



**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 2021/2022

ACKNOWLEDGEMENT

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

COURSE INFORMATION

Classes will begin as scheduled on January 10, with instruction provided online until January 24, 2022 on Zoom. Please join through the class website on Canvas or <https://ubc.zoom.us/j/67730998297?pwd=b2xIQi8rRGNwa0pETjd4WmlyVTJCUT09>

Meeting Times: Mon/Wed/Fri, from 2:00 PM to 3:00 PM

CONTACT INFORMATION

Instructor: Dr. Uma Kumar

E-Mail: uma.kumar@ubc.ca

Office Hours Mon/Wed/Fri 11:00 a.m. to 12:00 p.m. and by appointment on Zoom

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 (till Jan 24) and in-person sessions thereafter 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.

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 is 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 a nuanced understanding of the Holocaust
- Have critically assessed and analyzed representations of the Holocaust in literature and film
- Have examined how first-person accounts and memoirs give voice to the collective experience of the Holocaust
- Be able to identify the causes of the Holocaust, and how prejudice and discrimination turned into genocide
- Be able to name and share the insights of diverse people who experienced the Holocaust first-hand in the community of survivors in Vancouver, BC

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:

- Kluger, Ruth. *Still Alive: A Holocaust Girlhood Remembered*. Feminist Press, 2001.

Excerpts:

- “Agamben, Giorgio. “What Is a Camp?” *The Holocaust: Theoretical Readings*, Rutgers University Press, 2003, pp. 252–56.
- Delbo, Charlotte. “Thirst.” *Auschwitz and After*, Yale University Press, 1995, pp. 142-145.
- Eichengreen, Lucille. *From Ashes to Life: My Memories of the Holocaust*. Second, Mercury House, 1994. pp. 34-53; 88-101
- Friedman, Ina. “The Other Victims: First-Person Stories of Non-Jews Persecuted by the Nazis.” *Bubili: A Young Gypsy’s Fight for Survival.*, Reprint, Clarion Books, 1995, pp. 11–24.
- Heger, Heinz, et al. “The Men with the Pink Triangle: The True Life-and-Death Story of Homosexuals in the Nazi Death Camps.” *Arrival at Sachsenhausen*, Revised, Alyson Books, 1994, pp. 27–36.
- Heppner, Ernest. “Shanghai Refuge: A Memoir of the World War II Jewish Ghetto.” *Get Rid of the Jews*, Amsterdam, Netherlands, Amsterdam University Press, 2019, pp. 27–46.
- Klee, Dessen Riess. “Good Old Days - the Holocaust as Seen By Its Perpetrators and Bystanders.” *Letters of SS-Obersturmführer Karl Kretschmer (SK 4a)*, 2nd Printing, Free Press, 1991, pp. 163–71.
- Levi, Primo. “The Black Hole of Auschwitz.” *It Began with Kristallnacht*, Polity, 2005, pp. 56–58.
- Lower, Wendy. “Hitler’s Furies: German Women in the Nazi Killing Fields.” *The East Needs You. Teachers, Nurses, Secretaries, Wives*, Reprint, Mariner Books, 2014, pp. 32–74.
- Schoppmann, Claudia. “Days of Masquerade.” •*Anneliese W., or “Johnny” (1916–1995). “What Could You Do? – Hitler Was in Power.”*, Illustrated, Columbia University Press, 1996, pp. 41–56.

Links to the following materials available online:

- Abella, Irving, and Harold Troper. “‘The Line Must Be Drawn Somewhere’: Canada and Jewish Refugees, 1933–9.” *Canadian Historical Review*, vol. 60, no. 2, 1979, pp. 178–209. *Crossref*, doi:10.3138/chr-060
- Czech, Herwig. Black Victims of the Holocaust: An Interview with Achmed Kranzmayr. pp 6-7 https://vhcc.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

- “From the Testimony of Hilde Sherman about the Deportation to Riga and the Arrival to the Ghetto.” <https://www.Yadvashem.Org>, www.yadvashem.org/odot_pdf/Microsoft%20Word%20-%203287.pdf
- “Report by Police Officer Salitter, Who Commanded the Guards on the Transport Deporting Jews From Duesseldorf to Riga 11 December 1941.” www.Yadvashem.Org, www.yadvashem.org/odot_pdf/Microsoft%20Word%20-%203288.pdf

Poems:

