



**SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL  
RELATIONS**

**HISTORY PROGRAMME  
HIST338  
PRELUDE TO PEACE:  
DISPLACED PERSONS AND REFUGEES IN POSTWAR EUROPE  
CRN 18772**

**TRIMESTER 2, 2011  
11 July to 12 November 2011**

**Trimester dates**

Teaching dates: 11 July to 14 October 2011

Mid-trimester break: 22 August to 4 September 2011

Study week: 17–21 October 2011

Examination/Assessment period: 21 October to 12 November 2011

**Withdrawal dates**

Information on withdrawals and refunds may be found at

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

**Course Coordinator:** Dr. Simone Gigliotti  
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Office hours: Thursday, 12.00-1.00pm

**Lecture Information**

Time/Venue: Tuesday, MY LT 101 (Murphy Lecture Theatre, 101), 10.00am-12.50pm  
(Lecture from 10.00-10.50am followed by film screening from 11.00am-12.50pm; attendance is strongly recommended)

**Seminar Information:**

*Times/Venues:*

Tuesday: 2.10-4.00pm	HMLT001 (Hugh McKenzie)
Wednesday: 10.00-11.50am	RWW127 (Railway West)
Wednesday 2.10-4.00pm	HMLT001 (Hugh McKenzie)
Thursday: 2.10-4.00pm	VZ108 (Von Zedlitz)

**Course delivery**

HIST 338 is taught through a combination of lectures (one 50-minute lecture/week), seminars (one two-hour seminar/week) and weekly film screenings that immediately following the lecture (1-2 hours).

Please note that due to lecturer absence in Week 1, lectures, films and seminars begin in Week 2. In the absence of the lecturer in Week 1, you will be asked to write a (non-assessed) report that will be emailed

to you via Blackboard and is due at the History Office (with usual Essay cover sheet) by **Friday 22 July, 5pm**. Details are also included in the course guide (p. 6). Please **register in person** for a seminar with Yvette Butcher, History Programme Administrator, during Week 1, from 11-14 July between 9am and 3pm only. A seminar preference sheet will be emailed to you which you should complete and physically deliver to Yvette Butcher at the History Office or you can complete a seminar preference form at the History Office during the above times. Students will be notified of seminars by email on Monday 18 July. Lectures and seminars begin on 19 July.

*NB: Students are expected to have completed the readings for Week 2 as well as having completed the Week 1 report.*

Contact [yvette.butcher@vuw.ac.nz](mailto:yvette.butcher@vuw.ac.nz) or phone 04 463 5344.

### **Communication of additional information**

This course uses Blackboard and presumes that all enrolled students have valid myvuw.ac.nz addresses. Please check that this account is active and you have organised email forwarding. Additional information and any changes to the timetable or lecture and seminar programme will be announced in lectures, and posted in Blackboard "Announcements". Email updates will be sent to all enrolled students notifying them of these changes and where to find such information in relevant Blackboard folders.

Weekly lecture outlines will be posted to Blackboard and available for downloading on the Monday evening (from 6.00pm) preceding each lecture on Tuesday. Students are encouraged to view Blackboard at least twice weekly to monitor updates and announcements. It is your responsibility to keep informed of updates on Blackboard.

### **Course prescription**

This course explores the aftermath of World War II, namely the problem of displaced persons, refugees and expellees on the quest for peace and governance of Europe. It will include attention to humanitarian organisations, international law, the geography of displacement and expulsion, and the memory of war in personal national narratives.

### **Course content**

This course explores the aftermath of World War II, namely the displacement, forced migration and expulsion of tens of millions of men, women and children across Europe. These people, victims of war, violence, genocide, totalitarianism, and forced labour, were stateless and homeless; their vulnerable state exposed the devastating impact of war and the unpreparedness of the United Nations and international community to address the scale of this humanitarian and demographic crisis. The course will explore the impact of displaced persons (with particular reference to Jewish victims of World War II), refugees and expellees on the quest for peace, democratisation, and governance of Europe in the emerging Cold War period. It will include attention to the following topics: diplomacy and constraints in refugee management and international law, the geography of displacement and expulsion, illegal flight and migration routes away from DP camps, political activism, and the memory of ethnic and political upheaval in individual and group narratives.

### **Learning objectives**

*Students passing the course should be able to:*

- Appreciate the impact of World War II and its aftermath on the emergence of displaced persons (DPs) and refugees as stateless groups in humanitarian, diplomatic and political debates.
- Understand how the course and aftermath of World War II and the emerging cold war context produced the demographic destabilisation of Europe;

- Appreciate how displaced persons and refugees were administered and rehabilitated in the context of aid and immigration policies;
- Demonstrate a critical aptitude in relation to the sources and impacts of displacement and refugee experiences;
- Conduct primary and second source research on topics related to displaced persons and refugees in post-war European history, and demonstrate critical and analytical skills in the completion of set writing and assessment tasks.
- Contribute to informed oral discussion of relevant historical information and historiographical debates on the topics of displaced persons and refugees, as based on the weekly readings in seminars and broader reading on those topics.

**Need help with your writing and study methods?** Students are encouraged to visit the website of VUW's Student Learning Support Service for information on study skills and academic writing workshops in Trimester 2, 2011: [http://www.victoria.ac.nz/st\\_services/slss/index.aspx](http://www.victoria.ac.nz/st_services/slss/index.aspx)

### Graduate attributes

As with all History courses, learning objectives of HIST338 contribute to the attainment of specific graduate attributes. For more details please consult our website:

<http://www.victoria.ac.nz/hppi/subjects/hist.aspx#Gradattributes>

### Expected workload

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote 200 hours to HIST 338 throughout the trimester. This includes weekly attendance at lectures, film screenings and seminars, completion of all set weekly readings and research and writing for set assessment tasks.

### Group work

There is no assessed group work for HIST338.

### Essential Readings

- **Library E-copies:** There is a *Digitised Book of Readings* for the course that has been made available through course reserve in the library (each individual article should have its own file link): <http://victoria.lconz.ac.nz/vwebv/enterCourseReserve.do> There is no cost involved in downloading these articles as PDF files. Please select "HIST 338" from the course list. Readings for weeks 1-3 should be available at the beginning of the trimester, and I will notify you periodically as further weekly readings become available. If there are problems in downloading articles please contact [library-reserves@vuw.ac.nz](mailto:library-reserves@vuw.ac.nz)
- **Blackboard:** All copies of the readings have also been uploaded into Blackboard under "Course Materials" along with the relevant seminar and lecture outline. Therefore, students should download articles from Blackboard **OR** the VUW library "Course Reserves" website. As Assessment III (in-class terms test) will be based on the essential readings and lecture content, it is imperative that you are conscientious and vigilant in downloading the weekly readings and reading them in preparation for seminars.
- **Cost:** In providing e-copies or a digitised book of readings, the coordinator has endeavoured to minimise student costs and improve accessibility to readings. You should note that printing of these e-readings is at your own expense and that you should make typed notes on the readings and bring those notes to class as laptop use is strongly discouraged in seminars, and is an obstacle to discussion and effective contribution.

### Recommended Reading: (in alphabetical order)

Please check the library catalogue for the availability of these books as they each have a different availability status. Also check the Course Reserve for HIST 338:

<http://victoria.lconz.ac.nz/vwebv/enterCourseReserve.do>

- Perti Ahonen (et al.), *People on the Move: Forced Population Movements in Europe in the Second World War and its Aftermath* (Oxford: Berg, 2008).
- Richard Bessel and Dirk Schumann (eds.), *Life After Death: Approaches to a Social and Cultural History of Europe during the 1940s and 1950s*, Washington, D.C. (German Historical Institute ; Cambridge : Cambridge University Press, 2003).
- Frank Biess and Robert G. Moeller (eds.), *Histories of the aftermath: the legacies of the Second World War in Europe* (New York: Berghahn Books, 2010).
- Gerard Daniel Cohen, *In War's Wake: Europe's Displaced Persons in the Postwar Order*, (Oxford: Oxford University Press, 2011)
- Peter Gatrell, *Free World? The Campaign to Save the World's Refugees, 1956–1963* (Cambridge: Cambridge University Press, 2011).
- William Hitchcock, *Bitter Road to Freedom: a New History of the Liberation of Europe* (New York: Free Press, 2008).
- Stefan-Ludwig Hoffmann, *Human Rights in the Twentieth Century* (Cambridge: Cambridge University Press, 2011)
- Tony Judt, *Postwar: a history of Europe since 1945* (New York: Penguin Press, 2005).
- Eugene Kulischer, *Europe on the Move: War and Population Changes, 1917-1947* (New York: Columbia University Press, 1948).
- Walter Laqueur, *Europe in our time: a history, 1945-1992* (New York: Viking, 1992).
- Michael R. Marrus, *The Unwanted: European Refugees in the Twentieth Century* (OUP New York, 1985)
- Mark Mazower, *Dark Continent: Europe's Twentieth Century* (New York: Vintage Books, 2000)
- \_\_\_\_\_, *No Enchanted Palace: the End of Empire and the Ideological Origins of the United Nations* (Princeton: Princeton University Press, 2009).
- Jan-Werner Müller, *Memory and power in post-war Europe: studies in the presence of the past* (Cambridge: Cambridge University Press, 2002)
- Malcolm J. Proudfoot, *European refugees: 1939-52; a study in forced population movement* (London, Faber and Faber, 1957)
- Jessica Reinisch and Elizabeth White (eds.), *The Disentanglement of Populations: Migration, Expulsion and Displacement in postwar Europe, 1944-49* (Houndmills, Basingstoke: Macmillan, 2011).
- Ben Shephard, *The Long Road home: the aftermath of the Second World War* (London: Bodley Head, 2010).
- Dan Stone (ed.), *The Historiography of Genocide* (Basingstoke: Palgrave Macmillan, 2008)

### Assessment

*Three pieces of work are required in this course:*

- **Review Essay:** due 8 August, 5pm (25% of the overall grade, 1500 words min/max)
- **Research Essay:** due 12 September, 5pm (45% of the overall grade, 3500 words min/max)
- **In-class terms test:** 11 October, during the lecture (30% of the overall grade, no more than 1000 words)

Full details of assessment topics with learning objectives and grading criteria are on pp. 18-23 of the course guide.

