

Fall 2016
After Effects: The Holocaust in Culture, Philosophy, and Literature after 1945
LAH 350 (29875)/JS 365 (40070)
WGS 340 (46990)/CL 323 (33580)

Instructor: Pascale Rachel Bos

Phone: 512-232-6373 (prefer email)

Time: TTH 12:30-1:45

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

Office: BUR 314

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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 with another student. Divide up the reading, read the texts carefully, and provide a question or a topic in a hand-out to which the rest of the class can respond. The 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 run the presentation by me beforehand (in office hours or by email). This 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 22 and Th Oct 13.

Midterm

You will write a brief midterm exam on Th Oct 20 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 7th 5PM (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 15th (we 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 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 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 (a limited number of) absences, contact me. Missing 5 or more classes leads to an automatic reduction in your grade.

Texts

You are *required* to purchase the following (available at Amazon, but also check Half Price Books). Order them as soon as you receive this syllabus!

Levi and Rothberg *The Holocaust: Theoretical Readings*,

https://smile.amazon.com/s/ref=nb_sb_noss?url=search-alias%3Daps&field-keywords=levi+and+rothberg

Art Spiegelman *Maus I & II*,

https://www.amazon.com/s/ref=nb_sb_noss?url=search-alias%3Dstripbooks&field-keywords=spiegelman+Maus+i+and+II

Ruth Klüger *Still Alive: a Girlhood Remembered*,

https://www.amazon.com/Still-Alive-Holocaust-Girlhood-Remembered/dp/1558614362/ref=sr_1_1?s=books&ie=UTF8&qid=1471658055&sr=1-1&keywords=Ruth+Kl%C3%BCger

Primo Levi *Survival in Auschwitz*,

https://www.amazon.com/Survival-Auschwitz-Primo-Levi/dp/0684826801/ref=sr_1_1?s=books&ie=UTF8&qid=1471658124&sr=1-1&keywords=Primo+Levi+Survival+in+Auschwitz

Elie Wiesel *Night*.

https://www.amazon.com/Night-Elie-Wiesel/dp/0374500010/ref=sr_1_1?s=books&ie=UTF8&qid=1471658164&sr=1-1&keywords=elie+wiesel+night

In addition, a required course pack (also referred to as the class reader) will be available on week TWO of classes from Jenn's Copies, 2518 Guadalupe • (512) 482-0779 • 2518@jennscopies.com

Films

We will watch the following films in class. *Nazi Death Mills*, *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 computers or gadgets for non-class related activities will be marked absent and asked to leave for the remainder of that class.

Concealed Handguns

Although by law I am not allowed to expressly forbid you from bringing a concealed handgun to my class if you are a LTC holder, the administration of this university, the faculty, staff, and the majority of the students have expressed the wish to keep this campus gun-free. Weapons on campus pose a serious hazard: they can discharge accidentally, they can be stolen, they can become a tool of intimidation in a heated discussion, and unfortunately they can be used to coerce sexual consent. I thus strongly wish to dissuade you from bringing a concealed handgun to class - leave it at home, or if you must bring it to campus, leave it locked in your vehicle.¹ Campus carry requires that handguns remain concealed at all times with no exceptions, and if a handgun is visible, however briefly, it is a violation of university policy and law. If a LTC holder does reveal their weapon in class, whether accidentally or by choice, or discusses having a gun on or with them, they will be asked to leave the classroom and be counted absent for that day.² Guns are not permitted under ANY circumstances in my office. You will sign an “Acknowledgement of Oral Notice Prohibiting Concealed Handguns” form before visiting my office hours.

¹ LTC holders who choose to carry concealed handguns on campus are obligated to know the UT Austin policies. It is their responsibility to know where they cannot carry and plan accordingly. A LTC holder who carries on campus must carry the handgun in a holster that completely covers the trigger and the entire trigger guard area, and the holster must have sufficient tension to securely retain it even when subjected to unexpected jostling. Persons who violate these laws and policies are subject to penalties and fines in addition to disciplinary action imposed by the university. If an activity would make concealed carrying difficult or impossible (an athletic or dance class, for instance), they must make proper arrangements to work around it. Because storage of handguns on campus is prohibited, a student who carries should consider leaving his or her handgun at home, or stored securely in his or her vehicle. Similarly, a student who will be taking an exam that requires that the backpack be left outside should consider leaving their handgun at home or in their car before entering the exam room.

