

## COURSE INFORMATION

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Course Title	Course Code Number	Credit Value
Representations of the Holocaust	CENS 303A 99A	3

### PREREQUISITES

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None

### COREQUISITES

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None CONTACTS

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Course Instructor(s)	Contact Details	Office Location	Office Hours
Janine Wulz	<a href="mailto:Janine.wulz@ubc.ca">Janine.wulz@ubc.ca</a>  [response time for the course related emails is less than 24 hours, except for weekends]		Office hours on Zoom Tuesday 1.00-2.00 pm Wednesday 3.30-4.30 pm <a href="https://uvic.zoom.us/j/8829917356">https://uvic.zoom.us/j/8829917356</a> and by appointment.

## OTHER INSTRUCTIONAL STAFF

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## COURSE STRUCTURE

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This is an online course. The basic components include:

- Synchronous and asynchronous lectures: there are four live lectures (Introduction and 3 guest lectures), that will be recorded and posted in Canvas after. Attendance is not mandatory. Other lectures will be recorded only.
- Group discussions and short group work quizzes: each student is part of a group of 4-5 students. Groups need to communicate regularly, discuss questions and work together on quizzes. Regular online meetings are recommended.
- Quizzes: 3 individual online quizzes covering 1-2 modules each. 1 final online quiz.
- Blog entries: students are asked to add at least one interesting text (reading, videos, art,...) to the blog, according to their own interest.
- Reading reflection: individual reading reflection of 250-400 words
- Self and peer evaluations: about your learning process.

Course material, assignments and discussions are located on Canvas. The course outline, expectations and assignment structure are explained in detail on Canvas. Students will find answers to the majority of their questions in the “About the Course” or “Assignment” sections. It can also be helpful to consult the course FAQs.

In addition to lectures, documentaries, podcasts and readings, there will be regular posts, feedback videos and directions for readings posted on the UBC Blogs site to help you contextualize the course material and to give valuable advice regarding the overall learning trajectory.

Generally, the instructor communicates with students by posts in the “Announcements” on Canvas. Please remember that the instructor will be happy to help you with the academic content of the course, but technical questions have to be addressed to the IT help desk.

## **Course Objectives**

In this course, we will guide you through a carefully arranged selection of material and assignments that will help you learn about the Nazi Holocaust and related aspects of Nazi Germany by focusing on the ghettos that were established all over occupied Poland. While providing some historical background and introducing important theoretical concepts, the course mostly revolves around the study of first-hand accounts.

In this course, you will learn to

- assess the historical background of the Holocaust and link it to the specific – and frequently internally divisive – policies of Nazi Germany
- describe elements of cultural and historical context that informed the texts discussed in class
- understand actions and responses of perpetrators, victims and bystanders, including the so-called “grey zone”
- assess the role of the ghettos in the Nazis’ extermination efforts
- analyzes the social, economic, political and spatial implications of the ghettos’ establishment
- discern the memory agendas at play in the commemoration of the Holocaust
- analyze the impact of trauma on collective memory
- analyze critically debates about the responsibilities of Western Powers, Nazi Anti-Semitism, as well as the impact of the Holocaust on contemporary policies toward minorities and the understanding of rights and responsibilities of citizenship in democratic societies
- develop critical thinking and writing skills on an academic level in relation to course themes/objectives

WEEKLY SCHEDULE OF TOPICS

Date	Module	
Week 1 Jan 11	Introduction and Pre-war Life	<ul style="list-style-type: none"> <li>• Live Lecture: Introduction: What to expect from the course (Janine Wulz)</li> <li>• Live Lecture: Overview: Witnessing atrocities, representation of the Holocaust and testimony. (Janine Wulz)</li> <li>• Watch: Pre-war Jewish life</li> <li>• Read: Pre-war Jewish life</li> <li>• Activity: Introduce yourself</li> <li>• Group Work 1: Course Navigation – Group creation</li> </ul>
Week 2 Jan 18	Module 1 Nazi Policies	<ul style="list-style-type: none"> <li>• Video Antisemitism (Anne Frank House)</li> <li>• Read: Russell, N. (2019). The Nazi Regime</li> <li>• Read: Nuremberg Laws</li> </ul>
Week 3 Jan 25	Module 1 Nazi Policies	<ul style="list-style-type: none"> <li>• Read: Mary Berg, “Introduction” and “Warsaw Besieged”</li> <li>• Group Work 2: Antisemitism and Ideology</li> <li>• Individual Work: Self-reflection</li> </ul>
Week 4 Feb 1	Module 2 Establishment of the Ghetto	<ul style="list-style-type: none"> <li>• Lecture: Warsaw Ghetto (Janine Wulz)</li> <li>• Read: Report from Waldemar Schön</li> <li>• Read: Engelking &amp; Leociak: From the Historic Ghetto to the Nazi Ghetto</li> <li>• Read: Mary Berg, “The Ghetto Begins”</li> <li>• Group Work 3: Mary Berg</li> </ul>
Week 5 Feb 8	Module 2 Establishment of the Ghetto	<ul style="list-style-type: none"> <li>• Read: Halina Birenbaum “Hope is the Last to Die”</li> <li>• Read: Ghetto administration ERHI</li> <li>• Quiz Modul 1&amp;2 (10%)</li> </ul>
Week 6 Feb 15	Module 3 The Gray Zone	<ul style="list-style-type: none"> <li>• Live Lecture: “Theresienstadt” (Niklas Lämmel, Berlin)</li> <li>• Read: How to talk about the Holocaust</li> <li>• Read Text: Dan Mikhman</li> </ul>

