



CHRISTIAN HERITAGE COLLEGE

**HT256**

**HOLOCAUST: HISTORY AND MEMORY**

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

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| <b>Unit code</b>                                  | HT256   |  |                  |
| <b>Unit name</b>                                  | Holocaust: History and Memory   |  |                  |
| <b>Associated higher education awards</b>         | Bachelor of Education (Primary)<br>Bachelor of Education (Secondary)<br>Bachelor of Arts/Bachelor of Education (Secondary)  |  |                  |
| <b>Duration</b>                                   | One semester  |  |                  |
| <b>Level</b>                                      | Intermediate  |  |                  |
| <b>Core/elective</b>                              | Elective  |  |                  |
| <b>Weighting</b>                                  | Unit credit points:   | 10   |                  |
|   | Course credit points:   | Bachelor of Education (Primary)                    | 320              |
|   |   | Bachelor of Education (Secondary)                  | 320              |
|   |   | Bachelor of Arts/Bachelor of Education (Secondary) | 320              |
| <b>Delivery mode</b>                              | Face-to-face on-site  |  |                  |
| <b>Student workload</b>                           | <i>Face-to-face on site</i>   |  |                  |
|   | Contact hours   |  | 30 hours         |
|   | Reading, study and assignment preparation   |  | 120 hours        |
|   | <b>TOTAL</b>  |  | <b>150 hours</b> |
|   | Students requiring additional English language support are expected to undertake an additional one hour per week.   |  |                  |
| <b>Prerequisites/ co-requisites/ restrictions</b> | <i>Prerequisite:</i><br>20 credit points of 100-level History units   |  |                  |
| <b>Rationale</b>                                  | <p>In this unit, students move beyond simply recounting the past to understanding how to give meaning to the past. Students will appreciate how the events of the Holocaust (Shoah) occurred within the context of a three-fold narrative: the life of the Jewish people pre-Holocaust in Europe (pre-1933); the events of the Shoah and the process of giving identity to those who lived through this period (1933-1947); and the identities of survival and the meaning of returning to life post-Shoah (1947-present). Consideration of this narrative will occur within the context of reading a range of primary and secondary documentation related to Holocaust studies. Students will encounter this historical narrative through a variety of media as they consider philosophical and religious issues, the development of anti-Semitism, the Christian world and the Holocaust, personal testimony, political history, ghettos, acts of extermination, children's literature, art and film, the shaping of Holocaust memory, liberation, the prosecution of war criminals and the phenomenon of Holocaust denial. Their cognitive, technical and communication skills will be developed by completing formal historical expository essays that will ask them to review and critically analyse, consolidate and synthesise historical knowledge.</p> <p>Studies in this unit will allow students to broaden their understanding of the nature of the history of the Shoah. Consequently, they will be able to engage in broad and deep learning of the field of history. Students will understand, investigate and apply their disciplinary knowledge to the skills of history in order to communicate effectively within a range of academic and professional contexts. As the field of history is one which develops the skills of critical thinking and research, students will be able to collect and analyse relevant data in order to generate, test and communicate solutions to problems and challenges experienced in the academic engagement with this unit.</p> |  |                  |

