

SLST 482 / SLST 581 / HSTR 451A / HSTR 519

Twentieth-Century Genocides in Eastern Europe

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University of Victoria

Fall 2020

Mondays 7:30–8:50 p.m. on Zoom

Office hours: Mondays 3 to 5 p.m. and by appointment (on Zoom)

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This senior seminar will examine how time and again imperial collapse, total war, racist theories, and political radicalism turned Europe's East and Southeast (as well as the Caucasus) into killing grounds. By looking at case studies spanning the entire twentieth century, we will study the violent erasure of this region's remarkable diversity before 1914. Our investigation will need to include such factors as the Western image of Europe's "East," the fall of multinational empires, the development of the modern nation-state, and revolutionary or counter-revolutionary violence. We will focus on the common and unique features of genocides, ethnic cleansings, and forced population transfers in twentieth-century Eastern Europe, including the Armenian Genocide, the Ukrainian Famine-Genocide (Holodomor), the Holocaust, and the Bosnian War, among others.

This is a senior seminar designed for students with some background in Russian or twentieth-century European history or Slavic cultural studies. It aims to assist students in developing their analytical, writing, and discussion skills, at the same time providing them with an opportunity to study ethnic-based violence in Eastern Europe in depth. Instructor-led discussions and student presentations on Zoom will be the principal class format, but the course will also involve independent study and online assignments that you can do any time (as long as you meet the deadlines). Your work on these components will normally be evaluated by means of quizzes and, possibly, a final essay, but some of it will be assessed separately under the rubric of "online assignments." In addition to contributing regularly to our discussions, you will be expected to make a 10-minute presentation in class (on Zoom and structured as a talk rather than a reading of a prepared text) on a topic related to the week's subject. I will explain the procedure and circulate the sign-up sheet during our first meeting. Other than the two books ordered through the bookstore, all required readings will be either articles from electronic journals accessible through UVic Library or linked through Brightspace. The amount of readings per week will normally be between 50 and 70 pages. All written assignments submitted late will be subject to a late punishment of five percent per day.

TEXTBOOKS (both required and available at the bookstore; any format and any edition acceptable):

Norman M. Naimark, *Fires of Hatred: Ethnic Cleansing in Twentieth-Century Europe*

Philippe Sands, *East-West Street: On the Origins of "Genocide" and "Crimes against Humanity"*

Marking Scheme [for undergraduate students]:

Participation	12%
Presentation	8%
Online assignments TBA	6%
Quiz I (online between 6 and 10 Oct.)	18%
Quiz II (online between 3 and 7 Nov.)	18%

Quiz III (online between 1 and 5 Dec.)	14%
Essay on one of the two set topics TBA (8–10 pages, due via email on 21 Nov.)	24%

Marking Scheme [for graduate students]:

Participation	14%
Presentation	10%
Online assignments TBA	6%
Quiz I	14%
Quiz II	14%
Quiz III	8%
Essay proposal (200 to 300 words; due via e-mail on 30 Nov.)	4%
Research essay (13–15 pages, due via e-mail on 7 December)	30%

A+	90–100	B-	70–72
A	85–89	C+	65–69
A-	80–84	C	60–64
B+	77–79	D	50–59
B	73–76	F	0–49

To familiarize yourself with UVic’s grading guidelines, please consult the [University Calendar](#).

C A L E N D A R

- 14 Sept: Introduction to the course. Meeting your classmates. Making sure the technology works. Surviving school in the age of COVID.
- 21 Sep. Genocide, Ethnic Cleansing, Deportation: The Question of Definitions.
Readings: Naimark, 1–16; Sands, “Invitation” and Part I. In preparation for our virtual meeting, please watch the documentary *Namibia Genocide and the Second Reich* (free access on YouTube; link on Brightspace) before our virtual meeting; we will discuss it briefly during the meeting.
- 28 Sep. The Armenian Genocide: A prototype crime? The Russian Army and the Jews in WWI.
Readings: Naimark, chap. 1; Lohr, “The Russian Army and the Jews”; Melson, “Armenian Genocide” (Electronic articles—links on Brightspace).
- 5 Oct. A violent postscript to WWI: 1917–1923.
Readings: Sands, Part II; Mick, “Lemberg Pogrom”; Crim, “Judeo-Bolshevism.”

QUIZ I administered online between 6 and 10 October—flexible options TBD.

- 12 Oct. NO CLASS (Thanksgiving).
- 19 Oct. Murder by starvation: The Holodomor (the Ukrainian Famine Genocide of 1932–33). The ethnic dimension of the Great Terror.
Graziosi, “New Interpretation”; Morris, “Polish Terror”; one more reading TBA. There will also be a short documentary for you to watch before the meeting.

- 26 Oct. The Holocaust by Bullets in the East. Neighbors: Perpetrators, bystanders, saviours. Readings: Naimark, chap. 2; Sands, Parts III and IV; Barbara Törnquist-Plewa, “Coming to Terms with Anti-Semitism.”
- 2 Nov. The starvation of Soviet POWs and cities. Stalin’s deportation of the Crimean Tatars and Chechens. Readings: Naimark, chap. 3; Sands, Parts V and VI; Berkhoff, “POW Genocide.”

