Gendered Memories of the Holocaust
2014-2015 Autumn term
4 credits

Department of Gender Studies, CEU
Cross-listed at CEU with Department of History, Department of Political Science, Jewish Studies

Lecturer: Andrea Pető (CEU, Department of Gender Studies) petoa@ceu.hu
Guest Lecturer: Andrea Szonyi, VHA-Budapest, Peter Berczi, CEU Library, Robert Parnica (OSA), Satu Koho, University of Jyveskyle, Finland, TBC

Class meets on Wednesday 15.30-19.00 except on the dates indicated in the class schedule below. Make sure you are consulting with the schedule below before each class. Field trips count in the total class hour.

Office hours:
Andrea Peto in office (Zrinyi 14, Room 505) TBA

About previous courses see:
https://www.youtube.com/watch?v=e_7ZJSfHpzc&feature=youtu.be

Course Description:
The course aims to interrogate the emerging field created by the intersection of Jewish Studies, Memory Studies and Gender Studies to study the literary and artistic representation of the Holocaust. The course covers the topics of how Memory of Holocaust is inscribed, framed, mediated and performed. It consists of two parts: an overview and theoretical introduction is followed by the analyses of the different forms, and sites of representation: literature, ego documents, films, internet, textbooks, statues, monuments, photos, oral histories, you-tube videos.

The course also consists of two mandatory field trips visiting sites, monuments and collections in Budapest related to the Holocaust. The course will examine cities as sites of historical commemoration in public spaces and museums but also as repositories of the traumatic past.

The course also offers training how to use the Shoah Visual History Archive for research from a gender perspective. It also offers chance for creative experimentation with film making.

The CEU institutional e-learning site will host the course at http://e-learning.ceu.hu. All the readings are available in .pdf format in this course and you are expected to submit your course work to that website. Once you are enrolled to this seminar you will get a password to the course in the e-learning platform. For additional help for using the platform see http://e-learning.ceu.hu/course/view.php?id=541

If you have any technical problems, if, for example, the login does not work, or, you have uploaded the wrong file etc. contact Gabor Acs, acsg@ceu.hu directly at CEU.

Course requirements:
Preparation for the class includes critical reading assigned for that week and a possible previewing of the assigned videos on the course website.
The required papers will be evaluated based on engagement with the literature, demonstrated ability to select, digest and organize material, to produce coherent and critically informed arguments to a deadline.
All requirements need to be fulfilled for a passing grade.

You are expected to submit the following work:

Reflection papers (3) (30%)
The paper should make connections between the readings and the talk, discussing strengths and weaknesses, asking questions, raising criticisms, and making suggestions for further discussion.

Films: (40%) After training on how to use the VHA and the IWitness website you are expected to put together a film of min. 3 max. 10 minutes related to one theoretical issue of gendering the Holocaust. The relevant webpage is: http://iwitness.usc.edu/SFI/Default.aspx You should explain your choice of the topic to your colleagues, so post a short reflection film about this of min. 1 max. 3 minutes. Use your phone or laptop to record this film and post it on the forum. (Note that the uploaded file should not be bigger than 25MB) The IWitness program is pretty self explanatory, but it requires some time to edit a meaningful contribution. You might want to upload your film to your own YouTube channel and add only the link. The film will be evaluated on the basis of its theoretical positionality and critical approach to the literature. For recording and posting it on youtube see the following guideline: http://support.google.com/youtube/bin/answer.py?hl=en&answer=57409

Final paper (25%). Final paper ideally comes from the course. The final paper should be 2000-2500 words with minimum of four references should be submitted to the course website by 15 December, 18.00.

Class participation (5%): class activity, active participation at the field trip.

Learning outcomes:
- constructing coherent and independent historical arguments based on critical, comparative evaluation of the sources of different genre
- understanding the power relations how memories were constructed, especially gendering the memories of war and political violence
- understanding of Holocaust and other examples of genocide in a broad historical context and its impact on history writing
- making critical and thoughtful use of a range of sources of information about political violence including ICT
- selecting, organizing and using relevant information in structured explanations
- understanding the importance of the mass media in confronting the historical experience of the Holocaust and other wars, and to place debates around representational conventions and proprieties in historical, cultural and theoretical context
- evaluating validity of an interdisciplinary or multidisciplinary approach to war and political violence
- increasing awareness of local, regional and national heritage and its commemoralisation process; fostering personal responsibility as democratic citizens and promoting respect for human rights, especially for minority groups;
- understanding of some of the major changes in the way Holocaust has been mediated, narrated and studies in the past decades
- developing a critical understanding of how wars and genocides are gendered experiences
- understanding feminist critiques of and contributions to memory studies and war/genocide studies
Class schedule:
September 24 first session, introduction to the course, requirements, basic concepts
September 30 at 18.00 public lecture by Marianne Hirsch in Auditorium, read the assigned readings before the talk
October 1 participation at the http://transculturalmemoryineurope.net/ conference on Mobilising Memory for Change, PhD Training school, Gellner Room, program available on the website
Submission of reflection paper about the lecture by Hirsch, connecting one concept mentioned there to the required readings by 10 October, 18.00 (see requirements, guidelines for the reflection papers below)
October 8 introduction to VHA, I-Witness, class meets in the computer lab
October 15 Memory and Gendering of Holocaust, discussion of the first reflection paper
October 22 Memorialisation of Holocaust
October 29 joint meeting with Nationalism Program PhD: Gendering perpetrator research
November 5 field trip to OSA
November 12 working on your films
November 15 Sign up for the final paper
November 19 working on your films
November 22 field trip to visit HDKE, meeting at 11 at Corvin Negyed M3Stop, entrance, Princess Bakery
November 24 18.00 submission of the two reflection papers on the field trips (HDKE, OSA)
November 26 Sexual violence, discussion of the second and third reflection paper
November 30 18.00 uploading the films and reflection videos on the website/share the youtube link
December 3 Film screening
December 10 Film screening, conclusions
December 15, 18.00 deadline for CEU students to post their final paper on the course website

