

Attention!

This is a representative syllabus. The syllabus for the course you are enrolled in will likely be different.

Please refer to your instructor's syllabus for more information on specific requirements for a given semester.

Hebrew 3705

Israeli Society and the Holocaust

Day/Time

Location

Instructor:

Office Hours:

Office:

Email:

Mailbox:

The state of Israel was established in 1948, only a few years after the Holocaust, the Nazi genocide of European Jewry (1939-1945). As a result, the effects of the Holocaust were registered in virtually all aspects of the new Israeli society and its culture: fierce political debates about taking reparations money from Germany; Hebrew short stories, poems, plays and novel about Holocaust survivors and their children; controversial public trials of Nazis; films about the psychological and ethical implications of the war.

This class will examine the effects of the Holocaust in Israeli society and culture, analyzing changing perspectives on the war and its survivors and the texts, films and art that wrestled with its legacies. While our focus will be on Israeli society and culture, we will also reflect on larger questions about global genocide, trauma, memory and commemoration.

COURSE GOALS

- ❖ Students will interpret the historical, social and cultural effects of the Nazi annihilation of European Jewry, the Holocaust, in Israel – primarily both individually and collaboratively through small-group and whole-class group discussion (10% of final course grade), as well as in the form of the midterm examination (20% of the final course grade).
- ❖ Students will analyze a wide variety of Hebrew and Israeli primary texts, historical materials, and verbal and visual art that grapple with the Holocaust – primarily through 2 paper assignments engaged with course materials and a 3rd in which students critique a film of choice (for 10% of the final grade each).
- ❖ Students will evaluate the immediate effects and longer-term legacies of genocide on societies and their cultures – by way of midterm (20% of final grade) and final examinations (30% of the final grade).
- ❖ Students will articulate how the specificities of the Holocaust and the State of Israel can serve as points of access to understanding Jewish and universal

historical and cultural memory, global diversity, and other cultural dynamics – primarily in the form of a) one paper assignment in which students perform individual research (10% of final grade) and b) a cumulative final examination (30% of the final grade).

This course fulfills the General Education category of Culture and Ideas.

Goals: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

In this course, students will analyze and interpret historical texts, literature, films, and articles that relate to the Holocaust. Through encounters with a variety of ideas and cultural materials, they will evaluate and re-evaluate difficult but important issues relating to survivor trauma, heroism, evil and the banality of evil, and the possibilities and limits of cultural representation.

It also fulfills the General Education category of Diversity (Global)

Goals: Students understand the pluralistic nature of institutions, society, and culture across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes - Global Studies

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

This course focuses on the legacies of the Holocaust in Israel, which are distinct from those in other societies because of its immense impact on the newly-independent Jewish State. Students will gain insight into Israeli history and society through relevant political and legal debates, social dynamics of immigrant survivors, and efforts to remember and commemorate the Holocaust. At the same time, they will reflect on

broader issues of genocide, witnessing, trauma and healing that have global ramifications.

COURSE MATERIALS:

The following books are required and are available at local bookstores (OSU Barnes and Noble, SBX) and on internet sites like Amazon:

- ❖ Tom Segev, *The Seventh Million: The Israelis and the Holocaust*. Picador, 2000.
- ❖ David Grossman, *See Under: LOVE*. Picador, 2002.

If you are able to purchase the books, please make sure that you buy paper, not electronic, edition. They are also on reserve at the Thompson Library.

Other readings, links, and resources will be available on Carmen, on reserve at the Thompson Library and through the Secured Media Library. Please make sure that you have access to this class on Carmen and the Secured Media Library let me know *immediately* if you have trouble accessing either.

Reading and viewing assignments will vary in length, depending on the topic and the difficulty of the text. They must be **completed by the beginning of class on the day that they are assigned**. Please be sure to bring the assigned readings to class, because we will be referring to the text in our discussions.

Whenever possible, films that will be screened in class are on reserve at the Thompson Library.

REQUIREMENTS

Attendance, Participation & Preparation (10%)

- Complete the assigned readings and viewings *before* class. Make sure to pace yourself – don't leave everything to the night before or the day of class because you'll have too much to process effectively.
 - Be sure to take notes for future reference in discussions and writing assignments. This will help you improve your ability to analyze, appreciate and interpret the material that we focus on.
- Participate in class discussions and in-class groups. This course revolves around class discussions of the material. Come to class prepared to be an active participant: ready to talk about the readings, to consider different viewpoints and to ask questions. You will be graded on how you engage the material and other students, not how much you know about the subject. Not everyone feels comfortable participating in class, but if it's difficult for you to speak up in

discussions, try to show your interest and preparation by asking questions, taking an active role in group work, and speaking to me outside of class.

