UPPER DIVISION and/or GRADUATE LEVEL COURSE SYLLABUS

“Holocaust Memorialization: National & International Perspectives”

Instructor: Bonnie Harris
Office: LL # 363
Office Ph: 594-3399
email: bonniesbiz@hotmail.com

COURSE DESCRIPTION:

This is a selected readings course for upper division undergraduates and/or graduate level students. It is expected that all participants will have already engaged in historical Holocaust scholarship either through previous course work or by personal study of an acceptable historical survey of the Holocaust. (See "Selected Readings" under Course Requirements for a list of recommended survey books of Holocaust history.) This course will examine various issues pertaining to Holocaust education, including but not limited to: survivor trauma and the fallacies of memory; ethical and moral dilemmas versus political and capitalistic agendas; "Holocaust" versus "holocaust" in definition and in practice; and trends in Holocaust scholarship – what's in and what's out. Using extensive photo documentation personally obtained through my international and national travels, we will examine how these issues have been translated into Holocaust memorialization in key places of Holocaust memory, such as Auschwitz-Birkenau, Treblinka, Krakow and other death sites in Poland; Dachau and Berlin in Germany; as well as other places of Holocaust memorialization in Europe. We will also discuss the debates over the pros and cons of Holocaust memorialization in America, epitomized in the U.S. Holocaust Memorial Museum in Washington D.C. We will discuss and compare Holocaust memorialization in Europe and America with similar venues in Israel, such as Yad Vashem and the Ghetto Fighter's Museum. Holocaust awareness in a wider international field will also be examined with newly emerging memorialization in The Philippines, as well as on the World Wide Web.

PURPOSE OF THE COURSE:

By examining how Holocaust scholarship has been translated into national and international venues of memorialization, students will see and understand how various societal issues of memory, family, education, economics, religion, and politics can form how a historical event of enormous proportions is perceived and presented to the public, and what the public then does with that information. Students will also gain greater understanding and appreciation for these differences that exist in the national and international arenas and have a greater understanding of the pros and cons of the debates over the validity of Holocaust education and memorialization throughout the world.
COURSE OBJECTIVES

At the completion of this course students will be able to define the major issues of debate in Holocaust scholarship and relate how these debates manifest themselves in Holocaust memorials, as well as and other venues of Holocaust memory. Students will also recognize how these debates help and/or hinder efforts to keep Holocaust scholarship alive from one generation to the next, and what the overall effects are on Holocaust memory. Students will be able to make their own assessment as to the importance of continuing Holocaust memorialization into the future and how that memorialization should or should not adapt to changes in societies' experiences in the future.

CONDUCT EXPECTATIONS:

At no time will any manner of disrespect directed either to me or to other students be tolerated. (But you can "dis" telemarketers, reality shows, and talk show hosts all you want!) This is an adult class and it is expected that we will all behave in a sensible and mature manner. This college has a zero tolerance regarding cheating on exams or plagiarism on research papers and violation of these rules will result in a failing grade in the class and probable expulsion from the campus. I will enforce these expectations.

RESOURCES:

Please be aware that there are many on-campus support services for any student with special needs. Disabled Student Services in the administration building offers intervention services for students with physical limitations and learning disabilities. The Tutoring Center, located on the first floor of the library, can be an invaluable tool for improving language skills and learning how to write a research paper. The Student Health Clinic, the Counseling office, and the Campus Employment Office are staffed with personnel anxious to assist you while you are a student here. And please take advantage of my office hours with any questions you may have about your course work. If the hours conflict with your other class schedules, an alternative time can be arranged by appointment.

COURSE READING REQUIREMENTS:

Recommended Prerequisite Readings:


OR

Required Selected Readings:


  o Marrus, Michael. "The Holocaust: Where We Are, Where We Need to Go --- A Comment," p. 30-34.
  o Browning, Christopher. "Ordinary Germans or Ordinary Men? A Reply to the Critics" p. 252-265
  o Goldhagen, Daniel J. "Ordinary Men or Ordinary Germans?" p. 301-308
  o Helmreich, William B. "Against All Odds: Survivors of the Holocaust and the American Experience," p. 751-766


Grading Options:

1. Grades are earned in a variety of ways that involve outside reading, class attendance and participation, group oral presentations, 2 of 3 midterm exams, a final exam, and a comparative research paper. However, students are given some options in determining their own personal grading criteria. **Please read these options very carefully:**

1. In order to earn an A, A-, or B+ in this class, you **must** do the comparative research paper. Anyone choosing **not** to do the paper can only earn at most a B in the class. The research paper can also help repair a grade that is suffering as a result of low test scores or poor participation. Since the paper is not due till the last day of regular classes, those students who need to sheer-up their grade because of low performance in other areas should consider doing a paper anyway.

2. All exams will be weighted equally - that is to say the final exam is **not** comprehensive and will follow the same format as the **three midterms. However, only two of the midterm exams will be used in the course grade computations.** All students will have their lowest midterm exam score thrown out. **This only applies to the midterms.** You do not have the option of discarding the results of the final exam. There are no make-up exams for any midterms or final – "you snooze you looze!"

3. The two other areas in which students earn points towards their final course grade are participatory in nature: personal attendance with in-class participation and pop-quizzes, and collaboration in a group oral presentation. Students may choose to weight these equally or assign a higher point value to one over the other. That decision will be decided at the time of the first mid-term.

