**The Politics of Holocaust Memory in Contemporary Europe**

**EUS 3930 Sections 21F5, 2C76/JST 3930 Section 2E07**

**W 7-9**

**MAT 12**

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**COURSE DESCRIPTION:**

This course surveys European Holocaust memorialization as site of contestation and identity politics. In the EU, the memory of WWII and particularly the Holocaust has, over the last two decades, taken on the status of a negative foundation myth. The EU effort to institutionalize a transnational memory of the Holocaust has been ongoing since the Stockholm Declaration in 2000 framed the Holocaust as a universal moral lesson, and as the crucible for a shared set of values--tolerance, democracy, human rights, anti-racism—which would define European identity.

As a result, the European Union’s integration of member states entails, also, adoption of the European benchmarks on Holocaust recognition and memorialization. However, this process of adoption is strongly shaped by local and national contexts, and increasingly evokes revisionist (and often ultra right wing) reactions that contest the supremacy of Holocaust memory and the moral imperatives attached to it.

Moreover, the contours of the “moral compass” derived from the Holocaust has led to the “universalization” of the Holocaust, with the Holocaust being used as a moral template for fighting other injustices. This universalization also is highly controversial. This course examines these dynamics across various European national and regional contexts.

**COURSE OBJECTIVES:**

This is a **concept driven** course. We will develop a conceptual apparatus to understand how cities are structured and have changed over time.

Students will be evaluated on their familiarity with these concepts in their reading logs, midterm exam and final research paper.

**COURSE READINGS:**

Readings for the course will be posted on e-learning (CANVAS) before the due date.

**COURSE REQUIREMENTS:**

**ATTENDANCE AND PREPARATION:**

This course will be conducted in seminar format. That means that each student is expected to come to each session prepared to discuss the readings assigned for that session. Reading of the assigned material and participating in class discussion is essential to the successful completion of the course! To that end I will ask that each of you keep a reading log with entries for every reading assigned. You are expected to have your log up to date. I will checked your logs a few times per semester, on announcement, and grade it with a v-, v, or v+. (Corresponding to letter grades B, B+, A).

Please note that class attendance is required for this course and constitutes 5% of your grade. Excused absences are consistent with university policies in the undergraduate catalog and require appropriate documentation.

According to the Office of the Registrar, “acceptable reasons for absence from class include illness, serious family emergencies, special curricular requirements, military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g. jury duty or subpoena) must be excused.”

(<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>)

**READING LOG AND PARTICIPATION:**

You will keep a reading log that I will collect 3 times during the semester. Your entries and your contribution to class discussion will constitute 10% of your grade. I will grade the entries with V+ (92 and above); V (85-91); and V- (80-84). If your grade is lower, or if you are missing readings, I will ask you to revise.

The journal is meant to stimulate active reading. The reading log is not supposed to be a summary of the text. A good journal focuses NOT on reproducing the argument and information of the article in great detail, but selects the most important concepts, ideas and arguments that you think are central to the author’s concerns-questions or argument. Of course you can elaborate and add your own commentary. Any format for taking these notes is fine. I prefer it to be typed but if you want to keep a separate notebook in which you collect your entries, and your handwriting is superbly legible, that’s fine too.

**GROUP PRESENTATIONS:**

Students will pair up to prepare discussion on an extra article each week and discuss its relevance to the other class assigned readings. You will also present on your research project on the last day of class.

**WRITTEN ASSIGNMENTS:**

Students will have to pass a (take home) midterm exam and hand in a research paper (7-8 pp.) on a topic of their own choice at the end of the term.

Students will hand in a first draft (with bibliography), and a final draft of the paper. Only the final draft will be graded; However, if you do **NOT** hand in a draft on time, I will deduct 5 points from your final grade.

Late assignments will only be accepted if agreed by the instructor prior to the due date.

**DUE DATES:**

Midterm Exam: March 14

Draft Research Paper: April 18

Final Research Paper:

**GRADE COMPOSITION:**

Class attendance: 5%

Participation, including presentations: 5%

Midterm take home: 40%

Final research paper: 40%

**GRADING SCALE:**

GRADING SCALE:

A: 92-100

A-: 88-91

B+: 84-87

B: 80-83

B-: 77-79

C+: 74-76

C: 70-74

C-: 70-73

D+: 64-66

D: 60-63

E: 59 % or below

More information on grades and grading policies is here: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

**COURSE EVALUATION**

Students are expected to provide feedback on the quality of instruction in this

course by completing online evaluations at <https://evaluations.ufl.edu>.

Evaluations are typically open during the last two or three weeks of the

semester, but students will be given specific times when they are open.

Summary results of these assessments are available to students at

<https://evaluations.ufl.edu/results/>

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**UNIVERSITY HONESTY POLICTY**

UF students are bound by The Honor Pledge which states, “We, the members

of the University of Florida community, pledge to hold ourselves and our

peers to the highest standards of honor and integrity by abiding by the Honor

Code. On all work submitted for credit by students at the University of

Florida, the following pledge is either required or implied: “On my honor, I

have neither given nor received unauthorized aid in doing this assignment.”

