



**The University of British Columbia
Department of Central, Eastern and Northern European Studies**

GERMAN 426-001: German Representations of the Holocaust (in English)

The German Nazi Holocaust in German literature and film.

Winter Session Term II 2020/2021

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional and unceded territory of the xwməθkwəy̓əm (Musqueam) people. We respectfully acknowledge the ancestral heritage of the site as a traditional Musqueam place of learning.

COURSE INFORMATION

Scheduled Online Instruction: M W F, from 2:00 PM to 3:00 PM, Pacific Time

Online Delivery Platform: Zoom - To join our sessions, please navigate to “Home” or “Syllabus” on our Canvas page and follow the link.

CONTACT INFORMATION

Instructor: Dr. Uma Kumar

E-Mail: uma.kumar@ubc.ca

Virtual Office Hours on Zoom: Tues & Thu: 10:00 AM – 11:00 AM; Wed 9:00:00 PM – 10:00 PM PST Join URL:

<https://ubc.zoom.us/j/65491088061?pwd=L1JMdXdTVDIxMFFDaXdVbnBYQWMrUT09>

PREREQUISITES

PREREQUISITES: None. This course is taught in English. COREQUISITES: None

Course Structure

This course is a combination of lectures and discussion. Students are expected to attend the virtual sessions regularly, complete the readings assigned on the detailed course schedule, and come prepared to summarize and discuss the material in class. Most instruction will integrate a combination of lectures, question and answer- sessions, whole-class participation, small group activities, and partner work. Students will also have the opportunity to listen to a survivor speaker followed by a Question and Answer session. They will have the opportunity of attending a guest lecture and a workshop with graphic novelist, Barbara Yelin.

Schedule of Topics

Please see course schedule on our Canvas page for a detailed schedule of topics for each lecture. Students will be informed in advance on Canvas if changes occur. Refer to Modules on the Canvas page for what has been covered in class.

Learning Objectives

This course will examine how the Holocaust has been represented in literature. We will read, evaluate and discuss memoirs, prose works, diaries, essays, graphic novels and poems that portray the Holocaust in a broader historical and social context. We will watch and discuss documentaries and excerpts from feature films. Our goal is to see how these works bear witness to the Holocaust. The focus will be on the victims: the Jewish people as well as the lesser known other victims of the Holocaust. They include political opponents, gay men and women, Sinti & Roma, Jehovah's witnesses, and Soviet Prisoners of War.

Learning Outcomes

Upon completion of this course students will

- Have acquired an understanding of topics dealt with in literary works and film related to the Holocaust
- Critically assessed and analyzed representations of the Holocaust in literature and film
- Examined how first-person accounts and memoirs give voice to the collective experience of the Holocaust
- Examined and analyzed the significance of artefacts in understanding the Holocaust

Course Delivery

This course meets three times a week, during regular class times on Zoom. To join our sessions, please navigate to “Home” or “Syllabus” on our Canvas page and follow the link. At any point during class, students can ask questions or seek clarification using the video, audio, or chat functions.

Learning Activities

Students are expected to complete the readings assigned on the detailed course schedule and come prepared to summarize and discuss the material in class. This includes asking and answering relevant questions, bringing up important ideas in class discussions, and listening to the ideas of others. Students can also participate in online group discussions in this course, which will help the instructor assess their active participation.

There are no marks for attendance. However, the instructor reserves the right to raise the final grade in cases of excellent in-class work.

Learning Materials: The following learning materials are available on UBC Library Course Online Reserves (LOCR)

Books:

- Ruth Kluger. *Still Alive: A Holocaust Girlhood Remembered*.

Excerpts:

- Charlotte Delbo. *Thirst* (in Ch. 2 Useless Knowledge) From: *Auschwitz and After*
- Lucille Eichengreen. *From Ashes to Life. My Memories of the Holocaust* (pp. 34-53; 88-101)
- Bubili: A Young Gypsy's Fight for Survival*. From: Ina Friedman. *First Person Stories of Non-Jews Persecuted by the Nazis* (pp.11-24)
- Heinz Heger. *The Men with the Pink Triangle. The True, Life and Death Story of Homosexuals in the Nazi Death Camps. Arrival at Sachsenhausen* (pp. 27-36)
- Ernest Heppner. *Shanghai Refuge. A Memoir of the World War II Jewish Ghetto*. (pp. 27-46)
- 'It took nerves of steel'. Statement of truck-driver Höfer. & Letters of SS-Obersturmführer Karl Kretschmer (SK 4a) From: *The Good Old Days. The Holocaust as seen by its Perpetrators and Bystanders*. Eds: Ernst Klee, Willi Dressen & Volker Riess. (pp.63-66; 163-171)
- Primo Levi. It began with *Kristallnacht*. From: *The Black Hole of Auschwitz*. (Ch. 18 - pp. 56-58)
- Wendy Lower. *The East Needs You. Teachers, Nurses, Secretaries, Wives*. From: *Hitler's Furies*. (pp. 32-74)
- Anneliese W., or “Johnny” (1916-1995). “What could you do? – Hitler was in Power.” From: *Days of Masquerade. Life Story of Lesbians during the Third Reich*. Claudia Schoppmann. (pp. 41-56)

Links to the following materials available online:

