EUS 3930/JST 3930
The Politics of Holocaust Memory in Contemporary Europe

Prof. Esther Romeyn

W 7-9 (1:55-4:55)
Flint 0119
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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:
Each class session you will come to class prepared, and you will keep a folder in which you collect your reading log which needs to be up to date with the assigned readings of that day. I should be able to call on you in class to share your notes. Your notes should include at minimum 3 main concepts introduced in the articles. I will collect the reading log 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. The journal should be typed and kept in a separate folder.

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: May 1

**GRADE COMPOSITION:**
Class attendance: 5%
Participation, including presentations: 5%
Weekly Reading Log: 10%
Midterm take home: 40%
Final research paper: 40%

**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](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](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/](https://evaluations.ufl.edu/results/).

**UNIVERSITY HONESTY POLICY**
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/](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/) 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 9:

**WEEK TWO: A RUINED GARDEN**
January 16:
Jack Kugelmass, “From a Ruined Garden,” Introduction, pp. 1-25
Dan Stone, “Memory wars in the ‘New Europe,’” pp. 714-731

**WEEK THREE: THE USES AND ABUSES OF ANNE FRANK II**
January 23:
Jeff Shandler, “From Diary to Book: Text, Object, Structure,” pp25-45 in Anne Frank Unbound;
Lawrence Langer, “Anne Frank Revisited” in “Using and Abusing the Holocaust,” pp.16-29
Brigitte Sion, Anne Frank as Icon, from Human Rights to Holocaust Denial, 178-192

*Tablet Magazine,* “Anne Frank’s Diary to Be Read Out Loud”
*Tablet Magazine,* “The Diary of Anne in Japan”
*Independent,* “Italian giants Lazio will wear Anne Frank on their shirts in bid to tackle racism and anti-Semitism”
Haaretz, “Dressing Anne Frank in Palestinian Garb”

**WEEK FOUR: THE HOLOCAUST AND HUMAN RIGHTS**
January 30:
Jay Winter, “Human Rights and European Remembrance,” in Memory and Theory in Eastern Europe, pp. 43-58

Tablet Magazine, “The End of Human Rights: ‘Rooted Cosmopolitans’ traces how the fight over human rights remains a struggle over Jewish identity and destiny”

**WEEK FIVE: GLOBALIZING THE HOLOCAUST**
February 6:
Amos Goldberg, “Ethics, Identity and Antifundamental Fundamentalism: Holocaust Memory in the Global Age,” in Goldberg and Hazan, “Marking Evil;” 3-29

**WEEK SIX: HOLOCAUST AS EUROPE’S NEGATIVE FOUNDATION MYTH**
February 13:
Tony Judt (2005), “Postwar,” excerpt
Klaus Leggewie: Battlefield Europe: transnational memory and European identity
[http://www.eurozine.com/battlefield-europe/](http://www.eurozine.com/battlefield-europe/)

**WEEK SEVEN: HOLOCAUST AND MULTIDIRECTIONAL MEMORY**
February 20:
Rothberg and Yildiz, “Memory Citizenship: Migrant Archives of Holocaust Remembrance in contemporary Germany,” 32-48

**WEEK EIGHT: BEYOND AUSCHWITZ**
February 27:
Dan Stone, “Beyond the Auschwitz Syndrome”
Blatman, “Holocaust Scholarship: Towards a Post-Uniqueness Era,” Journal of
Genocide Research, 2015 Vol. 17, No. 1, 21–43;

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 NINE: SPRING BREAK

WEEK TEN: EUROPE’S DIVIDED MEMORY
March 13: DUE DATE MIDTERM TAKE HOME EXAM
Alieda Assman, “Europe’s Divided Memory,” 25-42 in Blacker, Memory and Theory in Eastern Europe

“Verbal Judo, Or how not to remember International Holocaust Memorial Day”
http://jordanrussiacenter.org/news/verbal-judo-commemorate-international-holocaust-memorial-day/#.XDD6-RNKi1s

“No Memorial Stands over Babi Yar”

