

Holocaust: Literature, Music, Memory, and Representation

**CJS-432: Intermediate Topics in Jewish Philosophy and the Arts
Meets with
MUS-497 Special Topics**

Instructors: Prof. Rachel F. Brenner, Prof. Teryl L. Dobbs

Date and Time: Wednesdays, 3:30 – 6:00 p.m., Van Hise 379

Office Hours: RB: Friday, 3:15 – 4:15 or by appointment; TD: Wednesday, 10:00 – 12:00 or by appointment

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Course Description

Although the story of the Jewish genocide will remain forever incomplete, fragments of the Holocaust experience reach us via testimonies, such as diaries, photographs, artworks, and music. The enormous number of Holocaust representations in literature, film, theater plays, visual art, music, and television programs attests to the emotional depth of the reception. This interactive course explores the Holocaust through literature and music as artistic forms of testimonial memory. Throughout the course we shall refer to the universal implications of the Holocaust legacy and the importance of studying the Holocaust in view of the proliferation of genocides in today's world.

Requirements and Expectations

Attendance: Due to the active seminar nature of this once-per-week course, your attendance at each class meeting is imperative for creating a successful experience for all members; momentum suffers when members are absent. Hence, you are expected to attend *all* classes. Please make sure that you are **always** on time. Late arrival to class or absence will be excused **only** due to illness or family emergency; all absences must have documentation. If you must be absent, you are to notify each instructor ahead of time. Unexcused absences will affect your grade. It is **your responsibility** to find out and complete the materials you have missed.

Attitude: Your attitude is part of your grade. It includes being in class *on time*, deferring from using electronic devices during class time, concentrating on the subject matter, and actively participating in all aspects of the course.

This course relies upon on students' active participation and discussion based on the materials assigned for each class meeting.

Written Assignments and Major Project: There will be two short written assignments. We have been fortunate to have been assigned Writing Fellows (WF) who will be working with you on the assignments.

- **WF Written Assignment #1:** Write a 3-page paper that answers the question, "Does moral strength always prevail, no matter what the circumstances are?" Support your argument using the materials studied thus far in the course. Whatever position you choose to take, you must acknowledge a counter-argument AND refute it supported by the materials studied thus far.
- **WF Written Assignment #2:** The paper that you will present at the Undergraduate Research Symposium, four pages maximum, PLUS the audio-visual platform (*PowerPoint, Keynote, Prezzi, website, etc.*) that you will use to illustrate your paper. You will use the resources available to you in College Library.

For each WF assignment you submit the **first version** of the assignment. We collect these assignments in class. The WF will read your assignment carefully within a week, make comments, and have a conference with you the following week to discuss your writing and make suggestions for revision. You will revise the assignment and submit it within two weeks: **both the first version and the revised version with a cover page on top explaining the changes.**

The first version of each assignment is **typed double-space, appropriately documented**, of quality of what you would turn in for grading. We purposely do not call the text you will be discussing with the WF "a draft;" it will be the best possible **version** that you could produce on your own. When you hand in the **final version**, you will write an

explanation how you have rewritten the paper with the WF's comments in mind. Please be sure to show respect for the help you are receiving and treat the meetings with the Fellow very seriously.

Required Texts:

A course reader is available at Social Science Copy Center, Social Science Building, Sewell Hall, Room 6120, 1180 Observatory Drive. All readings are also available on Learn@UW.

****You must summarize and hand in at the beginning of class—in hard copy, typed, double-spaced, and stapled— a summary of approximately 10 sentences on every assigned text. Your summary will be marked on clarity and your writing style.**

Please note

-- We reserve the right to modify the schedule of the **syllabus** and change the **evaluation** scale.

-- Any work that is in violation of the UW Code of Honor will be graded as 0 or Fail. For more information about how to avoid plagiarism and about proper paraphrasing and quoting, see <http://writing.wisc.edu/Handbook/QuotingSources.html>

-- The use of laptops/iPads should be limited to noting down the main points of the class. No other electronic devices are allowed. Your focus should be on the ongoing discussion and on participation, which is a very important component of our study. We expect you to act professionally and ethically in all aspects of communication and technology usage in accordance with University policies.

-- Extensions on papers, essays, and final project **will not be granted**. No late work will be accepted.

