

**Fall 2011**  
**After Effects: The Holocaust in Culture, Philosophy, and Literature after 1945**  
**LAH 350/CL 323/JS 365/WGS 340**

**Instructor:** Pascale Rachel Bos

**Phone:** 232-6373

**Time:** TTH 9:30-10:45

**Office Hours:** TTH 10:50-12:20 or by appointment

**Office:** BUR 314

**E-mail:** pascale.r.bos@mail.utexas.edu

**Classroom:** BUR 234

The events of the Holocaust changed Western culture in fundamental ways. Not only was a great part of Jewish culture in Europe destroyed, the circumstances of the Nazi genocide as a modern, efficient, and highly rationalized form of mass murder which took place in the heart of civilized Europe changed the conception of the progress of modernity and the Enlightenment in fundamental ways. This course explores the historical, political, psychological, theological, and cultural fall-out, as well as literary and cinematic responses in Europe and the U.S. to these events as they first became known, and as one moved further away from it in time and came to understand its pronounced and often problematic after effects. Central to our inquiry is the realization that the events of the Holocaust have left indelible traces in European and U.S. culture and culture production, of which a closer look (first decade by decade, then moving on to a number of specific disciplines and questions), reveals profound insights into current day culture, politics, and society.

### **Course Requirements**

#### ***Lectures***

Depending on the content of the week's assignments and student presentations (see below) most classes will either start or end with a lecture and a brief in-class assignment which aids discussion. To prepare for the assignment, you need to have read the assigned reading and bring it to class.

#### ***Presentations***

At the beginning of the semester, you sign up for a presentation on one of the week's assigned readings. You work on these presentations in pairs. Divide up the reading, read the texts carefully, and provide a question or a topic to which the rest of the class can respond. Your presentation should be 10 minutes per person (20 total), and will be followed by questions from the class and a discussion. It may be useful to discuss the presentation beforehand with me (in office hours or by email). It is recommended that you use a hand out. The presentation is graded. At the end of the semester, you will also give a 3-5 minute presentation on your final paper in which you talk about your thesis and the progress you have made thus far.

#### ***Writing Assignments***

There are *four* different writing assignments: response papers, a brief book report, a midterm and a final paper which is broken up into several components.

##### ***Response papers***

You will write two 1-2-page response papers. These response papers should be formally structured, and need to be about 300-500 words long. Due dates are: T Sept 20 and T Oct 4.

##### ***Book report***

A brief (2-3 pages) book report on Ruth Klüger's Still Alive is due on TH Nov 17 and should contain a full, but brief argument. You will receive a writing prompt with directions. (Write an intro with a simple thesis, a short summary of the text, and an analysis of the text (your own), an end in a concrete conclusion). Use this paper to practice your formal writing skills for your final paper.

##### ***Midterm***

You will write a brief midterm exam on T Oct 18 that consists of a set of 8-10 dates, events, and terms on which you elaborate in a 1-paragraph response, and a short essay question (1-2 page answer), all of which are based on the class lectures and readings. Prep sheets will be provided 2 weeks in advance of the exam.

### *Final Paper*

A final research paper, discussing a choice of the readings and/or one or more of the issues raised during this course, ranging 8-10 pages is due TH Dec 8th, during Final's week. A one-page proposal is due the tenth week of class, Th Oct 27th. You are also required to compile a short bibliography, due Th Nov 3rd, a draft working thesis, due T Nov 15<sup>th</sup> (we will have a draft workshop that day in class), and a one-page outline with thesis and opening paragraph, due T Nov 22nd. This final paper must be typed, double spaced, in letter quality 11 point type, with one inch margins and free of grammatical or typographical errors. One page equals 250-300 words. Use page numbers. The paper should comply to MLA, APA, or Chicago style. You need to send your final paper to me by email. It has to be saved in Word, and as a back up, as PDF and have the file name: *Last Name (yours) Final Paper*. Attachments that can't be opened will lead to an incomplete.

### **Attendance**

You are expected to attend all sessions, do the background reading, and participate in discussions, many of which will be based on the readings. Because much of the class consists of small group work, attendance is mandatory, reflected in your grade, and if you miss a class, I want to be notified. (E-mail will do just fine). To make up for absences, you can use the class questions, fill them out at home and hand them back in.

