German 350 / Judaic Studies 350  
Fall 2014 – T / TH– 11:10pm–12:25pm

Prof. Daniel H. Magilow  
Office Hours:  
Course website:

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Wednesdays 10am-12noon https://bblearn.utk.edu

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Office: 705 McClung Tower

Course Description
Even decades after World War II ended, the memory of the Holocaust, Nazi Germany’s great crime, lives on. This course examines the complex field of Holocaust representation and the various debates and taboos that condition what one can and cannot say about the Holocaust. For instance, can one ever truly represent what happened, and if so, how? Is there room in Holocaust studies for humor? Has the Holocaust become just another commodity? By examining texts from diverse media, including film, television, painting, monuments, memoirs, poetry, and other fictional and non-fictional forms, we will examine how the Holocaust has been remembered—and misremembered—and what such memories say about the role of past traumas in contemporary life. Readings and discussion in English.

Learning Outcomes / Course Goals
This course is designed to:
- Introduce students to the history of the Holocaust and the debates that surround its interpretation;
- Survey key moments in the history of Holocaust memory from World War II to the present;
- Provide students with models for thinking about the relationship of history and memory and the ways past traumas are used and abused in contemporary political, cultural, and social discourses;
- Expose students to the sources, secondary scholarship, and scholarly methodologies necessary to pursue advanced research in this subject matter;
- Improve students’ analytic and writing abilities by having them write two short research papers.

Required Course Materials (Available at UT Bookstore)
A. Spiegelman, The Complete Maus: A Survivor’s Tale (Random House, 1996: ISBN: 9780141014081) Course Reader (texts available on Online@UT)

You are expected to bring the relevant readings for each day’s assignment to class! Consistent failure to do so may affect your class participation grade.

Blackboard Course Website
The course has a website with readings, links to video clips, and announcements accessible at http://online.utk.edu. If you miss class, check the site for assignments before you ask me! If you prefer to use an eMail rather than your @utk address (which Blackboard uses), it is your responsibility to reroute your eMail accordingly.

Statement on Civility
Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/.
Statement on Academic Integrity
Guidelines for student conduct are provided in the UT publication *Hilltopics*, available online and in print at [http://dos.utk.edu/hilltopics](http://dos.utk.edu/hilltopics). Students are expected to abide by the UT Honor Statement, which reads: “An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

Statement on Disabilities That Constrain Learning
The official policy at UTK reads as follows: “Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 2227 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.” This accommodation should take place at the beginning of the semester (before the add/drop deadline.)

Attendance and Punctuality Policy
Class attendance is required, not optional. Attendance will be taken through a sign-in sheet that you are to initial each class meeting. It is your responsibility to register your attendance when the sheet is passed around, not after class. Do not ask me after class to sign in! You will be allowed a maximum of five absences without penalty. Beginning with the sixth absence, however, your grade will drop by one half of a letter grade (A to A-, B+ to B, C+ to C). You are responsible for keeping track of how many times you have been absent so please do not ask me “how many absences do I have?” Punctuality is also expected. Consistent tardiness or leaving class early might be counted as an absence. I will excuse absences only if the need for the absence can be verified with written proof (e.g., doctor’s note on office letterhead with telephone number). The same applies to absences due to official university business.

Cell Phone and Electronic Device Policy
Before class, please turn off all electronic devices that might beep. In-class computer use should be limited to note taking or accessing readings (no social networking or eMail!). Violation of this policy will adversely affect your grade.

Questions and Office Hours
If you have any questions about this syllabus or any concerns, please contact me by eMail or phone or by attending my office hours (listed at the top of the syllabus). I prefer to work actively with students during the semester to help them learn and achieve the grades they desire and deserve rather than having to sort through misunderstandings at semester’s end and be put on trial for my grading practices. Please work together with me to make this possible!

Testing and Evaluation
2 Tests x 20% each = 40%
3 Unannounced Quizzes (lowest grade dropped) = 10%
2 Projects/Short Essays x 20% each* = 40%
Class Participation 1 x 10%* = 10% = 100%

(*Detailed grading rubrics on Course Website)

Course Plan
The last page of this syllabus lists the readings for the semester. If I perceive the need to amend these readings, they may be changed at my discretion, although we will discuss any such changes in class. Before this last page you will find a list of links to video clips that are listed on the syllabus. These clips are available through the course website. A bibliography of general works on the Holocaust follows. Use it to guide your research for papers and presentations.
Video Clips (All active as of August 13, 2014.)

Please let me know if a link is broken! Some of these clips require you to sit through an ad first.

