

Nazwa	dr AnnaMaria Orla-Bukowska
Tytuł zajęć	The Holocaust and Its Cultural Meaning
ECTS allocation - total 6 ECTS	contact hours - 30 h 1,5 ECTS ;preparation for classes 20 h -1 ECTS;group project 30 h 1,5 ECTS;reading 40 h - 2 ECTS;
Course goals (e. g. The aim of the course is to make its participants aware of the importance of....; he aim of the course is to teach the students how correctly to interpret ...; The course goal...	The Holocaust needs to be understood as something more than a historical or political event stemming from wholly unique circumstances. Another aim will be to treat the Shoah holistically, investigating it through the prism of various fields of study. A key goal will be to facilitate a nuanced and detailed understanding of the Holocaust that is relevant today.
Skills - Student can (e.g. "The student will be prepared to critically review and discuss academic texts", "use appropriate vocabulary to analyse ... ". "The student will be able to write essays ...	The student will be better equipped to comprehend the Holocaust in the contexts of World War II, of European and world events, and of the 19th, 20th, and 21st centuries. The student will be able to both brainstorm orally as well as to write reflections on specific aspects of the Shoah. The student will also acquire the perspective and methodology of social anthropology.
Knowledge - student knows (e.g. The student will understand the main concepts in contemporary thought ..., from the perspective of social sciences and cultural studies; student knows circumstances...	In a world awash with misinformation and AI, the student will be capable of identifying, critiquing, and analyzing source materials pertaining to the Shoah and World War II. Additionally, through a holistic approach to the Shoah, students will gain insight as to its pertinence today and its relation to their own field(s) of study.
Social competenes - student is ready to ... (e.g. presenting views on the course topic, to work both individually and in a group, in an international environment...)	Student will be prepared to contribute knowledge and interpretations through individual as well as group discussions and assignments. In a safe and respectful space, students will be ready to present personal views in juxtaposition to the views of classmates.
Course content (e. g. titles of meetings with short description)	• 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

Teaching methods	lecture;text analysis;case study;discussion;screening;lecture with multimedia presentation;
Literature/ readings	Authors referenced and recommended: Omer Bartov Raoul Hilberg Israel Gutman Yehuda Bauer Martin Gilbert Michael Berenbaum Christopher Browning Deborah Lipstadt John Roth Michael Shafir Antony Polonsky Barbara Engelking Natalia Aleksion Jan Grabowski Michael Steinlauf James Young (Holocaust representation) Lawrence Baron (Holocaust cinema) Andrea Peto Website sources: https://encyclopedia.ushmm.org/ (the holocaust encyclopedia online) http://www.ushmm.org/ http://www.auschwitz.org/ https://www.auschwitz.org/en/museum/news/memoria-magazine/ http://www.yadvashem.org/ http://www.hdot.org/ https://www.jewishvirtuallibrary.org/ https://jewish-heritage-europe.eu/
Assessment, learning outcomes verification (e. g. essay, mid-term test, participation in classes; active participation, presentation, individual-group project, etc.)	* active individual participation in class * group discussions * group presentation project * reaction papers