### **Texts**

You are *required* to purchase the following (available at Co-Op, Amazon, but also check Half Price Books): Levi and Rothberg The Holocaust: Theoretical Readings, Art Spiegelman Maus I & II, Ruth Klüger Still Alive: a Girlhood Remembered, Primo Levi Survival in Auschwitz, Elie Wiesel Night  
And a course packet, available from Speedway Copies in the Dobie mall (478-3334)

### **Films**

We will watch the following films in class. If for some reason you are unable to not attend that particular class session, you will need to view the films on your own time: Nuit et Brouillard, Holocaust (excerpts), Shoah (excerpts), Schindler's List (excerpt)

### **Grading**

Attendance/participation	15%	Response papers (2)	10%
Class presentation	10%	Midterm exam	20%
Book report	10%		
Final research paper	35% (proposal, bibliography, outline + 1 <sup>st</sup> ¶, 5% each, paper: 15%)		
I grade on an absolute scale, not a curve: 100-90 A, 89-80 B, 79-70 C, 69-60 D, < 59 F			

### **Grading criteria**

#### **An A student:**

Always comes to class, on time, and has their materials with them  
 Has done the reading and is prepared to have an informed discussion about it in class  
 Works well with other students in small groups  
 Asks questions when s/he does not understand something  
 Volunteers to answer open questions in class  
 Has prepared (writing) assignments on time  
 Has followed the directions of the writing assignments and tests carefully and has prepared accordingly  
 Adds significant new information to the class presentation  
 Knows how to use the library resources, and asks the librarian for help  
 Spends just as much time on the form of the writing (revise, revise!) as on the content  
 Displays significant original and critical thought in the content of their writing  
 Visits office hours a few times during the semester

**A B student:**

Is almost always on time, almost always present, and has their materials with them  
 Is mostly prepared for class  
 Works well with other students in small groups  
 Does their best in working with other students in small groups  
 Sometimes volunteers to answer open questions in class  
 Has prepared almost all (writing) assignments on time  
 Follows most directions of the writing assignments and tests and prepares accordingly  
 Adds some new information to the class presentation  
 Knows how to use the library resources, and/or asks the librarian for help  
 Spends nearly as much time on the form of the writing (revise, revise!) as on the content  
 Displays some original and critical thought in the content of their writing  
 Visits office hours at least once during the semester

**A C student:**

Is generally on time, misses no more than five classes, and usually has their materials with them  
 Is usually or sometimes prepared for class  
 Works okay with other students in small groups  
 Sometimes spends their time chatting with students instead of doing group work  
 Rarely volunteers to answer open questions in class  
 Has prepared some (writing) assignments on time  
 Minimally follows directions of the writing assignments and tests and prepares briefly  
 Just summarizes the assigned text for the class presentation  
 Uses little library resources, or uses them improperly  
 Spends little time on writing form and reproduces basic content from research

**Disabilities**

The University of Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-6441 TTY.

**Writing Center**

I strongly encourage you to use the Undergraduate Writing Center, FAC 211, 471-6222: <http://uwc.fac.utexas.edu/>. The Undergraduate Writing Center offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Their services are not just for writing with "problems." Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing.

**A note on scholastic dishonesty**

While doing research on the internet, it is tempting to copy and paste when you find a text that suits your need. However, this constitutes plagiarism, a form of scholastic dishonesty that we take very seriously at UT. Please quote properly, or paraphrase (while disclosing your original source). For more information: [http://deanofstudents.utexas.edu/sjs/scholdis\\_plagiarism.php](http://deanofstudents.utexas.edu/sjs/scholdis_plagiarism.php) as well as on scholastic dishonesty more broadly: <http://deanofstudents.utexas.edu/sjs/scholdis.php>

**Use of cell phones and computers**

Cell phones must be put away during class, and computers may be used only for note-taking. Students who use gadgets for non-class related activities will be marked absent and asked to leave for the remainder of that class.

### Calendar-Syllabus

Readings are listed on the day they will be discussed so read them before you come to your next class. Always bring the assigned text to class on days we discuss it. **Books are marked by last name of author, L&R denotes Levi and Rothberg anthology, and R denotes that a text can be found in the class reader.**

**Week 1                    *Introduction***

Th 25 Aug                    Introduction to the course structure of class, hand out of syllabus, survey and bios

Assignment: write survey and bio, think of which presentation you would like to do.