Nazi Concentration Camps
https://archive.org/details/nazi_concentration_camps

The Death Mills
https://archive.org/details/DeathMills

The Diary of Anne Frank Trailers (1959 and 2001)
https://www.youtube.com/watch?v=H48suY5nKak
http://www.youtube.com/watch?v=r6OPtrp6Nds

This is Your Life – “Hannah Bloch Kohner”
http://www.youtube.com/watch?v=m3F9Rc6i_-w

Star Trek – “Patterns of Force”
https://www.youtube.com/watch?v=mYYCqZFaiEM

The Twilight Zone – “Death’s Head Revisited”
https://www.youtube.com/watch?v=f9crQmo9vvis (Part 1 of 2)
https://www.youtube.com/watch?v=Kcv2ceJmNks (Part 2 of 2)

Nazisexploitation/sadiconazista Trailers (warning: some include sexually explicit material)
https://www.youtube.com/watch?v=bHnFmJQovug (Salon Kitty)
http://rstvideo.com/trailer/ilsa-she-wolf-of-the-ss/ (Ilsa, She Wolf of the SS)
http://www.youtube.com/watch?v=pf_aefnK-E (Werewolf Women of the SS)
http://www.youtube.com/watch?v=4KEueJnsu80&bpctr=1405102636 (Iron Sky)
http://www.youtube.com/watch?v=55uGN58UOkk (Dead Snow)

Holocaust: The Story of the Family Weiss (in two parts)
http://www.youtube.com/watch?v=KnoDIc3Upo 0:00–9:47 [opening credits and wedding scene]
http://www.youtube.com/watch?v=mybnt9JsJhg 33:42–38:02 [Kristallnacht]; 1:52:21–2:00:01 [Warsaw Ghetto liquidation]

Shoah (make sure subtitles are on; clips are from the first three parts only – fourth is provided for reference)
1/4 http://www.youtube.com/watch?v=50-3gQl1bJQ 0:00–12:05 [Simon Srebnik]; 1:58:50 to 2:13:40 [Franz Suchomel]
2/4 http://www.youtube.com/watch?v=AmVn91EhXkY 4:13–8:08 [Josef Oberhauser]; 1:04:18–1:12:05 [Grabów villagers]
4/4 http://www.youtube.com/watch?v=Yk8LzO2E4Ls

Schindler’s List
http://www.youtube.com/watch?v=W74jGQ-CDTE (Trailer)

Young Adult Films
http://www.youtube.com/watch?v=GP15cY3f7UA (Paper Clips trailer)
http://www.youtube.com/watch?v=DuapYNd6OE (The Boy in the Striped Pajamas trailer)
http://www.youtube.com/watch?v=68mu8IP6sSc (The Book Thief trailer)

Humor Clips
http://www.youtube.com/watch?v=XmZHSpxrR2E (“The One Who Dared to Leave’)
http://knowyourmeme.com/memes/downfall-hitler-meme (Know Your Meme - Hitler Finds Out with examples)
http://www.youtube.com/watch?v=rurBHWxYaR0 (Whitest Kids U’ Know – Hitler Rap)
http://www.youtube.com/watch?v=In2XfN3hIj4 (Curb Your Enthusiasm – The Survivor)
http://www.youtube.com/watch?v=k03qVN4ITgg (Seinfeld –Soup Nazi)
Bibliography
These books are recent, well-known, reputable, and widely available histories of Nazi Germany and the Holocaust and key issues in its representation. Niewyk’s Problems in European Civilization: The Holocaust also has an extensive bibliography at the end. Use these bibliographies as starting points for further research.


Richard J. Evans, The Third Reich at War, (Penguin, 2010).


Jan T. Gross, Neighbors: The Destruction of the Jewish Community in Jedwabne, Poland (Penguin, 2002).


Aaron Kerner, Film and the Holocaust: New Perspectives on Dramas, Documentaries, and Experimental Films (Continuum, 2001).


Jeffrey Shandler, While America Watches: Televising the Holocaust (Oxford University Press, 2000).

