Remembering the Holocaust
01:563:360 / 01:510:370:01

[PROVISIONAL SYLLABUS]

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Course description:
Although the Holocaust took place in the middle of the 20th century, its remembrance has become as a major presence in contemporary life, both across the United States and in countries around the world. The Holocaust is recalled not merely, or even primarily, because of its historical significance, but for its value as a moral paradigm. This Contemporary Challenges course examines how Holocaust remembrance figures in contemporary social and cultural practices as a model for deriving lessons from the past in order to respond to traumatic losses, address present social injustices, and prevent future acts of intolerance.

The course analyzes the development of Holocaust memory from the end of World War II to the present, with special emphasis on recent phenomena. Examples studied include works produced in the Americas, Europe, and Israel, and in an array of forms, including documentary and fictional film, radio and television broadcasting, museum displays, tourist practices, monuments, and visual art.

This course fulfills Contemporary Challenges (CC) in the Core Curriculum, goal d: “Analyze contemporary issues of social justice across local and global contexts.”

Course Learning Goals
• Students will gain an overview of the length and breadth of representations of the Holocaust from a variety of countries and in an array of media.
• Students will understand how works of memory are responsive to the subjective perspectives of their creators and audiences and how these works are informed by the context—culture, place, time, etc.—and medium in which they are created.
• Students will understand how Holocaust memory practices are used by an array of constituents to engage the public in different issues of social justice.
• Students will develop their ability to express their insights into cultural works through analytic expository writing.

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Course Assignments

In-class assignments
Each week students will be given a brief (ca. 100-200 words) in-class writing assignment, in which they will be asked to respond to an example of Holocaust remembrance presented in class. Assignments are to be turned in during class. (See sample assignment below.)

Guided analyses
Each week’s assignment asks students to write a short analysis (ca. 500 words) of a work of Holocaust remembrance that relates to materials presented in class and assigned readings. Students are to complete five of these analyses over the course of the semester. Two of these assignments are required of all students (marked by asterisks in the course schedule); they are to choose another three from among the other nine options. Each analysis is due within one week of being assigned.

Midterm and Final Examination
For each exam, students will write an essay (ca. 750-1,000 words) in response to a question directly related to the core learning goals. (See sample questions below.)

Course Grade
- In-class writing assignments: 25%
- Guided analyses: 25%
- Midterm: 25%
- Final Exam: 25%

Note: Course requirements and schedule are subject to change.
## Course Schedule

* = required assignment

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>In-class materials</th>
<th>Reading</th>
<th>Assignments / Exams</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction: Holocaust memory today</td>
<td></td>
<td>Efron et al.</td>
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<tr>
<td>2</td>
<td>Liberation of concentration camps</td>
<td>Liberation of Nazi Concentration Camps in newsreels (USA, 1945), <em>Judgment at Nuremberg</em> (film, USA, 1961)</td>
<td>Abzug</td>
<td>“No Reason Not to Vote” (PSA, USA, 1992)*</td>
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<td>3</td>
<td>The Holocaust on American broadcasting</td>
<td><em>The Battle of the Warsaw Ghetto</em> (radio play, USA, 1943); <em>This Is Your Life: Hanna Kohner</em> (telecast, USA, 1953)</td>
<td>Shandler</td>
<td>“Survivor” episode of <em>Curb Your Enthusiasm</em> (television, USA 2004)</td>
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<td>5</td>
<td>Survivor interviews</td>
<td>Boder audio recordings (USA, 1946); Shoah Visual History Archive videos (USA, 1990s)</td>
<td>Rosen, Blum-Dobkin</td>
<td>“New Dimensions in Technology” (interactive hologram, USA, 2016)</td>
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<td>7</td>
<td>The afterlife of Anne Frank</td>
<td>PPT presentation; clips from <em>The Diary of Anne Frank</em> (film, USA, 1959); Selections from Marjorie Argosín, <em>Dear Anne / Querida Anna</em> (poems, Chile, 1998)</td>
<td>Kirshenblatt-Gimblett and Shandler</td>
<td>MIDTERM: <em>Anne B. Real</em> (film, USA, 2003)</td>
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<tr>
<td>8</td>
<td>Art</td>
<td>PPT presentations</td>
<td>Attie</td>
<td>Gustav Metzger, “To Crawl Into: Anschluss, Vienna, March 1938” (art installation, UK, 2014)</td>
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<td>9</td>
<td>Museums</td>
<td>PPT presentation; <em>For the Living</em> (documentary, USA, 1993)</td>
<td>Pearlman, Kleeblatt</td>
<td>“Mirroring Evil: Nazi imagery/ Recent Art” (art exhibition, USA, 2002)</td>
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<td>10</td>
<td>Monuments</td>
<td>PPT presentation;</td>
<td>Young</td>
<td>Atlantic City Holocaust monument competition (USA, 2010)</td>
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<td>11</td>
<td>Travel</td>
<td>Divan (documentary, USA, 2003) / Hiding and Seeking (documentary, USA, 2004), excerpts</td>
<td>Lehrer; Kugelmass</td>
<td>The Holocaust Tourist (film, UK, 2007)</td>
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<td>12</td>
<td>Lessons of the Holocaust</td>
<td>AJC radio broadcasts (USA, 1940-1955); Holocaust Killing Sites (online documentary project, Poland/UK, 2015-present)</td>
<td>Bonelli; holocaustkillingsites.com</td>
<td>Forum for Dialogue (website, Poland/Ukraine, 2017)*</td>
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<td>14</td>
<td>Analogies and controversies</td>
<td>“Comedy Quintet” television sketches (Israel, 1990s); ABC News Nightline: Columbine High School (telecast, USA, 2000)</td>
<td>Zandberg</td>
<td>FINAL (due during exam period): Holocaust analogy assignment</td>
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</table>


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