is crucial to our success. Together, we will be practicing how to evaluate evidence, how critically assess scholarly debates, how to construct our own arguments, and how to best present our own narratives clearly for readers and listeners. These skills are not only applicable beyond our classroom, but they are also the foundation for our discussions. Critical thinking requires critical listening, and each seminar meeting is an opportunity for us to learn from each other and with each other.

This seminar is designed to support and challenge you to cultivate a dynamic way of moving between speaking, writing, and thinking. How is writing a form of thinking, rather than just the product of thinking? How does speaking about a project play a critical role in thinking about how to write the analysis on paper? How is thinking itself a powerful form of paying attention?

Through a collective inquiry into the history of camp-making during this semester, we will be challenging our own assumptions – and reflecting on how we pay attention to an event, to a piece of information, and to ourselves. The heart of this course consists of two critical elements: discussion and writing. We will collectively determine what we consider to be the foundation that fosters an engaged, sustained discussion. Such discussions require you to delve into the reading thoroughly and arrive at the seminar ready with questions, selected quotes, and connections between our readings throughout the semester. If you feel that you are having difficulty participating in class, please come see me so we can discuss different ways of contributing to the class discussion.

Writing Fellows Program: Writing is a central skill for this course, and we are fortunate to have Grace Quast and Jacob Balczewski joining us for this semester as writing fellows. Quast and Balczewski, who are UW-Madison undergraduate students, come to us after a rigorous application process and training program to learn to think more deeply about writing and to develop practices for working with peers on writing during individualized conferences. While writing tutors are not Teaching Assistants and will not assess papers, they will focus writing conferences on questions that generate clearer writing and stronger thinking about the content. Their primary aim is to work with students through a practice-based approach to writing and revising. That is, they will ask questions and work to prompt students to reread, rethink, revise, and craft new writing during conferences.

For two papers assigned in this course, you will be submitting a draft to both me and your assigned writing tutor. You will then meet with you tutor outside of class for a one-on-one conference, have a discussion on how to improve your essay, and then revise the essay in accordance to what you have developed as a writer and thinker. The final grade for these essays includes your meeting with the tutor and how you incorporate the feedback and develop the essay further independently. **Writing tutors should receive *complete drafts* from students, not outlines or rough notes. *Late submission* of drafts to tutors and *missed conferences* are reported to the Professor, who may reduce a student's final grade as a consequence.**

Learning Outcomes:

Students will learn to:

- *Ask Questions*: Develop the habit of asking questions, including questions that may generate new directions for historical research. Develop historical questions through engagement with primary sources, secondary literature, and/or broader ethical, theoretical, or political questions.
 - *Find Sources*: learn the logic of footnotes, bibliographies, search engines, libraries, and archives, and consult them to identify and locate source materials.
 - *Evaluate Sources*: determine the perspective, credibility, and utility of source materials. Distinguish between primary and secondary material for a particular topic.
 - *Develop and Present an Argument*: use sources appropriately to create, modify, and support tentative conclusions and new questions.
 - *Communicate Findings Effectively*: make formal and informal, written and oral presentations tailored to specific audiences.
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Course Requirements:

Participation and Engagement in Discussions: 30%

Participation during Discussion: 15%

Discussion Post Thinkpieces and Engagement: 15%

Secondary and Primary Source Analysis Papers: 25% (includes work with Writing Fellows)

Historical Analysis Paper: 10%

Primary Source Analysis Paper: 15%

Building Blocks Towards Final Research Paper: 15% (includes work with Writing Fellows)

Research Proposal with Bibliography (Pass/Fail): 5%

Essay Introduction Draft (Pass/Fail): 5%

Peer Review Essays (Pass/Fail): 5%

Final Research Paper: 30%

Oral Presentation: 5%

Final Paper: 25%

How to Succeed in this Course:

Assigned Readings and Note-taking:

One key element to fully enjoying and succeeding in this seminar course is pacing. Start early, and work consistently. You can find all of our readings for this semester under the “Resources” tab on our Classes site. Simply go to the corresponding week, and you should find all of the readings for that particular week on the site.

Keeping an Intellectual Journal: I highly, strongly encourage you to keep a journal of your note-taking. Whether it is a physical notebook or a digital journal (even a Microsoft Word document or personal Google Doc), you should directly transcribe quotes from the reading alongside your questions and notes about why these quotes seemed significant to you.

