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## **GER 435: I-witness Holocaust Field School Project**

### Course Description

The purpose of this 3-unit *Field School* is to explore and analyze the ways in which the Holocaust has become memorialized in Central Europe and to build an understanding of how the lessons of the Holocaust are relevant in today's world. The course will promote intercultural learning through a variety of activities including joint workshops with European students in Austria and Poland and visits to memorial sites, museums, and monuments of the Holocaust. Upon return to Canada, participants will share their experiences through formal presentations and discussions on campus, in high schools, and with the local community.

### Class Meetings and Travel

GER 435 runs during the May-August term, although actual class sessions and travel will occur exclusively during the month of May. The first week of classes will take place on the University of Victoria campus. Class sessions will be held in Clearihue A314 from 9:30 am to 3:30 pm (with a break for lunch). Class sessions will resume in Berlin on Monday, May 9<sup>th</sup> at 9:30 am in the seminar room of the New Synagogue on the Oranienburger Straße. The typical daily schedule includes class sessions in the mornings and site visits in the afternoons, although this will vary somewhat due to specific travel requirements and special excursions and/or events.

### Itinerary

Monday, May 2 - Friday, May 6	Class sessions at UVic
Monday, May 9 - Friday, May 13	Class sessions in Berlin, Germany
Sunday, May 15	Flight to Krakow & City Tour
Monday, May 16	Auschwitz-Birkenau Memorial Site
Tuesday, May 17	Class sessions in Krakow, Poland
Wednesday, May 18 – Monday, May 23	Class sessions in Vienna, Austria
Tuesday, May 24 – Friday, May 27	Class sessions in Berlin, Germany

### Texts

The reading list is made available to field school participants in January and all the films and texts are available at the reserve desk of the McPherson Library. Participants should complete all the readings and film showings prior to the first day of class in May.

### Office Hours

During the first week of classes, I will be holding office hours Monday and Thursday from 3:30 – 4:30 pm. After that, office hours will be held by appointment only (since I will not have a regular office during our travels). Field School participants are encouraged to talk to the instructor at any time during the field school travel as well as in the remaining months of the summer term.

### Learning Objectives

- Observing how the Holocaust has been memorialized in Austria, Germany and Poland
- Exploring how memorialization changes over time and place
- Understanding the developmental stages of genocide
- Discovering how various groups were affected by the Holocaust
- Acquiring a deeper understanding of antisemitism, racism, religious intolerance, homophobia and the stigmatization of the mentally and physically disabled communities
- Participating in the ongoing intercultural dialogue of the Holocaust
- Reflecting on the consequences of hatred.

### Description of Assignments

Assignments are divided up according to the three stages of the field school, pre-travel assignments, experiential-learning assignments during our travels in Central Europe, and post-travel assignments.

1. Pre-Travel assignments include reading and discussing the course readings. In addition, you will complete an analysis (500-words each) of five of the readings and/or films on the reading list. You are also expected to research one of the sites we will be visiting and make a presentation on it.
2. Experiential-Learning assignments during the trip include keeping a course journal and helping maintain a course blog. You will also lead a pre- and post-site discussion on the specific site you researched and will act as our “guide” during the site visit.
3. Post-Travel Assignments include the content of a post-travel presentation to the community, a reflective paper, and a seminar paper. You are expected to make a public presentation (either orally or in writing) about the field school experience. This public forum may take various forms (e.g., an article for a newspaper, a report to an organization that helped sponsor the trip, a presentation to a community group such as the Victoria Holocaust Remembrance and Education society or during one of its educational forums). You are also expected to write a 10-12 page (double-spaced) reflective paper on the trip that not only includes personal reflections on the experience, but also addresses some of the topics and issues discussed in the course regarding how the Holocaust has been memorialized in Central Europe. The seminar

paper is a 12-15 page (double-spaced) academic paper addressing one of the specific topics covered in the course. Graduate students will be expected to write a longer scholarly paper (20-25 double-spaced pages) from their own disciplinary perspective.

### Assessment and Grading

Evaluation Criteria	Percentage	Grading Scheme
Participation/Preparation	10%	A+ 90 - 100%
Written Reflections on Course Readings	10%	A 85 - 89%
Site Research	15%	A- 80 - 84%
Contribution to Course Blog	5%	B+ 75 - 79%
Public Presentation	15%	B 70 - 74%
Reflective Paper	15%	B- 65 - 69%
Seminar Paper	30%	C+ 60 - 64%
		C 55 - 59%
		D 50 - 54%
		F 0 - 49%

Participation/Preparation: This includes coming to class prepared (having done all of the reading assignments before the class begins) and active participation during class sessions and site visits.