-- Please let us know within the first two weeks of the semester about the dates on which you will need relief due to religious observance.

If you have special circumstances that you believe will affect your class performance (such as mobility, visual, hearing, learning disabilities, or if English is an additional language), please meet with me to discuss accommodations and disability services:

"Pursuant to the Americans with Disabilities Act (ADA) and Section 504 of the Vocational Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and assured services and accommodations that provide equal access to the activities and programs of the university. To establish that an individual is covered under the ADA, documentation [that individual] must indicate that the disability substantially limits a major life activity. If academic or classroom-based adjustments and accommodations are requested, learning must be one of the major life activities affected" (McBurney Center website: www.mcburney.wisc.edu/information/documentation/disdocpolicies.php).

Grading (The instructors reserve the right to change the grading scale.)

Class participation	15%
Group Presentations	15%
Individual Presentations	10%
Attendance and Attitude	10%
Short essays	20%
Major project/Symposium	30%

COURSE CHRONOLOGY

(The contents of this chronology can be amended at any time by the instructors.)

Students are expected to bring the assigned texts and materials for every class

1. Jan. 18 (All Wednesdays)

Introduction to the Course, Procedures and Requirements; Introduction to Undergraduate Research Symposium; The Historical Context of the Holocaust and the Commemoration of the Auschwitz Liberation

Assignment for Next Week:

- Review Undergraduate Research Symposium abstract samples at <https://ugradsymposium.wisc.edu/img/2016Abstrax.pdf>.
- *Bring at least two ideas how you might wish to shape your major project presentation to share in class.*
- Read Ruth Elias:
 - Introduction, pp. ix - x
 - Ch. 3, pp. 65 – 104, “In the Theresienstadt Ghetto”
 - “Auschwitz,” Ch. 4, pp. 105 – 157
 - Epilogue, pp. 265 – 271

2. Jan. 25

The Witnesses’ Perspectives of the Holocaust Experience: Ruth Elias; Undergraduate Research Symposium Abstracts

- Ruth Elias [R]
 - Introduction, pp. ix – x
 - Ch. 3, pp. 65 – 104, “In the Theresienstadt Ghetto”
 - “Auschwitz,” Ch. 4, pp. 105 – 157
 - Epilogue, pp. 265 – 271
- Undergraduate Research Symposium Abstracts: Student pairs present topic and main idea.
- Music Listening Lab: Music of Mohaupt and Weber

Assignment for Next Week:

- Listening assignment: video of oratorio, *Elijah*, Mendelssohn “Help, Lord! Wilt Thou quite destroy us?” Instructions on handout.
<https://www.youtube.com/watch?v=LIY8WQ5vLeY>
- Read Władysław Szpilman, *The Pianist*:
 - “An Anthill Under Threat” (Ch. 8, pp. 86 – 97);
 - The *Umschlagsplatz* (Ch. 9, pp. 98 – 107)
 - “Life for Liquor” (Ch. 17, pp. 167 – 176)
 - “Nocturne in C sharp minor” (Ch. 18, pp. 177 – 187)
 - “Postscript” (188 – 189); Photo: 192: Hosenfeld
- Pairs draft Research Symposium Abstract and email to Prof. Dobbs by 12 noon, February 1: 150-words that address the way you will approach the general topic: **“Is it important to study the Holocaust? Discuss.”** This will be your abstract for the Symposium.

3. Feb. 1

Testimonies of Survival Through Mutual Assistance: Władysław Szpilman

- Students present abstracts emailed to Prof. Dobbs: 3 minutes per pair.
- Music Listening Lab: *Elijah*, “Help, Lord! Wilt Thou quite destroy us?” Mendelssohn <https://www.youtube.com/watch?v=LIY8WQ5vLeY>
- Władysław Szpilman, *The Pianist* [R]:
 - “An Anthill Under Threat” (Ch. 8, pp. 86 – 97)
 - The *Umschlagsplatz* (Ch. 9, pp. 98 – 107)
 - “Life for Liquor” (Ch. 17, pp. 167 – 176)
 - “Nocturne in C sharp minor” (Ch. 18, pp. 177 – 187)
 - “Postscript” (188 – 189); Photo: 192: Hosenfeld