“Russian Jews Slam's Moscow's Exclusion

“Don’t Learn from Russians about the Holocaust”
https://www.wilsoncenter.org/blog-post/dont-learn-russians-about-the-holocaust

Timothy Snyder, “Neglecting the Lithuanian Holocaust”,

WEEK ELEVEN: THE ROMANI HOLOCAUST
March 20:
Ari Joskowcz, “Jewish and Romani Histories of Nazi Persecution,” History and Memory: Studies in Representation of the Past. 28.1 (Spring-Summer 2016), 110-140;
Huub van Baar, “Cultural policy and the governmentalization of Holocaust remembrance in Europe: Romani memory between denial and recognition,” Volume 17, 2011 - Issue 1, 1-17;
Sinneman, “Remembering the Sinti and Roma of Auschwitz,” Tablet Magazine July 31, 2014

“We Had the Same Pain,” Guardian Nov 29, 2004
https://www.theguardian.com/world/2004/nov/29/secondworldwar.biography


WEEK TWELVE: CASE STUDY POLAND
March 27:
Andrzej Nowak, “Murder in the Cemetery,” in Blacker, Memory and Theory in East Europe, 141-179;
Blacker, “Living among the Ghosts of Others,” 173-192, in Blacker, Memory and Theory in East Europe;

Washington Post, “Poland’s right wing government is rewriting history—with itself as hero”
Dershowitz, “Poland Seens to Censor History”
Liphshiz, Jewish Telegraphic Agency, “Poland isn’t the only country that polices what can be said about the Holocaust”
Cuddy, “Polish #RespectUs campaign sends trucks across Europe to spread messages on Nazi crimes”

WEEK THIRTEEN: CASE STUDY GERMANY
April 3:
James Young, “Daniel Libeskind’s Jewish Museum in Berlin: The Uncanny Arts of Memorial Architecture” Jewish Social Studies 6.2 (2000);
Kirsten Harjes, “Stumbling Stones: Holocaust Memorials, National Identity, and Democratic Inclusion in Berlin,” German Politics and Society 23.1 (2005);

“How long does one feel Guilty?” Spiegel Online international 5 september 2005
WEEK FOURTEEN: HOLOCAUST DENIALISM AND RIGHT WING POLITICS
April 10:
6 November 2017;
Guardian,” Protestors Build Holocaust memorial at home of far right German politician"
The Conversation, “The Long game of the European New Right”

WEEK FIFTEEN: CASE STUDY: THE NETHERLANDS
April 17:
DUE DATE FIRST DRAFT RESEARCH PAPER
Esther Romeyn, (2014) “Anti-Semitism and Islamophobia: Spectropolitics and Immigration”< Theory Culture and Society, 31 (6), 77-100

“Selective Dutch Mourning Riuals,” Open Democracy

WEEK SIXTEEN: PRESENTATIONS
April 24:
DUE DATE FINAL RESEARCH PAPER: MAY 1 at 5: 00 PM.

Position:
I am currently an Associate Lecturer at the Center for European Studies, University of Florida.

Fields of Interest:
My work is broadly interdisciplinary, and borrows from Memory Studies, Critical Race Studies. Jewish Studies, Postcolonial Studies, Migration and Nationality Studies, Political Philosophy and Performance Studies
I currently teach courses with a regional focus on Europe and a thematic focus on:
The politics of Holocaust Memory, Urban Studies, Migration Studies, Refugee Studies, Critical Theory and the Politics of Culture

My publications converge around an interest in the importance of narratives in ordering political realities and forging collective identities. I decipher the narratives embedded in collective memory practices, Holocaust memory, migration debates, the representation of migrants and refugees in media and film, and trace the intellectual genealogies, ideational fault lines and power struggles of which they are the expression.

My most prominent recent publications are:
**BOOKS:**

**ARTICLES:**
DOI: https://doi.org/10.1177/1367549416638526

My current book project, “**Spectropolitics: Holocaust Memory, Migration and Citizenship in the Netherlands**,” is a series of essays, in which I explore the ways in which, in the Netherlands, the contemporary migration debate intersects with memory of WWII, Jews and the Holocaust.