- Lorde, Audre. “This Urn Contains Earth From German Concentration Camps: Plotzensee Memorial, West Berlin, 1984.” *Callaloo*, vol. 14, no. 1, Johns Hopkins University Press, 1991, pp. 43–44, <https://doi.org/10.2307/2931426>
- Ayim, May, and Anne Adams V. “Autumn in Germany.” *Blues in Black and White: A Collection of Essays, Poetry and Conversations*, Africa World Pr, 2003, pp. 109–11. <https://europe.unc.edu/wp-content/uploads/sites/314/2021/02/Ayim-Blues-in-Black-and-White.pdf>
- Brecht, Bertolt. “*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>
- Celan, Paul. “*Death Fugue*” <https://www.celan-projekt.de/todesfuge-englisch.html>
- Levi, Primo. “*Shema*.” *Survival in Auschwitz*, Touchstone, 1996, p. 11.
- Pagis, Dan. “*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:

- N/A. *D. L. Bergen’s War and Genocide 2nd(Second) Edition(War and Genocide: A Concise History of the Holocaust (Critical Issues in World and International History) [Paperback])(2009)*. 2nd ed., Rowman & Littlefield Publishers, Inc., 2021.
- Levi, Primo. *Survival In Auschwitz*. Reprint, Simon & Schuster, 1961.

TECHNICAL EQUIPMENT

The following technical equipment is required for all students of GERM 426:

1. A reliable computer. A headset with microphone is recommended, but optional.
2. Reliable access to the internet.

Students will need a computer that has video and audio capacity; for instance, the capacity to view and download documents and presentations, including Power Point presentations. A stable internet connection and an environment free of disturbances and distractions are essential.

For most of your online course interaction, you will be using **Canvas, UBC's online learning management platform**. It will be used by your instructor to facilitate regular online communication and for other varied purposes. To log in to *Canvas* and learn more about the role of this online platform for your learning at UBC visit: <https://students.canvas.ubc.ca>

All questions and problems regarding technical equipment should be directed to the Learning Technology Hub: lt.hub@ubc.ca. If you encounter technical issues while using *Canvas*, please contact the UBC Information Technology Service Centre for assistance, using their [online form](#).

Assessment of Learning

Preparation for class as evidenced by:

Participation	15%
Take-home Essay I	25%
Take Home Essay II	25%
Presentation of Research Paper	05%
Final Project/Research Paper	30%

ASSESSMENT SCHEDULE

Course Assignments	Due Dates
Take-home Essay I	Mon Feb 14, 10 AM
Take-home Essay II	Mon March 21, 10 AM
Project Presentations	Week 11-12
Submit Final Research Paper	Mon April 11, 10 am

Participation: (15%) will be assessed by contributing to the learning activities in the virtual classroom. Students are graded on the quality and quantity of their in class contributions, however, quality will be more highly valued than quantity.

Participation 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. These entries will account for 5% of the total grade.

Tests: You will write two take-home essays on the materials presented in class and on the readings you completed at home. Each essay must be approximately 1250 words long (not including Works Cited), double-spaced and 12 point font.

Take-Home Essay 1: (25%) For the first assignment, you will consider the materials from Weeks 1 – 5. The assignment period is from Mon at 10:00 am to the following Mon at 10:00 am. **Due: Mon, Feb 14, 10 AM (PT)**

You will submit your essay in digital form, as either a .doc, .docx or a pdf 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: (25%) 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 21, 10 AM (PT)**

You will submit your essay in digital form, as either a doc, docx or pdf 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 who are Vancouverites – Life & Work (35%) Due [Mon, April 11, 2022, 10:00 am \(PT\)](#)

Students will write a research paper as part of an Open Educational Resource (OER) Project on Survivors of the Holocaust who are Vancouverites – Life & Work. The objective is to compile the life and works of these survivors. 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 classroom during week 11-12 and present their research. This presentation is worth 5% of the total grade. [More details on Canvas.](#)

University Policies

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise, hence 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: <https://senate.ubc.ca/policies-resources-support-student-success> and the UBC Academic Calendar: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,0,0,0> or here: <http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/>

COVID-19 Safety: Non-medical masks

Students are required to wear a non-medical mask during in-person classroom instruction, for their own protection and the safety and comfort of their fellow students in the class. For in-person meetings, it is important that everyone feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover both the nose and mouth are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs. There may be students who have received accommodation for not wearing a mask. Please maintain a respectful environment.

Accommodation: Students who wish to request an exemption to the indoor mask mandate must do so based on one of the grounds for exemption detailed in the PHO Order on Face Coverings: <https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/office-of-the-provincial-health-officer/covid-19/covid-19-pho-order-face-coverings.pdf>. Requests for accommodation must be made through the Center for Accessibility (Vancouver campus).

Attendance

In accordance with UBC Policies and Regulations, students are expected to attend class regularly and to be on time. If you are sick, however, please remain at home and complete a self-assessment for COVID-19 symptoms here: <https://bc.thrive.health/covid19/en>.

