



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

**HISTORY PROGRAMME
HIST 338 PRELUDE TO PEACE:
DISPLACED PERSONS AND REFUGEES IN POSTWAR EUROPE
20 POINTS**

TRIMESTER 2, 2016

Key dates

Trimester dates: 11 July to 13 November 2016

Teaching dates: 11 July to 16 October 2016

Mid-trimester break: 22 August to 4 September 2016

Last assessment item due: 14 October 2016

Study period: 17–20 October 2016

Examination/Assessment Period: 21 October to 12 November 2016

Note: students who enrol in courses with examinations must be able to attend an examination at the University at any time during the scheduled examination period.

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds.

If you cannot complete an assignment or sit a test in the last three weeks of teaching, or an examination, it may instead be possible to apply for an aegrotat (refer to www.victoria.ac.nz/students/study/exams/aegrotats).

Lecture Information

Tuesday 2.10-4.00pm (lectures); MYLT220

Tuesdays 4.10-5.00pm (film); MYLT220

Seminar times and locations

Seminars begin in Week 2. Please choose ONE to enrol in via MyAllocator:

- (1) Wednesday 10.00-11.50am (VZ 105)
- (2) Wednesday 2.10-4.00pm (VZ 106)
- (3) Thursday 10.00-11.50am (VZ 104)
- (4) Thursday 3.10-5.00pm (MY 107)

Names and contact details

Course Coordinator: Dr. Simone Gigliotti

Room No: OK 505

Phone: 04 463 6775

Email: simone.gigliotti@vuw.ac.nz

Office hours: Thursday 12.10 – 1.30pm

Tutor: Evgeniya Kryssova

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 tutorial programme will be advised by email, announced in lectures, and posted on the course Blackboard site.

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 narratives.

Course learning objectives (CLOs)

Students passing the course should be able to:

1. Identify, classify and review primary and secondary source documents of a historical, textual, geographical, and/or visual nature that relate to the history, experiences and representation of displaced persons and refugees in Europe (and in refugee destinations) during the period 1933 to 1959;
2. 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;
3. Demonstrate critical and analytical skills in research preparation and in the writing of assessment tasks;
4. Contribute informed perspectives to group seminar discussion on the topics of displaced persons and refugees, as based on the weekly seminar readings and broader reading on those topics;
5. Review how displaced persons and refugees were administered and rehabilitated in the context of postwar international welfare, aid and immigration policies; and be able to generate links to contemporary displacements generated from war and violence in a global context.

Teaching format

HIST 338 is taught through a combination of lectures (two 50-minute lectures/week up to 19 August), seminars (one two-hour seminar/week) and weekly film and/or skills sessions that immediately following the lecture (1). Lectures provide broad historical and historiographical coverage while seminars focus on related themes or experiences of individuals or groups.

Students are expected to attend the weekly lecture and seminar. Attendance at the film and/or skills sessions is optional. The seminars involve discussion of essential readings as outlined in this course guide and completion of in-class tasks when requested by the lecturer/tutor. The final assessment is based on your regular attendance at them. You are expected to have read and made notes about the required readings and be prepared to contribute to class discussion and other activities when asked to do by your tutor.

Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

1. Attend at least 6 out of 10 seminars, so that they will have an opportunity to develop oral communication and teamwork skills in relation to discussing weekly seminar readings. The seminar readings provide a solid historical foundation for undertaking all assessment items and achieving course learning objectives.
2. Undertake a credible and completed attempt at all assessable items on or before the specified dates subject to provision for late submission

Any student who is concerned that they have been (or might be) unable to meet any of the MCRs because of exceptional personal circumstances, should contact the course coordinator as soon as possible. Documentation or supporting evidence will most likely be needed.

Workload

In accordance with University Guidelines, this course has been designed on the assumption that you will devote 200 hours to it throughout the trimester, approximately thirteen hours/week. The 200 hour total includes weekly attendance at lectures and tutorials, completion of weekly readings, and research and writing for set assessment tasks.

