The concentration camp is an emblem of the modern world. From the camps of nineteenth-century colonialism to the Soviet Gulag, Nazi death camps, and more contemporary detention centers for refugees and political prisoners in the War on Terror, this course explores the underlying logic of extrajudicial encampment. Why have modern states—across the ideological spectrum—made use of concentration camps against real and perceived enemies? We examine the deep roots of the camp in 19th-century European politics and society, while exploring the global dimensions of the camp today. With a transnational and comparative lens, we examine memoirs, film, and theoretical and historical scholarship to explore the diverse manifestations of concentration camps over the past two centuries.
EXPECTATIONS

A primary responsibility of students is to complete the weekly reading before the date of the scheduled class and contribute their thoughtful, reflective opinions in class discussions. Students should allocate enough time to complete the required reading, approximately 100 pages per week. The readings can be interpreted in a variety of ways and students should formulate some initial positions and questions to offer in the class discussion.

Students who are disabled or impaired should meet with the professor within the first two weeks of the semester to discuss the need for any special arrangements. Students should keep the professor informed of absences well in advance if possible. Notification of an absence does not excuse the absence; upon returning to classes, students are responsible for contacting instructors, producing appropriate documentation for the absence, and completing any missed work.

All cellphones, smartphones, tablets, MP3 players and any other electronic devices should be turned off during class. The use of laptop computers in this class is a privilege, which may be revoked at any time. Laptops may be used for taking notes only. Anyone caught using a laptop for any other purpose will be asked to leave the class, and will no longer be permitted to bring a computer to class.

DISCUSSIONS AND CRITICAL READING

Discussion and class participation is a very important part of your grade (30%). Incisive, imaginative and thoughtful comments that generate and facilitate discussion are weighed heavily in final grades. Asking questions, responding to your peers and contributing to an ongoing discussion are a necessary part of the learning experience. In class reports and presentations will also contribute to your participation grade.

ASSIGNMENTS

This class is identified as a writing intensive course. Fluent and professional writing is one of the core skills of history. The skills you develop in this class will serve you well in whatever career you choose to enter. We will discuss strategies for writing throughout the semester.

You will have the opportunity to write THREE SHORT WRITING ASSIGNMENTS in which you will respond to questions (see below) based on readings and class discussions. These are designed so that you may hone your writing skills in preparation for the FINAL ESSAY. In the FINAL ESSAY (6-8 pages), you will compare two or more camp regimes that we discuss in class according to a particular theme. Your paper will analyze areas of similarity and account for areas of contrast with reference to the motivations and ideologies that govern each camp system. You should also note the impact of expedient and practical factors. Your paper does not require outside research, but it should make regular reference to relevant readings assigned in class. We will discuss strategies for writing the essay together in class.
Preliminary drafts are due on November 11. You will distribute your draft to your fellow classmates and we will workshop them together. The final paper is due on December 4. You should pick your topic in consultation with me. A more detailed assignment sheet with sample topics will be handed out in class.

---

**GRADING**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Writing Assignment 1 (3-4 pages)</td>
<td>due September 30</td>
<td>10%</td>
</tr>
<tr>
<td>Short Writing Assignment 2 (3-4 pages)</td>
<td>due October 16</td>
<td>10%</td>
</tr>
<tr>
<td>Short Writing Assignment 3 (3-4 pages)</td>
<td>due October 30</td>
<td>10%</td>
</tr>
<tr>
<td>Final Essay draft (6-8 pages)</td>
<td>due November 11</td>
<td>10%</td>
</tr>
<tr>
<td>Final Essay</td>
<td>due December 4</td>
<td>30%</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td></td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Please note that late assignments or essays will not be accepted. You will receive a grade of zero if the assignment is not turned in on the due date.

---

**READINGS**

The following readings are available at the bookstore. They are also widely available at online merchants.


Most articles are available online through the “Historical Abstracts” and “America: History and Life” databases accessible through the Loyola Library’s website. Other readings are available through links provided, or else through sakai.
CLASS SCHEDULE

WEEK 1

August 26 Class Introduction

August 28 What is a Concentration Camp?
Hannah Arendt, *The Origins of Totalitarianism*, (Harcourt, 1951), pp 437-60 (sakai)

WEEK 2

September 2
Enzo Traverso, *The Origins of Nazi Violence* pp. 1-100

September 4 Cultural Origins and Reports on Camp “Prototypes”

The ghetto

The workhouse

WEEK 3

September 9, Reports on Camp “Prototypes”

