

Remembering the Holocaust

Jewish Studies 01:563:360 / History 01:510:370:01

Spring 2021

Tuesday/Thursday 5th period (2:50-4:10)

Prof. Jeffrey Shandler

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Office hours

By arrangement (see “Staying in touch,” below)

Provisional Syllabus

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. 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 Core Learning Goal CCD: Analyze contemporary social justice issues and unbalanced social power systems.

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.

Staying in touch

Our course consists of a mix of synchronous sessions on Zoom and asynchronous learning: reading, screening films, and short writing assignments, which students do on their own. We will usually meet

once a week on Zoom (see schedule, below). In addition, I want to make sure that we stay in regular contact throughout the semester. You will receive weekly schedules by email and reminders about deadlines for written assignments. During the semester, I am happy to “meet” with students individually to discuss any questions, problems, etc., on Zoom at a mutually convenient time. Please email me so we can arrange a meeting.

Attendance

Students are expected to attend all synchronous sessions; if you expect to miss a session, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence; an email is automatically sent to me. *If you are unable to complete course work on time due to illness, family emergency, or other situation, please let me know by email as soon as possible.*

Technology requirements

Students will need internet access and a computer or other device on which they can watch and listen to video and audio presentations, access readings, and complete writing assignments. All course materials, including weekly instructions for reading, viewing, listening and writing, will be on the course sakai site (see below). Please visit the [Rutgers Student Tech Guide](#) page for resources available to all students.

*For additional information on **technology support, academic integrity, academic support, and student wellness services**, please see the **Syllabus Addenda**, a separate document attached to this syllabus.*

Course Assignments

- **Short Writing Assignments:** Over the course of the semester students are to submit six out of nine brief (ca. 200–250 words) writing assignments, in which they will be asked to respond to an example of Holocaust remembrance related to class discussions and readings. Students choose which six assignments to submit. Assignments are due according to the schedule below.
- **Group Presentations:** In April, students will be assigned to work in small groups on collaborative exercises. Students will have opportunities to arrange to work together either during class time or outside of class.
- **Midterm and Final Examinations:** For each exam, students will be assigned an essay (ca. 750–1,000 words) on some issue of Holocaust remembrance.

NOTE: Students must do their own work and must cite properly all outside sources (readings, media works, websites, etc.) consulted in preparing written assignments. Students should review the university policy on Academic Integrity: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>. Failure to comply with this policy can result in failure of the course or more severe penalties.

Course Grade

- Short writing assignments 30%
- Midterm exam 25%
- Group presentations 20%
- Final exam 25%

Course Schedule

NOTE: Schedule is subject to change. Please check your Rutgers email for announcements of any changes in schedule.

*** = Zoom meeting**

DATE	Topic	Readings	Assignments / Exams
1/19*	Introduction		
1/21	Introduction	Efron et al.	
1/26*	Liberation of concentration camps		
1/28	Liberation of concentration camps	Abzug	Assignment #1, due 1/31
2/2*	The Eichmann trial		
2/4	The Eichmann trial	Shandler 2001	Assignment #2, due 2/7
2/9*	Holocaust Photography		
2/11	Holocaust Photography	Raskin	Assignment #3, due 2/14
2/16*	Holocaust Photography	Hirsch	
2/18	Holocaust Photography		Assignment #4, due 2/21
2/23*	Holocaust survivor stories	Rosen	
2/25	Holocaust survivor stories		Assignment #5, due 2/28
3/2*	Holocaust survivor stories	Blum-Dobkin, Shandler 2014	
3/4	Holocaust survivor stories		Assignment #6, due 3/8
3/9*	Anne Frank	Kirshenblatt- Gimblett & Shandler	
3/11	Midterm Exam		Midterm Exam, due 3/21
	SPRING BREAK		
3/23*	Monuments		
3/25	Monuments	Young	Assignment #7, due 3/29
3/30*	Museums		
4/1	Museums	Linenthal	Assignment #8, due 4/5
4/6*	Group project: Holocaust Art		
4/8	Group project: Holocaust Art		
4/13	Group project: Holocaust Art		
4/15	Group project: Holocaust Art		
4/20*	Group project: Holocaust Art		Group Presentations
4/22	Return travel		Assignment #9, due 4/25
4/26*	Holocaust Analogies		
4/28*	Holocaust Analogies		
			Final Exam, due 5/6

Readings

All readings are on the course sakai site.

Abzug, Robert H. 1987. *Inside the Vicious Heart: Americans and the Liberation of Nazi Concentration Camps*. New York: Oxford University Press, 127-140.

Blum-Dobkin, Toby. 1994. "Videotaping Holocaust Interviews: Questions and Answers from an Interviewer." *Jewish Folklore and Ethnology Review* vol. 16, no. 1: 46-50.

Efron, John, et al. 2013, *The Jews: A History*. Routledge, 406-438.

Hirsch, Marianne. 2001. "Surviving Images: Holocaust Photographs and the Work of Postmemory." *Visual Culture and the Holocaust*, ed. Barbie Zelizer. New Brunswick: Rutgers University Press, 215-246.

Kirshenblatt-Gimblett, Barbara, and Jeffrey Shandler. 2012. *Anne Frank Unbound: Media, Imagination, Memory*. Indiana University Press, Introduction.

Linenthal, Edward T. 1994. "The boundaries of memory: the United States Holocaust Memorial Museum." *American Quarterly* 46, no. 3: pp. 406-433.

Raskin, Richard. 2004. *A Child at Gunpoint: A Case Study in the Life of a Photo*. Aarhus: Aarhus University Press., Chapters 1, 4.

Rosen, Alan. 2010. *The Wonder of their Voices: The 1946 Holocaust Interviews of David Boder*. New York: Oxford University Press, 149-174.

Shandler, Jeffrey. 2001. "The Man in the Glass Box: Watching the Eichmann Trial on American Television." *Visual Culture and the Holocaust*, ed. Barbie Zelizer. New Brunswick, NJ: Rutgers University Press, 91-110.

Shander, Jeffrey. 2014. "Survivors on *Schindler's List*: A Scholar's Report," in *Testimony: USC Shoah Foundation, Schindler's List and the Shoah Foundation: A 20th Anniversary Commemoration*, Newmarket Press, 266-267.

Young, James E. 1993. *The Texture of Memory: Holocaust Memorials and Meaning*. New Haven: Yale University Press, 17-48.