To consider when planning your time:

Essays and other written assignments require time to locate, retrieve and read a range of sources. Note-taking, planning, drafting and editing draft versions are necessary before writing a final copy. You can easily avoid the loss of marks by copy-editing, spell checking and writing good essay plans. Begin assignments early and ask your tutor or course coordinator for help. We are happy to be of assistance in your research, so long as you show us that you have made a reasonable effort in locating sources and drafting a research plan in the first instance.

Assessment Outline

Items 1 and 2 are due by **12.00pm (NOON)** on the specified date in the History essay drop box next to the door of OK 405).

Assessment items and workload per item		%	CLO(s)	Due date
1	Primary Source – Impact Study (1,500 words)	30%	1, 3	2 Aug
2	Research Essay (3,500 words)	45%	1, 2, 3, 4	6 Sep
3	Reflective Essay (take-home / seven days) (1,250 words)	25%	2, 5	14 Oct

To help with your research for Assessment 1 and 2, and for general revision, I have compiled a Research Guide that includes multimedia sources, archives and further reading lists as relevant to week's lecture and seminar themes. The Research Guide has been uploaded to Blackboard. PLEASE download and use it.

Assessment 1:	Primary Source - Impact Study
Length:	1,500 words (excluding endnotes and bibliography).
Worth:	30% of the overall grade.
CLOs:	1, 3
Due date:	<u>2 August 2016, 12 noon</u>
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
Late Penalties:	In accordance with History Programme regulations.
Other penalties:	Unauthorised inclusion of websites will be penalised at 1 % per citation in your assessed tasks.
Contact:	Simone Gigliotti (simone.gigliotti@vuw.ac.nz)
Instructions:	Please attach a cover sheet, clearly writing your name, student ID number, tutor's name, and the NUMBER of the document you are examining.
Use of Template:	This exercise has a template for you to use; please download it from the Blackboard site. A formal essay is not required; however written prose paragraphs are.
Bibliography:	It is essential that you find between 8-10 supporting sources to help research your source's context and impact. These sources are IN ADDITION to the source you select and are not included in the word count.

Instructions

Write a critical impact study of the following sources (outlined below).

1. Your impact study should include the following elements:
 - a. Title and origin of source.
 - b. Information about the historical context of the period, person, or events represented
 - c. Information about the person, film (eg. director), and purpose of the source (why it was made, produced, its distribution forms; eg. You Tube or feature film)
 - d. Evaluation – how would you use the source/interview/film in a critical discussion about the impact of the Nazi regime and/or the Holocaust?

Choose ONE of the following eight sources for your impact study. All online links are uploaded to Blackboard (i.e. Items 1, 2, 5, 6, 7 and 8).

1. **Sound Testimony:** Bergen-Belsen: Report of Richard Dimpleby, BBC (1945):
<http://www.bbc.co.uk/archive/holocaust/5115.shtml>
2. **Sound Testimony: Buchenwald, Report of Edward Ward**, BBC (1945)
<http://www.bbc.co.uk/archive/holocaust/5107.shtml>
3. **Documentary film:** *Nazi Concentration Camps* (1945): Glass Room, Level, 2, VUW Library
http://tewaharoa.victoria.ac.nz/VUW:64VUW_ALL:64VUW_INST21152566130002386
4. **Feature film:** *Judgement at Nuremberg* (1961); Glass Room, Level, 2, VUW Library
http://tewaharoa.victoria.ac.nz/VUW:64VUW_ALL:64VUW_INST21149896220002386
5. **Oral history (audio):** Interview with Abraham Kimmelman, 27 August 1946 (David Boder Project)
http://voices.iit.edu/interview?doc=kimmelmanna&display=kimmelmanna_de
6. **Oral history (audio):** Interview with Helen Tichauer, 23 September 1946 (David Boder Project)
http://voices.iit.edu/interview?doc=tichauerH&display=tichauerH_en
7. **Holocaust Survivor Testimonies:** The Displaced Persons' Camps
<https://www.youtube.com/watch?v=urSGFm57rzM>
8. **Holocaust Survivor Testimonies:** The Anguish of Liberation
<https://www.youtube.com/watch?v=p6ptSNGun4s>

The films are available in the Glass Room (Level 2) of the VUW Kelburn library and must be viewed there.