I also encourage you to print out all of our materials – since you are not purchasing books for this course, invest in your deeper learning and print out the readings. Take notes in the margins, highlight passages, draw arrows between ideas you would like to connect – in other words, feel free to grapple and wrestle with the text itself. Do you have questions at certain points? **Write that down.** If the scholar/author was sitting across from you, would you have a question? **Write that down.** Did something prompt and inspire you to think

about a topic for a paper? **Write that down.** All of this should then be transferred (whether summarized or noted in terms of themes and page numbers) into your intellectual journal.

Keeping a note-taking archive of your own will be the critical foundation of the longer assignments we have in this course. Every assignment, every discussion, every discussion post – each one builds on the previous ones.

Weekly Discussion Posts:

As you will see, our discussion is both asynchronous and synchronous, and it gives everyone the opportunity to raise important points, ask basic questions, and draw our attention to something we might not have noticed otherwise. Most importantly, our discussion posts serve as the connective tissue between our seminar sessions, allowing us to have a trail of our discussions – our concerns and questions.

I give prompts for your discussion posts each week as a starting point for our discussion. After our Wednesday seminar, read the prompt under the next week’s “Discussion” – it will help guide you in terms of what to pay attention for as you do the reading.

There are two discussion post deadlines each week: Monday 9AM and then Wednesday 9AM. The Monday post is more substantive, and then the Wednesday post is a continuation of our Monday discussion. Guidelines and expectations for your discussion post’s length, etc. can be found each week under the “Discussion” prompt.

Office Hour Meetings with Professor Kim:

I encourage you to sign up for Office Hours well in advance of these later meetings. Let’s talk about the readings and let’s talk about your research. I also think of Office Hours as an excellent way to hear about your experience so far in the seminar – and I fully understand that you have multiple other courses this semester. If you have concerns about the workload and pacing, let’s have a conversation.

Assignments:

Worksheets and instructions for the following assignments will be given during the semester:

- Historical Analysis Paper (3 pages)
- Primary Analysis Paper (2 pages)
- Final Research Paper (5-7 pages)
- Peer Review Essay (2 pages)
- Presentation on Final Paper (5 minutes per person)

Course Rhythm:

Explanation of credit hours

The credit standard for this 3-credit course is met by an expectation of a total of 135 hours of student engagement with the course’s learning activities (at least 45 hours per credit or 9 hours per week), which include regularly scheduled meeting times (group seminar meetings of 115 minutes per week), dedicated online time, reading, writing, individual consultations with the instructor, and other student work as described in the syllabus.

Below is a possible workplan for this seminar. I highly recommend charting out your work hours in terms of all of your courses in order make sure that you are leaving enough time (and breaks!) to stay on top of your work throughout the semester.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
HIST 201 Online Weekly Rhythm	Online Seminar #1		Online Seminar #2				
				Begin Next Week's Readings: Read Discussion Prompt; Take Notes on Readings			
	Post Second Discussion Thinkpiece by Wednesday 9AM		Post additional Discussion Post after our seminar meeting (Optional)				Post Discussion Thinkpiece by Monday 9AM
				Final Research Paper Work (Research, Writing, Editing, Group Work)			
	Office Hours (Sign-up) or Mandatory Individual/Group Meetings						
	Communications via email throughout the week						

Resources:

The History Lab

The History Lab is a resource center where PhD students will assist you with your history papers. No matter your stage in the writing process – choosing a topic, conducting research, composing a thesis, outlining your argument, revising your drafts – the History Lab staff is here to help you sharpen your skills and become a more successful writer. Sign up for a one-on-one consultation online: <http://go.wisc.edu/hlab>.

Libraries and Archives

The below websites and modules give an introduction to how to conduct research at the Wisconsin Historical Society or at the UW-Madison Library:

The Wisconsin Historical Society: https://lo.library.wisc.edu/whs_archives/#/

University of Wisconsin-Madison Library and Archives: <https://researchguides.library.wisc.edu/introhist>

Course Policies:

1. Attendance and Participation:

Timely attendance at each class meeting is required. This course is a seminar, not a lecture, and your attendance and engaged participation are essential for the success of this course. Particularly because we will conduct workshops often, your attendance is necessary for the benefit of your classmates as well as yourself. Thus, excluding our workshop days, 1 unexcused absence is allowed. However, if you have more than one unexcused absence, I will subtract accordingly from your attendance and participation grade.

Because we are a discussion-based seminar, there is one basic ground rule: no laptops for note-taking, since a core element of discussion is engagement, not transcription – and also no cellphones at any point during the seminar. The listening is just as important (or perhaps even more important) than the speaking during a

discussion, therefore to establish a foundation for respectful exchange, there will be no laptops or cellphones in use during our discussions.

