This course is designed as a survey of the literature of and on the Holocaust, ranging from the 1930s to the present and considered in a broad fashion. The nature of the Nazi extermination policies as represented in literature requires an interdisciplinary approach, an investigation of the literary, historical, philosophical, political, psychological, and religious aspects (to name but the most salient) that effected the production of representations of the suffering of the victims, the actions of the perpetrators, and the inaction of the bystanders. Not only literary and historical texts will be examined, but the art of the Holocaust (and for some students films of the Holocaust).

Prerequisite(s): Junior or Senior status and the completion of all General Education courses that build Core Objectives 1-3 and satisfy Core Objectives 4-8.

Core Curriculum

This course satisfies Core Objective 13 (Integration and Synthesis) of the Silver Core Curriculum. Students will be able to integrate and synthesize Core knowledge, enabling them to analyze open-ended problems or complex issues. The course integrates CO1, CO3 and CO10 (Diversity and Equity).

A. Student Learning Outcomes:

Students will be able to:

1. critically read literary and historical texts concerning the Holocaust and will be able to explain how prejudice, hatred, and dehumanization policies originate and manifest structurally (CO1, CO12)

2. identify and analyze historical and cultural elements that produced the perpetrators, victims, and bystanders of the Holocaust. (CO3, CO12 and CO13)

3. describe and examine how prejudice, hatred and dehumanization become rationalized within individuals and in society. (CO12 and CO13)

4. analyze and integrate through oral and written formats representations of the Holocaust era from a variety of perspectives, including but not exclusive to the literary, historical, philosophical, and psychological, even though the major focus of the course will be the literary. (CO1, CO3, CO13)

B. Course Requirements:
1. Attendance and Participation: Since much of the students’ responsibility in this course will involve discussion work in the class as a whole and especially in smaller groups, regular attendance and active participation will be required. Students will be allowed one (1) unexcused absence only—except for those sessions at the semester’s end for class presentation when attendance will be mandatory. Excessive lateness to a session will count as an unexcused absence, as will being unprepared. An excused absence will require prior consultation with the professor. Every unexcused absence will constitute -5% off the final grade. Beginning in the second week of the semester, students will evaluate their own participation (to be explained in the second class session); that individual evaluation will be subject to review by the professor. In addition to written homework (see below), group work and class discussion will often have directed questions to the literary and historical texts. These questions are to be prepared for each session and will constitute part of the participation grade. Being unprepared will result in a lower grade in participation for that session. Simple rule: Come to all classes, bring all materials to be discussed, and be well prepared!

2. Homework Assignments: During the course of the semester, there will be five (5) written homework assignments for specific readings (due dates are listed in the course schedule below). The parameters for these homework assignments will be stated on handouts distributed no later than the session immediately prior to their being due. All homework assignments—which will never be lengthy—will be typed, double-spaced, and complete as to the requirements stated. Homework is designed to assist students with either interpreting readings or group work. Grading: All homework assignments will be graded according to the following categories: clarity of ideas (C) and proper grammar and spelling (G), as well as fulfillment of the specified requirements, including the length restrictions. Sloppiness or incompleteness will be detrimental to the individual grade for the assignment. No outside sources other than books for this course may be used. No late written homework will be accepted without prior consultation with the professor.

3. Analyses of Texts: Four (4) analyses of texts read and discussed in class will be due throughout the semester. These analyses cannot be done on works or sections of works for which a homework assignment is scheduled. They may not consist of a plot summary or an answer to a question for discussion; rather they are to examine a particular aspect in the text (e.g., plot element, character, theme, etc.) that represents pertinent issues surrounding the Holocaust or exhibits an important literary technique in a text. Naturally, some aspects will cover both of those features simultaneously. These textual analyses will be typed, double-spaced, and be of a length of no more than two (2) full pages. No excessive font sizes and no excessive margins are to be used. No outside sources other than books for this course may be used. No late analyses will be accepted without prior consultation with the professor.