### Penalties

History Programme policy stipulates that late submission of essays is penalised. Students lose 5% for the first day late and 2% thereafter for a maximum of 8 days. After 8 days, work can be accepted for mandatory course requirements but will not be marked. Extensions may be granted in exceptional

circumstances, but all extensions require the student to provide documentation. If granted an extension, students must agree to a new due date. Contact the Course Coordinator as a problem emerges. Extension forms are available from the History Programme office.

Note that Friday 14 October 2011 is the final date on which any written work can be accepted by the Programme, because this is the date on which we must certify whether students have met the course requirements. The provision for late submission with penalty does not apply beyond this 14 October date.

### **Return of graded course work**

Essays and tests will be returned during lectures and or tutorials. If students fail to attend, they may collect their essay from the History Programme Office in level 4, Old Kirk Building between the hours of 2 and 3pm from Monday to Friday and must show their Student ID card before collection.

### **Mandatory course requirements**

To gain a pass in this course each student must:

- Submit the non-assessed report (due 22 July, 5pm);
- Submit the written work specified for this course as listed under “Assessment”, on or by the specified dates (subject to such provisions as are stated for late submission of work), and
- Attend a **minimum of eight** seminars throughout the course of the trimester.

### **Class Representative**

Students will elect a class representative in the second lecture (due to lecturer’s absence in Week 1), and that person’s name and contact details will be available to VUWSA, the Course Coordinator, tutors and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

### **Academic Integrity and Plagiarism**

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University’s learning, teaching and research activities are based. Victoria University’s reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else’s work as if it were your own, whether you mean to or not. ‘Someone else’s work’ means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University’s website:

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

### Use of Turnitin

Student work submitted for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool that compares submitted work with a very large database of existing published material from online databases. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

### Where to Find More Detailed Information

- Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study)
- Find out how academic progress is monitored and how enrolment can be restricted at [www.victoria.ac.nz/home/study/academic-progress](http://www.victoria.ac.nz/home/study/academic-progress)
- Most statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy) except qualification statutes, which are available via the Calendar webpage at [www.victoria.ac.nz/home/study/calendar.aspx](http://www.victoria.ac.nz/home/study/calendar.aspx) (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at [www.victoria.ac.nz/home/about\\_victoria/avcacademic](http://www.victoria.ac.nz/home/about_victoria/avcacademic)

<b>HIST 338</b> <b>Lecture and Seminar Programme</b> <b>Week Number/Lecture Date</b>
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<b>Week 1</b> <b>12 July</b>
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### Self-Directed Writing Task: “People on the Move”: Historical Overview

There is no lecture this week due to the lecturer’s absence. Instead, students will be expected to analyse TWO readings of your choice from the following THREE options and provide a short overview of main themes in each reading. The report’s length should be approximately 1000 words (approximately 500 words for each reading selected). An analysis of themes is different to a summary of content. Please do not write in bullet point. Please submit the report (essay cover sheet, typed, name, Student ID) by no later than Friday 22 July, 5pm. The report will not be assessed. It does, however, count in the overall word limit for the course. It also provides an opportunity to practise your learning skills in relation to thematic analysis which is a good preparation for the document review (Assessment I).

### Essential Readings:

Eugene Kulischer, “The Displacement of Population during the Second World War”, *Europe on the Move* (New York: Columbia University Press, 1948): 255-273.

Michael R. Marrus, *The Unwanted: European Refugees in the Twentieth Century* (Oxford: Oxford University Press, 1985): 296-324; 393-397 (notes).

Philipp Ther, “A Century of Forced Migration: The Origins and Consequences of ‘Ethnic Cleansing’” in Philipp Ther and Ana Siljak (eds), *Redrawing Nations: Ethnic Cleansing in East-Central Europe* (Lanham, MD: Rowman & Littlefield, 2001): 43-72.

**Week 2**  
**19 July**

**Lecture:** Germany at War's End: "Evacuations", "Liberation", and mass displacement (1944-1945)

**Films:** *La Tregua (The Truce)*; (1996; dir: Francesco Rosi, Italy), 118 mins, DVD896

**Description:** The film is based on Holocaust survivor Primo Levi's account of his return from Auschwitz to Italy.

**Further Film Viewing:** *Primo Levi's Journey* (2006; dir: Davide Ferrario, Italy, 118 mins) DVD 06686, *Somewhere in Berlin* (1946), *Shoeshine* (1946), *Germany Year Zero* (1947)

**Recommended Online Sources:**

*Audio; Witness Reports:*

- Primo Levi (1986): <http://www.bbc.co.uk/archive/holocaust/5110.shtml>
- Buchenwald, Edward Ward, BBC Home Service:  
<http://www.bbc.co.uk/archive/holocaust/5107.shtml>

*Film:*

- "Lest We Forget: Liberation of Buchenwald and Dachau" (Warning: contains graphic footage): (US Army Air Force, 1945):  
[http://resources.ushmm.org/film/display/detail.php?file\\_num=5270](http://resources.ushmm.org/film/display/detail.php?file_num=5270)
- Berlin's Nomads (October 1945): <http://www.britishpathe.com/record.php?id=13263>

*Place:*

- "Concentration and Extermination Camps and Major 'Euthanasia' Centres":  
[http://germanhistorydocs.ghi-dc.org/pdf/eng/concentration\\_ext\\_camps%20eng%20large-BH\\_final.pdf](http://germanhistorydocs.ghi-dc.org/pdf/eng/concentration_ext_camps%20eng%20large-BH_final.pdf)
- "Germany after World War II (September 1, 1945)":  
[http://germanhistorydocs.ghi-dc.org/pdf/eng/p945d\\_GHI\\_E\\_a4\\_mb.pdf](http://germanhistorydocs.ghi-dc.org/pdf/eng/p945d_GHI_E_a4_mb.pdf)

**Seminar Theme:**

"Liberated but not free": War Victims and their Journeys

**Seminar Viewing:**

- **Film:** "They didn't tell us where we were going, they just said to go" (8 mins; 2010)

**Seminar Discussion Questions:**

- What factors determined the treatment of war victims in UNRRA relief programmes?
- What were the main themes in Levi's account of his journey from Auschwitz back to Turin, Italy?
- What were the main challenges faced by liberated armies in the German concentration camps? How did they respond to these challenges?

**Seminar Essential Readings:**

Zorach Warhaftig, "Distinctiveness of Jewish Relief and Rehabilitation Problems" and "Displaced Persons: the Immensity of the Problem", *Relief and Rehabilitation: implications of the UNRRA*

*program for Jewish needs* (New York, Institute of Jewish affairs of the American Jewish congress and World Jewish congress, 1944): 90-121.

Primo Levi, "The Truce: a Survivor's Journey Home From Auschwitz", and "The Awakening", in *If this is a Man/The Truce* (London: Abacus, 1987): 183-206; 376-380.

Eva Kolinsky, "Unexpected Challenges: Liberating German Concentration Camps and Caring for Their Survivors", *After the Holocaust: Jewish Survivors in Germany after 1945* (London: Pimlico, 2004): 37-70; 248-254 (notes).

### Week 3

26 July

**Lecture:** Postwar Europe, International Humanitarianism and the Homeless: DP camps, refugees and the human rights "revolution", 1945-1959

**Film:** *People's Century (Ep. 11: Brave New World: 1945)*, 60 mins., (VIS2546)

**Description:** After World War II, political leaders of Great Britain, Russia, and the United States redrew the map of Europe, displacing millions of people and forcing millions more to live within new borders. At the same time, the Cold War began to divide the world into two camps.

*See link:* <http://www.pbs.org/wgbh/peoplescentury/episodes/bravenewworld/description.html>

**Further Film Viewing:** *America, America* (1963)

#### Recommended Online Sources:

*Audio:*

- UN Radio Classics, "Document A/777" (1950): <http://www.unmultimedia.org/radio/library/classics/detail/980.html>
- UN Radio Classics, "Lemkin, Citizen of the World" (USA, 1958) <http://www.unmultimedia.org/radio/library/classics/detail/904.html>

*Human Rights and International Law:*

- UN Convention on the Prevention and Punishment of the Crime of Genocide (Dec 9 1948): <http://www.hrweb.org/legal/genocide.html>
- UN Declaration of Human Rights (Dec 10 1948): <http://www.un.org/events/humanrights/2007/hrphotos/declaration%20eng.pdf>
- Geneva Conventions of 1949 and their Additional Protocols: <http://www.icrc.org/eng/war-and-law/treaties-customary-law/geneva-conventions/index.jsp>

*Film:*

- UN Conference, Paris, 1948: <http://www.britishpathe.com/record.php?id=61267>
- "Through My Eyes" (silent film clips): <http://www.throughmyeyes.org.uk/server/show/nav.22205>

#### Seminar Theme:

Who were the DPs? Demography, Geography and Administration

#### Seminar Discussion Questions:

- Why was SHAEF insensitive to the needs of DPs? What were their immediate objectives in relation to the treatment of them?



- How did Polish and Latvian DPs attempt to sustain a sense of “cultural nationalism” in the DP camps?
- How did Kulischer’s “technical definition” of a displaced person compare to the reality?

### Seminar Essential Readings:

- William Hitchcock, “A Tidal Wave of Nomad Peoples”: Europe’s Displaced Persons”, *Bitter Road to Freedom: a New History of the Liberation of Europe* (New York: Free Press, 2008): 249-280; 401-404 (notes)
- Laura Hilton, “Cultural Nationalism in Exile: the Case of Polish and Latvian Displaced Persons”, *The Historian*, (Vol. 71, No. 2, 2009): 280-317.
- Malcolm J. Proudfoot, “The Anglo-American Displaced Persons Program for Germany and Austria”, *American Journal of Economics and Sociology* (Vol. 6, No. 1, Oct 1946): 33-54.
- Eugene M. Kulischer, “Displaced Persons in the Modern World”, *Annals of the American Academy of Political and Social Science*, Vol. 262, Reappraising Our Immigration Policy, (Mar., 1949): 166-177.