Grading Procedures:

Students may earn a maximum of 500 points during the course of this class in the following manner:

- All exams are worth 100 points each:
  - 2 of 3 midterms = 200 pts
  - Final exam = 100 pts
- Comparative research paper = 100 pts
- Participatory points (50/50, 60/40, 70/30) = 100 pts
  - attendance, participation, pop-quizzes
  - group oral presentation

In these two areas of grading your participatory points, you may decide how each category will be weighted for your grading in this area. Example, if you already know your attendance may be weak, you can give that section a low weight of 30% and assign 70% to your part in the group oral presentation. You decide where your strengths are and how they are best scored.
Grades will be computed as follows:

- A  =  500 - 470 pts.
- A- = 469 - 450
- B+ = 449 - 430
- B  = 429 - 400
- B- = 399 - 370
- C+ = 369 - 350
- C  = 349 - 330
- C- = 329 - 300
- D+ = 299 - 270
- D  = 269 - 250
- D- = 249 - 230
- F = 229 - below

Graded Assignments:

1. **The three Mid-term exams and the Final Exam** will have two parts, each part worth 50 points. Part A will have 5 short essay prompts, each worth 10 points. You will write on all 5 prompts, short essay answers (25 words approx.) Part B will be 4 long essay prompts from which you will choose 2 to write long essays, worth 25 points each. (100 words approx.) These questions will be derived from our lecture sessions, the readings, and the group presentations.

2. For the **research paper**, you will select two sites of Holocaust memorialization and compare the contrasts and similarities of these sites, discussing their conceptions, objectives, content, style, presentation, controversies, etc. The length of the paper should be 15-20 pages of text content, font #12 Times New Roman, doubled spaced, and footnoted with a bibliography. In addition, you must have a cover sheet with your name, class name, class time, my name, and title of your paper. You must include a bibliography of **NO LESS** than 5 acceptable sources. Staple pages in the left hand corner. **PLEASE, no report covers or folders.** Papers that do not comply with these expectations will be scored down. I will read first page thesis statements with bibliographies once at anytime during the semester and offer advice and directions on your thesis and critique your writing strengths and weaknesses. I suggest you take advantage of my generosity or you may turn in a paper of sub-standard quality according to my expectations. May I advise all students, for your educational futures, that you purchase a writer’s style guide for term papers. I recommend Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations, 6th Ed.* University of Chicago Press.

3. Your personal **class participatory grade** is composed of three parts: **attendance, in-class discussion, and occasional pop-quizzes**, which will be of my choosing. These will help me assess how the information is being received and encourage you to stay current in your reading.
4. **Group oral presentations** will consist of 5-7 students per group with one student serving as the moderator and other students presenting the body of the assignment. Each group will conduct some kind of population survey, oral or otherwise, of a pre-determined demographic group of society to evaluate how that part of the public perceives the Holocaust and what place, if any, Holocaust awareness has in their consciousness. Suggested topics that each group should address in their surveys and presentations are these:

- How and when did they first learn about the Holocaust?
- How do they define the Holocaust? What do they believe the Holocaust was?
- How well do they know the basics of Holocaust history?
- Who were the perpetrators of the Holocaust? The victims? Collaborators?
- How do they feel about Holocaust education in the schools?
- What should we know about the Holocaust today?
- Have they ever visited a Holocaust memorial site? How did it affect them?
- What venue for Holocaust information do they "trust" the most?
- Is Holocaust education and memory important today? Why or Why not?
- What do you want the future to understand about the Holocaust?

Groups are expected to formulate their own questionnaires in order to explore what place Holocaust scholarship and memorialization has in American society.

**COURSE CALENDAR**

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Instructor(s)</th>
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<tr>
<td>1</td>
<td>Course Intro ~ Syllabus</td>
<td>Doris Bergen</td>
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<td>Holocaust History Review</td>
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<td>2</td>
<td>History Review Cont….</td>
<td>Doris Bergen</td>
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<td>3</td>
<td>Post War Survivor's Dilemmas:</td>
<td>Dori Laub, Yehuda Bauer</td>
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<td>Memory vs. Reality</td>
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<td>4</td>
<td>Memory vs. Reality, cont…</td>
<td>Leo Ettinger, Michael Berenbaum</td>
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<td></td>
<td>&quot;Who Own's the Holocaust?&quot;</td>
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<td>MIDTERM #1</td>
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<td>5</td>
<td>Places and Peoples of Memory in Germany</td>
<td>Christopher Browning, Daniel Goldhagen</td>
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<td>6</td>
<td>Memorialization in Germany</td>
<td>James Young, p.1-112</td>
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<tr>
<td>7</td>
<td>Places and Peoples of Memory In Poland</td>
<td>Gordon Horwitz, Elie Wiesel, Victor Frankl</td>
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| Week 8 | Memorialization in Poland  
|       | Other sites in Europe  
|       | MIDTERM #2 | Young, p. 113-208 |
| Week 9 | Israel & Holocaust Memory | Dina Porot  
|        | Young, 209-282 |
| Week 10 | Israel, cont…. |
| Week 11 | The Americanization of the Holocaust  
|         | (ex: New York, Cincinnati, Michigan) | Wm. Helmreich  
|         | Alvin Rosenfeld  
|         | Lawrence Baron  
|         | Peter Novick, p.1-15 |
| Week 12 | U.S. Holocaust Memorial Museum  
|         | MIDTERM #3 | E. Linenthal, p. 1-57  
|         |                     | p. 255-272 |
| Week 13 | Planned excursion to  
|         | Simon Wiesenthal Museum, LA.  
|         | Summaries and Conclusions | Tim Cole, 1-22; 97-188  
|         | Michael Marrus  
|         | Novick, 267-281 |
| Week 14 | GROUP REPORTS |
| Week 15 | GROUP REPORTS  
|         | RESEARCH PAPERS DUE |
| Week 16 | FINAL EXAM |