Written Reflections on Course Readings: On the first day of class, five double-spaced 500-word written reflections and analyses are due pertaining to your choice of five readings or films listed on the reading list. Your reflections should address the following questions: What main points is the author trying to make? What parts of the reading (if any) do you find the most beneficial as we embark on our journey? What aspects (if any) do you find the most troublesome or problematic? Do you view anything differently after having read this text or having watched this film?

### Site Research

In February, each participant is asked to sign up for a specific site to research. You are responsible for completing individual research on the site you choose and sharing it with the class. During the first week of instruction, you are expected to give a 10-minute presentation on your site. You should prepare a handout and include at least one visual (either on your handout or in the form of a slide in a projected presentation). During the trip, you will lead two 20-minute discussions about your site (one pre-visit and one post-visit discussion). You will also act as our unofficial “guide” during our site visit. Your initial presentation is worth 10% of the grade and the two discussions are worth 5% combined.

### Contribution to Course Blog

Each day of our trip (after we leave UVic) one or two students will be in charge of posting a blog for that day. The blog should include a summary of the day’s events

and reflections on the learning that took place. Students are asked to sign up for a specific day during the first week of instruction. Guidelines for appropriate blog use will be distributed during the first week of instruction and technical training on how to post a blog will be provided. The grade for this component depends on both the quality (4%) and the aesthetics (1%) of your submission.

### Public Presentation

Course participants are expected to make a public presentation (either orally or in writing) about the field school experience. Students are free to choose the type of presentation they wish to give (newspaper article vs. oral presentation) and need to make the necessary arrangements with the educational or community group they have chosen. The presentation can take place in Victoria, in Europe after the program is over, or in some other geographic location. Participants giving an oral presentation are expected to turn in a summary of their talk (e.g., where and when it took place, how many people were in attendance, what was presented) an analysis of how it was received (e.g., questions that were asked, discussions that took place), as well as a reflection on the choices that were made in terms of content and delivery (e.g., the message you were trying to get across, how you went about doing so, and the effectiveness of your delivery). Students writing newspaper articles should submit a copy of their submitted article, the name of the newspaper where it was submitted, and a discussion of the choices that were made when putting the article together (e.g., the message you were trying to get across, how you went about doing so, and why you chose to submit it to this particular newspaper). The reflections you submit on your presentation should not exceed five double-spaced pages. The actual talk (if you wrote it out) or newspaper article can be attached as an appendix. The material may be submitted electronically or as a hard copy. The due date is **August 1, 2011**. Late submissions will lose 2 percentage points per day and will not be accepted after August 10, 2011.

### Reflective Paper

While in Europe, you are expected to write in a journal every day. These journals will not be handed in—but you may find them helpful when you work on your final reflective paper (and you may even choose to quote from your journal). The reflective paper should be 10-12 double-spaced pages in length. The focus of this paper is on the experiential learning that took place on this trip as well as your insights as to how the Holocaust has been memorialized in Central Europe. The paper may be submitted electronically or as a hard copy. The due date is **August 1, 2011**. Late submissions will lose 2 percentage points per day and will not be accepted after August 10, 2011.

### Seminar Paper

The seminar paper is a 12-15 page (double-spaced) academic paper addressing one of the specific topics covered in the course (e.g., memorialization in East and West Germany, gender and memory, etc.). This is a research paper and should include at least 6-8 outside sources (including any relevant readings from the reading list).

Graduate students will be expected to write a longer scholarly paper (20-25 double-spaced pages) from their own disciplinary perspective and should include at least 10 sources. You may use any common style manual (as long as you do so consistently). The paper may be submitted electronically or as a hard copy. The due date is **August 1, 2011**. Late submissions will lose 2 percentage points per day and will not be accepted after August 10, 2011.

Plagiarism and Cheating:

Plagiarism and cheating will not be tolerated in this course. Please refer to the section on "Academic Integrity" on pages 33-34 in the University of Victoria Undergraduate Calendar for more information.

Commitment to Inclusivity and Diversity:

The University of Victoria is committed to promoting, providing, and protecting a positive, supportive, and safe learning and working environment for all of its members.