

Holocaust Literature: The Forgotten Other and Global Antisemitism

T/R (Time TBA)

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“I owe them my roots and memory. I am duty-bound to serve as their emissary, transmitting the history of their disappearance, even if it disturbs, even if it brings pain. Not to do so would be to betray them, and thus myself.”

~Elie Wiesel on why he became a writer

Course Description:

The word *Shoah*, a Biblical word that means “destruction,” has been in use since the Middle Ages; in the 1940s it became the standard Hebrew term for the murder of European Jewry, or what we call the Jewish genocide. In the 1950s the word *Holocaust* became a corresponding term. For almost eighty years, the term has been associated viscerally with Hitler’s attempt to eliminate the entire Jewish race, as documented and chronicled by both survivors, rescuers, and second-generation voices. The void of what we call “Holocaust literature” in the *Shoah*’s immediate aftermath has since been filled by an outpouring of significant, poignant, instructive texts comprised mostly of memoirs, chief among which is Nobel Peace Prize winner Eliezer Wiesel’s *Night*. We will begin our study with Wiesel and continue our scholarship through several other important voices in Holocaust literature. Although genocides have occurred in other countries such as Turkey, Bosnia, China, and Africa, we will focus on the Jewish genocide in Germany and on contemporary forms of antisemitism.

Learning Outcomes:

By the end of the course, you should be able to accomplish the following:

1. examine significant literary movements of various Holocaust writings (e.g., philosophical, intellectual, cultural, and aesthetic)
2. apply theories pertinent to the study of Holocaust literature
3. recognize the Biblical dangers of contemporary anti-Semitism

Thematic Core Outcomes:

Literary Explorations:

1. analyze works through close reading with sensitivity to the interplay of ideas, genre, language, literary form and aesthetic enjoyment
2. situate your interpretations of the works within relevant literary, historical, biographical and/or cultural contexts and traditions
3. explore enduring questions presented in literature, reflecting on the harmony with and dissonance from Christian theological traditions

Global Perspectives:

1. understand the history, culture, or social experience of at least one cultural group outside the Anglo/Anglo-American context
2. analyze the global context of at least one cultural group with reflection on your own context
3. articulate a Christian theological understanding of global differences, cultural diversity, and unity

Required Texts:

- *Night* (Eliezer Wiesel)
- *All Rivers Run to the Sea* (Eliezer Wiesel)
- *A Genealogy of Evil: Anti-Semitism from Nazism to Islamic Jihad* (David Patterson)
- *Antisemitism: The Longest Hatred* (Robert S. Wistrich)
- *All but My Life* (Gerda Weissmann Klein)
- *Survival in Auschwitz* (Primo Levi)
- *The Hiding Place* (Corrie ten Boom)
- *The Casualty of Contempt: The Alarming Rise of Antisemitism and What Can Be Done to Stop It* (edited by Aaron David Fruh)
- *Contemporary Left Antisemitism* (David Hirsh)
- Supplemental Readings on Schoology
- **Recommended:** *Jews Don't Count* (David Baddiel)

Assignments and Grading:

- Identity Box 5%
- Collaborative Presentation 15%
- Seminar Seeds 10%
- Free Word Exercise 5%
- Presidential Roll Call 5%
- Close Reading Essay 15%
- Facts, Please 10%
- Found Poem 5%
- Analysis of Visual Rhetoric 10%
- Final Exam 20%

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 63-66	D- 60-62
F 59 and below		

If you have questions about your grade at any point during the course, please feel free to ask me. *Please also keep in mind that grades are earned, not negotiated.

Dropping and Withdrawal:

For deadlines to drop this course without receiving a **W**, to receive a refund on a reduced load, or to withdraw from this course with a **W**, please see Wheaton College's official Academic Schedule.

Schoology:

To access Schoology, go to <https://lms.wheaton.edu> to log in with your Wheaton credentials, and then click on our course's tab. You will use Schoology to access online readings, take quizzes, submit assignments, and engage in online class discussions.

Quizzes:

Quizzes are designed to assess your familiarity with and comprehension of assigned readings and classroom instruction. Most quizzes will be available on Schoology and will be timed. Quizzes may not be retaken; they are summative assessments. Once you begin an online quiz, please do not leave it or close the browser.