- Quizzes may be given, particularly if students are not keeping up with assignments. Quiz questions will primarily ask you factual questions about assigned texts and films.

Papers (40%)

- There will be four short writing assignments (700-800 words) over the course of the semester, see the schedule for due dates.
- Writing assignments will be distributed via Carmen at least 10 days before the papers are due, and will specify topics, format and length.
- Two of the papers will focus primarily on material assigned for class sessions; one paper will ask you to choose a film to view and analyze; one paper will require further individual research.
- Papers will be submitted electronically, via the Carmen Drop Box. Please note that I have enable Turn-It-In, a program that checks the originality of papers. All written assignments will automatically be checked against the program's database.

Midterm (20%)

- A midterm will be taken in-class on [Date]. A study guide will be distributed two weeks before the midterm. No make-up exams will be given.

Final Exam (30%)

- A cumulative final exam will be given in-person at the end of the semester during the university scheduled time, [Date]. No make-up exams will be given.

Final grades will be calculated as follows:

Attendance & Participation	10%
Papers	40%
Midterm	20%
Final Exam	30%

Grading scale: A (93-100) A- (90-92) B+ (87-89) B (83-86) B- (80-82) C+ (77-79) C (73-76) C- (70-72) D+ (67-69) D (60-66) E (below 60)

CLASS POLICIES

Absences: To do well in this class, you need to be present and awake. Since things come up (illness, family issues, other commitments), you may be absent **one time** without penalty. After that absence, each addition unexcused absence will lower your overall

grade, up to 5% per unexcused absence. This could potentially have a **major** effect on your grade – in fact, you could fail the class for missing too many classes.

- After one absence, please let me know **by email** if you need to miss class, preferably ahead of time. If you are ill for a significant period of time, or have other reasons that prevent you from attending class, please let me know as soon as possible. I will decide the grade penalty (up to 5% per absence) that will apply.
- 2-3 late arrivals or early departures (without explanation) will count as an absence.
- Sleeping through class lectures, discussion or film screenings will be treated like late arrival/early departure, which means the 2-3 occurrences will count as an absence.
- You are responsible for all material that you miss in class, including films, film clips, lectures, discussions and assignments. Make sure you have the contact information (email, phone number) for one or two other students in class so that you can get the information that you need.

In Class: Please do not read newspapers, email, websites, text messages, etc. during class. **No phone or computers are allowed during class without special arrangement.** Using a phone in any way during class, and especially during film screenings, will result in an automatic 0 for that session's Attendance and Participation grade. If you need to communicate with someone, step outside of the room for a minute and return when you're done.

Class Cancellations: If an emergency arises and I need to cancel class, I will send an email to the class, and ask that a sign be posted on the door. Please try to check your email before class in case anything comes up.

Plagiarism: Plagiarism – the representation of someone else's words or ideas as one's own – is a very serious offense, and will result in serious consequences. By plagiarism, I mean failing to acknowledge someone else's work or ideas (word for word or paraphrasing), as well as cheating on quizzes and tests. All suspected cases of plagiarism will be reported to the Committee on Academic Misconduct.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487).

For additional information, see the Code of Student Conduct at <http://studentlife.osu.edu/csc/>.

This is not to say that you cannot use other people's ideas, just that you must **acknowledge** your sources (orally or with footnotes) and try to **build** on those ideas (agree, disagree, modify, give your own examples). Please come and talk to me if you have any questions about this.

Writing Center: The Writing Center (www.cstw.osu.edu) is a great (free!) resource on campus for helping improve your writing skills and work on specific assignments. You can set up appointment or drop in at certain times for one-on-one help with your writing.

Contact Me: Please come talk to me over the course of the quarter if you have any problems or concerns, but also if you have questions or anything else that you'd like to talk about. It's great to have the opportunity to get to know you outside of class. Office hours are a good time to catch me, but you can also email me to set up an appointment to talk.

For quick questions or concerns, email (brenner.108@osu.edu) is the best way to reach me. I will do my best to respond within 24 hours.

DISABILITIES

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone [614-292-3307](tel:614-292-3307), slds@osu.edu; slds.osu.edu.

SCHEDULE

Assignments are subject to modification, but any changes will be announced at least a week in advance. Remember, all readings are to be completed **before** the date indicated and **brought to class** for discussion.

Week 1

Memory and Israeli Society

Yosef Gorny, *Between Auschwitz and Jerusalem*, 2003.

Connerton, Paul. (1989). "How Societies Remember." Cambridge University Press.