### Week 4

2 August

**Lecture:** International Relief and Welfare Agencies in the DP camps: the Politics and Geography of Care

**Film:** *The Search* (1948; dir: Fred Zinnemann, USA, 100 mins), DVD05790

**Description:** Drama set in postwar Berlin about an American soldier caring for a young concentration camp survivor while the boy’s mother desperately searches all of the displaced person’s camps for him.

**Further Film Viewing:** *Ahead of Time: the Life & Times of Ruth Gruber* (2010).

### Recommended Online Sources:

*Audio:*

- UN Radio Classics: “Eyewitness” (1953):  
<http://www.unmultimedia.org/radio/library/classics/detail/815.html>

*Biography:*

- Lucy S. Dawidowicz:  
[www.eilatgordinlevitan.com/vilna/vilna\\_pages/vilna\\_stories\\_dawidowicz.html](http://www.eilatgordinlevitan.com/vilna/vilna_pages/vilna_stories_dawidowicz.html)

*Film:*

- “UNRRA at Displaced Persons Camp”; Story RG-60.0921 (USHMM Archives)  
[http://resources.ushmm.org/film/display/detail.php?file\\_num=1370](http://resources.ushmm.org/film/display/detail.php?file_num=1370)
- “UNRRA Council plans belief of world's needy”; Story RG-60.0485 (USHMM Archives)  
[http://resources.ushmm.org/film/display/detail.php?file\\_num=2050](http://resources.ushmm.org/film/display/detail.php?file_num=2050)
- “ORT Vocational Schools: Creative Youth”, Story RG-60.0082 (USHMM Archives)  
[http://resources.ushmm.org/film/display/detail.php?file\\_num=1249](http://resources.ushmm.org/film/display/detail.php?file_num=1249)

**Seminar Theme:**  
Humanitarian Workers in the DP Camps

**Seminar Discussion Questions:**

- What political and economic factors determined the scope of UNRRA's work?
- What were the main obstacles to effective relief work in DP camps?
- In what ways were relief workers underprepared for their work in the camps?

**Seminar Essential Readings:**

G. Daniel Cohen, "Between Relief and Politics: Refugee humanitarianism in Occupied Germany, 1945-1946", *Journal of Contemporary History* (Vol. 43, No. 3, 2008): 437-449.

Jessica Reinisch, "Internationalism in Relief: The Birth (and Death) of UNRRA", *Past and Present* (2011), Supplement 6: 258-289.

Lucy S. Dawidowicz, "In the Land of Amalek", *From That Time And Place: a Memoir, 1938-1947* (New York: Norton, 1989): 277-298.

Susan T. Pettiss and Lynne Taylor, *After the Shooting Stopped: the Story of an UNRRA welfare worker in Germany 1945-1947* (Victoria, BC: Canada: Trafford, 2004): 47-67.

**Week 5**  
**9 August**

**Lecture:** From "Homelands" to "Warlands": Soviet-East European Borderlands and resettled populations (1939-1953)

**Film:** *Ivan's Childhood* (1962, dir: Andrei Tarkovsky, USSR, 97 mins)

**Description:** *Ivan's Childhood* is an evocative, poetic journey through the shadows and shards of one boy's war-torn youth. Moving back and forth between the traumatic realities of WWII and the serene moments of family life before the conflict began, Tarkovsky's film remains one of the most jarring and unforgettable depictions of the impact of violence on children in wartime.

**Further Film Viewing:** *Liberators take Liberties* (1991); *Germany, Pale Mother* (1980).

**Recommended Online Sources:**

*Feature:*

- Online interactive "Expellees" at *Spiegel Online* (International):  
<http://www.spiegel.de/international/topic/expellees/>
- Institute for Research of Expelled Germans:  
<http://expelledgermans.org/germanexpellees.htm>

**Seminar Theme:**  
Germans as Victims? the case of the expellees

**Seminar Discussion Questions:**

- Why was the end of the war so traumatic for many Germans?

- What were the main intentions and outcomes of the expulsion of Germans? Why has the expulsion remained an unresolved topic for Germans and indeed historians?
- In what ways do German victims or expellees consider their forced migration a form of cleansing? To what extent is such claim legitimate?

### Seminar Essential Readings:

Sabina de Werth Neu, *A Long Childhood: Memoirs of a German Refugee Child, 1941-1958* (Amherst, NY: Prometheus Books, 2011): 39-59; 243-253.

Alfred-Maurice de Zayas, *The German Expellees: Victims in War and Peace*, trans. John A. Koehler, (New York: St. Martin's Press, 1993): 86-121; 158-159 (notes).

Eric Langenbacher, "Ethical Cleansing? The Expulsion of Germans from Central and Eastern Europe" Nicholas A. Robins and Adam Jones (eds), *Genocides by the Oppressed: Subaltern Genocide in Theory and Practice* (Bloomington: Indiana University Press, 2009): 58-83.

Robert G. Moeller, "Germans as Victims? Thoughts on a Post-Cold War History of World War II's Legacies", *History & Memory* (Vol. 17, Number 1/2, 2005): 147-194.

## Mid Trimester Break: 22 August – 4 September 2011

### Week 6 16 August

**Lecture:** Scavengers, Delinquents and Orphans: rescuing the children of liberated Europe

**Films:** *Seeds of Destiny* (USA, 1946, 20 mins.); *Forbidden Games* (Dir: René Clément, France, 1952, 86 mins.) **Further Film Viewing:** *We Live Again* (1946), *Somewhere in Europe* (Hungary, 1947), *Unzere Kinder* (1948); *La Maison de Nina* (2005).

**Description:** *Seeds of Destiny*: US Army "incentive" film which depicts postwar children in the ruins of Europe and the ideological battle that must be waged for their future. *Forbidden Games*: A young French girl is orphaned in a Nazi air attack and is soon befriended by the son of a poor farmer. Together they try to come to terms with the realities of death.

### Recommended Online Sources:

*Audio:*

- "Captive Children":  
<http://www.bbc.co.uk/archive/holocaust/5104.shtml>
- UN Radio Classics: "Between the dark and the daylight" (1948):  
<http://www.unmultimedia.org/radio/library/classics/detail/819.html>
- UN Radio Classics: "My Most Unforgettable Child" (1954):  
<http://www.unmultimedia.org/radio/library/classics/detail/804.html>

*Feature:*

- UNICEF History: [http://www.unicef.org/about/who/index\\_history.html](http://www.unicef.org/about/who/index_history.html)
- "Global Citizen, Children's Rights":  
[http://gc2000.rutgers.edu/GC2000/MODULES/CHILD\\_RIGHTS/resources.htm](http://gc2000.rutgers.edu/GC2000/MODULES/CHILD_RIGHTS/resources.htm)

### Seminar Theme:

"Pillars of the Brave New World": the war generation of children and youth

To view in seminars:

- UNESCO Photo Essay: “Somewhere in Europe”, (Photographer: David “Chim” Seymour)
- Thérèse Bonney (see “Women Come to the Front”, Exhibit at US Library of Congress): <http://www.loc.gov/exhibits/wcf/wcf0007.html>)
- Other photographers of interwar and wartime Europe: Werner Bischof, Margaret Bourke-White, Robert Capa, Henri Cartier-Bresson, Lee Miller

### Seminar Discussion Questions:

- How did war children and youth symbolise the dysfunction of postwar Europe? What steps were taken to address the “repair” of these children?
- Why were radical measures, such as separation of children from parents, implemented in DP camps? What were their outcomes?
- Why was their conflict between Jewish and non-Jewish children in DP camps? How were conflicts resolved?

### Seminar Essential Readings:

Dorothy Macardle, *Chapters XVII-XXI, Children of Europe; a study of the children of liberated countries; their war-time experiences, their reactions, and their needs, with a note on Germany* (Boston: Beacon Press, 1951): 231-268.

Ernst Papanek, “They are not Expendable: The Homeless and Refugee Children in Germany”, *Social Service Review*, Vol. 20, No. 3 (Sept., 1946): 312-319

Margarete Myers Feinstein, “Guarantors of the Future: DP Children”, *Holocaust Survivors in Postwar Germany, 1945-1957* (Cambridge: Cambridge University Press, 2010): 159-197.

Mark Wyman, “Displaced Children,” *DP: Europe’s Displaced Persons, 1945-1951* (Philadelphia, Balch Institute Press, 1989), 86-105; 219-221 (notes).

<b>Week 7</b> <b>6 September</b>
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**Lecture:** Documenting the Catastrophe: Post-war Investigations, Testimony Projects and Historical Commissions

**Film:** *Lang ist der Weg* (1947-48, dir: Herbert B. Fredersdorf and Marek Goldstein, Germany, 77 mins)

**Description:** Made by and about Jewish displaced persons, the film was shot on location at Camp Landsberg, the largest DP camp in Bavaria (southern Germany). The film follows the fate of a Polish-Jewish survivor from the horrors of the Warsaw ghetto, to Auschwitz, and to the DP camp.

**Further Film Viewing:** *From lager to lager till when? Wir wollten nur nach Hause!* (VIS 4424)

### Recommended Online Sources:

Audio:

- Voices of the Holocaust, Illinois Institute of Technology (David Boder Testimony Project): <http://voices.iit.edu>
- Links to transcripts and translation of David Boder’s interviews with DPs: Jack Matzner: <http://voices.iit.edu/interviewee?doc=matznerJ>  
Anna Kaletska/Kovitzka: <http://voices.iit.edu/interviewee?doc=kaletskaA>  
Biographical information on David Boder: [http://voices.iit.edu/david\\_boder](http://voices.iit.edu/david_boder)

Biography:

- DPs' Testimonies: <http://dpcamps.ort.org/dp-stories/>

*Film:*

- "These are the People (1946): Jewish displaced persons", Story RG-60.3361 (USHMM Archives)  
[http://resources.ushmm.org/film/display/detail.php?file\\_num=3365](http://resources.ushmm.org/film/display/detail.php?file_num=3365)

*Music:*

- Links to audio clips of music discussed in Gilbert's chapter, such as "Dort in dem Lager":  
<http://holocaustmusic.ort.org/memory/dp-camps/>

**Seminar Theme:**

"She-erit Haplelah": Identity, community and memory among Jewish DPs

**Seminar Discussion Questions:**

- What is meant by the term "She-erit Haplelah"? Why was it important to Jewish nationalism and identity in DP camps?
- Why did the war experiences of Jewish and non-Jewish DPs appeal to the psychologist, David Boder? What did he intend with his testimony project and what challenges did he encounter?
- Cultural and gender identity were central to the "rebirth" of the Jewish community, in both linguistic and reproductive terms. What were some of the contradictions and difficulties in expressing these identities in the DP camps and in surrounding communities?