Format: Student’s Name
Author, Work’s Title
Stated Question to be Answered or Topic of Discussion [formulated clearly]
These analyses must be turned in at the beginning of the class session during which that work or section of that work is discussed. Thereafter no analyses can be written on that work or section of that work. Only one (1) analysis may be turned in on any given a date (no exceptions!). Students must write an analysis from two (2) separate categories, beginning after Remak’s The Nazi Years. Those categories and the authors on whose works one may write are listed in the following four (4):

1. testimonial literature: Lewin, Zelkowicz, Levi [in part—see scheduled homework assignment below], Wiesel, Delbo, or Améry;

2. drama: Sobol, not Act III [see scheduled homework assignment below];

3. poetry: Sutzkever, Pagis, or Radnóti; and

4. fiction: Fink, Spiegel, Borowski, Nomberg-Przytyk, Kluge, or Lind.

Films: Students may substitute for one of the non-required categories above one (1) and only one analysis of a Holocaust film, chosen from the following list:

1. Night and Fog (1955—Alain Renais [France])
2. The Diary of Anne Frank (1959—George Stevens [US])
5. Life Is Beautiful (1998—Roberto Benigni [Italy])
6. The Pianist (2002—Roman Polanski [US/France])
7. The Counterfeiters (2007—Stefan Ruzowitzky [Austria])
8. The Reader (2008—Stephen Daldry [US/Germany])

Grading: Grading for all analyses will be based on the following categories: clarity of Ideas (C), proper grammar and spelling with proper annotation (exact, parenthetical page references—G). Personal statements on the order of “I think,” “I believe,” or “I feel” and unsubstantiated generalizations like “Most/all/some…” do not belong in any academic analyses; their inclusion will be extremely detrimental to the grade. Simple rules: 1. Stick to the text! and 2. Remain as objective as possible!

4. Semester Paper: Students will write a larger paper and present its findings in an oral presentation before the whole class. The topic of the paper must be narrow in focus with regard to the Holocaust, have an attached bibliography, and be approved by the professor. Thus, this project will consist of three (3) parts graded separately.

a. Topic and Bibliography: Due on Wed., 9 Oct. No lateness will be accepted without prior consultation with the professor. Typed, double-spaced, and consisting of a short statement (one [1] good paragraph may suffice) of the narrowed topic for investigation with a bibliography in proper form (ergo: a single page). The topic must be on some pertinent aspect of the Holocaust and—hopefully—be of interest to the student. The statement should include how the student will narrow the topic’s focus,
what approach the student will take, and what questions might be answered by this research. The bibliography will have at least three (3) sources outside of the readings for this course (i.e., books and scholarly articles—not general reference works) and can include only one (1) online source that is not Wikipedia or an online reference work. Works from Langer’s anthology may, of course, be used (and they should be for many topics), but they will not count as a required source. Grading: clarity of ideas, proper grammar and spelling, and, finally, correct annotation and bibliography. All students much discuss topics with the professor well in advance of turning in this assignment (This is a must!).

b. Research Paper: Due on Wed. 13 Nov. No lateness will be accepted. As with all other written assignments for this course, the semester paper will be typed, double-spaced, have no excessive margins or font size, and consist of five (5) to seven (7) pages. The paper’s length will not include the bibliography which will be placed on a separate page at the end. The paper will have the following structure: an introduction with a thesis statement (clearly formulated as the final sentence of the introduction), arguments and evidence in support of the thesis statement, and a conclusion that is not merely a reiterated summary but rather the culmination of one’s ideas. Proper annotation (parenthetical within the body of the text) will also be required. Grading: clarity of ideas and arguments, proper grammar and spelling, logical structure, and correct annotation (with a proper bibliography).

c. Class Presentation: A sign-up sheet will be passed around later on in the semester for the class presentations held during the final sessions of this course, including the scheduled time for the final examination. Attendance is mandatory for all students. Class presentations will consist of two (2) parts: a report on one’s topic and a summary of the findings that will last no longer than five (5) minutes; thereafter another five-minute (5) period of questions. Attempts to exceed the time limitation will be marked down; hence, be succinct and clear!