"Memory and Identity: The History of a Relationship." In *Commemorations: The Politics of National Identity*. Princeton University Press.

Week 2

The View from the East: British Mandate Palestine, 1940s

Tom Segev, *The Seventh Million*

"First Encounters between Holocaust Survivors and the "Yeshuv" 1945-1948" in Hanna Yablonka, *Survivors of the Holocaust*, NY, 1999.

Hebrew Poetry: Uri Zvi Greenberg, Abba Kovner

Week 3

From War to War

Emmanuel Sivan, "The Life of the Dead: Sabras and Immigrants," in: *War and Remembrance in the Twentieth Century* (ed. Jay Winter and Emmanuel Sivan), Cambridge, 1999.

Hill 24 Doesn't Answer (film excerpts)

Dani Rosenberg, *Homeland* (2007, film excerpts)

Week 4

Paper 1 Due

A New State and Its Survivors

Tom Segev, *The Seventh Million*

Roni Stauber, *The Holocaust in Israeli Public Debate*, Vallentine Mitchell, London/Portland, OR, 2007,

Ka-Tzetnik, *House of Dolls* (excerpts)

David Grossman, *See Under: Love*, part I

The Cellar (film excerpts)

Week 5

Memory, Remembrance and Commemoration

Shapira, A. 1998. "The Holocaust: Private Memories, Public Memory." *Jewish Social Studies*, 4 (2), 40-58.

Brog, M. 2003. "Victims and Victors: Holocaust and Military Commemoration in Israel Collective Memory." *Israel Studies*, 8 (3), 65-99

"Commemoration of the Holocaust in the 1950s" Charles S. Liebman and Eliezer Don Yehiya, *Civil Religion in Israel*, Berkeley, CA, 1983, pp. 81-122.

Aharon Meged, "The Name"

Week 6

Heroism? Hanna Senesh & Rudolph Kasztner

Isaiah Trunk, *Judenrat*, NY, 1972.

Roni Stauber, *Public Debate*.

Tom Segev, *The Seventh Million*

Dan Laor, "Israel Kastner vs. Hanna Senesh" *Ha'aretz* November 9, 2013

(<http://www.haaretz.com/israel-news/.premium-1.557024>)

Aharon Meged, "Hana Senesh" (drama, excerpts)

Motti Lerner, "Kastner" (drama, excerpts)

Week 7

Paper 2 Due

Adolf Eichmann

Tom Segev, *The Seventh Million*

Hanna Yablonka, *The State of Israel vs. Adolf Eichmann*

Hannah Arendt, *Eichmann in Jerusalem*

Eichmann Trial (video excerpts, <https://www.youtube.com/user/EichmannTrialEN>)

Week 8

Mid-Semester Reflection

Mid-term reflections, review, and in-class exam

Week 9

Writing and the Holocaust

Berel Lang, *Writing and the Holocaust*

Dan Pagis, selected poems

Sidra De Koven Ezrahi, "The Holocaust and the Shifting Boundaries of Art and History," *History and Memory* 1.2 (1989) 77-97.

Aharon Appelfeld, *Iron Tracks*

Week 10

Second Generation

The Summer of Aviya (Film, 1988)

Because of That War (documentary film, excerpts)

David Grossman, *See Under: Love*, Part II-III

Week 11**Paper 3 Due****Boundaries?**

Naomi Mandel, "Rethinking 'After Auschwitz': Against a Rhetoric of the Unspeakable in Holocaust Writing," *Boundary 2* 28.2 (2001) 203-28.

David Grossman, *See Under: Love*, Part II-IV

Week 12**Memorials**

James Young, *The Art of Memory: Holocaust Memorials in History*.

Amos Goldberg, The "Jewish narrative" in the Yad Vashem global Holocaust museum, *Journal of Genocide Research* (14)(2)(2012).

Yad VaShem website (<http://www.yadvashem.org/#!prettyPhoto>)

Week 13**Educating Future Generations**

Jackie Feldman, "Marking the Boundaries of the Enclave: Defining the Israeli Collective Through the Poland 'Experience,'" *Israel Studies*,(7)(2002).

"Sites of memory" of the Holocaust: Shaping National Memory in the Education System in Israel." *Nations and Nationalism*.

The Wooden Gun (film excerpts)

Week 14**Paper 4 Due****Israeli Past & Present: Lingering Trauma**

Raz Yosef, *Deeper than Oblivion: Trauma and Memory in Israeli Cinema*

Made in Israel (2001, film)

Walk on Water (2004, film)

Week 15**TBA****Final Exam**