**Seminar Essential Readings:**

Ze'ev Mankowitz, "The Affirmation of Life in She'erith Hapleita", *Holocaust and Genocide Studies* (Vol. 5, No. 1, 1990): 13-21.

Alan Rosen, "Summer 1946, Part II: the Expansion of Testimony", *The Wonder of Their Voices: the 1946 Holocaust Interviews of David Boder* (New York: Oxford University Press, 2010): 76-119; 262-269 (notes).

Atina Grossman, "Victims, Villains, and Survivors: Gendered Perceptions and Self-Perceptions of Jewish Displaced Persons in Occupied Postwar Germany", *Journal of the History of Sexuality* (Vol. 11, Nos. 1 & 2. January/April 2002): 291-318.

Shirli Gilbert, "We Long for a Home: Songs and Survival among Jewish Displaced Persons" in Avinoam J. Patt and Michael Berkowitz (eds.), *We are here: new approaches to Jewish displaced persons in postwar Germany* (Detroit: Wayne State University Press, 2010): 289-307.

**Week 8**

**13 September**

**Lecture:** Planning for Palestine: Training and Organisation among DPs in the Allied-Occupied Zones of Germany and Europe

**Film:** *In our own hands: the hidden story of the Jewish Brigade in World War II* (Dir: Chuck Olin, USA, 2005, 85 mins. DVD09318);

**Description:** The film is based on personal reminiscences of veterans of the Jewish Brigade, a regiment of the British Army during World War II that comprised Jewish men who fought in Northern Italy and helped DPs in clandestine flight from DP camps to Palestine. It includes extensive historical footage of their activities and campaigns during World War II. *See link:* <http://www.olinfilms.com/brigade/>

**Further Film Viewing:** *The Illegals* (1948); *New Land* (1993); *Exodus 1947* (2006).

### Recommended Online Sources:

#### Audio:

- Haim Solomon (Cyprus detention camp) and Sonia Zissman (flight from Austria to Italy with the goal of Palestine): <http://www.ushmm.org/museum/exhibit/online/dp/gallery.htm>

#### Biography:

- Abba Kovner:  
[http://www.yivoencyclopedia.org/article.aspx/Kovner\\_Abba](http://www.yivoencyclopedia.org/article.aspx/Kovner_Abba)

#### Film:

- Jewish refugees arrive in Haifa, refused embarkation and later deported to British detention camps in Cyprus, Haifa, Palestine, 1946.  
[http://www.ushmm.org/wlc/en/media\\_fi.php?ModuleId=10005459&MediaId=3106](http://www.ushmm.org/wlc/en/media_fi.php?ModuleId=10005459&MediaId=3106)
- Jews Leave British Detention Camp for Palestine:  
<http://www.britishpathe.com/record.php?id=58318>

#### Place:

- Map of Allied Zones and DP Camps in Postwar Europe:  
<http://www.ushmm.org/museum/exhibit/online/dp/map.htm>

### Seminar Theme:

Survivor Activism: Self-mobilisation, Zionism and Bricha

### Seminar Discussion Questions:

- What did “Kibbutz Buchenwald” hope to achieve? Why were kibbutzim so appealing to Jewish youth?
- In what ways did political activism among youth in the DP camps continue the practice of resistance and mobilisation during the Holocaust? To what extent was it a complete break?
- What roles did American volunteers play in Aliyah Bet operations? Why has their involvement been ignored?
- What was Abba Kovner’s role in organising the exodus of survivors from Eastern Europe to Palestine?

### Seminar Essential Readings:

Anonymous, “The Journal of Kibbutz Buchenwald” *Commentary*, (August 1946): 150-160.

Avinoam J. Patt, “Living in Landsberg, Dreaming of Deganiah: Jewish Displaced Youths and Zionism after the Holocaust”, in Avinoam J. Patt and Michael Berkowitz (eds.) *We are here: new approaches to Jewish displaced persons in postwar Germany* (Detroit: Wayne State University Press, 2010): 98-135.

Dina Porat, "The Bricha (Escape from Europe) and the East European Survivors' Brigade: A 'nightmarish...an awful wandering', January-July 1945", *The Fall of a Sparrow: The Life and Times of Abba Kovner* (Stanford: Stanford University Press, 2010): 190-209; 365-368 (notes).  
 Aviva Halamish, "American Volunteers in Illegal Immigration to Palestine, 1946-1948", *Jewish History* (Vol. 9, No. 1: Spring, 1995): 91-106.

<b>Week 9</b> <b>20 September</b>
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**Lecture:** International Diplomacy, the Yishuv leadership, and the Palestine question: from Balfour to Ben-Gurion

**Films:** *The 50 years war: Israel and the Arabs* (Disc 1. pt. 1. "Land divided, 1947-56" (1998) DVD 283

**Description:** The series begins with the 1947 U.N. decision to partition Palestine and charts the ensuing half-century of enmity, warfare, mediation and negotiations. The series includes interviews and news clips of heads of state and other military and intelligence leaders.

**Further Film Viewing:** *The Summer of Aviya, Exodus 1947* and *A Nation Reborn: 1947-48* (episode 7, *Pillar of Fire: a Television history of Israel's rebirth* (2005, Israel) DVD 06108-0611).

**Recommended Online Sources:**

*Film:*

- UN partition plan for Palestine and establishing the State of Israel:  
<http://www.bbc.co.uk/learningzone/clips/un-partition-plan-for-palestine-and-establishing-the-state-of-israel/10208.html>
- *A Day of Deliverance* (1949): [http://www.youtube.com/watch?v=c\\_R5v10h6qA&feature=relmfu](http://www.youtube.com/watch?v=c_R5v10h6qA&feature=relmfu)
- On riots, Arab representations, Jewish and Arab terrorism, and conflicts in Palestine before 1948 visit <http://www.britishpathe.com> and search with relevant keywords.

*Place:*

- Israel & the Palestinians (key maps):  
[http://news.bbc.co.uk/1/hi/english/static/in\\_depth/world/2001/israel\\_and\\_palestinians/key\\_maps/](http://news.bbc.co.uk/1/hi/english/static/in_depth/world/2001/israel_and_palestinians/key_maps/)
- Israel's Story in Maps (Israel Ministry of Foreign Information):  
<http://www.mfa.gov.il/MFA/Facts%20About%20Israel/Israel%20in%20Maps/Israel%20in%20Maps#prestate>

<b>Seminar Theme:</b>
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Holocaust survivors in Israel: Attitudes, Silence, and Integration
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**Seminar Discussion Questions:**

- What were the main themes in various Arab leaders' responses to news about the extermination of Jews in Europe? Which "cases" of need tested their limits of empathy?

- What were the processes by which members of Kibbutz Buchenwald and other DPs, survivors and partisan groups from Eastern Europe integrated into the Yishuv (pre-state Jewish community in Palestine) and later Israel?
- Segev argues that DPs and Holocaust survivors were “assimilated” into the new Israel as a Zionist narrative of rebirth and redemption. What were the obstacles to this integration and what role did the 1948 war play in the process?

### Seminar Essential Readings:

Meir Litvak and Esther Webman, “Reluctantly Involved ‘Bystanders’: 1945-1948”, *Empathy to Denial: Arab Responses to the Holocaust* (New York: Columbia University Press, 2009): 23-57.

Judith Tydor Baumel, “Bridging Myth and Reality: The Absorption of She'erit Hapletah in Eretz Yisrael, 1945-48”, *Middle Eastern Studies* (Vol. 33, No. 2: 1997): 362-382.

Tom Segev, “A Barrier of Blood and Silence”, *The Seventh Million: the Israelis and the Holocaust*, trans. Haim Watzman, (New York: Henry Holt, 1991): 153-186; 544-549 (notes).

<b>Week 10</b> <b>27 September</b>
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**Lecture:** Far From Europe: Resettling the DPs and Immigration Policy in the “New World”

**Film:** *Romulus, My Father* (dir: Richard Roxburgh, Australia, 2007, 104 mins)

**Description:** *Romulus, My Father*, is based on Raimond Gaita’s critically acclaimed memoir. It tells the story of new immigrants Romulus, and his wife, Christina, and their struggle in the face of great adversity to bring up their son, Raimond, in rural Australia.

**Further Film Viewing:** *Mike & Stefani* (1952); *Silver City* (1984), *Bitter Herbs & Honey* (1996), *The Buchenwald Ball* (2006)

### Recommended Online Sources:

*Biography:*

Read stories of the following DPs on the website “Belongings”:

- Amelia Brinkis (Latvian):  
<http://www.migrationheritage.nsw.gov.au/exhibition/belongings/brinkis/>
- Paul Drexler (Jewish):  
<http://www.migrationheritage.nsw.gov.au/exhibition/belongings/drexler/>
- Arthur Hill (Polish-Jewish):  
<http://www.migrationheritage.nsw.gov.au/exhibition/belongings/hill/>
- Zofia Radosz (Polish):  
<http://www.migrationheritage.nsw.gov.au/exhibition/belongings/radosz/>
- Helen Simanowsky (Ukrainian):  
<http://www.migrationheritage.nsw.gov.au/exhibition/belongings/brinkis/>

*Film:*

- “Immigrants from Europe in Australia” (1948)  
<http://www.britishpathe.com/record.php?id=78303>
- “Bonegilla Migrant Camp”  
<http://www.nfsa.gov.au/digitallearning/heritage/bonegilla.html>



Website:

- <http://www.bonegilla.org.au>

### Seminar Theme:

Transnational Journeys and Immigrant Places: Migrant Camps, Racial Others, and “New Australians”

### Seminar Discussion Questions:

- How did DPs who arrived in Australia in the 1940s and 1950s experience “assimilation” and “integration”? In what ways was their identity re-articulated at the official policy level, personally and in geographical terms?
- Pennay has described the Bonegilla migrant camp as a “memory place”. Describe some of the experiences of DPs who lived there temporarily. What were the conditions of life at the camp, such as its geographical isolation, promotion of acculturation, and ties of family or social community?
- How were racial biases and prejudices expressed in official attitudes towards DPs and preferred groups? How were these biases communicated at a popular, everyday level?