2. Email etiquette:

Please be thoughtful in your professional communication. It is important to develop appropriate emailing styles for different contexts. Your professors and your peers expect emails to be written free of texting shorthand, with an appropriate salutation.

Feel free to contact me outside of normal hours, but understand that I may not respond immediately. Note, too, that I cannot discuss grades, or answer substantive questions about course material, over email. Please do make an appointment with me during Office Hours.

3. Accommodations:

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I, will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

4. Privacy of Student Records & the Use of Audio Recorded Lectures:

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

5. Academic honesty:

Intellectual integrity is the university's most fundamental commitment. Plagiarism of any kind will be penalized to the fullest possible extent, without warning or exception.

The most common causes of plagiarism are not deliberate dishonesty, but stress and uncertainty. You are encouraged to begin assignments well in advance of the deadline, and to check with the instructor if you have any questions. Whenever you draw upon somebody else's words or ideas to make a point, give them credit in a note. If you have questions about documentation requirements, don't guess – just ask.

For further details on university policy, strictly adhered to in this class, see:
<https://conduct.students.wisc.edu/academic-integrity/>

6. Diversity & Inclusion:

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. (Source: <https://diversity.wisc.edu/>)

** This syllabus is subject to change as the instructor sees fit.*

COURSE SCHEDULE:

WEEK 1: Introduction

INDIVIDUAL MEETINGS WITH PROFESSOR KIM THIS WEEK

Jan 26: Introduction to the course: What is “history”? What is a “camp”?

- Reading: Olivier Razac, *Barbed Wire: A Political History*. New York, The New Press, 2000. Selected Excerpts.

WEEK 2: The Maps of Imperial Conflict

Jan 31: Case Study: What is an Empire? A Colony?

- Reading: Odd Arne Westad, *The Global Cold War* (Cambridge: Cambridge University Press, 2005), Chap 1: The empire of liberty: American ideology and foreign interventions, p.8-38.
- George Steinmetz, “The Sociology of Empires, Colonies, and Postcolonialism” (You may skip to when he begins to describe the categories on page 78)
- Discussion Post due by 9am Monday

Feb 2: Race, Colonialism, and Empire

- Primary Source: Harper’s Political cartoons
- Nancy Lesko, “Up and Down the Great Chain of Being” in *Act Your Age!: A Cultural Construction of Adolescence* (Routledge), pages 16-31.
- Discussion Post due by 9am Wednesday

WEEK 3: The Spanish-American War and U.S. Empire

Feb 7: Guantánamo Bay and U.S. Empire

- Reading: Jana K. Lipman, *Guantánamo: A Working-Class History Between Empire and Revolution*. Berkeley: University of California Press, 2009.
 - Introduction and Prologue, p. 1-38
- Reading: Klaus Muhlhahn, “The Concentration Camp in Global Historical Perspective,” *History Compass* 8:6 (2010): 543-556.
- Discussion post due 9am Monday

Feb 9: The Philippine-American War

- Primary Source: US Senator Beveridge Speech in Congress
- *Begin reading:*
 - Reading: Paul Kramer, “The Philippine-American War as Race War” from *The Blood of Government: race, empire, the United States, and the Philippines*. (Chapel Hill: University of North Carolina Press, 2006.), pages 87-96.
- Discussion Post due at 9am Wednesday

WEEK 4: To Name a Conflict and To Make an Enemy

Feb 14: Insurgency or Revolution? Race-Making in War

U.S. expansion and the Spanish empire

- Primary Sources: Statements from Aguinaldo and Senator Beveridge
- *Finish Reading:* Paul Kramer, “The Philippine-American War as Race War” from *The Blood of Government: race, empire, the United States, and the Philippines*. (Chapel Hill: University of North Carolina Press, 2006.), pages 116-151.
- Discussion Post due at 9am Monday

Feb 16: Torture and Other Practices

- Discussion in-class about the “Historical Analysis Paper”
- Discussion Post due at 9am Wednesday

WEEK 5: Research Workshops

Feb 21: Library virtual visit

- Marius and Page. *A Short Guide to Writing about History*. Chapters 2&3.
- **Historical Analysis Paper Draft Due at 9am Monday**

Feb 23: WORKSHOP of PREVIOUS HIST 201 PAPERS

- Discussion on Historical Analysis Paper
- Discussion on Final Research Paper
- **Preliminary Thinkpiece on Final Research Paper Due at 9am Wednesday**