² What can you do if you see a handgun in a classroom or on campus? Notify law enforcement via 911 and UTPD will arrive and assess the situation.

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 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

Bio due! Survey due! Sign up for presentations!

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

Th 1 Sep

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

Witnessing Atrocity -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

News coverage of the liberation of the camps, watch *Nazi Death Mills* (1945)

Presentation: and

Th 9

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 13

Setting the tone: early survivor literature: Primo Levi Survival in Auschwitz

Presentation: and

Th 15

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 20

Discussion of Elie Wiesel Night

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

Presentation: and

Th 22	<p><i>The 1960s: Coming to Consciousness through War Trials I (Eichmann)</i> <i>Response Paper 1 due!</i> 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</p>
<p>Week 6 T 27</p>	<p><i>The 1960s: Consciousness through War Trials II (Frankfurt) + War in Israel</i> Rebecca Wittmann "Introduction" to <u>Beyond Justice: The Auschwitz Trial</u> 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</p>
Th 29	<p>Frankfurt Auschwitz Trial Film/viewing of parts of <i>Holocaust</i> miniseries Assignment: read texts for week 7</p>
<p>Week 7 T 4 Oct</p>	<p><i>70s' Return of the Past: The Holocaust as Part of Public Consciousness</i> <i>Get review sheets midterm!</i> Discussion about television television miniseries <u>Holocaust</u> Anton Kaes "1979: The American television series 'Holocaust'..." # 13 in R</p>
Th 6	<p><i>The 1980s' Return of the Past II: 1985's Contested Histories and Commemorations</i> 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</p> <p>Assignment: review prep sheets. Work on question-handout for response paper 2</p>
<p>Week 8 T 11</p>	<p>Midterm Preparation No class (Erev Yom Kippur) Voluntary class meeting to review prep sheets for midterm</p>
Th 13	<p><i>Historiographical Debates I</i> <i>Response Paper 2 due!</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</p> <p>Assignment: continue to review prep sheets for midterm</p>
<p>Week 9 T 18</p>	<p>Historiographical Debates II 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</p>

Th 20

Midterm

MIDTERM exam in class, BRING A SMALL BLUE BOOK!

Assignment: start reading Maus I and II for week 11,
formulate possible topic(s) for final paper in 1-page proposal.

Week 10

T 25

Psychological Trauma in Survivors and their Children I

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

Th 27

Psychological Trauma in Survivors and their Children II***1-page proposal for final paper due!***

Spiegelman Maus I focus on: 5-13, 25, 52, 67-69, 95-105, 116, 118, 120, 126-135, 158.
Maus part II 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: create bibliography for final paper+ start reading Klüger for week 12

Week 11

T 1 Nov

Representations of the Holocaust in film I: Shoah (1985)

Claude Lanzmann *Shoah* Watch excerpts in class
Shoshana Felman "The Return of the Voice" L&R CH 47

Th 3

Representations of the Holocaust in film II: Schindler's List (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

Assignment: Finish up reading of Klüger

Week 12

T 8

Representations of the Holocaust: Literature as Testimony I

Discuss Ruth Klüger *Still Alive*
Presentation: and

Th 10

Representations of the Holocaust: Literature as Testimony II

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: prepare draft of working thesis

Week 13

T 15

Working thesis workshop

Draft of working thesis due! Bring a PRINT OUT of your working thesis to class to work on (peer revising) we also work on mapping and outlining the final paper

Th 17

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

Assignment: read texts for week 14, + write first ¶ with thesis and outline

Week 14***Representations of the Holocaust: 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 24

NO CLASS Thanksgiving

Assignment: work on your final paper, prepare BRIEF presentation.

Week 15***The Americanization of the Holocaust and the Future of Memorialization***

T29

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 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!

Finals' week**No Final****W Dec 7****Final paper due, electronic copies must reach me by email until 5 PM, save your file as "LAST NAME *FINAL PAPER HOLOCAUST AFTEREFFECTS*"**