### Seminar Essential Readings:

Egon F. Kunz, “The Supply”, *Displaced Persons: Calwell’s New Australians*, (Canberra: Australian National University Press, 1988): 29-54.

Bruce Pennay, *Receiving Europe’s Displaced: Bonegilla Reception and Training Centre, 1947-53* (Wodonga, VIC: Parklands, 2010): 1-28.

Suzanne D. Rutland and Sol Encel, “No room at the inn: American responses to Australian immigration policies, 1946-54,” *Patterns of Prejudice*, (Vol. 43: No. 5, 2009): 497-518.

### Week 11

4 October

**Lecture:** Challenges to Peace and the coming Cold War: Recivilising Germans, International Humanitarianism, and refugee crises

**Film:** Episodes from *Living with the enemy* (Germany, 2008)

**Description:** This documentary depicts events from the end of World War II and the founding of the two German states: 1945 to 1949, a decisive period for both Germany and the occupying forces. It was a period of reciprocal impressions and experiences for both occupiers and occupied and a period that continues to shape personal fates, families, the economy, the arts and geopolitics. **Further Film**

**Viewing:** *Demokratie Lernen: Re-Education im Nachkriegsdeutschland* (DVD DVD06127-DVD06129)

### Recommended Online Sources:

Audio:

- UN Radio Classics: “What Follows the End?” (1954):  
<http://www.unmultimedia.org/radio/library/classics/detail/935.html>
- UN Radio Classics: “The Disinherited” (1954):  
<http://www.unmultimedia.org/radio/library/classics/detail/767.html>
- UN Radio Classics: “The Story of Nicholas Mitetich” (1955):  
<http://www.unmultimedia.org/radio/library/classics/detail/783.html>
- UN World Refugee Year (1959)  
<http://www.unmultimedia.org/radio/library/classics/detail/733.html>
- UN Radio Classics: “Tomorrow for Two” (1959)  
<http://www.unmultimedia.org/radio/library/classics/detail/796.html>

- UN Radio Classics: “Residence Desired” (1959): <http://www.unmultimedia.org/radio/library/classics/detail/735.html>
- Radio Free Europe: <http://www.rferl.org/info/history/133.html>

**Seminar Theme:**

Nation/State/Citizen: refugees and belonging

**Seminar Discussion Questions:**

- What were the geo-political, military, and economic factors that shaped the shifting geography of refugees from Europe at the end of World War II to regions such as Africa and Asia?
- How is the study of refugees and displacement potentially Eurocentric and essentialising?
- Which refugee experiences, according to Marfleet, have been ignored in the historiography of refugee displacement and why?

**Seminar Essential Readings:**

UN Convention on Refugees (1951): <http://www2.ohchr.org/english/law/pdf/refugees.pdf>

W. R. Smyser, “Refugees: A Never-Ending Story”, *Foreign Affairs* (Vol. 64, No. 1, Fall, 1985): 154-168.

Liisa H. Malkki, “‘Refugee Studies’ to the National Order of Things”, *Annual Review of Anthropology*, (Vol. 24, 1995): 495-523.

Claudena Skran and Carla N. Daughtry, “The study of Refugees before ‘Refugee Studies’”, *Refugee Survey Quarterly* (Vol. 26, Issue 3, 2007): 15-35.

Philip Marfleet, “Refugees and History: Why we must address the Past”, *Refugee Survey Quarterly* (Vol. 26, Issue 3, 2007): 136-148.

**Week 12**

**11 October**

There is no lecture or seminar this week. Your only commitment is the in-class test (Assessment III) during the lecture/film slot. The test will be no more than 60 minutes duration.

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**HIST 338: Trimester 2, 2011  
Assessment Tasks**

**Assessment I: Review Essay**

- Assessment:** *Review Essay*  
**Length:** 1500 words (**excluding** endnotes and bibliography).  
**Worth:** 25% of the overall grade.  
**Due date:** 8 August, 5pm (in the History drop box next to the door of OK 405).  
**Submission:** At this stage, a paper copy only (deadline as above). I reserve the right to ask for an electronic copy during the grading process to be submitted to [www.turnitin.com](http://www.turnitin.com)  
**Late Penalties:** In accordance with History Programme regulations.  
**Contact:** Simone Gigliotti ([simone.gigliotti@vuw.ac.nz](mailto:simone.gigliotti@vuw.ac.nz))

**Outline:**

This task is designed to evaluate your critical interpretation of sources of the past. The documents include testimonies of survivors of concentration camps, foreign diplomats, prosecutors, exiled writers, war photographers, and diplomatic and political documents. The documents are arranged according to genre.

**Instructions:**

Choose **one** the following primary source documents below, and respond to the following items in **narrative/paragraph** format, **not** in point form. If submitted in point form, it will be returned and you will have to resubmit at a penalty applicable to late coursework as outlined in the course guide.

*Your review essay should include reference to the following items:*

1. **Production/Publication:** Introduce and identify the source. (What kind of source is it, who wrote it? For example, year of publication/production and author. Some information should be on the document). If an individual, who are they and what was their historical role?
2. **Historical Context:** Outline the historical context of its production/publication/exhibition and its purpose; (*you are strongly advised to do library research and reading*);
3. **Content:** What are the main themes in the source?
4. **Contribution:** What is the source's importance? That is, how can historians use it and its limitations and/or value as a source or testimony of the past?

**Choose ONE of the following TEN sources:**

1. **Sound Testimony:** Bergen-Belsen: Report of Richard Dimbleby, BBC (1945):  
<http://www.bbc.co.uk/archive/holocaust/5115.shtml>
2. **Sound Testimony:** *Prisoner 2065-Auschwitz*, recorded and produced by Alwyn Owen, Radio New Zealand. TR 602 (Education Library, VUW):  
<http://victoria.lconz.ac.nz/vwebv/holdingsInfo?bibId=658432>
3. **Documentary film:** *Nazi Concentration Camps* (1945), VIS 4168:  
<http://victoria.lconz.ac.nz/vwebv/holdingsInfo?bibId=556398>
4. **Feature film:** *The Murderers are among us* (1946), DVD 777:  
<http://victoria.lconz.ac.nz/vwebv/holdingsInfo?bibId=556401>

5. **Feature film:** *Germany Year Zero* (1947), DVD 04987:  
<http://victoria.lconz.ac.nz/vwebv/holdingsInfo?bibId=1030132>
6. **Document:** *Stuttgart Speech ("Speech of Hope")*, James F. Byrnes, United States Secretary of State (September 6, 1946):  
<http://germanhistorydocs.ghi-dc.org/pdf/eng/Allied%20Policies%209%20ENG1.pdf>
7. **Document:** Earl G. Harrison, *The Plight of the Displaced Jews in Europe (A Report to President Truman)*, September 1945. Available as PDF file from Blackboard (Assignments: Assessment 1)
8. **Document:** *Justice Jackson's Report to the President on Atrocities and War Crimes*, June 7 1945:  
[http://avalon.law.yale.edu/imt/imt\\_jack01.asp](http://avalon.law.yale.edu/imt/imt_jack01.asp)
9. **Document:** *Agreement for United Nations Relief and Rehabilitation Administration* (Washington, 9 November 1943) Available as PDF file from Blackboard (Assignments: Assessment 1)
10. **Document:** *Directive to the Commander in Chief of the U.S. Occupation Forces* (JCS 1067) (April 1945) Available as PDF file from Blackboard (Assignments: Assessment 1)

The films are available in the AV Suite at Vic Library on the 9<sup>th</sup> Floor and must be viewed in the library. Call numbers refer to those in the VUW library.

#### Technical Points:

- Cover Sheet: Please write your name, student ID number, seminar time, and the title of the document you are examining;
- This task must be typed, double-spaced, 12-point font size, pages numbered, and any references cited must be included as footnotes/endnotes.
- A bibliography is required, divided into primary and secondary sources (NB: you should list the source you have selected).

#### Learning Objectives:

- To develop critical thinking and reasoning about the interpretation of history through engagement with primary source materials;
- To evaluate your comprehension and utilisation of primary and where relevant, secondary sources, in research and writing a historically and critically informed review;
- To achieve a critical awareness of the problems and complexities of sources and the uses to which they have been put;

#### Grading Criteria:

- Ability to critically interpret sources of the postwar period.
- Display of scholarly writing, coherent structure and integration of sources into the essay;
- Display of judicious balance of description and interpretation, and display of reason and insight;
- Ability to locate supporting secondary research materials, and inclusion of them to support your response as relevant to the question;
- Where relevant, evidence of engagement with library databases for retrieval and use of relevant journal articles;
- Clear and coherent writing and complete sentence composition;

- Adherence to technical aspects of the essay: coherence, spelling, punctuation, grammar, paragraph use to display argument development, and citation styles.