Week 7 Feb 22	Module 4 The History of the Ghettos in Testimonies	<ul style="list-style-type: none"> <li>• Read: Primo Levi: Gray Zone</li> <li>• Read: Szymon Datner:</li> <li>• Read and explore Lodz Ghetto online exhibition</li> <li>• Read: Rumkowski: Give me your Children</li> <li>• Group Work 5: Gray Zone</li> <li>• Group reflection 1: The Gray Zone</li> </ul>
Week 8 Mar 1	Module 4 The History of the Ghettos in Testimonies	<ul style="list-style-type: none"> <li>• Live Lecture: Budapest Ghetto and Carl Lutz (Charlotte Schallie, UVIC)</li> <li>• Read and watch: Budapest Ghetto</li> <li>• Read: Halina Birenbaum</li> <li>• First draft reading reflection</li> </ul>
Week 9 Mar 8	Module 4 The History of the Ghettos in Testimonies	<ul style="list-style-type: none"> <li>• Lecture: Warsaw Ghetto: Life, Extermination (Janine Wulz)</li> <li>• Read: Engelking &amp; Leociak “Chronology September 1939 – May 1943”</li> <li>• Read: Mary Berg</li> <li>• Group Work 6: Halina Birenbaum</li> <li>• Module 3&amp;4 Quiz (10%)</li> </ul>
Week 10 Mar 15	Module 5 Economy and Living Conditions	<ul style="list-style-type: none"> <li>• Lecture: Economy and living conditions</li> <li>• Read: Economy and living conditions</li> <li>• Read: Ruth Klüger</li> <li>• Group Work 7: Economy and Living Conditions</li> <li>• Reading reflection due (15%)</li> </ul>
Week 11 Mar 22	Module 6 Resistance, Aftermath and Story Without a Witness	<ul style="list-style-type: none"> <li>• Lecture: Resistance and The Underground Archives of the Warsaw Ghetto</li> <li>• Read: Music, culture and resistance</li> <li>• Read: Emanuel Ringelblum</li> <li>• Read: Ghetto uprising</li> <li>• Group Work 8: Resistance</li> </ul>
Week 12	Module 6 Resistance, Aftermath and Story	<ul style="list-style-type: none"> <li>• Lecture: Holocaust Testimony and Primo Levi (Thomas Wallerberger, New York/Vienna)</li> <li>• Read: Primo Levi</li> </ul>

Mar 29	Without a Witness	<ul style="list-style-type: none"> <li>• Group Reflection 2: Holocaust Testimony and Memorialisation</li> </ul>
Week 13 Apr 5	Module 6 Resistance, Aftermath and Story Without a Witness	<ul style="list-style-type: none"> <li>• Live Lecture: “Aftermath, memory and Graphic Novels” (Janine Wulz)</li> <li>• Read: Rutu Modan “The property”</li> <li>• Read: Holocaust Tourism</li> <li>• Modul 5&amp;6 Quiz (10%)</li> </ul>
		<ul style="list-style-type: none"> <li>• Final quiz (short essay form) (15%)</li> <li>• Self-evaluation</li> </ul>

>> Please consult the “Course Schedule” for due dates, and the “Announcements” section of the Course website for updates or changes. <<

#### LEARNING ACTIVITIES

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Students are expected to participate in all group discussions and activities, and are asked to complete the required readings and watch the accompanying lectures and documentaries before doing so. These assignments are graded both for individual contributions and engagement with the group.

Learning activities also include short group work quizzes (which are part of participation) and reading reflections with peer feedback in small groups. Students are expected to revisit questions with wrong answers in both the short group work and the module quizzes.

#### LEARNING MATERIALS

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Lectures and video material is provided on the Course site (UBC Blogs) accessible also through the course Canvas site.

Please note that this course makes use of three platforms – Blogs, Canvas and CLAS. Blogs (accessible on Canvas as „Course Website”) includes educational material while student activities are located on Canvas. CLAS provides a platform for videos and audio material.