Reading schedule:

30 September
Public lecture by Marianne Hirsch

8 October
VHA and I-Witness
Readings:
Assman, Aleida, “History, Memory and the Genre of Testimony” in Poetics Today, 27, 2, 2006: 261-273. the whole special issue is warmly recommended

15 October
Memory and Gendering of Holocaust
Readings:

22 October
Memorialization and Gender
Readings:

29 October (joint session with Nationalism PhD Program)
Gendering Perpetrator Research
Pető, Andrea, „Who is afraid of the “ugly women”? Problems of writing biographies of Nazi and Fascist women in countries of the former Soviet Block?” In Journal of Women’s History, 2009. 4. 147-151.

Film
2 or 3 Things I Know about Him (2005) Dir: Malte Ludin
http://www.youtube.com/watch?v=YI_OX4kWfOc&feature=related

November 5
Field trip: OSA
www.ceu.osa.hu
Introduction to documents and sources of the Holocaust
Background readings:

Film:

22 November
Field trip: Memorializing Holocaust in Budapest Holocaust Documentation Centre www.hdke.hu
Readings: (please read them before the trip as they help you to post a well informed posting)

26 November
Sexual Violence
Readings:
Katz, Steven T. "Thoughts on the Intersection of Rape and Rassen[s]chande during the Holocaust" in Modern Judaism , 32(3), 2012, 293-322.

Possible topics for final paper:
Sign up by 15 November

1. How has Holocaust been narrated and represented by men and women?
2. How do women remember and narrate sexual violence in war?
3. How do (written, oral or visual) testimonies challenge or reinforce the hegemonic accounts?
4. How are experiences of Holocaust memorialized and gendered through monuments, museums, and other memory sites?
5. How is the relationship between the “personal” and the “public/national/political” (re)conceptualized in popular culture, film, literature, and (auto)biographical texts dealing with Holocaust?
6. How do women’s, feminist, and LGBTQ movements contribute to critical memory work on Holocaust?
7. What kind of impact has feminist scholarship had on Holocaust studies and memory studies?
8. What new concepts or theoretical frameworks (queer? postcolonial? critical race studies?) promise new openings in feminist analyses of memory work on Holocaust?
9. What are the methodological problems of visualisation of Holocaust? Use one example for analysis!

Suggested readings for the research paper:


Guidelines for the reflection papers:

1. Be strategic about your contribution. For example, after you have done the required readings, think of the key arguments and also how they were supported and formulate your thoughts in writing. You may either directly post your thoughts about or critiques of the readings, or else first read other postings to see how they relate to your ideas and then post your thoughts as a response to or a modification of another student’s posting. Another strategy is to look for postings that you feel would benefit from further elaboration. You can also turn your thoughts into specific questions about particular readings that you’d like us to pursue further in class discussion or online. Be sure to support what you say with specific references to course materials and only materials from this course, please (readings, citations from archival materials or websites you investigated, lecture notes, etc.).

2. Make postings short and purposeful. The length of your posting should be 300-500 words, which means you can only develop one main point or argument in each posting, supported by evidence and/or examples from the readings. Again, you will need to be concise.

3. Feel free to disagree with your classmates, but make the context clear. If you consider including a quotation from your colleague's original message be very specific about the details. Remember to disagree respectfully and support your point with evidence, but do not feel reluctant to offer a different interpretation.

Here are the main criteria for evaluation:

- Posts in discussion demonstrate reading and basic understanding of reading assignments.
- Posts support some argument or opinion supported with evidence from the readings.
- Ideas are developed, and show critical thinking.
- Author of posts offers occasional comment on other posts (posts by peers and instructors) and/or responds to comments on own posts.
- Author of post is attentive to spelling and grammar.
- The maximum length (300 - 500 words) per post is not exceeded.