**Assessment II: Research Essay**

<b>Assessment:</b>	Research Essay
<b>Length:</b>	3500 words ( <b>exclusive</b> of footnotes or endnotes, and bibliography)
<b>Value:</b>	45% of the overall grade
<b>Due date:</b>	12 September, 5pm, OK 405, History Drop Box.
<b>Submission:</b>	At this stage, a paper copy only (deadline as above). I reserve the right to ask for an electronic copy during the grading process to be submitted to me for processing in <a href="http://www.turnitin.com">www.turnitin.com</a>
<b>Late Penalties:</b>	In accordance with History Programme regulations
<b>Contact:</b>	Simone Gigliotti ( <a href="mailto:simone.gigliotti@vuw.ac.nz">simone.gigliotti@vuw.ac.nz</a> )

**Essay Questions: Choose ONE of the following FIFTEEN questions:**

**\*\* You are permitted to use 1-2 sources from the weekly essential readings as relevant to your question, although you will be expected to go well beyond those sources. You are strongly recommended to utilise the further reading guide on pp. 24-29 of this course guide.**

1. How did German exiles in Britain OR the United States respond to the collapse of Nazi Germany? What were their hopes and visions for the political future of Germany?
2. “No Holocaust, no Israel”: To what extent does this phrase capture the historical origins and path to Israel’s creation?
3. Why do Palestinians describe the year 1948 as “al nakba”?
4. Historian Dan Diner has written: “...it is arguable that the immediate founding of the State of Israel had its beginnings in southern Germany”. Discuss.
5. What factors determined post-World War II immigration policies in relation to asylum and refuge for DPs? Choose ONE country in your response: Australia, New Zealand, the United States, and Britain.
6. In what ways did “unrepatriable” DPs (Jewish, Polish, Ukrainian, Yugoslav and Baltic DPs) living in DP camps in Europe contribute to, and reflect the failure of, human rights protections and international humanitarian law after World War II?
7. What were the main effects of World War II on children and/or youth? Discuss with reference to children in ONE country or region. (Germany, Poland, France, Hungary, Netherlands, Italy, Czechoslovakia, Eastern Europe, USSR).
8. Soviet, Ukrainian, British and American war photographers and photojournalists were critical in conveying the gravity and atrocity of World War II. To what extent did their photos prioritise ‘witnessing’ over ‘ethics’ in the representation of ‘liberated’ inmates and the war dead in 1945? Discuss with reference to photography of ONE concentration camp.

9. What was the mission and impact of relief workers OR agencies in DP camps in postwar Europe? (Discuss with reference to ONE relief work occupation: Medical/healthcare, psychologists, chaplains, educationalists, occupational training. In relation to ONE agency: American Jewish Joint Distribution Committee, ORT, UNRRA/IRO, and ICRC).
10. “Antisemitism in Europe did not end with the fall of Nazism”. Discuss postwar attitudes to Jews, their war experiences, and anticipated return to their countries of origin with reference to ONE country. (Austria, Baltic Countries, Czechoslovakia, France, Germany, Hungary, Italy, Poland, USSR).
11. Some DP camps in Europe in the postwar period had exceptionally high birth rates. Why was this so?
12. How was the Allies’ “denazification” programme in postwar Germany carried out and what was its effectiveness?
13. How did the emergence of the Cold War in the late 1940s contribute to further refugee displacements and migrations in and from Eastern Europe?
14. In what ways did DPs attempt to move on from their traumatic war experiences in the confines of camp life?
15. What was the impact of the Holocaust on the militarisation of Jewish male youth in DP camps?

**Guidelines for the essay:**

Broadly speaking, your essay **should** comprise the following:

- Primary source material (minimum of four sources);
- Secondary source material (minimum of four journal articles and four books (monographs and/or chapters in edited collections), depending on what is available in the Victoria University and Wellington libraries). Such sources include books written by historians on the topic, critical interpretations, issues in historiography and representation;
- Bibliography: the listing must be divided into primary and secondary source material.

**Learning Objectives:**

- To develop critical thinking and reasoning about a chosen topic or theme in postwar history of Europe with reference to DPs, refugees and associated country/region of location;
- To develop informed and mature use of primary and secondary sources;
- To build on previous experience in writing history essays through sustained thought, writing, and comprehensive engagement with historical events and their historiography.

**Grading Criteria:**

- Ability to respond critically and insightfully to the question;
- Evidence of scholarly writing, coherent structure and integration of relevant primary and secondary sources into the essay;
- Ability to formulate an argument based on primary and secondary sources you have consulted.
- Judicious balance of description and interpretation, and display of reason and insight;
- Evidence of thorough bibliographic research: this includes evidence of having gone beyond the seminar readings, and utilising library databases to search for and retrieve relevant journal articles.

- Adherence to technical aspects of the essay's readability: coherence, spelling, punctuation, grammar, paragraph use to display argument development, and correct citation style.

**Writing Instructions:** Please consult the Department guide "Writing History Essays" for tips on writing essays (such as planning, structure and content) and correct citation convention. This document is loaded into Blackboard under "Bibliography" as a .pdf file. Please avoid plagiarism. Plagiarism is an academic and intellectual offence and will be treated in accordance with guidelines as set out earlier in the course guide.

**USE OF WEBSITES:** Please do not use Wikipedia as an information source. If you find materials online that you think are written by scholars or come from scholarly institutes, please send the links to me ([simone.gigliotti@vuw.ac.nz](mailto:simone.gigliotti@vuw.ac.nz)) for vetting and approval. Unauthorised inclusion of websites will be penalised at 2% per citation in your assessed tasks.

<b>Assessment III:</b>	<b>Compulsory in-class terms test</b>
<b>Task:</b>	In-class terms test
<b>Length:</b>	1000 words (maximum)
<b>Value:</b>	30% of the overall grade
<b>Due:</b>	11 October, during the lecture (no more than 60 minutes). There are no provisions for make-up tests.

#### **Learning Objectives:**

- To assess your overall comprehension of the main themes of the course, as outlined in lectures, seminars and essential readings;

#### **Grading Criteria:**

- Ability to respond succinctly and accurately to the question;
- Evidence of informed knowledge by inclusion of relevant historical examples

### **HIST 338 Research Guide**

**VUW Library Website:** [www.victoria.ac.nz/library](http://www.victoria.ac.nz/library)

- Course Reserve Search (HIST 338): <http://victoria.lconz.ac.nz/vwebv/enterCourseReserve.do>
- **Databases of Use:** Historical Abstracts, Current Contents, Expanded Academic ASAP, OCLC First Search, ProQuest Central, Project Muse, JSTOR
  - See: <http://library.victoria.ac.nz/library/resources/online/bysubjectarea/history.html>
- **National Library:** <http://www.natlib.govt.nz>
- **Te Puna Web Directory:** <http://webdirectory.natlib.govt.nz/index.htm>

#### **Recommended Journals**

*The American Historical Review*  
*Central European History*  
*Ethnic and Racial Studies*  
*German History*  
*Holocaust and Genocide Studies*  
*Immigrants & Minorities*  
*Israel Studies*

*Journal of Contemporary History*  
*Journal of Modern History*  
*Middle East Studies*  
*Past and Present*  
*Patterns of Prejudice*  
*Refugee Survey Quarterly*  
*Yad Vashem Studies*

#### **Newspapers and Magazines**

- *Commentary Magazine* (available in the ProQuest Central Database in the VUW Library):  
<http://library.vuw.ac.nz/library/resources/online/bytitle/p.html>
- *The Forward*: <http://www.forward.com>
- *Palestine Post* (available in *Historical Jewish Press*): <http://jpress.nli.org.il/view-english.asp>
- *Proquest Historical Newspapers*:  
<http://library.victoria.ac.nz/library/resources/online/bysubjectarea/newspapers.html>

### Primary Source Collections Online

- Avalon Project (Yale Law School): Documents in Law, History and Diplomacy:  
<http://avalon.law.yale.edu>
- Eurodocs: Online Sources for European History:  
[http://eudocs.lib.byu.edu/index.php/Main\\_Page](http://eudocs.lib.byu.edu/index.php/Main_Page)
- Germany Divided and Reunified:  
[http://eudocs.lib.byu.edu/index.php/Germany\\_Divided\\_and\\_Reunified](http://eudocs.lib.byu.edu/index.php/Germany_Divided_and_Reunified)
- European History, Primary Sources, European University Institute:  
<http://primary-sources.eui.eu>
- European Navigator: <http://www.ena.lu>
- Gale Cengage Learning Digital Collections of Relevance (Check VUW library for access/use):
  - o Middle East Online, Series 1: Arab-Israeli Relations, 1917-1970
    - <http://gale.cengage.co.uk/product-highlights/history/arab--israeli-relations-1917--1970.aspx>
  - o Post-War Europe: Refugees, Exile and Resettlement, 1945-1950
    - <http://gale.cengage.co.uk/product-highlights/history/postwar-europe-series-1.aspx>
- German History in Documents and Images: <http://germanhistorydocs.ghi-dc.org/home.cfm>
- University of Wisconsin Digital Collections:
  - o Germany Under Reconstruction:  
<http://uwdc.library.wisc.edu/collections/History/GerRecon>
  - o Foreign Relations of the United States: <http://uwdc.library.wisc.edu/collections/FRUS>

### Photo Websites:

- Life Magazine: [www.life.com](http://www.life.com)
- Magnum Photos [www.magnumphotos.com](http://www.magnumphotos.com)

### Civil Society, Human Rights Organisations, and NGOs:

- Amnesty International: <http://www.amnesty.org/>
- Human Rights Watch: <http://www.hrw.org/en/home>
- International Committee of the Red Cross (ICRC): <http://www.icrc.org/eng/index.jsp>
- International Tracing Service, Germany (ITS): <http://www.its-arolsen.org/en/homepage/index.html>
- United Nations (UN): [www.un.org](http://www.un.org)
  - o UN and Human Rights: <http://www.un.org/en/rights/>
  - o UNHCR: <http://www.unhcr.org/cgi-bin/txis/vtx/home>
  - o UNRWA (UN Agency for Palestine Refugees): <http://www.unrwa.org>
  - o NGO affiliates with the UN: <http://www.ngo.org/links/list.htm>

### Archives/Sources on Jewish History:

- American Jewish Joint Distribution Committee: <http://archives.jdc.org/sharedlegacy/>



- American Jewish Committee Archives (Yearbook): <http://www.ajcarchives.org/main.php?GroupingId=40>
- JTA Archive: <http://archive.jta.org>
- YIVO Institute for Jewish Research: [www.yivo.org](http://www.yivo.org)

<b>HIST 338 Further Reading Guide (Lecture and Seminar Themes)</b>
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### **Weeks 2 and 3**