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| <b>Prescribed text(s)</b>               | <p>Bergen, D. L. (2009). <i>War and Genocide: A Concise History of the Holocaust</i>. (2nd ed.). Plymouth, UK: Rowman &amp; Littlefield.</p> <p>Hayes, P. &amp; Roth, J. K. (2013). <i>The Oxford Handbook of Holocaust Studies</i>. Oxford, UK: Oxford University Press.</p> <p>Selected readings will be available via the Moodle™ site for this unit.</p>  |
| <b>Recommended readings</b>             | <p><b>Books</b></p> <p>Arad, Y., Gutmann, I., &amp; Margalioth, A. (1999). <i>Documents on the Holocaust: Selected Sources on the Destruction of the Jews of Germany and Austria, Poland, and the Soviet Union</i>. Lincoln, NE: University of Nebraska Press.</p> <p>Bankier, D. &amp; Gutman, I. (2009). <i>Nazi Europe and the Final Solution</i>. Jerusalem, Israel: Yad Vashem.</p> <p>Bathrick, D., Prager, B., &amp; Richardson, M. D. (2012). <i>Visualizing the Holocaust: Documents, Aesthetics, Memory</i>. Rochester, NY: Camden House.</p> <p>Buettner, A. (2011). <i>Holocaust Images and Picturing Catastrophe: The Cultural Politics of Seeing</i>. Burlington, VT: Ashgate.</p> <p>Frodon, J.M., Harrison, A., &amp; Mes, T. (Trans.). (2010). <i>Cinema and the Shoah: An Art Confronts the Tragedy of the Twentieth Century</i>. Albany, NY: State University of New York Press.</p> <p>Godfrey, M. (2007). <i>Abstraction and the Holocaust</i>. New Haven, CN: Yale University Press.</p> <p>Hochstadt, S. (2004). <i>Sources of the Holocaust (Documents in history)</i>. New York, NY: Palgrave Macmillan.</p> <p>Kerner, A. (2011). <i>Film and the Holocaust: New Perspectives on Dramas, Documentaries, and Experimental Films</i>. New York, NY: Continuum.</p> <p>Rittner, C., Smith, S.D., &amp; Steinfeidt, I. (2000). <i>The Holocaust and the Christian world: Reflections on the Past, Challenges for the Future</i>. London, UK: Kuperard.</p> <p>Rubenstein, R.L. &amp; Roth, J.K. (2003). <i>Approaches to Auschwitz: The Holocaust and Its Legacy</i>. Louisville, KY: Westminster John Knox Press.</p> <p>Snyder, T. (2012). <i>Bloodlands</i>. New York, NY: Basic Books.</p> <p>Volavkova, H. (1993). <i>...I Never saw Another Butterfly: Children's Drawings and Poems from Terezin Concentration Camp, 1942-1944</i>. New York, NY: Schocken Books.</p> <p>Weisel, E. (1972). <i>Night</i>. New York, NY: Hill and Wang.</p> <p>Willoughby, S. (2003). <i>Art, Music, and Writings of the Holocaust</i>. Oxford, UK: Heinemann Library.</p> <p>Young, J. E. (2000). <i>At Memory's Edge: After-Images of the Holocaust in Contemporary Art and Architecture</i>. London, UK: Yale University Press.</p> <p><b>Journals and Periodicals</b></p> <p><i>Prism</i></p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at <a href="http://www.biblegateway.com">http://www.biblegateway.com</a>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p> |
| <b>Specialist resource requirements</b> | Nil   |

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| <b>Content</b>           | <ol style="list-style-type: none"> <li>1. Enabling the Holocaust: Protagonists, perpetrators, victims and bystanders</li> <li>2. Settings: Pre-war Germany, Nazi occupation, Ghettoization and camps</li> <li>3. Representations of the Holocaust through different media</li> <li>4. After the Holocaust: liberation, and the search for justice</li> </ol>  |
| <b>Learning outcomes</b> | <p>On completion of this unit, students will have provided evidence that they have:</p> <ol style="list-style-type: none"> <li>1. described the development of Holocaust history in a broad and coherent manner;</li> <li>2. developed an understanding of the underlying principles and concepts inherent in the study of Holocaust history;</li> <li>3. demonstrated the ability to analyse and evaluate historical documents in their context;</li> <li>4. argued, using critical thinking and judgement, for or against an historical perspective, using appropriate resources and referencing;</li> <li>5. justified, using autonomy and a well-developed judgement, the direction of research undertaken and resulting synthesis of historical conclusions;</li> <li>6. devised appropriate historical arguments that are appropriate to a range of historical contexts; and</li> <li>7. communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation.</li> </ol> |
| <b>Assessment tasks</b>  | <p><b>Task 1: Research Paper</b></p> <p>Word Length/Duration: 2000 words</p> <p>Weighting: 50%</p> <p>Learning Outcomes: 1-7</p> <p>Assessed: Week 6</p> <p><b>Task 2: Research Paper</b></p> <p>Word Length/Duration: 2000 words</p> <p>Weighting: 50%</p> <p>Learning Outcomes: 1-7</p> <p>Assessed: Week 14</p>  |
| <b>Unit summary</b>      | <p>In this unit, students move beyond simply recounting the past but to understand how to give meaning to the past. Students will appreciate how the events of the Holocaust (Shoah) occurred within the context of a three-fold narrative. Consideration of this narrative will occur within the context of reading a range of primary and secondary documentation related to Holocaust studies.</p>   |