

JST 4701.82188 The Holocaust & Genocide	Dennis Hall Teaching Assistant dhall45@fau.edu	Professor Alan L. Berger aberger@fau.edu
Fall 2012 GS 103 Tuesday/Thursday 9:30-10:50 home.fau.edu/aberger/web	Office: AH106 Phone: (561) 297-2979 Office Hours: Tues/Thur. 11-12	Office: AH106 Phone: (561) 297-2979 Office hours: Tues./Thurs. 2-3 Other hours by appointment

The Holocaust is the “ultimate and archetypal genocide.” The systematic murder of every Jewish man, woman, and child for the “crime” of having been born holds a dark mirror to the face of so-called civilization. Moreover, the 20th century can rightly be called the genocide century. It began with the Genocide of the Armenians perpetrated by the Turkish government. The middle years of that century witnessed the Holocaust of the Jewish people by Nazi Germany and her many accomplices, as well as the Rwandan genocide and “ethnic cleansing” in Bosnia. The 21st century began with the genocide in Darfur (on-going), the second genocide in Africa within the last 15 years, and a pledge by the Iranian President – a Holocaust denier – to wipe the state of Israel off the map. This bleak record raises many questions about God, humanity, modernity and treatment of the Other.

During the *Shoah* society was divided into four groups: victims, perpetrators, bystanders, and a precious few rescuers. Moreover, the three criteria for a successful genocide were firmly in place: A group of people - Jews— defined as victims. A government –

Germany - dedicated to murdering every Jewish man, woman, and child. Finally, a world willing to do nothing to stop the annihilation process. The Holocaust required enormous numbers of people to operate the machinery of the death world. One question is: Why were there so many willing participants?

The *Shoah* had many causes. Antisemitism, Religion, anti-religion, rationality, racism, bureaucracy, economics, secularism, technology, modernity, and xenophobia all combined to produce gas chambers and ovens. At the height—or is it the depth?—of its depraved operations, Auschwitz-Birkenau, the largest Nazi killing center, produced approximately 20,000 corpses a day. This grisly record was achieved by plans drawn up in the heart of Western Christendom, by educated people. Questions arise about the relationship between the church’s “Teaching of Contempt” and national socialism’s *final solution* of the Jewish question, on the one hand, and the role of the “technically competed barbarian” in operating the death camps, on the other hand.

This course is divided into three unequal parts: pre-Holocaust, Holocaust and post-Holocaust worlds. While employing the disciplinary insights of literature, theology, history and sociology, we focus on literature to enquire into the relationship between the particular event of the Holocaust and its universal implications. We also seek to articulate the contemporary lessons and legacies of the Holocaust by focusing on the future of Holocaust memory as exemplified in the selected writings of children and grandchildren of Holocaust survivors. Some of you are grandchildren of survivors; others of you know these grandchildren. All of you have a responsibility to the past and to the future.

REQUIRED BOOKS

(Available at the campus bookstore and many Barnes and Noble book stores, as well as online.)

Textbooks:

Berger, Alan L. & Naomi

Levy, Primo

Rubenstein, Richard L. & John K. Roth

Semel, Nava

Spiegelman, Art

Wiesel, Elie

Wiesenthal, Simon

Second Generation Voices

Survival in Auschwitz

Approaches to Auschwitz 2nd edition

And the Rat Laughed

Maus I & II

Night 2006 translation

The Sunflower Revised & Expanded Edition

All required reading not from the required books are available in AH 106, or posted on BlackBoard. Wimberly library houses the crucial USC collection of Shoah Foundation Institute for Visual History and Education tapes. These are taped interviews of Holocaust survivors from 56 countries in a great variety of languages. These tapes were made under the auspices of the Steven Spielberg Survivors of the Shoah Project. Each student shall write two reports based on her/his viewing selected tapes.

The Raddock Family Eminent Scholar Chair for Holocaust Studies sponsors lectures and events of interest to students during the academic year. You are invited and encouraged to attend as many of these events as possible. Please consult the hand outs for speakers, dates and times.

Please peruse the attached list of recommended books. These books are arranged according to topics and may be useful for potential research projects. Remember, this list is advisory. The Holocaust is the most researched historical event in Jewish history and thus there are many sources from which to choose. Please check with either the Professor or T.A. to make certain of the title's research usefulness.

VHA Online is an open access web site that includes a subset of 1,100 testimonies from the full VHA. Unlike the VHA, it may be accessed from off campus. There is a link to VHA Online on the library's index-database page, but users may go directly to the web site, which may be found at: <http://vhaonline.usc.edu>. Users are still required to register to use VHA Online.

Students agree that by taking this course all required and optional papers will be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site. Plagiarism is punishable by expulsion from F.A.U.

“In compliance with the Americans with Disabilities Act (ADA) students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located on the Boca Campus, SU 133, (561) 297-3880 and follow all OSD procedures.”

Cell phones are to be turned off in class. Also, texting is not allowed.

A written medical excuse or a death in the family are the only permitted excuses to miss an exam or a report. This is non-negotiable.

Grading Scale

JST4701

94-100 = A	83-86 = B	73-76 = C	63-66 = D
90-93 = A-	80-82 = B-	70-72 = C-	60-62 = D-
87-89 = B+	77-79 = C+	67-69 = D+	0-59 = F