Class Participation:

The policies below are designed to help you maintain good "Classroom Citizenship" habits that will foster success in all your courses.

Class Attendance:

You are allowed three "free" absences to help you accommodate life's unexpected demands. *You are responsible for knowing due dates and submitting assignments on time even when absent.* If you cannot be in class on a due date, be sure to submit the assignment on Schoology by the time class starts (not after class has started). If Schoology is unavailable, e-mail the assignment to me. Subsequent unexcused absences will each result in a five-point deduction from your final grade. You should not plan trips and appointments during class meetings unless you have an emergency. You must provide documentation of the emergency.

Tardies:

If you are late to three classes, this will count as an absence. Keep in mind that students who arrive late miss important explanations and distract other students, so to be respectful of the classroom environment and the learning that occurs within, it is essential that you attend class on time.

Class Discussions:

In order to participate fully and effectively in discussions, you must come to class prepared, which means having completed all assigned readings and all homework assignments. Your voice is an essential part of our classroom community.

Writing Center:

The Writing Center, located on the first floor of Buswell library, is a free resource that equips undergraduate and graduate students across the disciplines to develop effective writing skills and processes. Students may sign up for a one-on-one, thirty-minute session with a trained writing consultant. Call x5565 to make an appointment, or sign up on the door of the center (in Buswell Library, near the computer lab), or book a consultant online.

Website: <https://www.wheaton.edu/academics/services/writing-center/>

Learning and Accessibility Services:

Wheaton College is committed to providing reasonable accommodations for students with documented learning differences and physical or mental health conditions that qualify for accommodations under the ADA. Any student needing academic adjustments is requested to contact the Learning and Accessibility Services Office as early in the semester as possible. To contact LAS, please email las@wheaton.edu or call 630.752.5615.

Campus Safety and Reporting:

One of Wheaton College instructors' responsibilities is to help create a safe learning environment on our campus. We also have a mandatory reporting responsibility related to our role as faculty members. We are required to share information regarding sexual misconduct or information about a crime that may have occurred on Wheaton College's campus with the College. Confidential resources available to students include Confidential Advisors, the Counseling Center, Student Health Services, and the Chaplain's Office. More information on these resources and College Policies is available at <https://www.wheaton.edu/life-at-wheaton/student-development-offices/student-care-services/sexual-misconduct-response-and-prevention/>.

Class Policies:

Paper Formatting Guidelines:

- Please be sure to follow the MLA guidelines for all papers. All work should be typed on one side of the page (double-spaced, with one-inch margins, using Times New Roman, 12-point font). *Be sure to turn off the default feature that adds an extra space between paragraphs.
- Page lengths on assignments refer to complete (not partial) pages. For in-class assignments, please use blue or black ink (not a pencil).
- All assignments must be stapled before being submitted. **I will not accept unstapled work.** Please do not submit title pages, plastic covers, or paper clips with your work. If you come to class without your work stapled, I will deduct five points from the grade for that assignment.

Late papers:

All essay assignments should be submitted to Schoology before the beginning of the class period in which they are due. Late papers will lower your grade by ten (10) points for each day (not each class) that the paper is late, mitigating circumstances notwithstanding. You must submit an electronic Word document to Schoology (Microsoft Word is free for all students). If your essay file is submitted in the format of Google Docs, Pages, PDF, etc., it will not be graded. No assignments will be accepted after the final exam period.

Technology:

Cellular phones, laptops, iPads, MP3 players, CD players, and similar devices must be turned off and put away (out of sight) for the duration of class. If these devices disrupt the class environment by emitting any sort of noise, you may be asked to leave. If you use these devices during class time, or if they are visible, you will be marked absent. If headphones of any sort are visible, you will be marked absent. You must take notes the old-fashioned way—by hand (research proves the efficacy of this method). On occasion, I may ask you to access your laptop in class to complete some assignments. **You should print all readings and have the annotated hard copies accessible for class.**

Academic Honesty Policy:

Students are expected to uphold Wheaton College's standard of conduct regarding academic honesty and will assume responsibility for the content and integrity of the academic work they submit and for their representations of class discussions and lectures; all classes may be recorded. Students shall be guilty of violating the honor code if they:

- represent others' work as their own (e.g., copying/pasting/modifying from the Internet or buying an essay)
- use or obtain unauthorized assistance in any academic work
- give unauthorized assistance to other students
- modify, without instructor approval, an exam, paper, record, or report
- misrepresent the content of submitted work or of class discussions/lectures
- use work from a previous class for this class (self-plagiarism)

Violation of the honor code will result in a failing grade for the course and the Office of Student Affairs will be notified. For this class, peer-editing is encouraged (general interaction and advice); however, each student must develop his or her own solutions to assignments and writing tasks. If you need assistance beyond the scope of these guidelines, contact me via e-mail or make an office appointment.

Assignments:

Icebreaker: Identity Box

- Create a virtual box and present the contents to us on Zoom via PowerPoint, Keynote, Prezi, or similar software.
- Your “box” must include the following:
 - the significance (meaning or history) of your birth name
 - pictures of people who are important in your life
 - pictures of events—or of mementos of events—that made a difference in your life
- Be sure to explain briefly the significance of the “items” in your box.
- Your presentation must not exceed ten minutes.

Seminar Seeds (GP 1)

- For each assigned reading and film, you are required to bring an important quote from the text and a brief discussion of the quote. These discussions should not be lengthy but should highlight the following:
 - a key argument of the text or
 - an interesting narrative feature (like repeated words or a common motif or insight into a main character) *and*
 - the history, culture, or social experience of Holocaust victims outside the Anglo/Anglo-American context
- These will be graded on a full credit/no credit basis. They must be submitted to Schoology and printed out (for you to remember what you wrote) and brought to class for full credit. Writing fewer than four sentences describing the quote will lead to no credit. Excessive sloppiness (poor grammar, misspellings, etc.) will lead to no credit. Not making a point or just paraphrasing the quote will lead to no credit.

Free Word Exercise

- After reading the assigned passage in Primo Levi’s book (page 123, third paragraph), find one example of a “free word” in Wiesel’s, Klein’s, or Levi’s memoir.
- In one well-developed paragraph, explain how the word’s meaning became altered during the Holocaust. Compare the way in which the word is defined in our time with its meaning in the concentration camps.

Collaborative Presentations:

- Historical segments (1930s, 1940s, 1960s, 1990s, 2000-2010, 2011-2021)
- Distill/review the readings assigned to those periods (global context, specific location if any, political situation, attitude toward Jews, ideology propelling the attitude, response[s] from Jewish communities)
- Multimedia required (pics or video, etc.)
- 3-5 discussion questions peppered throughout presentation
- Create an assessment with rubric for the assigned readings for that era

Found Poem

- Choose one book we have read this term.
- Using words and phrases directly from the text, create a poem.
- Organize the words and phrases in such a way that they form at least 10 lines (you may structure the stanzas in any way you would like).
- I will share an example with you in class.

Presidential Roll Call (2 pages):

- Recount US presidential actions that have helped Israel (1948 – now)
- Describe US presidential actions that have harmed Israel (1948 – now)

Close Reading Essay (LE 1 and LE 2)

- After discussing and analyzing the examples given in class, read the review information on how to do a close reading, which can be found on Schoology in Class Notes. This document will be especially useful for those of you who have not yet had the opportunity to practice a close reading for a work of literature.
- You will focus on a single passage from our assigned reading, and you will carefully examine how the passage is structured (literary and rhetorical figures; e.g., metaphors, metonymy, tone, symbolism, etc.). Ideally, the passage will reveal the whole (meaning that salient traits of style and ideas/arguments will be found in the passage as a microcosm of the larger narrative).
- Situate your interpretation within the relevant literary, historical, biographical and/or cultural contexts and traditions.
- *Do not use secondary sources. The paper should be no longer than four pages with an additional page for the bibliographical information. I will teach a mini-lesson on close-reading techniques in class.

