



UNIwersytet
JAGIELLOŃSKI
W KRAKOWIE

Ośrodek
Międzyobszarowych
Indywidualnych
Studiów
Humanistycznych
i Społecznych

Course title	The Holocaust and Its Cultural Meaning
Academic teacher	dr A. Orla-Bukowska
ECTS	6
ECTS allocation	contact hours (45)-2; reading (20) 1, preparation to classes (25h) - 1, preparation of final essay (45) -2
Course goals	The Holocaust needs to be understood as something more than a historical or political event stemming from wholly unique circumstances. It was a sociocultural phenomenon originating out of, taking place within, and rending apart European culture and civilization. The Holocaust was committed by, witnessed by, and suffered by European peoples. After World War II had ended, its refugees spread across all of the continents of the globe; their experiences and their stories went with them and also infected, as it were, other cultures and civilizations descended from and related to the European. A key goal will be to demythologize accounts of the Holocaust to enable a critical, analytical, nuanced, and detailed understanding of Europe and Europeans (Jews and non-Jews) in the 20th and 21st centuries, before and after the Shoah. Another aim will be to treat the Shoah holistically, investigating it through the prism of various fields of study.
Skills	the student will be prepared to: * focus personal knowledge and interests in posing questions in class discussion and/or choosing a research paper topic; * judiciously research, aptly select, and wisely employ information drawn from carefully chosen sources; * critically evaluate and present sources used in written material with due respect for the intellectual rights of their authors; * apply knowledge gained in class participation, fittingly supporting argumentation and conclusions; * provide content-related arguments using the views of different sides and respecting divergent opinions of other discussion participants
Knowledge	* the student possesses broad knowledge about the terminology (pertaining to genocide in general and the Holocaust in particular) as used in history, the social sciences, and the humanities; grasps critical concepts, theories, and key points gained inside as well as outside the classroom; be familiar with early as well as the latest thinking about the Holocaust and other genocidal phenomena, historically and culturally
Social Competences	* the student is aware of the level of her/his/their knowledge and abilities, accepting a need for constant critical thinking and learning; is prepared to engage in respectful discussions, weighing various opinions and argumentations; and is able to appropriately prioritize and complete assignments

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Content	<ul style="list-style-type: none"> • Defining the Holocaust & genocide (who, what, to whom, when, different perspectives, UN genocide convention, etc.) • European anti-Semitism in the 19th, 20th, and 21st centuries (stereotypes and prejudices, the evolution of tropes, anchoring in Western civilization) • Perspectives and approaches in researching the Holocaust (the Holocaust as history, the Holocaust as a sociocultural phenomenon) • Ghettoization and ghettos (how were ghettos formed, how did they develop?) • Focusing on Perpetrators • Focusing on Victims • Focusing on Bystanders/Rescuers • Resistance (what constitutes resistance, and how do people resist?) • War crimes trials (who gets put on trial, is a sense of justice possible?) • Outing or denying horrible history (the final stage of genocide) • Remembering the Holocaust: monuments and memorials • Tracing the remains of ghettos and camps: Walking Lecture of Podgorze & Plaszow • Films: Fotoamator (dir. Dariusz Jabłoński) Conspiracy (dir. Frank Pierson) Shoah (dir. Claude Lanzmann)
Teaching methods	Lecture;case study;discussion;lecture with multimedia presentation;conversation lecture;study trip;
Literature	<ul style="list-style-type: none"> • Websites, especially: http://www.ushmm.org/ http://www.auschwitz.org/ http://www.yadvashem.org/ http://www.hdot.org/ http://genocidewatch.net/genocide-2/ • Books and articles in languages known by student, those available in Poland or online recommended authors: Hannah Arendt Michael Berenbaum Christopher Browning Raul Hilberg Deborah Lipstadt John Roth Michael Shafir Michael Steinlauf James Young • Materials prepared by instructor and distributed in class

**Assessment,
learning outcomes
verification**

- Class attendance
- Participation in class discussions
- Original research paper on topic pre-approved by the instructor
(on the basis of outline submitted by student)