

Remembering the Holocaust

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

Spring 2022

Hybrid online course: Synchronous meetings on Mondays, 10:20-11:40 AM

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Office hours

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

Course description

Although the Holocaust took place in the middle of the 20th century, its remembrance has become 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.

This course is a required course for the Holocaust Studies minor. For more information, visit <https://jewishstudies.rutgers.edu/holocaustminor>

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

This 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. Class will usually meet once a week on Zoom (see schedule, below). In addition, to 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 to arrange a meeting. If you miss a weekly synchronous class session or are unable to complete coursework during

the rest of the week due to illness or other compelling reason, please report your absence at <https://sims.rutgers.edu/ssra/>

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 canvas site (see below). Please visit the [Rutgers Student Tech Guide](#) page for resources available to all students. For tech help with Canvas or Sakai, please visit <https://it.rutgers.edu/help-support>.

Course Assignments

- **In-class Exercises:** Students will meet in break-out rooms in small groups to discuss works presented in class and then report as groups on their observations.
- **Short Writing Assignments:** Over the course of the semester students will submit five out of seven 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. Each student chooses which five assignments to submit. Assignments are due according to the schedule below.
- **Group Project:** In April, students will work in small groups on a collaborative project. Each group will arrange to work together either during class time or outside of class. Projects will be presented in class on April 25.
- **Midterm and Final Exams:** For each exam, students will be assigned an essay (ca. 750–1,000 words) on some issue of Holocaust remembrance. Each exam requires analyzing an example of Holocaust remembrance other than those examined in class. Exams are due according to the schedule below.

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 at <http://academicintegrity.rutgers.edu/>. Failure to comply with this policy can result in failure of the course or more severe penalties.

Course Grade

- In-class Exercises 10%
- Short Writing Assignments 30%
- Midterm Exam 20%
- Group Project 15%
- Final Exam 25%

You can find guidelines for writing assignments and a course grading rubric on the course canvas site.

Students with disabilities requesting accommodations must follow the procedures outlined at <https://ods.rutgers.edu/students/getting-registered>. Full disability policies and procedures are at <https://ods.rutgers.edu/>

Student-Wellness Services: see <https://sasoue.rutgers.edu/docman-docs/fac-resources/46-sample-syllabus-format-with-links>

Report a Bias Incident: If you experience or witness an act of bias or hate, report it to someone in authority. You may file a report online and you will be contacted within 24 hours. The bias reporting page is [here](#). Bias is defined by the University as an act, verbal, written, physical, psychological, that threatens, or harms a person or group on the basis of race, religion, color, sex, age, sexual orientation, gender identity or expression, national origin, ancestry, disability, marital status, civil union status, domestic partnership status, atypical heredity or cellular blood trait, military service or veteran status.

Course Schedule

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

*** = Zoom class meeting**

DATE	Unit / Topic	Reading to do	Assignments/Exams
1/20	1. Introduction [on video]	Efron et al.	
1/24*	Introduction		
1/27	2. Liberation of concentration camps	Abzug	
1/31*	Liberation of concentration camps		Assignment #1, due 2/6
2/3	3. The Eichmann trial	Shandler 2001	
2/7*	The Eichmann trial		Assignment #2, due 2/13
2/10	4. Holocaust Photography	Hirsch	
2/14*	Holocaust Photography		Assignment #3, due 2/20
2/17	Holocaust Photography	Raskin	
2/21*	Holocaust Photography		Assignment #4, due 2/27
2/24	5. Holocaust survivor stories	Rosen	
2/28*	Holocaust survivor stories		Assignment #5, due 3/6
3/3	Holocaust survivor stories	Blum-Dobkin; Shandler 2014	
3/7*	6. Anne Frank	Kirshenblatt- Gimblett and Shandler	
3/10	Midterm [instructions available 3/7]		
	SPRING BREAK		
3/21	[no Zoom meeting]		Midterm due 3/22
3/24	7. Holocaust Monuments	Young	
3/28*	Holocaust Monuments		Assignment #6, due 4/3
3/31	8. Holocaust Museums	Linenthal	
4/4*	Holocaust Museums		Assignment #7, due 4/10
4/7	9. Group project: Instructions [on video]		
4/11*	Group project: Group meetings		
4/14	Group project: Independent work		
4/18*	Group project: check-in		
4/21	Group project: Independent work		Group project due 4/24
4/25*	Group project: presentations		
4/28	10. Holocaust Analogies		
5/2*	Holocaust Analogies		
	[Final exam instructions available 5/2]		Final Exam due 5/9

Readings

All readings are on the course canvas 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.