



## **Remembering the Holocaust as a Political Practice: Commemoration, Meaning-Making, and the Travel of Memory**

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Grappling with history is a constructive act that relies on context, structure, and agency. While evoking the past is typically directed at the forging of cultural coherence, as a practice it is also heavily shaped by political considerations and is often used (and abused) to enhance the collective's national identity. In a globalized world characterized by movement, collective memory too has become transportable, a cultural commodity that can travel across time and between nations. The notion of the Holocaust as a memory paradigm that articulates other narratives of suffering is closely related to what is termed *the third wave of memory studies*, and to this extent, much research has focused on the memory of the Holocaust and the change it has inspired concerning the dynamics of memory production.

This course will explore the memory of the Holocaust as a traveling memory, focusing on how it is used as a political practice. To do so, we will critically evaluate how the memory of the Holocaust evolved and consolidated across time in memory studies, examining the dynamics and changes in its various formations as a Prosthetic memory, a Cosmopolitan memory, a Multidirectional memory, to name a few. Since ever-expanding transnationalization has heightened interconnectivity, the memory of the Holocaust is enabled to travel over and beyond traditional settings. Accordingly, we will analyze how the memory of the Holocaust is selectively presented and rearranged in various political contexts, public discourse, and social media.

The main goal of this course is to experience first-hand research and scientific writing in the context of the transferability of the memory of the Holocaust. To this extent, the students will analyze how the memory of the Holocaust is used in political discourse and context of their origin countries, discussing implications for theory, scholarship and political practice. Since the past is shaped and reshaped to accommodate the needs of the present and the future, considering how the memory of the Holocaust is presented and constructed highlights the prominence of the past in current exigencies.

### **Course Goals:**

- 1) Introduction to theories in the field of collective memory; definitions and history of the field, the three waves of memory studies, and the notion of traveling memory
- 2) Explore the dynamics and changes of commemoration practices of the memory of the Holocaust across time and between nations
- 3) Examine the presentation and construction of the memory of the Holocaust in public discourse, political speech, and social media

- 4) Deciphering key processes in the re-negotiation and assimilation of the memory of the Holocaust within political discourse, specifically focusing on the relationship between global and local constructions of the past

**Course Requirements (further elaboration on pages 7-8):**

- a) 3 Reading reports
- b) Oral Presentation: the students will be required to give a presentation which will include a collective memory case study through which they analyze related theoretical questions. Students shall be encouraged to select cases from their origin countries.
- c) Final paper: students will analyze the travel of a chosen case study of Holocaust memory in a medium of their choice. The essay shall include theoretical introduction and analysis of the specific case study.

**Attendance is mandatory** – in accordance with university rules – students exceeding 3 absences (including illness or personal participation in program-related events scheduled during class) from class will not receive a grade for the course. Since the course is given on Zoom students will be required to attend the course on line regularly with no more than 3 absences. Students will also be requested to utilize their cameras during class unless there are technical issues surrounding Wi-Fi – beyond their control.

**Grade breakdown:**

65% - Empirical paper, 20% Oral class presentation, 15% reading reports.

**Course Program Year 2021-2022**

Date	Topic of Lesson	Reading Materials
July 06, 2022	<p><b>Introduction</b> What is the Shoah/Holocaust? Definitions and interpretations of the term ‘Holocaust’</p> <hr/> <p><b>What is collective memory?</b> What is commemoration of the past? How is the memory of the Holocaust presented and used in everyday life?</p>	<p>Dan Michman (2021) Why Is the Shoah Called ‘the Shoah’ or ‘the Holocaust’? On the History of the Terminology for the Nazi Anti-Jewish Campaign, <i>The Journal of Holocaust Research</i>, 35:4, 233-256, DOI: <a href="https://doi.org/10.1080/25785648.2021.1994764">10.1080/25785648.2021.1994764</a></p> <p>Schwartz, B. (1996) “Memory as Cultural System: Abraham Lincoln in World War II” <i>American Sociological Review</i>, 61:908-927.</p> <p><u>Additional Reading:</u> Olick, J.K., Vinitzky-Seroussi, V. and Levy, D. eds., 2011. Introduction. <i>The collective memory reader</i>. Oxford University Press.</p> <p>Confino, A., 1997. Collective memory and cultural history: Problems of method. <i>The American historical review</i>, 102(5), pp.1386-1403.</p>
	<p><b>The Politics of Memory</b> Memory as a social construction; identity-building; nationalization of memory; Holocaust memory as a national myth narrative</p>	<p>Zerubavel, Y.(1994) The Death of Memory and the Memory of Death: Masada and the Holocaust as Historical Metaphors” . <i>Representations</i> 45:72- 100.</p> <p><u>Additional Reading:</u> Anderson, B., 2006. <i>Imagined communities: Reflections on the origin and spread of nationalism</i>. Introduction. Verso books.</p>