The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conducthonor-code/> specifies a number of behaviors that are in violation of this code

and the possible sanctions. Furthermore, you are obligated to report any

condition that facilitates academic misconduct to appropriate personnel.

**STUDENTS REQUIRING ACCOMMODATIONS**

Students with disabilities requesting accommodations should first register

with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)

) by providing appropriate documentation. Once registered, students will receive

an accommodation letter which must be presented to the instructor when

requesting accommodation. Students with disabilities should follow this

procedure as early as possible in the semester.

**COUNSELING AND WELLNESS CENTER**

Contact information for the Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/Default.aspx, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

**COURSE SCHEDULE:**

**WEEK ONE: INTRODUCTION**

January 10:

Dan Stone, Memory wars in the ‘New Europe”, pp. 714-731

**WEEK TWO: THE USES AND ABUSES OF ANNE FRANK**

January 17:

Jeff Shandler, “From Diary to Book: Text, Object, Structure,” pp25-58 in Anne Frank Unbound;

Brigitte Sion, Anne Frank as Icon, from Human Rights to Holocaust Denial, 178-192

Alvin Rosenfeld, Anne Frank and the Future of Holocaust Memory

<https://www.ushmm.org/m/pdfs/Publication_OP_2005-04-01.pdf>

Lawrence Langer, Anne Frank Revisited in “Using and Abusing the Holocaust,” pp.16-29

Tablet Magazine, “Anne Frank’s Diary to Be Read Out Loud”

**WEEK THREE: THE HOLOCAUST AND HUMAN RIGHTS**

January 24:

Marco Duranti (2012) The Holocaust, the legacy of 1789 and the birth of

international human rights law: revisiting the foundation myth, Journal of Genocide Research, 14:2, 159-186,

Mark Mazower, ‘The Strange Triumph of Human Rights, 1933–1950’, *The Historical Journal*, 47, 2 (2004), 379–98.

Jay Winter, Human Rights and European Remembrance, 43-58

**WEEK FOUR: GLOBALIZING THE HOLOCAUST**

January 31:

Daniel Levy and Natan Sznaider, “Memory Unbound The Holocaust and the Formation of Cosmopolitan Memory,” European Journal of Social Theory 5(1): 87–106

Gunnar Heinsohn (2000) “What makes the Holocaust a uniquely unique genocide?”, Journal of Genocide Research, 2:3, 411-430,

Alan Confino, Holocaust as Foundational Past, review essays in Genocide Studies

**WEEK FIVE: THE HOLOCAUST AND COSMOPOLITAN IDENTITY**

February 7:

Amos Goldberg (2015), ”Ethics, Identity and Anti-Fundamental Fundamentalism: Holocaust Memory in the Global Age” in Goldberg and Hazan, “Marking Evil”

Sznaider, “Between Jewish and Cosmopolitan” (59-80) in Blacker,Memory and Thoery in Eastern Europe

MacDonalds, Cosmopolitanizing the Holocaust: From the Eichman Trial to Idenity Politics, 13-35 In: Identity Politics in the Age of Genocide

**WEEK SIX: HOLOCAUST AS EUROPE’S NEGATIVE FOUNDATION MYTH**

February 14:

Tony Judt (2005), “Postwar,” excerpt from the chapter “From the House of the Dead, An Essay on Modern European Memory,” pp. 803-834

Jan Werner Mueller (2010), “On “European Memory”: Some Conceptual and Normative Remarks,” pp. 25-37, in Malgorzata Pakier and Bo Strath, eds, A European memory?

Klaus Goran Karlsson (2010), “The uses of history and the Third Wave of Europeanisation,” 38-55, in Pakier and Strath, eds., A European Memory?

**WEEK SEVEN: BEYOND AUSCHWITZ**

Februry 21:

Dan Stone, “Beyond the Auschwitz Syndrome”

Timothy Snyder: East Europe killing fields

<http://www.eurozine.com/holocaust-the-ignored-reality/>

Timothy Snyder, “Balancing the Books”

<http://www.eurozine.com/balancing-the-books/>

**WEEK EIGHT: EUROPE”S DIVIDED MEMORY**

February 28:

Alieda Assman, “Europe’s Divided Memory,” pp25-42 in Blacker, ed., Memory and Theory in Eastern Europe

Klaus Leggewie (2007), “Nazism and Stalinism equally criminal. Totalitarian experience and European memory.”