Facts, Please (1-2 pages):

- Personify Israel and Palestine
- Verbatim dialogue in script form between Israel and Palestine
- Israel's overtures (e.g., peace offer)
- Palestine's responses (e.g., rejections: the three no's)

Analysis of Visual Rhetoric (2 pages)

- Cartoon analysis from the cartoon textbook
- Choose one: identify argument
- Analyze the tropes
- Explicate the fallacies

Final Exam (GP 2 and GP 3)

- The exam will require you to consider the models used to explain hatred discussed this term (scapegoat theory; repressed anger; operant conditioning; unfulfilled dreams/purposes, mimetic theory of violence, projection, appropriation, erasure, redefinition, etc.). Which one or two do you believe best account for antisemitism, and how might we combat it? (Offer a potential solution to issues arising from the dangerous predominance of contemporary antisemitism.)
- You will also be required (1) to analyze the global context of at least one Jewish nationality studied this term with reflection on your own national context and (2) to articulate a Christian theological understanding of global differences, cultural diversity, and unity.

A Final Note: All assignments and due dates are subject to change as your learning pace waxes and wanes. You will be notified of any revisions as soon as possible.

WEEK 1	Tue.	<p>Classwork:</p> <ul style="list-style-type: none"> • Introduction to course and upcoming assignments (Identity Box and Seminar Seeds) • Intro. to Wiesel • Symbols
		<p>Homework:</p> <ul style="list-style-type: none"> • Read: “How to Mark a Book” (Schoolology/Readings) • Quiz: “How to Mark a Book” (Schoolology) • Read Weiss, “American Liberalism in Danger” (Schoolology/Readings) • Obtain all texts (late assignments and missed quizzes will not be excused due to unobtained texts)
	Thur.	<p>Classwork:</p> <ul style="list-style-type: none"> • Review quiz; discuss annotation • Contextualizing the Literature: Germany in the 1920s, Nazis Take Power, and Defining a Jew
		<p>Homework:</p> <ul style="list-style-type: none"> • Read Sharansky, “Test of Anti-Semitism” (Schoolology/Readings) • Read <i>Night</i>; develop your Seminar Seed • Identity Boxes 1-3 due Week 2, Day 2
WEEK 2	Tue.	<p>Classwork:</p> <ul style="list-style-type: none"> • <i>The Last Days</i> (1:27)
		<p>Homework:</p> <ul style="list-style-type: none"> • Quiz: <i>The Last Days</i> (Schoolology); due by 1/28 before class starts • Finish <i>Night</i>; develop your Seminar Seed
	Thur.	<p>Classwork:</p> <ul style="list-style-type: none"> • Identity Boxes 1-3 • Review quizzes • Socratic Seminar: <i>Night</i> • Intro. to Sowell
		<p>Homework:</p> <ul style="list-style-type: none"> • Identity Boxes 4-6 due on Tuesday • Watch “Farrakhan on Jews” and Sowell on the Hatred of Jews” (Schoolology/Videos) • Read <i>All Rivers Run to the Sea</i>; develop your Seminar Seed
WEEK 3	Tue.	<p>Classwork:</p> <ul style="list-style-type: none"> • Identity Boxes 4-6 • Review of Found Poem assgn. with example • Discuss Sowell • Group 1: 1930s
		<p>Homework:</p> <ul style="list-style-type: none"> • Identity Boxes 7-9 due on Thursday • Read <i>All Rivers Run to the Sea</i>; develop your Seminar Seed • Found Poem due Week 15