**Week 2                    *Brief Introduction to the History of WW II and the Holocaust***

T 30 Aug                    **Bio due! Survey due! Sign up for presentations!**

Review the survey, Chronology of the Holocaust and WW II # 1 in R

Th 1 Sept                    ***The Immediate Aftermath: Jewish Survivors and Cold War Politics***

The Jews of Europe in 1945: death toll, survivors, Displaced Persons, War Trials

Maps # 2 a-k in R, statistics # 3 a-b in R

Aftermath of the Holocaust # 4 in R

Assignment: read texts for week 3.

**Week 3                    *Europe's Postwar Situation***

T 6

Derek Lewis "From Occupation to the Founding of Europe" # 5 in R

Jeffrey Herf "German Communism's Master Narrative" # 6a in R

East Germany, # 6b in R, "Nuremberg Interregnum" # 6c in R

Presentation:                    and

Th 8

***The 1950s Initial Responses: Repression, Financial Reparations***

Jeffrey Herf "Atonement, Restitution, and Justice delayed." # 7 in R

Weekend assignment: start reading read Primo Levi [Survival in Auschwitz](#).

**Week 4                    *The 1950s Initial Responses: Cinematic Remembering and Forgetting***

T 13

**Watch** Film: [Nuit et Brouillard](#) ([Night and Fog](#), Dir. Alain Resnais 1955) # 8 in R

Th 15                    ***The 1950s Initial Responses: Literary Testimony I***

Setting the tone: early survivor literature: Primo Levi [Survival in Auschwitz](#)

and L&R pages 29-35 (Excerpt from Primo Levi, [The Drowned and the Saved](#))

Presentation:                    and

Assignment: read Elie Wiesel [Night](#), work on questions for response paper #1

**Week 5                    *The 1950s: Literary Testimony II, Finding an Audience***

T 20

**Response Paper 1 due!**

Discussion of Elie Wiesel [Night](#)