WEEK 6: Military Culture and Imperialism

Europe in Africa

Feb 28: Historical Memory and Material Reparations

- Documentary: "One Hundred Years of Silence: The Germans in Namibia"
 - George Steinmetz, "The First Genocide of the 20th Century and Its Postcolonial Afterlives: Germany and the Namibian Ovaherero" in *The Journal of the International Institute* (Winter 2005)
 - David Olusoga and Casper Erichsen, *The Kaiser's Holocaust: Germany's Forgotten Genocide and the Colonial Roots of Nazism*. London: Faber and Faber, 2010. (Selected Chapters)
- Discussion Post due by 9am Monday

Mar 2: Colonialism and Violence

- David Olusoga and Casper Erichsen, *The Kaiser's Holocaust: Germany's Forgotten Genocide and the Colonial Roots of Nazism*. London: Faber and Faber, 2010. (Selected Chapters)
- Discussion Post due by 9am Wednesday

WRITING FELLOW WEEK: INDIVIDUAL MEETINGS WITH FELLOWS SCHEDULED

WEEK 7: Ambitions of Empire

Mar 7: A German Empire on the European Continent:

- Reading: Mark Mazower. *Hitler's Empire: how the Nazis ruled Europe*. (New York: Penguin Press, 2008).
 - Preface; Introduction; Make This Land German for Me Again!
- Discussion post due at 9am Monday

Mar 9: How to examine Mass Violence

- Reading: Enzo Traverso. *The Origins of Nazi Violence*. (New York: The New Press, 2003)
 - Chapter 3
- Discussion post due at 9am Wednesday

***DUE DATE: HISTORICAL ANALYSIS PAPER: MARCH 11 by 12NOON on CANVAS**

**SPRING BREAK
NO CLASSES on MAR 14 & MAR 16**

WEEK 8: Intensive Writing Week

Individual Meetings with Professor Kim

- **Bring Primary Source** you have selected
- **Bring Research Proposal with Bibliography**

WEEK 9: The Camp and Historical Memory

Mar 28: The State of Emergency and the Racial Order

- Reading: Greg Robinson, *By Order of the President* (Harvard University Press, 2001) - Selected Chapters
- Discussion Post due by 9am Monday

Mar 30: Graphic Novels and Art as Primary Sources

- Primary Source: Miné Okubo, *Citizen 13660*
- Heather Fryer, "Miné Okubo's War: *Citizen 13660*'s Attack on Government Propaganda" in *Miné Okubo: Following her own road* (University of Washington Press: 2008)
- Discussion Post due by 9am Wednesday

WEEK 10: Prison-Industrial Complex

Apr 4:

- Documentary Film: *The Prison in Twelve Landscapes*, dir. Brett Story (2018)
- Heather Ann Thompson, "How Prisons Change the Balance of Power in America," *The Atlantic Monthly* (Oct 2013)
- Baz Dreisinger, "The Legacy of Mass Incarceration," *The Atlantic Monthly* (Sept 2015)

Apr 6: WORKSHOP OF PRIMARY SOURCE ANALYSIS

***DUE DATE: PRIMARY SOURCE ANALYSIS PAPER: MARCH 11 by 12NOON on CANVAS**

WEEK 11: Wars of Decolonization? End of Empire?

Apr 11: The British in Kenya

- Primary Source: BBC Newsreel Clips (1953)
- Caroline Elkins. *Britain's Gulag: The Brutal End of Empire in Kenya*. (Jonathan Cape, 2005) - Preface
- Caroline Elkins, "Detention, Rehabilitation, and the Destruction of Kikuyu Society," from *Mau Mau and Nationhood: Arms, Authority, and Narration*, eds. E.S. Atiano Odhiambo and John Lonsdale (Athens: Ohio University Press, 2003)

- Discussion post due at 9am Monday

Apr 13: WORKSHOP ON INTRODUCTIONS AND OUTLINES for FINAL PAPER

WEEK 12: Beyond the Barbed Wire, Camps Today

April 18: Making the “Enemy Combatant”

- Screening: Documentary: *The Road to Guantanamo*
- A. Naomi Paik, *Rightlessness: Testimony and Redress in U.S. Prison Camps since World War II* (University of North Carolina Press: 2016) -Selections

- Discussion Post due at 9am Monday

April 20: Writing Intensive Block

PAPER DRAFT DUE on Thursday, April 21 at 12NOON

WEEK 13: WORKSHOP

April 25: Peer Review Workshop

- *PAPER DRAFT DUE TO PEER REVIEWER in advance.
- *Have your peer review essay ready by classtime to share.

April 27: Group Discussions to Prepare for Final Presentation

WEEK 14: FINAL PRESENTATIONS

May 2

May 4

WRITING FELLOW WEEK: INDIVIDUAL MEETINGS WITH FELLOWS SCHEDULED