

Fall 2014
After Effects: The Holocaust in Culture, Philosophy, and Literature after 1945
GSD 360.1 (38430)/LAH 350 (30290)/WGS 340 (47785)

Instructor: Pascale Rachel Bos

Phone: 512-232-6373 (prefer email)

Time: TTH 9:30-10:45

Office Hours: TTH 11:00-12:20 or by appointment (email me rather than leaving a voice message)

Office: BUR 314

E-mail: pascalebos@austin.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 *three* different writing assignments: response papers, a midterm and a final paper which is broken up into several components.

Response papers

You will write two 1 to 2-page response papers. These response papers should be formally structured, and need to be about 300-500 words long. Due dates are: Th Sept 25 and Th Oct 16.

Midterm

You will write a brief midterm exam on T Oct 21 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 W Dec 10th 5PM (during Final's week). A one-page proposal is due the tenth week of class, Th Oct 30th. You are also required to compile a short bibliography, due Th Nov 6th, a draft working thesis, due T Nov 18th (we have a draft workshop that day in class), and a one-page outline with thesis and opening paragraph, due T Nov 25th. 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 Holocaust Aftereffects*. 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. In addition, a required course pack (also referred to as the class reader) is available from Speedway Copies/Abel's Copies, 715 W. 23rd street (ground floor of parking garage for University Towers Dormitory, Phone: 478-3334).

Films

We will watch the following films in class. If you are unable to attend these sessions, you will need to view the films on your own: Nuit et Brouillard, Holocaust (excerpts), Shoah (excerpts), Schindler's List (excerpt)

Grading

Attendance/participation	15%	Response papers (2)	20%
Class presentation	10%	Midterm exam	20%
Final research paper	35% (proposal, bibliography, outline + 1 st ¶, 5% each, paper: 15%)		

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 512-471-6259, 512-471-6441 TTY.

Writing Center

I strongly encourage you to use the Undergraduate Writing Center, FAC 211, 512-471-6222: <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 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.

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

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 28 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 2 Sept **Bio due! Survey due! Sign up for presentations!**

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

Th 4

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 9

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

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

Presentation: and

Th 11

The 1950s Initial Responses: Repression, Financial Reparations

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

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

Presentation: and

Weekend assignment: start reading read Primo Levi Survival in Auschwitz.

Week 4 *The 1950s Initial Responses: Literary Testimony I*

T 16

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

Th 18

The 1950s Initial Responses: Cinematic Remembering and Forgetting

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

Assignment: read Elie Wiesel Night, work on questions for response paper #1

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

T 23

Discussion of Elie Wiesel Night

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

Presentation: and

Th 25 Rosh Hashana NO CLASS

F 26 **Response Paper 1 due! Send it to me per email attachment by 5 PM**

Week 6
T 30 **The 1960s: Coming to Consciousness through 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

Th 2 Oct **The 1960s: Consciousness through 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

Assignment: read texts for week 7

Week 7
T 7 **70s' Return of the Past: The Holocaust as Part of Public Consciousness**
Get review sheets midterm!
Introduction to television miniseries Television series Holocaust
Anton Kaes "1979: The American television series 'Holocaust'..." # 13 in R

Th 9 **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 CUT SOME!
Presentation: and

Assignment: review prep sheets. Work on question-handout for response paper 2

Week 8
T 14 **Historiographical Debates I**
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 16 **Historiographical Debates II**
Response Paper 2 due!
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

Assignment: review prep sheets for midterm

Week 9	Midterm
T 21	MIDTERM exam in class, BRING A SMALL BLUE BOOK!
Th 23	<p>Church/Theological Responses 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</p> <p>Assignment: start reading <u>Maus</u> I and II for week 11, formulate possible topic(s) for final paper in 1-page proposal.</p>

Week 10	Psychological Trauma in Survivors and their Children I
T 28	<p>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</p>
Th 30	<p>Psychological Trauma in Survivors and their Children II 1-page proposal for final paper due! 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</p> <p>Assignment: create bibliography for final paper+ start reading Klüger for week 12</p>

Week 11	Representations of the Holocaust in film I: <u>Shoah</u> (1985)
T 4 Nov	<p>Claude Lanzmann Shoah Watch excerpts in class Shoshana Felman "The Return of the Voice" L&R CH 47</p>
Th 6	<p>Representations of the Holocaust in film II: <u>Schindler's List</u> (1993) Hand in bibliography for final paper! Watch excerpts of Schindler's List Ilan Avisar "Holocaust Movies and the Politics of Collective Memory" # 25 in R Presentation: and</p> <p>Assignment: Finish up reading of Klüger .</p>

Week 12	Representations of the Holocaust: Literature as Testimony I
T 11	<p>Discuss Ruth Klüger Still Alive Presentation: and</p>
Th 13	<p>Representations of the Holocaust: Literature as Testimony II James Young "Writing the Holocaust" L&R CH 43</p>

Irving Howe "Writing and the Holocaust" L&R CH 36
 Dori Laub "Bearing Witness" L&R CH 25
 Presentation: and:

Assignment: prepare draft of working thesis

- Week 13** **Working thesis workshop**
 T 18 **Draft of working thesis due!** Bring a PRINT OUT of your working thesis to class to work on (peer revising)
- Th 20 **Outline drafting workshop**
 Based on revisions of your thesis (Tuesday) we work on mapping and outlining the final paper
- Assignment: read texts for week 14, + write first ¶ with thesis and outline
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- Week 14** **Representations of the Holocaust: The Role of Gender**
 T 25 **Opening paragraph and working thesis 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 27 **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 2 Dec Alvin H. Rosenfeld "The Americanization of the Holocaust" # 26 in R
 Helmut Dubiel "The Remembrance of the Holocaust as a Catalyst for a Transnational Ethics" (read as PDF, not in the reader)

- Th 4 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**

W Dec 10 **Final paper due, electronic copies must reach me by email until 5 PM, save your file as "LAST NAME FINAL PAPER HOLOCAUST AFTEREFFECTS"**