WEEK 3 CONT.	Thur.	Classwork: <ul style="list-style-type: none"> • Identity Boxes 7-9 • MLA Format • Essay Titles • “Heritage” (Hayim Gouri) and “Europe, Late” (Dan Pagis)
		Homework: <ul style="list-style-type: none"> • Identity Boxes 10-12 due on Tuesday • Read Sharansky, “On Hating the Jews” (Schoolology/Readings) • Read <i>All Rivers Run to the Sea</i>; develop your Seminar Seed
WEEK 4	Tue.	Classwork: <ul style="list-style-type: none"> • Identity Boxes 10-12 • Escalating Violence • Group 2: 1940s
		Homework: <ul style="list-style-type: none"> • Finish <i>All Rivers Run to the Sea</i>; develop your Seminar Seed
	Thur.	Classwork: <ul style="list-style-type: none"> • “I Saw My Father Drowning” (David Vogel) • Socratic Seminar: <i>All Rivers Run to the Sea</i> • Intro. to Klein
		Homework: <ul style="list-style-type: none"> • Identity Boxes 13-15 due Tuesday • Read Troy, “The Rise of Anti-Semitism and What to Do about It” (Schoolology/Readings) • Read <i>A Genealogy of Evil</i>; develop your Seminar Seed
WEEK 5	Tue.	Classwork: <ul style="list-style-type: none"> • Identity Boxes 13-15 • Review of Faith Dialogue assgn. and script format • Following Orders and Resistance • “Testimony” (Dan Pagis)
		Homework: <ul style="list-style-type: none"> • Identity Boxes 16-18 due Thursday • Read “The White Rose” and “Rescue in Denmark” (Schoolology/Readings)
	Thur.	Classwork: <ul style="list-style-type: none"> • Identity Boxes 16-18 • Bystanders and Rescuers; “Rescue” and “White Rose” • “Night over Birkenau” (Tadeusz Borowski) • Group 3: 1960s
		Homework: <ul style="list-style-type: none"> • Identity Boxes 19-20 due Week 7 • Read <i>A Genealogy of Evil</i>; develop your Seminar Seed • Reminder: Facts, Please due Week 7

WEEK 6	Tue.	Classwork: <ul style="list-style-type: none"> • <i>Schindler's List</i>
		Homework: <ul style="list-style-type: none"> • Read Fishman, "Erasure and Demonization" (Schoology/Readings) • Finish <i>A Genealogy of Evil</i>; develop your Seminar Seed
	Thur.	Classwork: <ul style="list-style-type: none"> • Review of Free Word assgn. • Socratic Seminar: <i>A Genealogy of Evil</i> and <i>Schindler's List</i>
		Homework: <ul style="list-style-type: none"> • Identity Boxes 19-20 due Tuesday • Watch orchestra performance (<i>Schindler's List</i>): Schoology/Videos • Read <i>Antisemitism: The Longest Hatred</i>; develop your Seminar Seed
WEEK 7	Tue.	Classwork: <ul style="list-style-type: none"> • Facts, Please due • Identity Boxes 19-20 • Intro. to Berger: in-class reading (Schoology/Readings) • Group 4: 1990s
		Homework: <ul style="list-style-type: none"> • Read Küntzel, ch. 1 and epilogue of <i>Jihad and Jew-Hatred: Islam, Nazism, and the Roots of 9/11</i> (Schoology/Readings) • Read <i>Antisemitism: The Longest Hatred</i>; develop your Seminar Seed
	Thur.	Classwork: <ul style="list-style-type: none"> • <i>Lessons from the Holocaust</i> (Alan L. Berger) • Post your DB responses for the reading and video (Berger) by 11:59 p.m.
		Homework: <ul style="list-style-type: none"> • Read <i>Antisemitism: The Longest Hatred</i>; develop your Seminar Seed
WEEK 8	Tue.	Classwork: <ul style="list-style-type: none"> • Review of Close Reading essay • Group 5: 2000-2010 • Judgment; discuss Berger
		Homework: <ul style="list-style-type: none"> • Finish <i>Antisemitism: The Longest Hatred</i>; develop your Seminar Seed
	Thur.	Classwork: <ul style="list-style-type: none"> • Socratic Seminar: <i>Antisemitism: The Longest Hatred</i>
		Homework: <ul style="list-style-type: none"> • Read <i>All but My Life</i>; develop your Seminar Seed