James E. Young, The Texture of Memory: Holocaust Memorials and Meaning (Yale University Press, 1994).
James E. Young, At Memory’s Edge: After-Images of the Holocaust in Contemporary Art and Architecture (Yale University Press, 2002).
<table>
<thead>
<tr>
<th>Date</th>
<th>Course Introduction</th>
<th>Readings</th>
<th>Clips to Watch</th>
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<td>Aug 26</td>
<td>The Holocaust and History</td>
<td>Niewyk, Ch. III and IV (N)</td>
<td>Nazi Concentration Camps</td>
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<td>Aug 28</td>
<td>The Holocaust and History</td>
<td>Niewyk, Ch. V and VI (N)</td>
<td>The Death Mills</td>
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<tr>
<td>Sept 2</td>
<td>Adorno, “Education After Auschwitz”, Scott, “Never Forget, You’re Reminded” (B);</td>
<td>Magilow/Silverman, “Holocaust Representations in History: An Introduction”</td>
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<td>Sept 4</td>
<td>Magilow/Silverman, “Holocaust Representations in History: An Introduction”</td>
<td>Niewyk, Ch. III and IV (N)</td>
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<td>Sept 9</td>
<td>Levi, “The Grey Zone” (B); Borowski, “This Way for the Gas, Ladies and Gentlemen”</td>
<td>Wiesel, <em>Night</em> (W)</td>
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<tr>
<td>Sept 11</td>
<td>Nazi Concentration Camps</td>
<td>Wiesel, <em>Night</em> (W)</td>
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<td>Sept 16</td>
<td>Nazi Concentration Camps</td>
<td>Wiesel, <em>Night</em> (W), Seidman, “Elie Wiesel and the Scandal of Jewish Rage” (B); Magilow/Silverman, “Night” (B)</td>
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<td>Sept 18</td>
<td>Nazi Concentration Camps</td>
<td>Frank, <em>The Diary of Anne Frank</em> (excerpts) (B); Ozick, “Who Owns Anne Frank?” (B)</td>
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<td>Sept 23</td>
<td>Nazi Concentration Camps</td>
<td>Magilow/Silverman, “The Diary of Anne Frank” (B); Rosenfeld, “Anne Frank and the Future of Holocaust Memory” (B)</td>
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<td>Sept 25</td>
<td>Nazi Concentration Camps</td>
<td>Novick, <em>The Holocaust in American Life</em> (Chs. 5-6) (B); Magilow/Silverman, “Yizker-Bukh Chelm” (B)</td>
<td>“This is Your Life”</td>
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<td>Sept 30</td>
<td>Nazi Concentration Camps</td>
<td>Arendt, <em>Eichmann and the Holocaust</em> 1-65 (A); Magilow/Silverman, “Eichmann in Jerusalem” (B)</td>
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<tr>
<td>Oct 2</td>
<td>Nazi Concentration Camps</td>
<td>Arendt, <em>Eichmann and the Holocaust</em> 65-130 (A)</td>
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<td>Oct 7</td>
<td>Nazi Concentration Camps</td>
<td>Hochhuth, <em>The Deputy</em> (Act IV) (B); Magilow/Silverman, “The Deputy” (B)</td>
<td>Project #1 Due</td>
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<td>Oct 9</td>
<td>Nazi Concentration Camps</td>
<td>Nazi Concentration Camps</td>
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<td>Oct 14</td>
<td>Nazi Concentration Camps</td>
<td>Kaes, “1979: The American television series <em>Holocaust</em>...” (B); Magilow/Silverman “Holocaust: The Story of the Family Weiss”; (B); Wiesel, “Trivializing the Holocaust” (B)</td>
<td>Holocaust: The Story of the Family Weiss</td>
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<td>Oct 23</td>
<td>Nazi Concentration Camps</td>
<td>Spiegelman, <em>Maus II</em> Chs. 3-6 (S)</td>
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<td>Oct 28</td>
<td>Nazi Concentration Camps</td>
<td>Magilow/Silverman, “Shoa” (B)</td>
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<td>Oct 30</td>
<td>Nazi Concentration Camps</td>
<td>Loshitzky, <em>Spielberg’s Holocaust</em> (Introduction) (B)</td>
<td>Schindler’s List trailer</td>
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<td>Nov 4</td>
<td>Nazi Concentration Camps</td>
<td>Wilkomirski, <em>Fragments</em> (excerpts) (B); Magilow/Silverman, “Fragments” (B)</td>
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<td>Nov 6</td>
<td>Nazi Concentration Camps</td>
<td>Magilow/Silverman, “United States Holocaust Memorial Museum” (B)</td>
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<td>Nov 11</td>
<td>Nazi Concentration Camps</td>
<td>Young, “Daniel Libeskind’s Jewish Museum in Berlin” (B)</td>
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<td>Nov 13</td>
<td>Nazi Concentration Camps</td>
<td>Magilow/Silverman, “The Children’s Holocaust Memorial” (B)</td>
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<td>Nov 18</td>
<td>Nazi Concentration Camps</td>
<td>Magilow/Silverman, “Memorial to the Murdered Jews of Europe” (B)</td>
<td>Project #2 Due</td>
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<td>Nov 25</td>
<td>Nazi Concentration Camps</td>
<td>Nazi Concentration Camps</td>
<td>Young adult film trailers</td>
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<td>Dec 2</td>
<td>Nazi Concentration Camps</td>
<td>Vider, “Survivor Challenge” (B)</td>
<td>Course Summary</td>
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<td>Dec 5</td>
<td>Nazi Concentration Camps</td>
<td>Vider, “Survivor Challenge” (B)</td>
<td>Course Summary</td>
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**Key:**  
N = Niewyk, *The Holocaust* (4th Ed.)  
W = Wiesel, *Night*  
A = Arendt, *Eichmann and the Holocaust*  
S = Spiegelman, *The Complete Maus*  
B = Blackboard (Online @UT)