Assignment for Next Week:

- Assign First WF Writing Assignment, due beginning of class February 8
- Research Korczak online
- Read Janusz Korczak’s *Diary*

4. Feb. 8

Children in the Holocaust: Janusz Korczak

- First WF Writing Assignment due
- Guest Workshop with Dr. Brad Hughes, Director of UW-Madison Writing Center: Working on Symposium Abstracts
- Korczak’s *Diary* [R]

- *Korczak* [film]
- Music Listening Lab: Music Josima Feldschuh

Assignment for Next Week:

- Mary Berg, *The Diary*:
 - Introduction, Pp. 196 – 210
 - “Bloody Days Again,” pp. 222 – 243
 - The Battle of the Ghetto
 - Journey to Freedom, pp. 244 – 249
 - Prepare final draft of Symposium Abstract

5. Feb. 15:

Children in the Holocaust: Mary Berg

- Pairs present final drafts of Symposium Abstracts
- Mary Berg, *The Diary* [R]
 - Introduction, Pp. 196 – 210
 - “Bloody Days Again,” pp. 222 – 243
 - The Battle of the Ghetto
 - Journey to Freedom, pp. 244 – 249
- Music Listening Lab: Music of Gideon Klein and Hans Krasa

Assignment for Next Week:

- WF Assignment 1, Final Version, due beginning of class
- Read Anna Heilman and Rose Meth, “Resistance” (from *Different Voices*), pp. 130 – 142
- Letter from Mordechai Anielewicz from the Warsaw Ghetto
- Upload abstract for Undergraduate Research Symposium no later than class time, February 22

6. Feb. 22

Resistance

- **WF First Assignment, Final Version, due**
- Anna Heilman and Rose Meth, “Resistance” (from *Different Voices*) [R]
- Letter from Mordechai Anielewicz from the Warsaw Ghetto [R]
- Film o *Powstaniu w Gettcie Warszawskim*

- Music Listening Lab: *Brundibar*: “Victory March,” Hans Krasa

Assignment for Next Week:

- Research the place, Babi Yar, online
- Read both versions of Evgeny Evtushenko’s poem, *Babi Yar*
- Read Babel: “The Awakening”
- Assign WF Essay #2: Version 1 of Symposium presentation—NO MORE than 4 pages, due beginning of class, March 1

7. Mar. 1

The View from Outside: Testimonies by Non-Jews

- WF Essay #2: Version 1 due
- Evgeny Evtushenko, “Babi Yar” [R]
- Music Listening Lab: *Symphony #13 in b minor*, Dmitri Shostakovich; “Babi Yar” movement
- Isaac Babel, “The Awakening” [R]

Assignment for Next Week:

8. Mar. 8

- **Film to be announced**
- Music Listening Lab: Music Listening Lab: U.S. and Israeli musical responses to the Holocaust—David Draiman, contemporary Israeli folk/pop/rap; songs of Halutzim

Assignment for Next Week:

- WF Essay #2: Final version due, beginning of class
- Read Savyon Liebrecht, *Apples from the Desert*:
 - Introduction, pp. 9 – 19
 - “Hayuta’s Engagement Party,” pp. 81 – 92
 - “Excision,” pp. 93 – 96

9. March 15:

Reception of Holocaust: Israel

- WF Essay #2: Final version due
- Savyon Liebrecht, *Apples from the Desert* [R]

- Introduction, pp. 9 – 19
 - “Hayuta’s Engagement Party,” pp. 81 – 92
 - “Excision,” pp. 93 – 96
- Music Listening Lab: Music by Israeli second generation survivor, Yehuda Poliker

Assignment for March 29:

- Begin finalizing and polishing all presentation materials for Undergraduate Research Symposium

March 18 – 26: Spring Break

10. March 29:

- **Students present their research presentation papers; rehearse; feedback.**

Assignment for Next Week:

- Finalize ALL materials and presentations for Undergraduate Research Symposium Projects

11. April 5

- **Dress Rehearsal for Undergraduate Research Symposium.**

12. **CHANGE OF CLASS DATE: *THURSDAY, APRIL 13, 2017*****

UNDERGRADUATE RESEARCH SYMPOSIUM

Assignment for Next Week:

- Read Raphael Lemkin: *United Nations Declaration on Genocide* (instructions provided on handout)
- https://www.oas.org/dil/1948_Convention_on_the_Prevention_and_Punishment_of_the_Crime_of_Genocide.pdf

13. Apr. 19

Genocide—Legal Definitions

- Debrief: Undergraduate Research Symposium
- *Watchers of the Sky*, part 1(DVD, to 1:01:00)
- Raphael Lemkin: *United Nations Declaration on Genocide* [R]

Assignment for Next Week:

- None

14. Apr. 26**Cultural Genocide**

- 60 minutes: *Watchers of the Sky*, part 2 (DVD, begin at 1:01:33)
- Discussion
- Music Listening Lab

Assignment for Next Week: TBA**15. May 3****Final class**

- Film and final discussion: *Conspiracy*
- Online course evaluations (bring laptops)

Bibliography**Works used in the course**

Rittner Carol and John K. Roth, *Different Voices: Women and the Holocaust*. New York: Paragon House, 1993.

Selected Bibliography - Works pertinent to our study

Agamben, Giorgio. *Remnants of Auschwitz: The Witness and Archive*. Trans. Daniel Heller-Roazen. New York: Zone Books, 2002.

Berger, L. Alan. *Children of Job: American Second-Generation Witness to the Holocaust*. Albany: State University of New York Press, 1997.

Bernard-Donals, Michael and Richard Glejzer, Eds. *Witnessing the Disaster: Essays on Representations and the Holocaust*. Madison: The University of Wisconsin Press, 2003.

Brenner, Rachel Feldhay. *Writing As Resistance: Four Women Confronting the Holocaust: Edith Stein, Simone Weil, Anne Frank, Etty Hillesum*. University Park: The Pennsylvania State University Press, 1997.

---- “Teaching the Holocaust in the Academic Setting: Educational Mission(s) and Pedagogical Approaches.” *The Journal of Holocaust Education*, vol. 8, n. 9 (Autumn 1999): 1-27.

---“The Second Generation and the Post-Holocaust Culture: The Fear of the Story and Its Legacy of Historical Responsibility,” *Dapim: Studies on the Shoah* (2012) [English and Hebrew] vol. 26, 125-151 [English and Hebrew]

Card, Claudia. *Confronting Evils: Terrorism, Torture, Genocide*. Cambridge: Cambridge University Press, 2010.

Dobbs, Teryl L. (2013). Remembering the singing of silenced voices: *Brundibár* and problems of pedagogy. *Philosophy of Music Education Review* 21(2), 156 – 177.

Eaglestone, Robert and Barry Langford, eds. *Teaching Holocaust Literature and Film* (London: Palgrave, 2008)

Garbarini, Alexandra. *Diaries and the Holocaust*. New Haven: Yale University Press, 2006.

Friedlander, Saul. *Probing the Limits of Representation: Nazism and the “Final Solution.”* Cambridge: Harvard University Press, 1992.

Hartman, Geoffrey, ed. *Holocaust Remembrance: The Shapes of Memory*. Oxford: Blackwell, 1994.

Hirsch, Marianne and Irene Kacandes, eds. *Teaching the Representation of the Mosse, George. Toward the Final Solution: A History of European Racism*. Madison: University of Wisconsin Press, 1985.

---- *German Jews beyond Judaism*. Bloomington: Indiana University Press, 1985.

Novick, Peter. *The Holocaust and Collective Memory*. London: Bloomsbury, 1999.

Ofer Dalia and Leonore J. Weitzman, eds. *Women in the Holocaust*. New Haven: Yale University Press, 1998.

Shapiro, Robert Moses, ed. *Holocaust Chronicles: Individualizing the Holocaust through Diaries and Other Contemporaneous Personal Accounts*. Hoboken: KTAV Publishing House, 1999.

Holocaust. New York: Modern Language Association of America, 2004.

Lauckner A. Nancy and Miriam Jokiniemi. *Shedding Light on the Darkness: A Guide to Teaching the Holocaust*. New York: Berghahn Books, 2000.

Weissman, Gary. *Fantasies of Witnessing: Postwar Efforts to Experience the Holocaust*. Ithaca: Cornell University Press, 2004.