- Irving Abella, Harold Troper. 'The line must be drawn somewhere': Canada and Jewish Refugees, 1933–9 The Canadian Historical Review, Volume 60, Number 2, June 1979, pp. 178-209 (Article) Published by University of Toronto Press
<https://muse-jhu-edu.ezproxy.library.ubc.ca/article/571091/pdf>
- Black Victims of the Holocaust: An Interview with Achmed Kranzmayr by Herwig Czech. Pg 6-7 https://vhec.org/images/pdfs/zachor_July%202010.pdf
- Black Victims of the Holocaust - Lionel Romney: The Story of a St Maartener caught in the Holocaust.
http://www.thedailyherald.info/index.php?option=com_content&id=32382:nobody-might-believe-me-the-story-of-a-st-maartener-caught-in-the-holocaust&Itemid=37
- Salitter Report: Report by Police officer Salitter, who commanded the guards on the transport deporting Jews from Duesseldorf to Riga 11 December 1941
https://www.yadvashem.org/odot_pdf/Microsoft%20Word%20-%203288.pdf
- From the Testimony of Hilde Sherman about the Deportation to Riga and the Arrival to the Ghetto
https://www.yadvashem.org/odot_pdf/Microsoft%20Word%20-%203287.pdf

Poems:

- Bertolt Brecht. "The Burning of the Books"
<https://poetrydispatch.wordpress.com/2010/02/22/bertolt-brecht-the-burning-of-the-books-bad-time-for-poetry-reading-the-paper-while-brewing-the-tea>
- Paul Celan. "Death Fugue" <https://www.celan-projekt.de/todesfuge-englisch.html>
- Dan Pagis. "Written in Pencil in the Sealed Box Car"
<https://www.poetryinternational.org/pi/poem/18706/auto/0/0/Dan-Pagis/WRITTEN-IN-PENCIL-IN-THE-SEALED-RAILWAY-CAR/en/tile>

Additional Reading:

- Doris L. Bergen. *War and Genocide : A Concise History of the Holocaust*
- Primo Levi. *Survival in Auschwitz: The Nazi assault on humanity*

Assessments of Learning

Preparation for class as evidenced by:

Participation	10%
Take-home Essay I	25%
Take Home Essay II	30%
Presentation of your Paper	05%
Research Paper on Survivors @ UBC	30%

ASSESSMENT SCHEDULE

Course Assignments	Due Dates
Take-home Essay I	Fri Feb 12, 10 AM
Take-home Essay II	Mon March 22, 10 AM
Project Presentations	Week 11-13
Submit Paper on Survivors @ UBC	Fri April 16, 10 am

Participation: (10%) will be assessed by contributing to the learning activities in the virtual classroom. It will also be assessed by **entries** made on assigned readings prior to lectures: (on Canvas under Discussions – available to all). Entries are to be posted by 10 pm (PT) on the day prior to discussing the reading in class. The responses must be at least 200 words in length and will be graded according to quality and originality of ideas, use of suitable level of language for academic discourse, and accuracy of expression. Responses may not summarize the text in question, but should offer a statement, argument, interpretation, or analysis of the text. They may also respond to the contributions of other students. Every student must have a **minimum of 10 entries** on assigned readings during the semester. See details on Canvas.

Tests: You will write two take-home essays on the materials presented in class and on the readings you completed at home.

Take-Home Essay 1: (25%) For the first assignment, you will consider the materials from Weeks 1 – 5. The assignment period is from Friday at 10:00 am to the following Friday at 10:00 am. **Due: Fri, Feb 12, 10 AM (PT)**

You will submit your essay in digital form, as either a .doc, or .docx file, through the course's website on Canvas. The instructor will accept late assignments, but she will deduct 5% for each day your essay is late, beginning at 10:00 am on the submission date. More details on Canvas.

Take-Home Essay II: (30%) For the second assignment, you will consider the materials from Weeks 6– 9. The assignment period is from Monday at 10:00 am to the following Monday at 10:00 am. **Due: Mon, March 22, 10 AM (PT)**

You will submit your essay in digital form, as either a .doc, or .docx file, through the course's website on Canvas. The instructor will accept late assignments, but she will deduct 5% for each day your essay is late, beginning at 10:00 am on the submission date. More details on Canvas.

Final Project: Research Paper on Survivors of the Holocaust @UBC – Life & Work (35%) Due Fri, April 16, 2021, 10:00 am (PT)

Students will write a research paper as part of an Open Educational Resource (OER) Project on Survivors of the Holocaust @ UBC – Life & Work. The objective is to compile the life and works of these survivors who are associated with UBC. The research paper will focus on their life before and after the Holocaust, their legacy, and discuss their writings and memoirs.

The essays will be inter-disciplinary and combine historical and literary analysis. They will refer to relevant readings and documentaries that we read and watched during the course.

The essays will be published on UBC Blogs on a course website with the prior consent of the students.

Students will also do a short presentation in the virtual classroom or post a video that will present their research. This presentation is worth 5% of the total grade.

[More details on Canvas.](#)

Academic Misconduct

Academic misconduct can lead to a range of disciplinary actions, ranging from a '0' grade for an individual assignment to a one-year suspension from UBC. Details at: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959>

UBC Values & Policies

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 and cultural 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 here (<https://senate.ubc.ca/policies-resources-support-student-success>)

ACADEMIC FREEDOM DURING THE PANDEMIC

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus,

we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <https://academic.ubc.ca/support-resources/freedom-expression>.

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The recording and distribution of synchronous instructional sessions (virtual online classes) is strictly prohibited. Failure to comply is subject to disciplinary action.