Marking Criteria:

- Ability to review and integrate sources of the postwar period into a critically-informed impact study using the template provided.
- Evidence of engagement with library databases for retrieval and use of relevant journal articles and books;
- Adherence to technical aspects of the essay: coherent writing, spelling, punctuation, grammar, paragraph use to display argument development, and citation styles.

USE OF WEBSITES: Please do not use Wikipedia or Google generic websites 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 your tutor for vetting and approval.

Assessment II: Research Essay

Length:	3,500 words (minimum/maximum and <u>exclusive</u> of footnotes or endnotes, and bibliography)
Worth:	45% of the overall grade
CLOs:	1, 2, 3, 4
Due date:	<u>6 September, 12 noon</u>
Submission:	At this stage, a paper copy only (deadline as above). I reserve the right to ask for an electronic copy of your essay during the grading process to be submitted to me for processing in www.turnitin.com
Late Penalties:	In accordance with History Programme regulations
Other Penalties:	Unauthorised inclusion of websites will be penalised at 1 % per citation in your assessed tasks.
Contact:	Simone Gigliotti (simone.gigliotti@vuw.ac.nz)
Instructions:	You are permitted to use no more than TWO 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 that has been uploaded to Blackboard. If there are books that you would like placed on closed reserve or three-day loan, please contact the course coordinator ASAP with the title.

Choose ONE of the following Essay Questions:

1. Why did countries in the West impose immigration restrictions on Europe's DPs after the end of World War II? (Choose ONE country in your response: Australia, New Zealand, the United States, Canada, or England/UK).
2. To what extent did "unrepatriable" or "hard core" DPs (Jewish, Polish, Ukrainian, Yugoslav and Baltic DPs) reflect the political disorder of postwar Europe?
3. What were the main effects of World War II on children in the postwar period? Discuss with reference to children in ONE country, or by three themes of your own selection in no more than three countries. Choose ONE country or region. (Germany, Poland, France, Hungary, Netherlands, Italy, Czechoslovakia, Eastern Europe, USSR).
4. What were the challenges faced by aid workers and organisations in DP camps in postwar Europe? (Discuss with reference to ONE country. You can choose from one or more agencies: American Jewish Joint Distribution Committee (AJDC, "The Joint"; ORT, UNRRA, and ICRC).
5. Outline and critically evaluate the conditions Jewish Holocaust survivors faced when they returned to their home countries, or moved to new ones, after the end of World War II. ANSWER with reference to Jews in ONE country or region. (Austria, Baltic Countries, Czechoslovakia, France, Germany, Greece, Hungary, Italy, Netherlands, Poland, USSR).
6. What role did Jewish and Zionist organisations in the United States OR Palestine play in the movement of displaced Jews from Europe after World War II?
7. To what extent do films set in the immediate postwar (post-1945) period of Europe convey and/or minimise the challenges faced by Jewish or non-Jewish war survivors? Films should be produced or co-produced in Europe between 1945 and 1960. Choose no more than three films in your essay.
8. How did the emerging Cold War in post-1945 Europe affect the repatriation and re-integration of former Soviet prisoners of war or Nazi forced labourers (*Ostarbeiter*)?

9. How did the psychological and physical traumas of the Holocaust continue to play out among survivors in DP camps?
10. Why were Jewish youth particularly active in postwar political movements in DP camps?
11. Critically assess the contribution of David Boder's testimony project of 1946 OR Jewish historical commissions operating in late wartime and early postwar Europe to early understandings of the Holocaust before 1961.
12. How were Jewish communities in North Africa affected by regional war and conflict from 1940 to 1950?
13. What were the causes and consequences of the British government's detention of Jewish displaced persons on the Mediterranean island of Cyprus?
14. How did Arab organisations and governments in the Middle East respond to knowledge of the persecution of Jews in the postwar period?
15. An essay of your own construction/design. A proposal must be emailed to the coordinator with a short bibliography (8 items) by 10 August for approval.

Guidelines for the essay:

Broadly speaking, your essay **should** comprise the following minimum requirements. It up to you to decide the maximum number of sources needed to answer the questions in a critical and reflective fashion. Please include in the bibliography **ONLY** those sources which you have cited in the footnotes/endnotes. While you might find interesting sources in the course of your research, it is likely that they will not be relevant to your essay, and these should be discarded.