July 2021	13,	<b>Difficult Past</b> Commemorating a difficult past; the Holocaust as a difficult past	Vinitzky-Seroussi, V., 2002. Commemorating a difficult past: Yitzhak Rabin's memorials. <i>American Sociological Review</i> , pp.30-51.  Olick, J.K. and Levy, D., 1997. Collective memory and cultural constraint: Holocaust myth and rationality in German politics. <i>American Sociological Review</i> , pp.921-936.  <u>Additional Reading:</u> Wagner-Pacifici, R. and Schwartz, B., 1991. The Vietnam Veterans Memorial: commemorating a difficult past. <i>American journal of Sociology</i> , 97(2), pp.376-420.
		<b>Commemorative rituals</b> Museums and memorials; De-commemoration practices: rewriting past that was once glorified in the present.	Adams, Tracy and Yinon Guttel-Klein. 2022. "Make it until you Break it: Toward a typology of de-commemoration." <i>Sociological Forum</i> .  <u>Additional Reading:</u> Winter, J., 1998. <i>Sites of memory, sites of mourning: The Great War in European cultural history</i> . Introduction. Cambridge University Press.
July 2022	20,	<b>Three Waves of Memory Studies</b> The first and second waves	Halbwachs, M. (1980) <i>The Collective Memory</i> . New York: Harper Colphson Books. Pp. 68-87  Nora, P. (1989) "Between Memory and History". <i>Representations</i> 26: 7-25.
		<b>Three Waves of Memory Studies-continued</b> The third wave – Transnational; transcultural; cosmopolitan memory	Erl, A., 2011. Travelling memory. <i>Parallax</i> , 17(4), pp.4-18.  <u>Additional Reading:</u> De Cesari, C. and Rigney, A. eds., 2014. <i>Transnational memory: Circulation, articulation, scales</i> . Introduction. (Vol. 19). Walter de Gruyter GmbH & Co KG.

<p>July 27, 2022</p>	<p><b>The memory of the Holocaust as a Traveling memory</b>  Prosthetic memory;  Cosmopolitan memory;  multidirectional memory.</p>	<p>Michman, D. (2019). Particularist and Universalist Interpretations of the Holocaust: A Complex Relationship. In <i>Beyond "Ordinary Men"</i> (pp. 269-286). Brill Schöningh.</p> <p>Levy, D. and Sznajder, N., 2002. Memory unbound: The Holocaust and the formation of cosmopolitan memory. <i>European journal of social theory</i>, 5(1), pp.87-106.</p> <p>Adams, T., 2020. Sharing the Same Space: How the Memory of the Holocaust Travels in Political Speech. <i>The Sociological Quarterly</i>, pp.1-19.</p> <p><u>Additional Reading:</u>  Landsberg, A., 2004. <i>Prosthetic memory: The transformation of American remembrance in the age of mass culture</i>. Introduction. Columbia University Press.</p> <p>Rothberg, M., 2009. <i>Multidirectional Memory and the Universalization of the Holocaust</i>. Introduction. (pp. 123-134). Oxford, Oxford University Press.</p> <p>Karakaya, Y. and Baer, A., 2019, September. "Such Hatred Has Never Flourished on Our Soil": The Politics of Holocaust Memory in Turkey and Spain. In <i>Sociological Forum</i> (Vol. 34, No. 3, pp. 705-728).</p>
<p>August 03, 2022</p>	<p><b>The traveling memory of the Holocaust in social media</b>  Digital activities of Holocaust memorials and museums; the acceptance of generational change and reaction to shifts in media consumption.</p> <p><b>Guest Lecture TBD</b></p>	<p>Ebbrecht-Hartmann, T., 2020. Commemorating from a distance: the digital transformation of Holocaust memory in times of COVID-19. <i>Media, Culture &amp; Society</i>.</p> <p>Henig, L. and Ebbrecht-Hartmann, T., 2020. Witnessing Eva Stories: Media witnessing and self-inscription in social media memory. <i>New media &amp; Society</i>, 24(1): 202-226</p>