#### **Further Reading (Lecture and Seminar Themes)**

- Hannah Arendt, "The Stateless People." *Contemporary Jewish Record* 8 (1945): 137–53.
- Daniel Blatman, *The Death Marches: the Final Phase of Nazi Genocide*, trans. Chaya Galai (Cambridge: Harvard University Press, 2011).
- B. Bracey, "Europe's Displaced Persons and the Problems of Relocation." *International Affairs*, 20 (1944): 225–43.
- Muriel Knox Doherty, *Letters from Belsen, 1945: An Australian Nurse's Experiences with the Survivors of War* (Australia: Allen and Unwin, 2000).
- Eugene M. Kulischer, Chapter X, "Postwar Population Movements", *Europe on the Move: War and Population Changes, 1917-1947* (New York: Columbia University Press, 1948): 274-311.
- Clarence E. Pickett, "Handling Displaced Populations in Occupied Territory", *Public Opinion Quarterly* (Vol. 7, No. 4, Winter, 1943): 592-605
- Francis B. Sayre, "Binding up the Wounds of War", *Annals of the American Academy of Political and Social Science*, (Vol. 234, Agenda for Peace, Jul., 1944): 28-35.
- Vincent E. Slatt, "Nowhere to Go: Displaced Persons in Post-V-E Day Germany", *The Historian*, Vol. 64, No. 2, 2002: 275–294.
- Frederick Taylor, *Exorcising Hitler: The Occupation and Denazification of Germany* (London: Bloomsbury, 2011).
- Zorach Warhaftig, *Uprooted: Jewish refugees and displaced persons after liberation* (New York, Institute of Jewish affairs of the American Jewish congress and World Jewish congress, 1946).
- Ronald W. Zweig, "Feeding the Camps: Allied Blockade Policy and the Relief of Concentration Camps in Germany, 1944-1945, *The Historical Journal*, (Vol. 41, No. 3, 1998): 825-851.

### **Week 4**

#### **Further Reading (Lecture and Seminar Themes)**

- Gerard Daniel Cohen, "The Politics of Recognition: Jewish Refugees in Relief Policies and Human Rights Debates, 1945-1950," *Immigrants & Minorities* (Vol. 24, No. 2, 2006): 125-143.
- Atina Grossmann, "Grams, Calories, and Food: Languages of Victimization, Entitlement, and Human Rights in Occupied Germany, 1945–1949," *Central European History* 44 (2011), 118–148.
- Marvin Klemme, *The Inside Story of UNRRA: An Experience in Internationalism: A first hand report on the Displaced People of Europe* (Washington, DC: Lifetime Editions, 1949).
- Margaret Mead, "Food and Feeding in Occupied Territory", *Public Opinion Quarterly* (Vol. 7, No. 4, 1943): 618-628.
- Ben Shephard, "'Becoming Planning Minded': The Theory and Practice of Relief 1940–1945", *Journal of Contemporary History* (Vol 43. No. 3, 2008): 405–419.

#### *Memoirs:*

- Joseph Fink, *The Day Was Short, the Work was Vast: A Memoir 1944-1949* (Pasadena, CA: Ane Image, 1998).
- Kathryn Hulme, *The Wild Place*. (Boston: Little, Brown, 1953).

- Margaret McNeill, *By the Rivers of Babylon: A Story of Relief Work Among the Displaced Persons of Europe*. London: Bannisdale Press, 1950.
- Leo W. Schwarz, *The Redeemers: A Saga of the Years 1945–1952*. (New York: Farrar, Straus and Young, 1953).
- George Vida, *From Doom to Dawn: A Jewish Chaplain's Story of Displaced Persons*. (New York: Jonathan David Publishing, 1967)

### Week 5

#### Further Reading (Lecture and Seminar Themes):

- Perti Ahonen, *After the expulsion: West Germany and Eastern Europe, 1945-1990* (Oxford ; New York, Oxford University Press, 2003)
- Susan L. Carruthers, "Between Camps: Eastern Bloc "Escapees" and Cold War Borderlands", *American Quarterly* (Vol. 57, Number 3, September 2005): 911-942.
- Ian Connor, *Refugees and Expellees in post-war Germany* (Manchester: Manchester University Press, 2007).
- Alfred-Maurice de Zayas, *A Terrible Revenge: The Ethnic Cleansing of the East European Germans*, 2<sup>nd</sup> edn (Basingstoke: Palgrave Macmillan, 2006);
- \_\_\_\_\_, *Nemesis at Potsdam: the expulsion of the Germans from the East* (Lincoln, University of Nebraska Press, 1989)
- Robert G. Moeller, *War stories : the search for a usable past in the Federal Republic of Germany* (Berkeley: University of California Press, 2001).
- Michael Schwartz, "Refugees and expellees in the soviet zone of Germany: Political and social problems of their integration, 1945-50", *Journal of Communist Studies and Transition Politics*, (Vol. 16: 1-2, 2007: 148-174).
- Kristina Spohr Readman, "The Baltic Question in West German Politics, 1949-90", *Journal of Baltic Studies* (38: 2, 2007): 153-178.

### Week 6

#### Further Reading (Lecture and Seminar Themes):

- Heide Fehrenbach, "War Orphans and Postfascist Families: Kinship and Belonging after 1945" in Frank Biess and Robert G. Moeller (eds.) *Histories of the aftermath: the legacies of the Second World War in Europe* (New York: Berghahn Books, 2010): 175-195.
- John Otto Reinemann, "Our Responsibility toward Wayward Youth in War-Torn Europe and Asia", *Journal of Criminal Law and Criminology*, Vol. 35, No. 6, (Mar. - Apr., 1946): 375-384
- Tara Zahra, "The Psychological Marshall Plan": Displacement, Gender, and Human Rights after World War II, *Central European History* (Vol. 44, 2011): 37–62.
- \_\_\_\_\_, "'A Human Treasure': Europe's Displaced Children Between Nationalism and Internationalism", *Past and Present* (2011), Supplement 6: 332-350.
- \_\_\_\_\_, *Kidnapped souls : national indifference and the battle for children in the Bohemian Lands, 1900-1948* (Ithaca: Cornell University Press, 2008).

### Week 7

#### Further Reading (Lecture and Seminar Themes):

- Michael Brenner, *After the Holocaust: Rebuilding Jewish Lives in Postwar Germany*, transl. Barbara Harshav, (Princeton, Princeton University Press, 1997).
- Lucy S. Dawidowicz, "Saving Remnants", *From That Time And Place: a Memoir, 1938-1947*, (New York: Norton, 1989): 299-326.
- Ruth Gay, *Safe Among the Germans: Liberated Jews after World War II* (New Haven: Yale University Press, 2002).

- Jay Howard Geller, *Jews in Post-Holocaust Germany, 1945-53* (New York: Cambridge University Press, 2005).
- Shirli Gilbert, "Buried Monuments: Yiddish Songs and Holocaust Memory", *History Workshop Journal*, (Issue 66, Autumn 2008): 107-128.
- Atina Grossmann, *Jews, Germans and Allies: Close Encounters in Occupied Germany* (Princeton: Princeton University Press, 2007).
- \_\_\_\_\_, "Trauma, Memory, and Motherhood: Germans, Occupiers, and Jewish Displaced Persons in Post-Nazi Germany, 1945-1949," Richard Bessel and Dirk Schumann (eds.) *Life after Death: Approaches to a Cultural and Social History of Europe during the 1940s and 1950s* (New York: Cambridge, 2003): 93-127.
- Miriam Isaacs, "Yiddish in the Aftermath: Speech Community and Cultural Continuity in Displaced Persons Camps", Simon J. Bronner, (ed), *Jewishness: expression, identity, and representation*, (Oxford; Portland, Oregon, Littman Library of Jewish Civilization, 2008): 85-104. DS143 J596
- Angelika Konigseder and Juliane Wetzel, *Waiting for hope: Jewish displaced persons in the post World War II Germany*, transl. John A. Broadwin.
- Hagit Lavsky, *New Beginnings: Holocaust Survivors in Bergen-Belsen and the British Zone in Germany, 1945-1950*. (Detroit: Wayne State University Press, 2002).
- Ze'ev Mankowitz, *Life Between Memory and Hope. The Survivors of the Holocaust in Occupied Germany* (Cambridge: 2002).
- Avinoam J. Patt, *Finding home and homeland: Jewish youth and Zionism in the aftermath of the Holocaust* (Detroit: Wayne State University Press, 2009)

## Week 8

### Further Reading (Lecture and Seminar Themes):

- Hanoch Bartov, *The Brigade*, (Philadelphia: Jewish Publication Society of America, 1967).
- Judith Tydor Baumel, *Kibbutz Buchenwald: Survivors and Pioneers* (New Jersey: Rutgers University Press, 1997)
- Frank Caestecker and Bob Moore (eds.) *Refugees from Nazi Germany and the liberal European states*
- Ruth Gruber, Ruth, *Exodus 1947: The Ship that Launched a Nation*.
- Ze'ev Venia Hadari, *Second Exodus: the Full Story of Jewish Illegal Immigration to Palestine, 1945-1948* (London: Vallentine Mitchell, 1991).
- Ze'ev Venia Hadari and Ze'ev Tsahor, *Voyage to Freedom: an Episode in the Illegal Immigration to Palestine* (London: Vallentine Mitchell, 1985).
- Arieh Kochavi, *Post-Holocaust Politics: Britain, the United States, and Jewish Refugees, 1945-1948*
- Itamar Levin, *His Majesty's Enemies: Great Britain's War Against Holocaust Victims and Survivors* (Westport, CT: Praeger, 2001)
- Dina Porat, *The Blue and the Yellow Stars of David: The Zionist Leadership in Palestine and the Holocaust, 1939-1945* (Cambridge: Harvard University Press, 1990)
- Mark A. Raider, "'Irresponsible, Undisciplined Opposition': Ben Halpern on the Bergson Group and Jewish Terrorism in Pre-State Palestine", *American Jewish History* (Vol. 92, No. 3, September 2004): 313-360.
- Tom Segev, *One Palestine, Complete: Jews and Arabs under the British Mandate* (New York: Abacus, 2001)
- Bernard Wasserstein, *Britain and the Jews of Europe, 1939-1945*.

