Gendering the Holocaust
2020-2021

Winter term
4 credits
Place: Budapest
Elective
Department of Gender Studies, CEU
Cross-listed at CEU with Department of History, Jewish Studies Program
Lecturer: Andrea Pető (CEU, Department of Gender Studies) petoa@ceu.edu
Guest Lecturers: Peter Berczi (CEU Library), Robert Parnica (OSA), Ivett Molnar (CEU Library), Angelika Gulyás (CEU Library),
Office hours: in Zrinyi 14, Room 505., TBA
Time: Monday 15.30-17.10, Wednesday 9.00-10.40
Place: TBA

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

The course will also use podcasts from https://podcasts.ceu.edu/series/world-war-ii-masodik-vilaghaboru

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 field trips visiting sites, monuments and collections in Budapest related to the Holocaust. The course also offers training how to use the Shoah Visual History Archive from a gender perspective.

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. For additional help for using the platform see http://e-learning.ceu.hu/course/view.php?id=541

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

Course requirements:
Preparation for the class includes critical reading and listening of the podcasts assigned for that week and viewing the slides uploaded by other students before the class.

Evaluation

1. 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 = < 60

2. Evaluation criterion: (letters corresponding to assignments)

| Structure a conceptual framework, shows clarity in structure, balanced proportions ABCDE |
| Meaningful connections to readings, it demonstrates a depth of critical understanding by using relevant and accurate ABCDEF |
| Presentation (clarity, connections) it is effective in conveying ideas to the audience. ADF |
| Innovative/creative character and it goes beyond what was presented in class or in the assigned readings/materials ABCDE |
| Collegiality paying attention, quoting the work of your colleagues, not monopolizing attention AF |
| Technicalities (footnotes, spelling, etc.) appropriate and easily understood visual aids, which are explained at appropriate moments in the presentation AE |
| Critical engagement with the concept of gender ABCDEF |
| Time/Space management ADF |
| Continuous engagement with the class material and the tasks AF |
| Pointed response to questions ABF |
| Critical and meaningful questions asked with reference to readings and/or the contribution by others AF |

Requirements:

You are expected to submit the following work listed here. All requirements need to be fulfilled for a passing grade.

A PowerPoint reflection slides about key points/issues/challenges of the readings (5) (20%)  
The slide (1) should make connections between the readings, discussing strengths and weaknesses, asking questions, raising criticisms, and making suggestions for further discussion. It is your choice which classes you will contribute with your five slides. Last chance for posting about readings is for the first class of week 10, no extension is given to improve your grade. It should be uploaded to the moodle by noon CET on Saturday. The other students are also expected to look at the slides of the others before the class. During the class the slides will be projected and students are requested to comment and to respond to questions/comments from the others students as well as from the instructor. This is your chance to shape the class discussion, bring in your questions, doubts and findings. It is a pass/fail assignment. Feedback given during the class discussion.
B Museum assignment (20%)
Visit the HDKE www.hdke.hu outside class time and prepare one slide about your experience connecting the exhibition to the readings. The slides should be uploaded to the moodle. Use only copyrighted material. Be ready for a discussion and also questions from your colleagues and the instructors. You may also form a group of maximum 3 and do one presentation/slide. In this case the members of the group will be receiving the same grade. We will schedule the visit (not earlier than week 5) in the first class. The discussion of the slides will be discussed on the next class following the visit.

C Abstract (10%) By the end of week 5 students will have a broad overview of research done in the field. The abstract of the final paper is a 500 words description consisting of a research question, description of the empirical material and min. three references. Students will get an individual written feedback and encouraged to ask for an appointment to discuss their paper individually with the instructor.

D Paper presentation: (10%) The presentation is a max. 20 minute long presentation (not reading) of your planned final paper. It should have a clear structure: introduction, research question, empirical material (if any), discussion and conclusions. Students will receive useful feedback during the class from other students and from the instructor they can use in the final version of their paper. Your helpful comments to your fellow student will count in the participation grade.

E Final paper (30%) The finalized version of your presentation should be max. 3500-4000 words with proper references submitted to the moodle.

F Class participation (10%): class activity, active, meaningful, and well-informed participation in the class during discussing the reflection slides, museum slides and the presentation.

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 commemoration 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
- learning to work and contribute to an academic discussion in digital space

Class schedule:

**Week 1**

8 Jan
Introduction. Logistics, discussion of the assignments, introduction to databases

**Week 2** Introduction, concepts, approaches and challenges
13 Jan (no class on 15 Jan)

Readings:
Owusu, Jo-Ann, Menstruation and the Holocaust, *History Today* 69:5, 2019
Pető, Andrea, Hungary’s Holocaust Simulacrum. *Project Syndicate* 2019.08.15.

**Week 3** Defining the Theoretical Problems. Overview of the Historiography of Difference. Intersectional Approach to Researching the Holocaust
20 Jan and 22 Jan

Readings:

Listen:
https://podcasts.ceu.edu/content/holocaust-research-memory-and-politics-eastern-europe

**Week 4** Memory Studies and Gendering of Holocaust
27 Jan and 29 Jan

Readings:
Reading, Anna, *The Social Inheritance of the Holocaust: Gender, Culture and Memory*. 

https://podcasts.ceu.edu/content/holocaust-research-memory-and-politics-eastern-europe
Horowitz, Sara R., Gender, Genocide, and Jewish Memory, Prooftexts 20, 1-2, 2000, 158-190.
Listen: https://podcasts.ceu.edu/content/history-holocaust-romania-15-years-publishing-report-international-commission and https://podcasts.ceu.edu/content/telling-stories-about-past-poland

DEADLINE: 30 January 1800CET submission of the abstract

Week 5 Memorializing the Holocaust: Museums and Beyond
3 February and 5 February
Readings:
Listen: https://podcasts.ceu.edu/content/new-holocaust-museum-slovakia-sered

Week 6
10 February (class on 12 February will be a training how to use VHA)
Testimonies/CEU as Access-point to VHA
Readings:
Pető, Andrea, How to Use the Shoah Foundation’s Visual History Archive for Teaching at the Graduate Level: a Methodological and Theoretical Reflection, Jewish Studies at the CEU VII. 2009-2011. eds. Kovacs, Andras, Miller, Michael, Budapest, 2013, 205-211.

Week 7
17 February and 19 February
Sexual Violence Remembered
Readings:


Listen: https://podcasts.ceu.edu/content/diaries-women-nazi-germany

**Week 8 Visit at OSA** www.ceu.osa.hu during one of the class time slots: Introduction to documents and sources of the Holocaust. (Hands on experience with different sources in the archive, especially legal documents)

24 February and 26 February

Readings:


Listen: https://podcasts.ceu.edu/content/european-holocaust-research-infrastructure-new-sources-and-new-methods

**Week 9 Gendering Perpetrator Research**

2 March and 4 March

Readings:


**Week 10**

**Photography and Post-Memory**

9 March and 11 March
Readings:

Listen: [https://podcasts.ceu.edu/content/only-photograph-deportation-jews-norway](https://podcasts.ceu.edu/content/only-photograph-deportation-jews-norway)

**Week 11**
**No class (Museum assignment/visit to HDKE counts as class time)**
**Preparation for the presentations**

**Week 12**
**23 and 25 March**

**Student Presentations**

**DEADLINE: 5 April 23.00 CET submission of final paper**

**Possible topics for the final paper:** (list of suggested reading is available on the moodle)
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!
10. What are the limits and options of using VHA material for gendering the Holocaust?
11. What is the politics of different collection such as the Wiener Library or VHA on Holocaust Memorialisation?