Naomi Seidman "Elie Wiesel and the Scandal of Jewish Rage" # 9 in R

Presentation:                    and

- Th 22                    ***The 1960s: Coming to Consciousness: War Trials I (Eichmann)***  
 Jeffrey Shandler "The Man in the Glass Box: Watching ..." (excerpt) # 10 in R  
 Tim Cole "Adolf Eichmann" # 11 in R  
 Read in L&R CH 29 Hannah Arendt (excerpt) Eichmann in Jerusalem  
 Presentation:                    and
- Assignment: read texts for week 5
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- Week 6**  
 T 27                    ***The 1960s: Coming to Consciousness: War Trials II (Frankfurt) + War in Israel***  
 Rebecca Wittmann "Introduction" to Beyond Justice: The Auschwitz Trial 12a in R  
 Israel's Six Day War and Yom Kippur War (lecture)  
 Michael L. Morgan "To Seize Memory: History and Identity in....."(excerpt) # 12b in R  
 Presentation:                    and
- Th 29                    NO CLASS (ROSH HASHANA)  
 Assignment: read texts for week 7, work on question-handout for response paper 2
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- Week 7**  
 T 4 Oct                ***70s' Return of the Past: The Holocaust as Part of Public Consciousness***  
***Response Paper 2 due! Get review sheets midterm!***  
 The Television series Holocaust Watch excerpts in class  
 Anton Kaes "1979: The American television series 'Holocaust'..." # 13 in R
- Assignment: start reviewing midterm prep sheets.
- Th 6                    ***The 1980s' Return of the Past II: 1985's Contested Histories and Commemorations***  
 Bitburg: Geoffrey H. Hartman "Chronology" # 14 in R  
 Raul Hilberg "Bitburg as Symbol" # 15 in R  
 "Historicizing the Holocaust" (The Historian's Debate) L&R pages 59-62  
 Richard Evans "The Burden of Guilt" # 16 in R  
 Jurgen Habermas "On the Public Use of History" L&R CH 5  
 Presentation:                    and
- Assignment: prepare for midterm and review prep sheets.
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- Week 8**  
 T11                    ***Historiographical Debates I***  
***finish up preparing for midterm***  
 Donald Niewyk Short excerpts on historical debates # 17 a-e in R  
 Christopher Browning "Ordinary Men" L&R CH 16  
 Henry Friedlander "The Origins of the Nazi Genocide" L&R CH10  
 Saul Friedländer "The Extermination of the European Jews in..." # 18 in R  
 Presentation:                    and
- Th 13                    ***Historiographical Debates III***  
 Zygmunt Bauman "The Uniqueness..." L&R CH 8  
 Milchman and Rosenberg "Two Kinds of Uniqueness" L&R CH 57  
 Michael Bernstein "Against foreshadowing" L&R CH 45  
 Presentation:                    and
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<b>Week 9</b> T 18	<b>Midterm</b> MIDTERM exam in class, BRING A SMALL BLUE BOOK!
Th 20	<b>Church/Theological Responses</b> Fackenheim "to Mend..." L&R CH 27 Jim Hillet "To Persecute the Jews" # 19 in R. Johann Baptist Metz "Christians and Jews after Auschwitz." # 20 in R John T. Pawlikowski "The Catholic Response to the Holocaust..." # 21 in R Presentation:                    and  Assignment: start reading <u>Maus</u> I and II for week 10 and Klüger for week 11.
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<b>Week 10</b> T 25	<b>Psychological Trauma in Survivors and their Children</b> Sheryl Robyn "Life in the Camps." # 22 in R Cathy Caruth "Trauma and Experience" L&R CH 21 Leo Eitinger "Holocaust Survivors in Past and Present." # 23 in R (Optional: Susan Brison "Trauma Narratives" # 24 in R) Presentation:                    and  Assignment: formulate possible topic(s) for final paper in 1-page proposal.
Th 27	<b>1-page proposal for final paper due!</b> Spiegelman <u>Maus</u> I focus on: 5-13, 25, 52, 67-69, 95-105, 116, 118, 120, 126-135, 158. <u>Maus part II</u> focus on: 11-24, 34-7, 41-7, 54, 68-9, 73-9, 89-90, 98-104, 113-128, 136. Marianne Hirsch "Mourning and Postmemory" L&R 54 Presentation:                    and  Assignment: Finish up reading of Klüger
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<b>Week 11</b> T 1 Nov	<b>Representations of the Holocaust in film: <u>Shoah</u> versus <u>Schindler's List I</u></b> Claude Lanzmann <u>Shoah</u> Watch excerpts in class Shoshana Felman "The Return of the Voice" L&R CH 47
Th 3	<b>Representations of the Holocaust: <u>Shoah</u> versus <u>Schindler's List II</u></b> <b>Hand in bibliography for final paper!</b> Watch excerpts of <u>Schindler's List</u> Ilan Avisar "Holocaust Movies and the Politics of Collective Memory" # 25 in R Presentation:                    and  Assignment: read texts for week 12 + and create bibliography for final paper.
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<b>Week 12</b> Th 10	<b>Representations of the Holocaust: Literature as Testimony</b> Discuss Ruth Klüger <u>Still Alive</u> Presentation:                    and  Assignment: work on book report and prepare draft of working thesis
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<b>Week 13</b> T 15	<b>Working thesis workshop</b> <b>Draft of working thesis due!</b> Bring your working thesis to class to work on

- Th 17            ***Book Report on Ruth Klüger Still Alive due!***  
 James Young "Writing the Holocaust" L&R CH 43  
 Irving Howe "Writing and the Holocaust" L&R CH 36  
 Dori Laub "Bearing Witness" L&R CH 25  
 Presentation:                      and:
- Assignment: read texts for week 14, + write first ¶ with thesis and outline
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- Week 14**            ***Representations of the Holocaust IV: The Role of Gender***  
 T 22            ***Intro paragraph with thesis and outline for final paper due!***  
 "Introduction" in L&R pages 147-150  
 Joan Ringelheim "The Unethical..." L&R CH 20  
 Pascale Bos "Women and the Holocaust: Analyzing..." L&R CH 20  
 Presentation:                      and
- Th 25            **NO CLASS Thanksgiving**
- Assignment: work on your final paper, prepare BRIEF presentation.
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- Week 15**            ***The Americanization of the Holocaust and the Future of Memorialization***  
 T 29            Alvin H. Rosenfeld "The Americanization of the Holocaust" # 26 in R  
 Lilian Friedberg "Dare to Compare" L&R CH 61  
 Peter Novick "The Holocaust in American Life" L&R CH 62
- Th 1 Dec            ***Final presentations***  
 Presentations (2-3 minutes) of research findings/final paper in class.
- Continue work on final paper or hand in your final paper today!
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- Finals' week**            **No Final**
- TH Dec 8**            **Final paper due, electronic copies may reach me by email until 5 PM.**