The prison

The POW camp,
Harold Mytum and Naomi Hall, “Norman Cross: Designing and Operating an Eighteenth-Century British Prisoner of War Camp,” in Harold Mytum and Gilly Carr,


**The criminal tribe camp**

Andrew Major, “State and Criminal Tribes in Colonial Punjab: Surveillance, Control and Reclamation of the ‘Dangerous Classes’,” *Modern Asian Studies* 33(3), 1999; Frederick Booth-Tucker, *Criminocurology; or the Indian criminal and what to do with him* (Royal Army Temperance Association Press, 1911), this can be read quickly (sakai)

**The labor compound**


**September 11 Reports on “proto”-camps**

**The Slave Plantation**


**The Native Reservation**


**The Leper Colony**


**The Plague camp**


**REPORTS:** With a partner, you will be assigned to research one of the above topics based on the readings suggested and any other additional research you may choose to pursue. You will report to the class on your findings. Imagine you are delivering an “executive summary.” How did the institution develop? Where did it come from, and how did it change over time? How might the institution be related to “concentration camps”? In what ways is it different? Your presentation will last approximately 10 minutes, and you will field questions from the class for another 5-10 minutes.
WEEK 4

September 16 Colonial Concentration Camps

September 18  Film watching: Ohm Kruger

WEEK 5

September 23 German South-West Africa
http://news.bbc.co.uk/2/hi/africa/7033042.stm

September 25 World War I and the Armenian Genocide

WEEK 6

ASSIGNMENT 1 (Due September 30 in class): What purpose did colonial concentration camps serve? And what are the politics of remembering and commemorating them?

September 30. The Gulag Part I

October 2. The Gulag Part II
WEEK 7

October 7  No Class  Mid Semester Break.  Spend the time reading Solzhenitsyn.

October 9  The Gulag Part II
Solzhenitsyn, *One Day in the Life of Ivan Denisovich*

WEEK 8

October 14  Nazi camps: The Early Years
Jane Caplan and Nikolaus Wachsmann (eds.), *Concentration Camps in Nazi Germany: the New Histories*, pp. 17-43.  With a partner, choose one additional chapter of interest in this volume and present on it in class.

REPORTS: Be prepared to give the class a 3-minute synopsis of the chapter you read.  What was its argument?  How does it contribute to our understanding of Nazi camps?

October 16  Nazi Camps: The Big Picture

ASSIGNMENT 2 (due October 16): Was the Gulag simply a method of forced labor?  Or was it a tool for creating a new type of socialist society?  Base your answer on the readings by Solzhenitsyn and Barnes.

WEEK 9

October 21  Primo Levi I
Primo Levi, *Survival in Auschwitz*, read as much as you can for the first class and make sure you finish the whole book by the second class.

October 23  Primo Levi II
Class Viewing of *Night and Fog.*
WEEK 10

October 28 American concentration camps

October 30 The Camp goes Global

ASSIGNMENT 3 (due October 30): How unique were the Nazi concentration camps? Is it appropriate for us to discuss them alongside all of the other camps in the world? Take a position and defend it. Base your answer on readings from Wachsmann, Traverso, Bauman, Sofsky and Levi.

WEEK 11


November 6 Postcolonial Camps II
Finish reading Elkins
http://www.theguardian.com/commentisfree/2013/jun/06/britain-mau-mau-empire-waiting
http://www.historytoday.com/david-anderson/burying-bones-past

WEEK 12

November 11 Writing Workshop (group work)

DRAFT OF MAIN WRITING ASSIGNMENT DUE NOVEMBER 11. In the writing workshops we will work in groups of 3-4. Groups will read the papers of their classmates and make suggestions in terms of content and style.

November 13 Writing Workshop (group work)

WEEK 13

November 18 Writing Workshop (group work)
November 20 Writing Workshop (group work)

* We may replace one of these November classes with a visit from Holocaust survivors.

---

WEEK 14

November 25 Refugee Camps in the World Today


November 27 NO CLASS (THANKSGIVING)

---

WEEK 15

December 2 Extraordinary Rendition and the War on Terror

http://www.democracynow.org/2005/6/1/guantanamo_bay_a_gulag_of_our (listen from 41:30)

December 4 Camps in the 21st Century

http://www.bbc.com/news/world-middle-east-26482775,
http://www.nytimes.com/2013/06/05/world/europe/italys-migrant-detention-centers-are-cruel-rights-groups-say.html?pagewanted=all&_r=0

---

FINAL ESSAYS DUE DECEMBER 4

---

*The instructor reserves the right to change any aspect of this syllabus at any time*