QUIZ II administered online between 3 and 7 November—flexible options TBD.

- 9 Nov. NO CLASS (Reading Break).
- 16 Nov. Postwar deportations and population exchanges in Eastern and Central Europe. Late Stalinist anti-Semitism. Readings: Naimark, chap. 4; Sands, Parts VIII and IX (VII is optional); Veidlinger, “Soviet Jewry as a Diaspora Nationality.”

(Undergrad students only): PAPERS DUE VIA EMAIL at midnight on 21 November.

- 23 Nov. Lemberg/Lwów/Lviv as a site of memory. A virtual trip to Ukraine. The cases of the Golden Rose Synagogue and the monuments in Babi Yar. Readings: Sands, Part X; Leird and Montemaggi, “Golden Rose” (link on Brightspace).
- 30 Nov. Ethnic cleansing in the former Yugoslavia. Ethnic conflicts in the collapsing Soviet Union. Readings: Naimark, chap. 5; Sands, “Epilogue”; Cheterian, “Genocide and Karabakh Conflict” (CourseSpaces).

QUIZ III administered online between 1 and 5 December—flexible options TBA.

ATTN. GRAD STUDENTS: YOUR RESEARCH ESSAYS ARE DUE BY MIDNIGHT ON 7 DEC (via e-mail)

UNIVERSITY AND DEPARTMENTAL POLICIES

Territory Acknowledgement: We acknowledge with respect the Lkwungen-speaking peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

Accessibility Statement

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability that may require accommodations, please contact the [Centre for Accessible Learning](#) as soon as possible. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Concessions and Documentation

Students may ask for an academic concession, such as the rescheduling of a quiz or test or an extension for an assignment, upon providing proper documentation of a personal or medical affliction or of a time conflict. Proper documentation would include a doctor’s note or a memo from [Counseling Services](#), or a memo from a coach or employer. It must be dated before or close to the time of the missed work or classes.

Withdrawals and Deferrals

If you miss substantial amounts of class and assignments without documentation, you will be asked to withdraw or will receive an 'N' at the end of the semester. Even when the reasons for failing to meet course requirements are valid, it is not academically sound to allow students missing significant amounts of work to continue in the course. You are to familiarize themselves with the withdrawal dates in the current academic calendar.

Academic Integrity and Plagiarism

Actions such as plagiarism, multiple submissions, falsifying materials used in academic evaluations, cheating, or aiding others to cheat violate University policies on academic integrity and are considered serious offence. You must inform yourself about the university regulations (see [UVic Policy on Academic Integrity](#)).

Unauthorized Use of an Editor

An editor is an individual or service, other than the instructor or supervisory committee, who manipulates, revises, corrects or alters a student's written or non-written work. The use of an editor, whether paid or unpaid, is prohibited unless the instructor grants explicit written authorization.

Add/Drop Deadlines

It is your responsibility to attend to ADD/DROP dates as published in the Calendar and the Undergraduate Registration Guide and Timetable. You will not be dropped automatically from a class that you do not attend.

Classroom Conduct

Since the quality of the learning environment is paramount, every student has the right to learn and your instructor has the duty to perform her or his teaching duties in a cooperative, distraction-free, and effective manner. Activities that could disrupt the learning environment for you and your instructor would include the non-academic use of electronic devices. You are expected to turn off your cell phones, media players, and other electronic devices during class. Laptops can only be used for taking class notes, accessing CourseSpaces, and other class-related activities.

Course Experience Surveys

I value your feedback on this course. Towards the end of term you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to the Department about the course and its instructor. When it is time for you to complete the survey, you will receive an email inviting you to do so.

Commitment to Inclusivity and Diversity:

The University of Victoria is committed to promoting, providing, and protecting a positive, supportive, and safe learning and working environment for all of its members.

University Policy on Human Rights, Equity and Fairness:

The University promotes a safe, respectful and supportive learning and working environment for all members of the university community. The University fosters an environment characterized by fairness, openness, equity, and respect for the dignity and diversity of its members. The University strives to be a place that is free of discrimination and harassment, injustice and violence. The strength and vibrancy of the University is found in the diverse life experiences, backgrounds and worldviews of all its members.

https://www.uvic.ca/universitysecretary/assets/docs/policies/GV0200_1105_.pdf

Information on Campus Supports for Student Wellbeing:

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. Resources include:

- Counselling Services - *Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.* <https://www.uvic.ca/services/counselling/>
- Health Services - *University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.* <http://www.uvic.ca/services/health/>
- Center for Accessible Learning (CAL) - *Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the CAL as soon as possible. CAL staff members are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations.* <https://www.uvic.ca/services/cal/>

The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course. Please note that your instructor cannot provide CAL-type accommodations without CAL documentation.