## Week 9

### Further Reading (Lecture and Seminar Themes):

- Tuvia Friling, "The New Historians and the Failure of Rescue Operations During the Holocaust", *Israel Studies* (Vol. 8, Number 3, Fall 2003): 25-64.

- \_\_\_\_\_, *Arrows in the dark: David Ben-Gurion, the Yishuv leadership, and rescue attempts during the Holocaust*, trans. Ora Cummings (Madison: University of Wisconsin Press, 2005). E-book: <http://hdl.handle.net/2027/heb.06630>
- Tamar Hermann, "Pacifism and Anti-Militarism in the Period Surrounding the Birth of the State of Israel", *Israel Studies* (Vol. 15, No. 2, Summer 2010): 127-148
- Walter Laqueur and Barry Rubin (eds.), *The Israel-Arab reader: a documentary history of the Middle East conflict*, 7<sup>th</sup> ed. (New York: Penguin, 2008).
- Klaus-Michael Mallmann and Martin Coppers, *Nazi Palestine: the plans for the extermination of the Jews in Palestine* (New York: Enigma Books, 2010).
- Benny Morris, *Righteous victims: a history of the Zionist-Arab conflict, 1881-1999* (New York: Knopf, 1999).
- \_\_\_\_\_, *1948: A History of the First Arab-Israeli War* (New Haven: Yale University Press, 2008).
- Dalia Ofer, "Holocaust Survivors as Immigrants: the Case of Israel and Cyprus Detainees," *Modern Judaism*, Vol. 16 (1996): 1-23.
- Asher Susser, "Partition and the Arab Palestinian Minority in Israel," *Israel Studies* (Vol. 14, Number 2, Summer 2009): 105-119.
- Derek Penslar and Anita Shapira (eds.), *Israeli Historical Revisionism: from Left to Right* (New York: Routledge, 2002)
- Dina Porat, *Israeli Society, the Holocaust and Its Survivors* (London: Vallentine Mitchell, 2008)
- Itamar Rabinovich and Jehuda Reinharz (eds.), *Israel in the Middle East: documents and readings on society, politics, and foreign relations, pre-1948 to the present* (Waltham, Mass.: Brandeis University Press; Hanover: Published by University Press of New England, 2008).
- Hanna Yablonka, *Survivors of the Holocaust: Israel after the war*, trans. Ora Cummings. New York: New York University Press, 1999.
- Idith Zertal, *From catastrophe to power: Holocaust survivors and the emergence of Israel*

#### Primary Sources:

- Admission of Jews into Palestine. Statement of the President of the United States, together with the report of the Anglo-American Committee of Inquiry on Palestine as submitted to the President and to the government of the United Kingdom.*
- Israel's Foreign Relations: Selected Documents (Israeli Ministry of Foreign Affairs), Volumes 1-2 - 1947-1974*  
<http://www.mfa.gov.il/MFA/Foreign+Relations/Israels+Foreign+Relations+since+1947/1947-1974/>
- Momentous Century: personal and eyewitness accounts of the rise of the Jewish homeland and state, 1875-1978*
- Hertzberg, Arthur, (ed), *The Zionist idea: a historical analysis and reader.*
- A Survey of Palestine, prepared in December 1945 and January 1946 for the information of the Anglo-American Committee of Inquiry.*

#### Week 10

##### Further Reading (Lecture and Seminar Themes):

###### On Australia:

- Diane Armstrong, *The voyage of their life: the story of the SS Derna and its passengers* (Sydney: Flamingo, 2002).
- Klaus Neumann and Gwenda Tavan (eds.), *Does History Matter? Making and debating citizenship, immigration and refugee policy in Australia and New Zealand* (Canberra: ANU Press, 2009). This title is available online: [http://epress.anu.edu.au/immigration\\_citation.html](http://epress.anu.edu.au/immigration_citation.html)
- S.D. Rutland, "'Waiting Room Shanghai': Australian reactions to the Plight of the Jews in Shanghai After World War II", *Leo Baeck Institute Year Book*, (London 1987): 407-433.
- \_\_\_\_\_, "'The Unwanted': Pre & Post World War II Migration to Australia", *Yalkut Moreshet* (Vol. 4, Winter 2006): 9-27.

- \_\_\_\_\_, "Subtle Exclusions: Post-War Jewish Emigration to Australia and the Impact of the IRO Scheme." *Journal of Holocaust Education*, (Vol. 10, No. 1, 2001): 50–66.
- Glenda Sluga, *Bonegilla: "a place of no hope"*, (Parkville: Univ. of Melbourne History Department, 1988).
- \_\_\_\_\_, 'Bonegilla and Migrant Dreaming', in Kate Darian-Smith and Paula Hamilton (eds.), *Memory and history in twentieth-century Australia*, (Melbourne: Oxford University Press, 1994).
- Wendy Webster, "Transnational Journeys and Domestic Histories", *Journal of Social History*, (Vol. 39: 3, Spring 2006): 651-666.

*On the United States:*

- Haim Genizi, *America's Fair Share: The Admission and Resettlement of Displaced Persons, 1945–1952*.
- Richard Breitman, Alan M Kraut, *American Refugee Policy and European Jewry, 1933-1945* (Bloomington and Indianapolis: Indiana University Press 1987).
- Beth Cohen, *Case Closed: Holocaust Survivors in Postwar America*
- Roger Daniels, *Guarding the golden door: American immigration policy and immigrants since 1882*
- Hasia R. Diner, *We remember with reverence and love: American Jews and the myth of silence after the Holocaust, 1945-1962*.
- Leonard Dinnerstein, *America and the Survivors of the Holocaust* (New York: Columbia University Press, 1982).
- Zvi Ganin, *Truman, American Jewry, and Israel, 1945-1948*

**Week 11**

**Further Reading (Lecture and Seminar Themes):**

- Howard Adelman and Elazar Barkan, *No Return, No Refuge: Rites and Rights in Minority Repatriation* (New York: Columbia University Press, 2011).
- Alexander Betts, "The Refugee Regime Complex", *Refugee Survey Quarterly* (Vol. 29, No. 1, 2010): 12-37.
- Jacqueline Bhabha, "Arendt's Children: Do Today's Migrant Children Have a Right to Have Rights?" *Human Rights Quarterly* (Vol. 31, No. 2, 2009): 410–451.
- Rita Chin (et al), *After the Nazi racial state: difference and democracy in Germany and Europe*
- Peter Coleman, *The Liberal Conspiracy: The Congress for Cultural Freedom and the Struggle for the Mind of Post-War Europe* (New York: Free Press, 1989)
- Peter Gatrell, *Free World? The Campaign to Save the World's Refugees, 1956–1963* (Cambridge: Cambridge University Press, 2011).
- Louise W. Holborn, *Refugees, a problem of our time: the work of the United Nations High Commissioner for Refugees, 1951-1972*.
- Konrad H. Jarausch, *After Hitler: Recivilizing Germans, 1945-1995* (New York, Oxford: Oxford University Press, 2008)
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<b>HIST 338 (Trimester 2, 2011)</b> <b>Overview of Course Content and Assessment Schedule</b>
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**Week 1/12 July:** Self-Directed Writing Task: “People on the Move”

**Week 2/19 July: Lecture:** Germany at War’s End: “Evacuations”, “Liberation”, and mass displacement (1944-1945) **Film:** *The Truce* **Seminar Theme:** “Liberated but not free”: War Victims and their Journeys

**Week 3/26 July: Lecture:** Postwar Europe, International Humanitarianism and the Homeless: DP camps, refugees and the human rights “revolution”, 1945-1959; **Film:** *People’s Century (Ep. 11: Brave New World: 1945)* **Seminar Theme:** Who were the DPs? Demography, Geography and Administration

**Week 4/2 August: Lecture:** International Relief and Welfare Agencies in the DP camps: the Politics and Geography of Care **Film:** *The Search* **Seminar Theme:** Humanitarian Workers in the DP Camps

**Week 5/8 August: Review Essay:** due before 5pm

**Week 5/9 August: Lecture:** From “Homelands” to “Warlands”: Soviet-East European Borderlands and resettled populations (1939-1953) **Film:** *Ivan’s Childhood* **Seminar Theme:** Germans as Victims? The case of the expellees

**Week 6/16 August: Lecture:** Scavengers, Delinquents and Orphans: rescuing the children of liberated Europe **Films:** *Seeds of Destiny* and *Forbidden Games* **Seminar Theme:** “Pillars of the Brave New World”: the war generation of children and youth

**Mid Trimester Break:** 22 August – 4 September 2011

**Week 7/6 September: Lecture:** Documenting the Destruction: Post-war Investigations, Testimony Projects and Historical Commissions **Film:** *Lang ist der Weg* **Seminar Theme:** “She-erit Hapletah”: Identity, community and memory among Jewish DPs

**Week 8/12 September: Research Essay:** due before 5pm

**Week 8/13 September: Lecture:** Planning for Palestine: Training and Organisation among DPs in the Allied-Occupied Zones of Germany and Europe **Film:** *In our own hands: the hidden story of the Jewish Brigade in World War II* **Seminar Theme:** Survivor Activism: Self-mobilisation, Zionism and Bricha

**Week 9/20 September: Lecture:** International Diplomacy, the Yishuv leadership, and the Palestine question: from Balfour to Ben-Gurion **Film:** *The 50 years war: Israel and the Arabs* **Seminar Theme:** Holocaust survivors in Israel: Attitudes, Silence, and Integration

**Week 10/27 September: Lecture:** Far From Europe: Resettling the DPs and Immigration Policy in the “New World” **Film:** *Romulus, My Father* **Seminar Theme:** Transnational Journeys and Immigrant Places: Migrant Camps, Racial Others, and “New Australians”

**Week 11/4 October: Lecture:** Challenges to Peace and the coming Cold War: Recivilising Germans, International Humanitarianism, and refugee crises **Film:** Episodes from *Living with the enemy* **Seminar Theme:** Nation/State/Citizen: refugees and belonging

**Week 12/11 October:** No lecture or seminar; In-class terms test