***Hint: One (1) typed, double-spaced page can usually be read aloud with practice in two to three (2-3) minutes.

Grading: clarity of ideas, logic of structure, and adherence to time limits. Those students presenting on the first day will be given some leeway.

C. Plagiarism Policy: Plagiarism (< Lat. plagiarius = “kidnapper”) consists in using of another person’s work without citing that person as the source. Plagiarism includes the taking of direct quotations or paraphrasing from another person’s works without proper annotation to the source material. There is never any reason for a student to plagiarize, but with the manner in which this course is set up, there is absolutely no reason for plagiarism. Copying from another student’s homework constitutes plagiarism to the same degree as stealing from the works of published authors. Any assignment that has plagiarized in part or as a whole will be marked as failing (“F”), and the student committing plagiarism or abetting the cheating will receive a failing
grade ("F") in this course. No exceptions will be countenanced!

D. Disabilities: The university is committed to equal opportunity in education for all students, including those with physical disabilities or learning disabilities. If a student has a disability, then that student needs to contact the professor and the Disability Resource Center (Thompson Building, Suite 101) as soon as possible to arrange for appropriate accommodations. For additional information about the DRC please see: http://www.unr.edu/stsv/slservices/drc/index.asp. Also, if a student requires sessions to be recorded, then some comments of other students may also be recorded for that purpose.

E. Grades: Participation……………………………….21%
   a. Group/Class work………………………………16%
   b. Class Presentations (mandatory attendance)……5%
   Homework [5]……………………………………..20% (4% each)
   Reading Analyses [4]…………………………24% (6% each)
   Topic/Bibliography………………………….5%
   Class Presentation…………………………….10%
   Semester Paper………………………………20%

Grading Scale:

   A= 100-93    A- = 92-90    B+= 89-87    B= 86-83    B- = 82-80    C+= 79-77
   C= 76-73    C- = 72-70    D+= 69-67    D= 66-63    D- = 62-60    F= Below 60

*A plus/minus grading system will be used for this course.

F. Texts: [Please, excuse the lack of double-spacing for this bibliography!]


Additional photocopies as need throughout the semester.

Online Resources: 1. United States Holocaust Memorial Museum
2. Yad Vashem: World Center for Holocaust Research and Education
   → www.yadvashem.org

3. Holocaust Education and Archive Research Team
   → www.holocaustresearchproject.org

***Note: Please, be aware that some websites under the various rubrics for the Holocaust
have been placed there and are maintained by Holocaust deniers.

G. Abbreviations: $AA =$ Langer’s anthology

L/D = lecture and discussion as whole class

GW = group work

All page numbers to the texts are given in parentheses ().

H. Semester Schedule:

Mon, 26 Aug.: L/D: Introduction to course: Holocaust literature, syllabus, Berel Lang’s
“Mischievous Questions” (victims, perpetrators, bystanders)

Wed., 28 Aug.: GW: Homework on literary texts by Isaac Bashevis. Singer, Czesław
Miłosz, and Salvatore Quasimodo [see handout]
L/D: Singer, Miłosz, Quasimodo (textual analysis and commentary)

***Homework due [see handout]

Mon., 9 Sept.: L/D: Joachim Remak, Nazi Years, ch. 5-8 (71-131)

Wed., 11 Sept.: L/D: Joachim Remak, Nazi Years, ch. 9-11 (133-75)

Mon., 16 Sept.: GW: $AA$, Lawrence Langer (153-58) and Abraham Lewin, “Diary of the
Great Deportation” (159-96)
L/D: Langer + Lewin

L/D: Zelkowicz

L/D: Tory
***Homework due [see handout]

L/D: Langer’s commentary on drama and Sobol; Sobol, Act I
*****

L/D: Sobol, Act II

L/D: Sobol, drama’s conclusion and “Postcript”
***Homework due [see handout]
*****

“Foreword” [François Mauriac (xvii-xxi)], and *Night* (3-65)
L/D: Mauriac and Wiesel