- **Primary source** material (minimum of 3 sources);
- **Secondary source** material (minimum of 3 journal articles and 5 books (monographs and/or chapters in edited collections), depending on what is available in the Victoria University and Wellington City libraries);
- Such sources include books written by historians on the topic, critical interpretations, issues in historiography and representation;
- **Bibliography:** the listing should be divided into primary and secondary source material.

USE OF WEBSITES:

- Please do not use Wikipedia or Google generic websites 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 your tutor for vetting and approval. Unauthorised inclusion of websites will be penalised at 1% per citation in your assessed tasks.

Marking Criteria:

- Ability to locate appropriate supporting primary and secondary research materials;
- Display of scholarly writing, coherent structure and integration of sources into the essay;
- Clear evolution of argument and critical reflection;
- Adherence to technical aspects of the essay: coherence, spelling, punctuation, grammar, paragraph use to display argument development, and citation styles.

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.

Assessment III: Take-home reflective essay

Length:	1,250 words (minimum/maximum)
Worth:	25% of the overall grade
CLOs:	2, 5
Distributed:	7 October via email and Blackboard (A list of essay questions will be emailed to students)
Due:	14 October, at the History Office, 4.00pm .

Guidelines for the essay:

Broadly speaking, your reflective essay **must be based on relevant seminar readings and lectures**. Please avoid going outside these sources unless absolutely essential or to clarify dates, statistics, geography, etc.

It up to you to decide the maximum number of sources needed to answer the question in a reflective fashion, but please to try to be comprehensive in your answer (depending on the essay question chosen). Please include in the bibliography ONLY those sources which you have cited in the footnotes/endnotes.

Bibliography: the listing should be divided into primary and secondary source material with full references included (as per the course guide) and then mention HIST 338 book of readings as the source. If you go outside the HIST 338 book of readings, please add the item accordingly to the primary or secondary source list.

Marking Criteria:

- Ability to respond succinctly and accurately to the question;
- Evidence of informed learning and critical reflection through inclusion of relevant historical examples from the seminar readings and lectures.

Submission and return of work

Essays should be submitted in hard copy through the History office essay drop-off point, Old Kirk Room 405, together with completed cover sheet. We reserve the right to ask for an electronic copy of any essays for checking in Turnitin.com (see www.cad.vuw.ac.nz/wiki/index.php/Turnitin).

Essays and tests will be returned in seminars in the first instance. We anticipate a return time of between two and three weeks for essays submitted on time. Uncollected essays will be made available at the History Office at a time to be specified in Blackboard. The History Office is located at Old Kirk Room 405. Please collect essays between the hours of 1.00 and 2.00 pm from Monday to Friday and bring your Student ID card.

Extensions and penalties**Extensions**

The development of work discipline and time management skills are an important part of the education process and it is expected that each student takes responsibility for allocating sufficient time to their studies. The course coordinator may grant extensions if exceptional and unforeseen circumstances arise, for example, illness or a family emergency. **You must inform the course coordinator as soon as a problem emerges, complete a Request for an Extension form (available in the History office Old Kirk 405), and agree to a new due date.** For instances of illnesses, presentation of a medical certificate will be necessary, and the doctor should note the number of days the illness has prevented students from undertaking any university work.

Penalties

Students will be penalised for late submission of assignments – **a deduction of 5% for the first weekday late, and 2% per weekday thereafter, up to a maximum of 10 weekdays.** Work that is more than 10 weekdays late can be accepted for mandatory course requirements but may not be marked. Unauthorised inclusion of websites will be penalised at **1% per citation** in your assessed tasks.

Set texts

The weekly seminar readings for this course are uploaded into Talis Aspire (the reading list also includes websites). A printed book of readings (without websites) is available from vicbooks. See the website for updates: www.vicbooks.co.nz.

Recommended reading

- Pertti 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)
- Dan Stone, *The Liberation of the Camps: the end of the Holocaust and its aftermath* (London; New Haven: Yale University Press, 2015).

Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course.

Student feedback

Based on student feedback from 2014, I have reduced the number of weekly readings and also varied the content of the two-hour optional session that follows lectures. Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Special passes: refer to the *Assessment Handbook*, at www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Terms and conditions: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz