



Spring 2019
Jews in 20th Century Europe. A comparative
perspective on Italy, Germany and France
HBRJD-UA9200 F01
Mondays, 330-615pm
Capponi

Class Description:

This course explores the interactions of Jews and other Western Europeans after World War II, noting their interlocking histories and memories even after the Holocaust. Students will learn about Western European Jewish life from Emancipation through the early 20th century, the Holocaust and the immediate postwar turmoil especially in Germany, Italy and France. They will analyze how Italians, Germans -- East and West -- and French citizens did or did not come to terms with the Fascist and Nazi past. They will study Jewish perspectives on their lives in Europe, including those of the Displaced Persons, but also those of Jews who chose to stay in their homelands. The class will learn why these Jews remained, how they experienced their citizenship, and how they interacted with non-Jews. Readings will also analyze Jewish memories and memory cultures in a variety of nations and segments of society. Assignments look at conflicting European and Jewish historical memories, including the general silence about the Holocaust of the early postwar years, the Jewish demand for reparations, the attractions of Israel for some Jews, and the growing acknowledgement of the Holocaust in political culture as well as the building of museums and monuments about Jewish history and the Holocaust.

Instructor Details:

Name: Marcella Simoni; Marion Kaplan

NYUHome Email Address: ms4386@nyu.edu; marion.kaplan@nyu.edu

Office Hours: Simoni (Mon. before and after class – by appointment. Just send me an email)

Villa Ulivi Office Location: Villa Ulivi, top floor; Villa Ulivi Phone Number: +39 055 5007 300

Office Hours: Kaplan (Mon. before class and at 3.30pm)

NY: 51 Wash. Sq. S. (King Juan Carlos Bldg), room 110.

For fieldtrips refer to the email with trip instructions and trip assistant's cell phone number

Desired Outcomes:

On completion of this course, students should:

- Have improved their ability to think critically, engage in complex reasoning and express their thoughts clearly through their written work
- Have improved their understanding of the methodologies of (course subj.)
- Have mastered a basic understanding of how to research questions in (course subj.)
- Recognize works by the principal protagonists of the (course subj.) and understand why they are significant for (course subj.)

Assessment Components

- Class Participation: 15%
- Written Assignments (two 4-5 page reaction papers): 20% (10 % each)
- Midterm Exam: 25%
- Oral Presentation of 10 minute length: 10% (5 % each)
- Final Exam: 30%

“Failure to submit or fulfill any required course component results in failure of the class.”

Assessment Expectations:

- **Grade A:** The student’s work demonstrates an understanding of the subject that goes beyond assigned course readings. The student writes essays/exam questions that are an original synthesis of source materials, demonstrating the ability to evaluate source material critically. Written arguments are clear, well-organized and well-presented; oral presentations are concise, incisive and supplemented by appropriate visual materials. The student has distinguished himself/herself throughout the course of the semester for his/her contributions to class discussion.
- **Grade B:** The student’s work shows a clear understanding of assigned readings and materials covered in class. The student writes clear, well-organized and well-presented essays/exam questions; oral presentations are concise, incisive and supplemented by appropriate visual materials. The student is prepared in class and asks relevant questions.
- **Grade C:** The student’s work shows a basic understanding of the subject treated in assigned readings and covered in class. However, written and/or oral work is deficient in one or more of the following areas: clarity, organization or content. The student’s work is generally in need of improvement
- **Grade D:** The student’s work shows occasional understanding of the subject treated in assigned readings and covered in class. Written and/or oral work is deficient in one or more of the following areas: clarity, organization or content. The student does not participate in class discussion and has not frequented the instructor’s office hours.
- **Grade F:** The student’s work does not demonstrate understanding of the subject treated in assigned readings and covered in class. Written and/or oral work are either insufficient or are not submitted. The student appears unprepared in class and has not frequented the instructor’s office hours.

Grading Guidelines

A = 94-100

A minus = 90-93

B plus = 87-89

B = 84-86

B minus = 80-83

C plus = 77-79

C = 74-76

C minus = 70-73

D plus = 67-69

D = 65-66

F = below 65

Grading Policy:

Please refer to Assessment Expectations and the policy on late submission of work

Academic Accommodations:

Academic accommodations are available for students with documented disabilities. Please contact the Moses Center for Students with Disabilities at 212-998-4980 or see the [Moses Center](#) for further information.

Students with disabilities who believe that they may need accommodations in a class are encouraged to contact the Moses Center for Students with Disabilities at (212) 998-4980 as soon as possible to better ensure that such accommodations are implemented in a timely fashion. For more information, see [Study Away and Disability](#).

Attendance Policy:

Study abroad at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. **To ensure the integrity of this academic experience, class attendance at the centers is mandatory, and unexcused absences will be penalized with a two percent deduction from the student's final course grade.** Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in failure.

For courses that meet once a week, one unexcused absence will be penalized by a two percent deduction from the student's final course grade. For courses that meet two or more times a week, the same penalty will apply to the number of class times over a single week

Excused Absences:

In case of absence, regardless of the reason, the student is responsible for completing missed assignments, getting notes and making up missed work in a timely manner based upon a schedule that is mutually agreed upon between the faculty member and the student. **The only**

excused absences are those approved by the Office of Academic Support; they are as follows:

Absence Due to Illness

- If you are sick, please see a doctor. Contact the Office of Student Life for assistance.
- For absences that last for **two or more consecutive days, a doctor's certificate, "certificato medico" is required.** The doctor will indicate in writing the number of days of bed rest required. Please note **these certificates can only be obtained on the day you see the doctor** and cannot be written for you afterwards.
- Absences can ONLY be excused if they are reported WITHIN 48 HRS of your return to class via the online **NYU Florence Absence Form**
- OAS will not accept a student email or telephone call regarding an absence due to illness
- OAS will only notify faculty of absences REPORTED on the ABSENCE FORM
- The Office of Student Life, when assisting you in cases of severe or extended illness, will coordinate with the Office of Academic Support to properly record your absences

Due to Religious Observance

- Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday
- Information regarding absences due to religious observance must be provided at least SEVEN DAYS PRIOR to the date(s) in question using the online **NYU Florence Absence Form**
- **Please note that no excuse**d absences for reasons other than illness can be applied retroactively.

Due to a class conflict with a program sponsored lecture, event, or activity

- All students are entitled to miss one class period without any penalty to their grade in order to attend a lecture, event or activity that is sponsored by La Pietra Dialogues, Acton Miscellany or the Graduate Lecture series.
- Information regarding absences due to a class conflict must be provided at least SEVEN DAYS PRIOR to the date(s) in question using the online **NYU Florence Absence Form**
- Please note that no excused absences for reasons other than illness can be applied retroactively.

Students with questions or needing clarification about this policy are instructed to contact a member of the Office of Academic Support located in Villa Ulivi or to email florence.academicssupport@nyu.edu

Late Submission of Work

- All course work must be submitted on time, in class on the date specified on the syllabus.

- To request an extension on a deadline for an assignment, students must speak to the professor one week prior to the due date
- To receive an incomplete for a course at the end of the semester, two weeks before final exams, both the student and the faculty member must meet with the Assistant Director of Academic Affairs to review the request and if granted, they must both sign an Incomplete Contract detailing the terms for completing missing coursework.

Plagiarism Policy

PLAGIARISM WILL NOT BE TOLERATED IN ANY FORM:

The presentation of another person's words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

In the event of suspected or confirmed cases of plagiarism, the faculty member will consult first with the Assistant Director for Academic Affairs as definitions and procedures vary from school to school.

Writing Center:

The Writing Center, located in Villa Ulivi, offers you feedback on any type of writing, at any stage in planning or drafting; very rough drafts are welcome. Sign up for a consultation at the [Writing Center's website](#) and submit your working draft or ideas at least six hours in advance to [NYU Florence Writing Center](#). You can drop in for a consultation M-Th, but remember that appointments are given priority. Please also note that the Writing Center does not correct or "fix" your writing but prompts you to think and work. The aim is to create stronger writers in the long term, not necessarily perfect papers in the short term.

Required Text(s):

- Auslander Leora, "Coming Home? Jews in Postwar Paris," *Journal of Contemporary History* 40/2 (2005), pp. 237-259.
- Brenner Michael, *After the Holocaust: Rebuilding Jewish Life in Postwar Germany*, 1995, pp. 102-106.
- Carrier Peter, "The Second World War in the Memory Cultures of France and Germany" in *National Identities*, vol. 8, no. 4 (2006), pp. 349-366.
- Clifford Rebecca, *Commemorating the Holocaust: The Dilemmas of Remembrance in France and Italy*, Oxford: OUP, 2013, pp. 71-107.
- Grossmann Atina, "Victims, Villains, and Survivors. Gendered Perceptions and Self-Perceptions of Jewish Displaced Persons in Occupied Postwar Germany," *Journal of the History of Sexuality*, 11 (1/2), (2002), pp. 291-318.
- Hyman Paula, *The Jews of Modern France*, Berkeley: University of California Press, 1998, pp. 161-214.
- Koch Anna, "Returning Home? Italian and German Jews Remigration after the Holocaust," in *Migrations in the German Lands, 1500-2000*, ed. by Jason Coy, et.al., New York: Berghahn, 2016, pp. 173-182.
- Mandel Maud, *Muslims and Jews in France: History of a Conflict*, Princeton, New Jersey: Princeton University Press, 2014, pp. 15-34 and pp. 35-58

- Nicosia Francis R. and David Scrase (Eds.) *Jewish Life in Nazi Germany: Dilemmas and Responses*, New York: Berghahn, 2010, pp. 1-14; 15-37.
- Pinto Diana, "I'm a European Jew and, No, I'm not Leaving," *New Republic*, March 26, 2015, pp. 1-3
- Renton James and Ben Gidley (eds.), *Antisemitism and Islamophobia in Europe: a Shared Story?*, London: Palgrave Macmillan, 201, pp. 1-9 and chaps. by Gilman (pp. 143-157) and Egorova/Ahmed (pp. 283-296.)
- Schnapper Dominique, Chantal Bordes-Benayoun, Freddy Raphael, *Jewish citizenship in France: the temptation of being among one's own*, New Brunswick, N.J.: Transaction Publishers, 2010, pp. 1-25 and 109-119.
- Schwarz Guri, *After Mussolini, Jewish life and Jewish memories in post-Fascist Italy*, Portland, Or.: Vallentine Mitchell, 2012, pp. 109-147.
- Simoni Marcella, "Young Italian Jews in Israel, and Back: Voices from a Generation, 1945-1953" in *Italian Jewish Networks from the Seventeenth to the Twentieth Century. Bridging Europe and the Mediterranean* edited by Francesca Bregoli, Carlotta Ferrara degli Uberti, Guri Schwarz, New York, NY: Springer, 2018, pp. 173-200.
- Stille Alexander, *Benevolence and Betrayal: Five Italian Jewish Families under Fascism*, New York : Summit Books, 1991, pp. 17-90; 223-278
- Stern Frank, "From the Liberation of the Jews to the Unification of the Germans: the discourse of antagonistic memories," in Amy Colin, *Bridging the Abyss. Reflections on Jewish Suffering, Antisemitism and Exile*, München: W. Fink, 1994, pp.43-59
- Valensi Lucette and Nathan Wachtel, *Jewish Memories*, University of California Press, 1991, pp. 143-169 and pp. 215-242
- Zuccotti Susan, *Under his Very Windows: the Vatican and the Holocaust in Italy*, New Haven: Yale University Press, 2000, pp. 150-170; and pp. 189-201.
- "Young Israelis flocking to Berlin," *Portside.org*, Sept. 23, 2010, p.1-3

Each student will have to read one of these

- Primo Levi, *If this is a Man*, London: Bodley Head, 1966.
- Ruth Kluger, *Still Alive: A Holocaust Girlhood Remembered*, New York : Feminist Press at the City University of New York, 2001.
- Hélène Berr, *The Journal of Hélène Berr*, New York: Weinstein Books, c2008.

And one of these:

- Patrick Modiano, *Dora Bruder*, Berkeley : University of California Press, 1999.
- Lynn Rapaport, *Jews in Germany after the Holocaust: Memory, Identity and Jewish-German Relations*, Cambridge: Cambridge University Press, 1997, pp. 13-161
- Rosetta Loy, *First Words: A Childhood in Fascist Italy*, New York : Metropolitan Books/Henry Holt, 2000.

All the material is available on Classes under "Resources". Copies of each textbook are available for consultation and short term loans in the [Villa Ulivi Library](#).

Internet Research Guidelines:

The careful use of internet resources is encouraged and a list of recommended websites will be given. Failure to cite internet and other non-traditional media sources in your written work constitutes plagiarism.

Additional Required Equipment:

N/A

Class Assignments and Topics:

Session 1 – Feb. 4 – With New York

Introduction

- How does the course work
- What is comparative history?
- Italian and German Jews as the main focus of this course with comparative approaches to other Western Jewries

- Intro Lecture: Jews “at home” in Early 20th Century Western Europe: Emancipated, Integrated and Looking Forward

Session 2- Feb. 11 – With New York

Rise of Fascism in Italy and Nazism in Germany

- Short lecture on the Nazi “racial state”
- Intro on development of Fascism in Italy
- Intro on rise of Nazism and Racial State
- USHMM WEBSITE on Nazism: Aftermath of World War I [13 minute film]
- Youtube on Mussolini: Benito Mussolini's rise to power

- Assigned readings for class
- Francis Nicosia, “Introduction,” Jewish Life in Nazi Germany: Dilemmas and Responses, ed. by Francis R. Nicosia and David Scrase (2010), pp. 1-14.

Session 3- Feb. 15

Racism and the Racial Laws in colonial and fascist Italy

- From Colonial racism to political anti-Semitism
- The Jews in Fascist Italy, and the others

- Watch movie in class: Ettore Scola, *A special day* (1977)
- Students will choose the books they intend to read and present for class **#7**.

Assigned readings for class

- Alexander Stille, *Benevolence and Betrayal: Five Italian Jewish Families* (chap.: “Fatherland, Faith and Family”), pp. 17-90.

Session 4 – Feb. 18

Visit to Florence Synagogue and Museum.

Please meet the class in front of the Synagogue of Florence, Via Farini 4 at 1530

Session 5- Feb. 25 – With New York

Identity & discrimination (Germany, Italy, and France)

- Prompt for class: Raise two or three comparisons between the situations of Jews in Germany, France and Italy, referring to your readings.

Assigned readings for class

- Paula Hyman, *The Jews of Modern France*, ch. 9 (“The Holocaust in France”), pp. 161-214.
- Marion Kaplan, “Changing Roles in Jewish Families,” in Jewish Life, ed. by Nicosia and Scrase, pp. 15-37.

Session 6- March 4 – With New York

The Churches and the Jews (Germany, France, Italy)

- Film: Clips from Amen (Costa Gravas, 2002)
- Prompt Discuss the reaction of the Vatican in general to the Holocaust and of the local priests more specifically (Genoa and Venice).

Assigned readings for class

- Zuccotti, *Under his Very Windows: the Vatican and the Holocaust*, chaps. 11,13, pp. 150-170; and pp. 189-201
- Stille, *Five Italian Jewish Families* (chapter: “The Rabbi, the Priest and the Aviator: A Story of Rescue in Genoa), pp. 223-278.

Session 7- March 11 – With New York

War and Deportation: Italy, France, Austria

1st **Paper and presentation** due in class: contextualizing the memoir *with previous reading assignments*. Please include whether or not you think that this text lives up to the reputation of being a classic of Holocaust testimonies. 4 pages.

Presentation: Students will have chosen one book among these 3, although we will need to have volunteers for every book.

- (Italy) Primo Levi, *If this is a Man* (also known as *Survival in Auschwitz*)

- (Austria) Ruth Kluger, *Still Alive: A Holocaust Girlhood Remembered*
- (France) H el ene Berr, *The Journal of H el ene Berr*.

Session 8 – March 18 – MIDTERM WRITTEN EXAM

- Midterm written exam (2 hrs) – reply to three questions about the subjects and the materials discussed in the first half of the course.

Session 9 – April 1

After the War: Holocaust survivors, Jewish DPs. (Germany, France, Italy)

With the participation of Dr. Chiara Renzo (Ca' Foscari University of Venice), *Jewish DPs in Southern Italy and beyond*.

Prompt: discuss the relations among Holocaust survivors, Jewish DPs with the citizens and institutions of France, Germany and Italy

Watch film in Class: *Toward the Promised Land* (5 minutes)

Assigned readings for class

- Atina Grossmann, "Victims, Villains, and Survivors. Gendered Perceptions and Self-Perceptions of Jewish Displaced Persons in Occupied Postwar Germany," *Journal of the History of Sexuality*, 11 (1/2), (2002), pp. 291-318
- Maud Mandel, "Muslims and Jews in France," ch. 1, pp. 15-34
- Frank Stern, "From the Liberation of the Jews to the Unification of the Germans: the discourse of antagonistic memories," in Amy Colin, *Bridging the Abyss. Reflections on Jewish Suffering, Antisemitism and Exile*, pp. 43-59.

Session 10 – April 8 – With New York (Prof. Kaplan not in class)

- **The re-foundation of Jewish life in Europe and the fight for Restitution**
- Prompt: Discuss the difficulties faced by Jews and non-Jews encountering each other after the war. Describe the institutional and personal obstacles that returning Jews faced as they met former neighbors or friends and as they reclaimed their properties and positions? Did some Jews experience a generation gap in the post-war context?

Watch movie by Mark Goldstein and Herbert B. Fredersdorf, *Long is the way*, 1949.

Students will choose the books they intend to read and present for class # 14

Assigned readings for class

- Michael Brenner, *After the Holocaust: Rebuilding Jewish Life in Postwar Germany*, 1995, pp. 102-106.

- Leora Auslander, "Coming Home? Jews in Postwar Paris," *Journal of Contemporary History* 40/2 (2005), pp. 237-259.
- Anna Koch, "Returning Home? Italian and German Jews Remigration after the Holocaust," in *Migrations in the German Lands, 1500-2000*, ed. by Jason Coy, et.al., pp. 173-182.
- Marcella Simoni, "Young Italian Jews in Israel, and Back: Voices from a Generation, 1945-1953" in *Italian Jewish Networks from the Seventeenth to the Twentieth Century*, pp. 173-200

Field trip: Sunday April 14.

Visit to the Concentration camp of Fossoli and Museum of the Deportee in Carpi.

(With the class of Modern Italy, Prof. Davide Lombardo).

Included is also visit to the synagogue of Carpi

Session 11 – April 15 - With New York

Memory and memorialization of the Shoah (Italy, Germany, France)

- Short lecture: Chronologies – understanding a timeline of memory, politics, and memorialization and comparing these to Israeli memorialization.
- 2nd **Paper** due in class: How did these European countries memorialize the Holocaust and did these memorials change over time? 5 pages

Assigned readings for class

- (Germany and France) Peter Carrier, "The Second World War in the Memory Cultures of France and Germany" in *National Identities*, vol. 8, no. 4 (2006), pp. 349-366.
- (Cold War Italy) Rebecca Clifford, *Commemorating the Holocaust: The Dilemmas of Remembrance in France and Italy* (OUP, 2013), ch. 2, pp. 71-107.
- (Italy), Guri Schwarz, *After Mussolini*, Part. 2, ch. 6,7, pp. 109-147

April 15. h. 1800: Dario Miccoli (Ca' Foscari University of Venice), LPD Dialogues, *The memorialization of the Holocaust in North Africa*.

Session 12 – April 29 – With New York

Changes in European Jewish communities: the immigration of Jews from Arab countries (Libya, Morocco, Tunisia and Algeria) to Europe (Italy, France)

- Prompt for class: Describe how the differences and similarities among Jews in various Arab countries impacted their immigration to and integration in France and Italy?

Assigned readings for class

- Lucette Valensi and Nathan Wachtel, *Jewish Memories*, University of California Press, 1991, ch. 5 (Metamorphosis), ch. 7 (Around the Mediterranean).

- Maud Mandel, *Muslims and Jews in France: History of a Conflict*, chap. 2, pp. 35-58

Session 13 – May 6 – With New York

On Antisemitism and Islamophobia today in Europe

Assigned readings for class

- Schnapper and Raphael, *Jewish Citizenship in France* (2009) chaps. 1 and Conc., pp. 1-25 and 109-119.
- “Young Israelis flocking to Berlin,” *Portside.org*, Sept. 23, 2010, p.1-3
- Diana Pinto, “I’m a European Jew and, No, I’m not Leaving,” *New Republic*, March 26, 2015, pp. 1-3
- *Antisemitism and Islamophobia in Europe*, eds James Renton and Ben Gidley (2017), Intro, pp. 1-9 and chaps. by Gilman (chap. 6, pp. 143-157) and Egorova/Ahmed (chap. 11, pp. 283-296.)

Session 14 – May 13 – in part with New York

- First half of the class: Personal voices in post-war Europe. **Student presentations** - will count for *1/3 of your final exam*
- Second half of the class: final written exam – reply to three questions about the subjects and the materials discussed in the second half of the course.

Students will choose and present (in groups) one book among these three postwar meditations on memories of the Holocaust or on being Jewish in Europe, although we will need to have volunteers for every book.

- (France) Patrick Modiano, *Dora Bruder*
- (Germany) Lynn Rapaport, *Jews in Germany after the Holocaust: Memory, Identity and Jewish-German Relations* (Cambridge University Press, 1997) (on postwar through 1990s), chaps.1- 4
- (Italy) Rosetta Loy, *First Words: A Childhood in Fascist Italy* (available in Villa Ulivi library)

Classroom Etiquette

- Eating is not permitted in the classrooms. Bottled water is permitted.
- Cell phones should be turned off during class time.
- The use of personal laptops and other electronic handheld devices are prohibited in the classroom unless otherwise specified by the professor.
- We recycle! So keep it green! Please dispose of trash in the clearly marked recycle bins located throughout the on campus buildings

Required Co-curricular Activities

Feb. 18

Visit to Florence Synagogue and Museum.

Please meet the class in front of the Synagogue of Florence, Via Farini 4 at 1530

April 14.

Visit to the Concentration camp of Fossoli and Museum of the Deportee in Carpi.

Included is also visit to the synagogue of Carpi

April 15: Dario Micolli, LPD Dialogues, *The memorialization of the Holocaust in North Africa.*

Suggested Co-curricular Activities

Suggested optional co-curricular activities will be announced in class and/or via email by the professor throughout the semester.

Your Instructor

Kaplan: has recently written a book about refugees from Germany and Austria who went to Lisbon en route to their escape from Europe. She will maintain an active conference and research schedule in addition to teaching.

Simoni: is writing a book about the history of conscientious objection in the State of Israel and is conducting research on Jewish volunteers in Israel at various historical turning points. She will maintain an active conference and research schedule in addition to teaching.