

August 2003

Syllabus for course NPSY3829 submitted by  
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**13 weeks Wednesday, September 17<sup>th</sup> through December 17<sup>th</sup> 2003**

What do we know - what do students learn - about the persecution of Jews and homosexuals during the Holocaust? What does it mean to them and to our society today? Jews were not the only victims of Nazi persecution; homosexuals were also among the many persecuted groups. What effect did this have on attitudes following the Second World War? To what extent is there a political link between anti-gay attitudes then and now? What effect did the trauma of persecution have on relationships within the families of perpetrators and of victims? After briefly reviewing the history of the Holocaust, we analyze the treatment of this subject in literature and film as well as on television and in first person accounts.

Class meeting 1. September 17<sup>th</sup>

This course deals with a genocide that lies in the past, that happened some sixty years ago. Unfortunately, it is not an isolated event, a string of mass killings has followed. By studying the well documented history of the Holocaust, we may be better able to understand and ultimately help prevent genocide.

***Assignment for September 24th:***

***In the Coursepack, read "The Holocaust - Introductory Essays," David Scarse and Wolfgang Mieder (Eds.) David Scarse and Wolfgang Mieder. The History of the Holocaust; pp 1-80***

Class meeting 2. September 24th

Discussion of our understanding of the historical events. Where did we first learn about them? What did we learn? How can one study "the roots of evil"? Which generation does each one of us represent relative to the Holocaust?

***Assignment for October 1st:***

***Art Spiegelman, "Maus - A Survivor's Tale." Volume 1.***

Class meeting 3. October 1st

Analysis of "Maus" - Volume 1, relating the events leading up to the Holocaust - an example of a dialogue between the generation of the victims and their children.

***Assignment for October 8<sup>th</sup>:***

**Art Spiegelman, "Maus - A Survivor's Tale." Volume II.**

Class meeting 4. October 8th

What is revealed in "Maus II" about idiosyncrasy and human frailty? What is Spiegelman's aim with his imaginative symbols?

The fourth generation after the Holocaust is growing up among us. What do we know of the dialogue between the generations?

**Assignment for October 15<sup>th</sup>:**

**In the Coursepack, read "The Holocaust in Three Generations: Families of Victims and Perpetrators of the Nazi Regime," Gabriele Rosenthal, (Ed.), Cassell, London; 1998, pp.1-31.**

Class meeting 5. October 15th

We discuss the dialogue between the grandchildren of the generation of the victims and of the perpetrators - and the precursor of this course, a similar New School course given on the internet and including students from Austria and from the United States.

View portions of such an encounter in Israel on video by Professor Dan Baron.

**Assignment for October 22<sup>nd</sup>:**

**Review material covered so far in anticipation of a short midterm exam, to be given in class on October 22<sup>nd</sup>.**

Class meeting 6. October 22<sup>nd</sup>

Discussion of student projects - collaboration between students, topics to be selected, dates for oral reports.

One-hour midterm exam.

**Assignment for October 29<sup>th</sup>:**

**In the Coursepack, read "Hidden Holocaust" by Guenter Grau, 1995, "Persecution, 'Re-education' or 'Eradication' of Male Homosexuals between 1933 and 1945" and "Claudia Schoppmann, "The Position of Lesbian Women in the Nazi Period," pp 1-15.**

Class meeting 7. October 29<sup>th</sup>

Homosexuality before, during, and after the Holocaust in Germany. The roles of Magnus Hirschfeld and Ernst Rohm.

Subjects of student reports!

**Assignment for November 12<sup>th</sup> (in two weeks):**

**Research the multiple meanings of November 9<sup>th</sup> in German history.**

**Procure and read Pierre Seel, "I, Pierre Seel, Deported Homosexual"**

Class meeting 8. November 5<sup>th</sup>

Guest lecturer: **Niko Wahl** - "What does the Nazi persecution of homosexuals mean to the gay and lesbian movement today?"

Class meeting 9. November 12<sup>th</sup>

How did the persecution of homosexuals affect the progress of gay rights in Germany and in the US? Discussion of the life of Pierre Seel - its meaning.

Class to discuss selection of film(s) for analysis - e.g. Train de vie, Pianist, Schindler's List, Aimee and Jaguar, Life is Beautiful,"...

**Assignment for November 19<sup>th</sup>:**

***In the Coursepack, read M. Hirsch and L. Spitzer, "Representing the Holocaust: Film and Video" pp. 149-161. Additional assignment depending on film choice to be determined!***

Class meeting 10. November 19<sup>th</sup>

Discussion of the topics of the student reports.

**Assignment for December 3<sup>rd</sup>:**

***Preliminary research on your report, be ready to present short abstract of your topic.***

**(No classes Nov. 26<sup>th</sup> - Thanksgiving Holiday)**

Class meeting 11. December 3<sup>rd</sup>

**STUDENT REPORTS**

followed by discussion.

Class meeting 12. December 10<sup>th</sup>

**STUDENT REPORTS**

followed by discussion.

Class meeting 13. December 17<sup>th</sup>

**Final Exam**

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**Course Requirements and Grading:**

Regular class attendance and participation (30%)

Midterm exam (20%)

Short research paper on topic pertinent to the course, with class presentation if possible (25%)

Final Exam (25%)

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