If you miss a class because of illness:

- Make a connection early in the term to another student or a group of students in the class. You can help each other by sharing notes. If you don't yet know anyone in the class, post on the discussion forum to connect with other students.
- Consult the class resources on Canvas. (The instructor will post topics covered and discussed in class under Modules. Students who have missed a class may post their responses to these topics in a discussion thread. The most important thing is that students show how well they engage with the class readings and materials they missed. This will count towards participation marks. More details on Canvas)
- Use the discussion forum for help.
- Attend online office hours by appointment
- If you are concerned that you will miss a key activity due to illness, contact your instructor.

If you are feeling ill and cannot attend a quiz or an in-class assessment, please email the instructor right away. If you arrive for an in-class assessment and you are clearly ill, your instructor will make alternate arrangements with you. It is better to email ahead of time and not attend.

If your instructor is feeling ill, they will not be attending class. Every reasonable attempt will be made to communicate plans for class as soon as possible (by email, on *Canvas*, etc.) and to arrange for a substitute teacher. If your instructor feels well enough to teach but is taking precautions to avoid infecting others, your class may be held online. If this happens, you will receive an e-mail or an announcement on *Canvas*, informing you how to join the class. Your classroom will be available for you to sit in and attend an online session.

Concessions for Absence: Those students who are absent from scheduled classes should report the reason for their absence to their instructor immediately upon their return to class. Students may be granted concession for their absence either by their instructor or, in the case of an extended absence, by the Academic Advising Services of the Faculty of Arts: <https://www.arts.ubc.ca/degree-planning/academic-performance/academic-concession/>

Other Course Policies

Course Policies: Academic conduct

Paramount in this course is the respect and dignity of all people involved and all people involved are responsible for the co-creation of a learning space where everyone's input can be respectfully heard.

It is the students' responsibility to know the University policies on plagiarism and academic misconduct. Please review UBC's policies on cheating, plagiarism, and other forms of academic dishonesty and misconduct (here: <https://senate.ubc.ca/policies-resources-support-student-success> or here: <http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/>). In this seminar, as per University regulations, students must write, correct and/or revise all their assignments independently (unless the assignment or a part thereof was meant to be a pair or small group activity); that is, with no assistance of any kind from another person. The use of electronic aids and devices is prohibited unless the instructor has granted permission; students are encouraged to consult scholarly publications (scholarly articles, books, book chapters), but must acknowledge all sources and clearly mark all quotations and ideas as such. Cheating, plagiarism and other forms of academic misconduct are serious offenses. They are subject to disciplinary action and will not be tolerated. All cases of academic misconduct will be forwarded to the Dean's Office.

Course Policies: Assignments

Students are expected to read assigned materials in advance and be prepared to discuss issues in a thoughtful and respectful way. Assignments are due on the day originally announced. In special, documented circumstances, assignments may be submitted after the initial due date, subject to explicit arrangements with the instructor. Any assignment handed in electronically needs to be sent on the due date on time.

Group assignments or activities are to be prepared by all members of the group.

Course Policies: Concessions

Under UBC's academic concession policy

(<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0>), students seeking academic concession for any of three reasons: conflicting responsibilities; medical circumstances; and compassionate grounds, would take the following steps.

If you miss marked coursework for the first time (assignment, exam, presentation, participation in class) and the course is still in-progress, please submit a Student Self-Declaration (<https://www.arts.ubc.ca/wp-content/uploads/sites/24/2019/10/Student-Self-Declaration-Form-1.6-Arts.pdf>) to the instructor as soon as possible so that your in-term concession case can be evaluated.

If this is not the first time that you have requested concession or if classes are over, you are required to fill out the Arts Academic Advising's online academic concession form, so that an advisor can evaluate your concession case. For additional information you can consult this site: <https://students.arts.ubc.ca/advising/academic-performance/help-academic-concession/>

Early Alert

The instructor will do their best to reach out and offer support if she is concerned about students' academic performance or wellbeing. They will identify their concerns using Early Alert, a program that allows academic, financial, or mental health concerns to be identified sooner and responded to in a coordinated way and respectful manner. This provides students with the earliest possible connection to resources like academic advising, financial advising, counseling or other resources and support to help students get back on track. The information is treated confidentially and is meant to help students not hurt them. For more information, please visit earlyalert.ubc.ca.

Learning Analytics

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using Canvas. Canvas, like many analytics tools, captures data about your activity and provides information that can be used to

improve the quality of teaching and learning. In this course, I plan to use analytics data to:

- View overall class progress
- Track your progress in order to provide you with personalized feedback
- Review statistics on course content being accessed to support improvements in the course

Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, postings on CANVAS 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 permitted to record our classes. Under special circumstances a student may ask in writing to record classes. The student needs to wait for the Course Instructor's written consent to record our classes.