#### Course Readings

Available through UBC Bookstore (please acquire early on):

- Berg, Mary. *Diary of Mary Berg: Growing up in the Warsaw Ghetto*. London: Oneworld Publications, 2018. ISBN: 9781786073402
- Birenbaum, Halina. *Hope is the last to die*. Oświęcim: The Auschwitz Birkenau Museum, 1994. ISBN: 9788838504716
- Modan, Rutu; Cohen, Jessica. *The Property*. Drawn and Quarterly, 2013. ISBN: 9781770461156

Other course readings will be accessible as PDFs or hyperlinks on the course site or through the UBC library system.

## ASSESSMENTS OF LEARNING

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Students are not graded on the basis of a single work but rather on their performance and involvement over the period of the entire course. Summative assessment is designed to measure progress and judge whether the submitted work meets the expectations outlined in the learning objectives.

### *Participation – 10%*

Preparation and active participation, including Group Discussions, blog entries and peer feedback for the Reading Reflections.

### *Group Work – 15%*

These short quizzes usually follow a Group Discussion and consist of questions relating to the material covered in the group assignment. They are usually multiple choice, with some of them including an open question.

### *Module Quizzes – 30%*

Each Module Quiz addresses material of one or two specific modules. The quizzes are usually multiple choice, with some of them including an open question.

### *Midterm Reading Reflection – 15%*

During the course, students will be asked to discuss one of the course readings in a reflection of approx. 250-400 words. After giving and receiving feedback on a draft of their reflection, students will submit their final revised reflection as a midterm.

### *Final Quiz – 15%*

The final quiz is cumulative and covers the entire course.

### *Self-evaluation – 15%*

Students will be asked to submit a self-evaluation of their course related works. This may include a brief evaluation of their midterm reading reflection, comments on their learning process, and self-evaluation of participation in discussions.

All assignments will be completed and submitted online. There is no in-class component.

Missed quizzes are graded as 0, and cannot be taken at a later date, except for concessions granted by an appropriate Advising office, or prior arrangements.

In exceptional cases, there might be an oral re-examination after a quiz.

Late assignments will be subject to a penalty of up to 5% per day.

With the permission of the instructor, the Reading Reflection may be revised and resubmitted for a better grade. Students who would like to resubmit their work must contact the instructor immediately (24 hours) after grades are released.

>> **For more information please consult the “Assignments” section of the Course Website**<<

## UNIVERSITY POLICIES

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UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on **the UBC Senate website**.

## OTHER COURSE POLICIES

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Students should contact the instructor via email as soon as they are aware they may need a concession. They should make their request to their Faculty Advising Office and they will adjudicate the request. Arts Students must contact Arts Advising as soon as they are aware they may need an [in-term concession](#). Please review [their website](#) for concession criteria as well as process to follow. Students in other Faculties should contact their Faculty advising office for direction.

If you are registered with Access and Diversity, you should notify your instructor at least two weeks before examination dates.

If you are planning to be absent for varsity athletics, family obligations, or other commitments, you should discuss your commitments with the instructor before the drop date.

### **Academic Integrity and Responsibility**

We expect students to know the University policies on plagiarism and academic misconduct. Therefore, please review UBC's policies on cheating, plagiarism, and other forms of academic dishonesty and misconduct in the UBC Calendar under "Academic Regulations." In this class, as per University regulations, students must write, correct and/or revise all their assignments independently (unless the assignment or parts thereof were meant to be a pair or group activity); that is, with no assistance of any kind from another person. We encourage students to consult scholarly publications (scholarly articles, books, book chapters), but you must acknowledge all sources and clearly mark all quotations as such. We would like to remind you that this also applies to any material taken and quoted from the course website. For further information, see [Plagiarism Avoided](#). Cheating, plagiarism and other forms of academic misconduct are serious offenses. They are subject to disciplinary action and will not be tolerated.

Helpful resources can be found at: <https://learningcommons.ubc.ca/resource-guides/>

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### LEARNING ANALYTICS

This course will be using the following learning technologies: Canvas, WordPress and CLAS. Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning.

In this course, we use analytics data to:

- View overall class progress
- Track your progress in order to provide you with personalized feedback
- Review statistics on quizzes to assess students' progress
- Review statistics on quizzes to identify areas that need improvements
- Review statistics on course content being accessed to support improvements in the course
- Track participation in discussion forums
- Assess your participation in the course

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### LEARNING RESOURCES

The Course Website provides students with required and additional material. Please explore the course site, including the FAQ section.

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### COPYRIGHT

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

Students are not authorized to record any material or activities related to this course without a prior permission by the instructor.



*Vancouver, January, 2021*