August 10, 2022	<p><b>Historical research of the Holocaust vis-à-vis Memory Wars</b></p> <p>The case of Poland and “The Ładoś List”</p>	<p>Grabowski, J., 2016. The Holocaust and Poland's “History Policy”. <i>Israel Journal of Foreign Affairs</i>, 10(3), pp.481-486.</p> <p>Jakub Kumoch, Monika Maniewska, Jędrzej Uszynski, and Bartłomiej Zygmunt. 2020. <i>The Ładoś List</i>. Introduction. Pilecki Institute.</p>
August 17, 2022	<p><b>The memory of the Holocaust as a political tool: the case of Israel</b></p>	<p>Gutwein, Daniel. 2009. “The Privatization of the Holocaust: Memory, Historiography, and Politics.” <i>Israel Studies</i> 14 (1):36–64.</p> <p>Zertal, Idith. 2005. <i>Israel’s Holocaust and the Politics of Nationhood</i>, Introduction. Vol. 21, Cambridge, UK: Cambridge University Press.</p> <p>Steir-Livny, L. (2020). Remembrance in the Living Room [Zikaron b’Salon]: grassroots gatherings as new forms of Holocaust commemoration in Israel. <i>Holocaust Studies</i>, 26(2), 241-258.</p>
August 24, 2022	<p><b>Class presentations</b></p>	
August 31, 2022	<p><b>Class presentations and summary of course</b></p>	

## **Instructions of written assignments:**

### **Reading reports:**

The goal of the report is to make sure the students read the materials before class, gain insights on the materials and enable a reflection of their thoughts in light of the theory.

During the course the students will submit 3 reading reports. These will be chosen by the students at the beginning of the semester to ensure that each topic is covered by at least one student.

The report should include the following: title, 1-2 paragraphs that summarize the main points of the text, 3-4 paragraphs that reflect on the text in light of previous class discussions/texts, current happenings around the world that can be related to the text.

**Instructions:** carefully read the article/text and prepare a short summary of the theoretical and empirical aspects of the article according to the following questions:

What is the theoretical question that the article deals with? What is the theoretical lacuna that the article identifies and how does it aim to fill this lacuna? What are the main theories to which the article refers (can the broad paradigm to which the article belongs be identified? Does it have a reference to classical theorists that you are familiar with?); Is the theory developed in the article relevant to you? 1. Can you rely on it in research or work that interests you? 2. Does the developed theory help you understand the world in which we live? What is the empirical case? Is this a comparative research, and if so, what is compared and how? How is the case used to demonstrate the theory?

When reading the article, what thoughts does it provoke in you? How can these be related to the previous topics discussed in class? How can these be connected to current happenings around the world? explain and extend this discussion to include examples. What is the main issue that resonates from this article and why?

**Final paper:**

Students will analyze the presentation of Holocaust memory as a traveling memory in a medium of their choice. The essay shall include theoretical introduction and analysis of the specific case study. Students will be encouraged to select cases from their origin countries.

The research paper will be constructed individually for each student according to the nature of their case study. This process will be done with close guidance of the lecturer, to determine the choice of case study, the research question, the methodology, and theoretical positioning of the case.

The concluding work will be based on the project the student presented orally in class.

The research paper should adhere to article format, i.e., introduction, literature review, methodology, findings, discussion and concluding remarks.

Presentation and discussion of case study and related theory should be based on relevant articles or books (use of at least ten academic sources). Presentation of findings and discussion should be discussed in light of the theory.

Additional instructions:

- The work should include references (to both primary and secondary sources).
- The length of the work should not exceed 4,500 words, not including references.
- Clear citation, proofreading and writing rules must be observed.