WEEK 9	Tue.	Classwork: <ul style="list-style-type: none"> • <i>Life Is Beautiful</i> (first half; 1:56)
		Homework: <ul style="list-style-type: none"> • Read <i>All but My Life</i>; develop your Seminar Seed
	Thur.	Classwork: <ul style="list-style-type: none"> • <i>Life Is Beautiful</i> (second half; 1:56) • Seminar • Intro. to Bonhoeffer
		Homework: <ul style="list-style-type: none"> • Read <i>All but My Life</i>; develop your Seminar Seed • Read Bonhoeffer, “After Ten Years” (Schoology/Readings)
WEEK 10	Tue.	Classwork: <ul style="list-style-type: none"> • Read “Address Unknown” • Seminar: Bonhoeffer
		Homework: <ul style="list-style-type: none"> • Finish <i>All but My Life</i>; develop your Seminar Seed
	Thur.	Classwork: <ul style="list-style-type: none"> • Socratic Seminar: <i>All but My Life</i> • Intro. to Levi
		Homework: <ul style="list-style-type: none"> • Read <i>Survival in Auschwitz</i>; develop your Seminar Seed • Free Word par. due Week 13
WEEK 11	Tue.	Classwork: <ul style="list-style-type: none"> • “Against Parting” (Natan Zach) • Group 6: 2011-2021 • Visual propaganda • Analysis of Visual Rhetoric assigned
		Homework: <ul style="list-style-type: none"> • Watch “A Jewish Testimony” (Parts I and II): Schoology/Videos • Read <i>Survival in Auschwitz</i>; develop your Seminar Seed
	Thur.	Classwork: <ul style="list-style-type: none"> • Holocaust art • Presidential Roll Call assignment
		Homework: <ul style="list-style-type: none"> • Reminder: Close Reading essay due Week 15 • Read Weinthal, “Why Europe Blames Israel for the Holocaust: Post-1945 Anti-Semitism” (Schoology/Readings) • Read <i>Survival in Auschwitz</i>; develop your Seminar Seed

WEEK 12	Tue.	Classwork: <ul style="list-style-type: none"> • “Written in Pencil. . .” (Dan Pagis) • “Thirty-Eight Witnesses”
		Homework: <ul style="list-style-type: none"> • Finish <i>Survival in Auschwitz</i>; develop your Seminar Seed • Reminder: Free Word par. due Week 13
	Thur.	Classwork: <ul style="list-style-type: none"> • Socratic Seminar: <i>Survival in Auschwitz</i> • Intro. to ten Boom
		Homework: <ul style="list-style-type: none"> • Free Word par. due Tuesday • Read Wasiaq, “The Flaw of ‘Islamophobia’” (Schoology/Readings) • Read <i>The Hiding Place</i>; develop your Seminar Seed
WEEK 13	Tue.	Classwork: <ul style="list-style-type: none"> • Free Word par. due • “Easter Cherries” (Nonaka) • Intro. to Ilibagiza
		Homework: <ul style="list-style-type: none"> • Finish <i>The Hiding Place</i>; develop your Seminar Seed
	Thur.	Classwork: <ul style="list-style-type: none"> • Socratic Seminar: <i>The Hiding Place</i>
		Homework: <ul style="list-style-type: none"> • Read Ben-Ami, “Israel Is No Goliath” (Schoology/Readings) • Read <i>The Casualty of Contempt</i>; develop your Seminar Seed • Reminder: Analysis of Visual Rhetoric assigned
WEEK 14	Tue.	Classwork: <ul style="list-style-type: none"> • Analysis of Visual Rhetoric due • “Race” (Karen Gershon) • “Ominous Signs and Unspeakable Thoughts”
		Homework: <ul style="list-style-type: none"> • Finish <i>The Casualty of Contempt</i>; develop your Seminar Seed • Reminder: Presidential Roll Call due Thur.
	Thur.	Classwork: <ul style="list-style-type: none"> • Presidential Roll Call due • Socratic Seminar: <i>The Casualty of Contempt</i> • Intro to Hirsh
		Homework: <ul style="list-style-type: none"> • Read <i>Contemporary Left Antisemitism</i>; develop your Seminar Seed

WEEK 15	Tue.	Classwork: <ul style="list-style-type: none"> • Close Reading essay due • Review: final exam format • Review: Found Poem format
		Homework: <ul style="list-style-type: none"> • Read Troy, “Not Antisemitism but ‘Jew-Haterism’ and Facelessness” (Schoolology/Readings) • Finish <i>Contemporary Left Antisemitism</i>; develop your Seminar Seed • Reminder: Found Poem due Thursday
	Thur.	Classwork: <ul style="list-style-type: none"> • Found Poem due (share and guess sources) • Socratic Seminar: <i>Contemporary Left Antisemitism</i>
		Homework: <ul style="list-style-type: none"> • Review your notes and texts
WEEK 16	TBA	Final Exam: <ul style="list-style-type: none"> • Submit your exam response by Wheaton’s deadline