***Paper topic and bibliography due
*****

“You Who Live Safe” (11), and “The Journey” to “A Good Day” (13-76)
L/D: Levi

to “October 1944” (77-130)
L/D: Levi
*****

L/D: Levi, Philip Roth, “A Conversation with Primo Levi” (175-87), and “The Grey Zone” (Prof. Pettey)
***Homework due [see handout]

Wed., 23 Oct.: GW: *AA*, Langer, “The Way It Was” (11-15), Christopher Browning,
“One Day in Józefów: Initiation to Mass Murder” (93-105), and “Kulmhof (Chelmno) Deathcamp” (52-59)

L/D: Browning and Kulmhof KZ (with Langer’s commentary)

*****


L/D: Delbo and Améry (with Langer’s commentary)

Wed., 30 Oct.: GW: Homework assignment [see handout]

L/D: AA, Langer, “Poetry” (553-559; 598-600; 635-37); [Please, read the following poems in the order given here!]: Paul Celan, “Death Fugue,” “Aspen Tree,” and “Tenebrae” (601-603; 606); and Nelly Sachs, “What Secret Cravings of the Blood,” “You Onlookers,” “O the Night of Weeping Children,” “Even the Old Men’s Last Breath,” and “Chorus of the Rescued” (640-41; 643; 638-39; and 650); with Langer’s commentary

***Homework due [see handout]

*****

Mon., 4 Nov.: GW: AA, Langer (561-62, 584-85, and 618-19); Abraham Sutzkever, “Frozen Jews” and “Resurrection” (573-75); Don Pagis, “Autobiography,” “Roll Call,” and “Instructions for Crossing the Border” (586, 589, and 591); and Miklós Radnóti, “O Ancient Prisons,” “Fragment,” and “Root” (628, 630-31)

L/D: Sutzkever, Pagis, and Radnóti (with Langer’s commentary)

Wed., 6 Nov.: GW: AA, Langer, “Fiction” and commentary (235-41; 249); Ida Fink, “The Key Game” and “A Spring Morning” (242-48); Isaiah Spiegel, “Bread” (250-56)

L/D: Fink and Spiegel (with Langer’s commentary)

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Mon., 11 Nov.: NO CLASS! (Veterans Day)

Wed., 13 Nov.: GW: AA, Langer (263 and 342); Sara Nomberg-Przytyk, “The Verdict” and “Friendly Meetings” (264-70); Tadeusz Borowski, “This Way to the Gas, Ladies and Gentlemen” (343-56)

L/D: Nomberg-Przytyk and Borowski (with Langer’s commentary)

***Semester papers due

*****

Mon. 18 Nov.: GW: AA, Langer (394 and 405); Alexander Kluge, “Lieutenant Boulanger” (395-404) and Jakov Lind, “Resurrection” (406-24)

L/D: Kluge and Lind (with Langer’s commentary)
***Last day to turn in a textual analysis (including film analysis)


Mon., 25 Nov.: CLASS PRESENTATIONS—TBA [Mandatory attendance]

Wed., 27 Nov.: CLASS PRESENTATIONS—TBA [Mandatory attendance]

Mon., 2 Dec.: CLASS PRESENTATIONS—TBA [Mandatory attendance]

Wed., 4 Dec.: CLASS PRESENTATIONS—TBA [Mandatory attendance]

Mon., 9 Dec.: CLASS PRESENTATIONS—TBA [Mandatory attendance]

Wed. 18 Dec.: Final Examination: CLASS PRESENTATIONS [Mandatory attendance]

I. Additional UNR Policies:

**Academic Integrity:** Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person’s work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt of plagiarism, paraphrasing, quoting, collaboration, or any other form of what might be construed as cheating, consult the course instructor.

**Taping of Class Lectures:**
Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.

**Academic Success Services:** Your student fees cover usage of the Math Center (784-4433 or www.unr.edu/mathcenter/), Tutoring Center (784-6801 or www.unr.edu/tutoring/), and University Writing Center (784-6030 or
http://www.unr.edu/writing_center/. These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.