<http://www.iwm.at/transit/transit-online/equally-criminal/>

Klaus Leggewie, “Battlefield Europe: transnational memory and European identity”

<http://www.eurozine.com/battlefield-europe/>

**WEEEK NINE: SPRING BREAK**

**WEEK TEN: CASE STUDY POLAND**

March 14: **DUE DATE MIDTERM TAKE HOME EXAM**

Malgorzata Pakier (2010), “A Europeanization of the Holocaust Memory? German and Polish Reception of the Film *Europa Europa,* 191-203 in Pakier and Strath, Euroepan Memory,

[Philipp Ther](http://www.eurozine.com/authors/philipp-ther/) (2006), “The burden of history and the trap of memory”

21 August 2006

<http://www.eurozine.com/the-burden-of-history-and-the-trap-of-memory/>

Andrzej Nowak (2013), “Murder in the Cemetery,” 141-179 in Blacker, Memmory and Theory in East Europe,

Uilleam Blacker (2013), “Living among the Ghosts of Others”, 173-192 in Blacker, Memory and Theory in East Europe,

Natalia Aleksiun (2004), ‘Polish Historiography of the Holocaust — Between Silence and Public Debate’, *German History*, 22, 3 (2004), 406–32;

<http://cambridgeculturalmemory.blogspot.com/2013/04/the-holocaust-in-lviv-and-european.html>

<http://cambridgeculturalmemory.blogspot.com/2013/07/remembering-ghetto-uprising.html>

<http://www.nytimes.com/2013/04/19/opinion/the-jewish-hero-history-forgot.html>

**WEEK ELEVEN: CASE STUDY GERMANY**

March 21:

Silke Afnold de Simine (2012) “Introduction: Memory Community and the New Museum” Theory, Culture Society 29.3

Arnold de Simine (2012) “Memory Museum and museum text: intertextuality in Daniel Libeskind’s Jewish museum and WG Sebald’s Austerlitz (TCS 29.3

WG Sebald, Excerpt, Austerlitz

James Young (2000), “Daniel Libeskind’s Jewish Museum in Berlin: The Uncanny Arts of memorial Architecture,” Jewish Social Studies 6.2 (2000)

Kirsten Harjes (2005), “Stumbling Stones: Holocaust Memorials, National Identity, and Democratic Inclusion in Berlin,” German Politics and Society 23.1

“How Long does one feel Guilty?” (2005) Spiegel Online international 5 september

Andrew Gross (2006), “Holocaust Tourism in Berlin: Religion, Politics and the Negative Sublime”, in Journeys, The International Journal of Travel and Travel Writing 7.2

James Young (2002), “Germany’s Holocaust Memorial Problem—And Mine,” The Public Historian 24.4, 65-80

Jonathan Ahr, “Memory and Mourning in Berlin: On Peter Eisenman’s Holocaust Mahnmal,” Modern Judaism, 28.3, 283-305

**WEEK TWELVE: HOLOCAUST DENIALISM AND RIGHT WING POLITICS**

MARCH 28:

Nikolaj Koposov (2018), Memory Laws, Memory Wars: The Politics of the Past in Europe and Russia, Chapter Memory Laws in Western Europe: Internationalization of Holocaust denial Legislation 22-122

[Grażyna Baranowska](http://www.eurozine.com/authors/baranowska-grazyna/) and [Anna Wójcik](http://www.eurozine.com/authors/anna-wojcik/) (2017), “In defence of Europe’s memory laws.”

<http://www.eurozine.com/in-defence-of-europes-memory-laws/>

Freedom for history? The case against memory laws

Josie Appleton talks to Pierre Nora and Olivier Salvatori of the Liberté pour l’Histoire initiative in France.

<http://freespeechdebate.com/discuss/freedom-for-history-the-case-against-memory-laws/>

**WEEK THIRTEEN: HOLOCAUST AND MULTIDIRECTIONAL MEMORY**

April 4:

Michael Rothberg, “”Introduction: Theorizing Multidirctional Memory in a Transnational Age”, 1-32;

Michael Rothberg, “Between Paris and Warsaw Multidireftional Memory, Ethics and Historical Responsibility, pp. 81-102 in Blacker, Memory and Theory in Eastern Europe

Neil Levi, ‘“No Sensible Comparison? The Place of the Holocaust in Australia’s History Wars,” *History & Memory*, 19, 1 (2007), 124–56;

**WEEK FOURTEEN: HOLOCAUST AND IDENTITY POLITICS**

April 11:

William F. S. Miles (2004) Third World views of the Holocaust , Journal of Genocide Research, 6:3, 371-393

**WEEK FIFTEEN: CASE STUDY: THE NETHERLANDS**

April 18: **DUE DATE FIRST DRAFT RESEARCH PAPER**

Ido de Haan, ‘The Construction of a National Trauma: The Memory of the Persecution of the Jews in the Netherlands’, *Netherlands Journal of Social Sciences*, 34, 2 (1998), 196–217.

Esther Romeyn, (2014) “Anti-Semitism and Islamophobia: Spectropolitics and Immigration, ”Theory Culture and Society, 31 (6), 77-101

Esther Romeyn (2016) “Liberal Tolerance and its hauntings: Moral Compasses, snti-Semitism and Islamophobia, 1-18

**WEEK SIXTEEN: CONCLUSION**

April 25: Presentations Research Papers

**DUE DATE FINAL RESEARCH PAPER: MAY 2 at 5: 00 PM.**