

Institute of History and Archival Studies

Summer semester:

Module I “Remembering Trauma in the 20th Century”

Memory Studies: Theory and Practise	20 ECTS
Oral History	
The Holocaust Museums as a Places of Conscience	
Teaching about the Holocaust – history and present	

Course card

Course title	Memory Studies: Theory and Practise		
Semester (winter/summer)	Summer	ECTS	5
Lecturer(s)	Dr Wiktoria Kudela-Świątek		
Department	Institute of History and Archival Studies		

Course objectives (learning outcomes)

Memory studies is an academic field studying the use of memory as a tool for remembering the past. In this paradigm memory is the past made present and is a contemporary phenomenon, something that, while concerned with the past, happens in the present; and second, that memory is a form of work, working through, labor, or action. Memory studies emerged as a new and different way for scholars to think about past events at the end of the 20th century.

Prerequisites

Knowledge	Student understands how people have existed, acted and thought in the always different context of the past.
Skills	Student is able to read and analyse texts, primary and secondary sources, both critically and empathetically, while addressing questions of origins, content, perspective and purpose, value, and limitations. Has basic technical, analytical, decision-making and investigative skills
Courses completed	Students will be familiar with central topics and key theories in the interdisciplinary field of memory studies. Students will be able to transfer this knowledge to discuss cultural phenomena (past or present) and sharpened their research skills by conducting their own small scale research project.

Course organization

Form of classes	W (Lecture)	Group type							
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)		E (Exam)	
Contact hours			X						

Teaching methods:

Lecture, discussion, essays, presentations, field trip

Assessment methods:

E-learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
			X		X		X		X			

Assessment criteria Students are required to prepare an essay. The essay has to be at least 10 pages long and include the bibliography and references to the academic texts.

Comments

Course content (topic list)

1. What is Collective Memory?
2. Testimony/Trauma
3. Communities of memory
4. Media of Memory
5. Memory and Popular Culture
6. Place and Memory
7. Forgetting
8. Critiques of Memory studies

Compulsory reading

Hutton, P. "Recent Scholarship on Memory and History." *The History Teacher* 33:4 (2000): 533-548.

Nora, P. 1989 „Between Memory and History: Les Lieux de Mémoire". *Representations* 26 : 7-24.

Burke, P. 1989. „History as Social Memory". In *Memory, History, Culture and the Mind*. Edited by T. Butler, pp. 97-113. Oxford, New York: Basil Blackwell.

Assmann, J. 2006. „What is Cultural Memory?" In *Religion and cultural memory: ten studiem. Cultural memory in the present*. Pp. 1-26. Stanford, Calif.: Stanford University Press

Confino, Alon. 1997. „Collective Memory and Cultural History: Problems of Method". *AHR Forum. American Historical Review*. Dec 1997, Vol. 102(5): 1386-1403.

Kapralski, S. and Wolentarska-Ochman. 2006 *Memory and Commemoration: The Case of Jedwabne*. In *History and Memory*, Volume 18 (1), Spring/Summer 2006.

Lowenthal D., "Fabricating Heritage," *History and Memory* 10:1 (1998): 5–24.

Recommended reading

Hirsch, M. 2008. The Generation of Postmemory. *Poetics Today* 29(1): 103-128. Permanent link: www.columbia.edu/~mh2349/papers/generation.pdf

Boym, Svetlana. 2007. Nostalgia and Its Discontents. *The Hedgehog Review* 7-18. Permanent link: www.iasc-culture.org/eNews/2007_10/9.2CBoym.pdf

Savage, Kirk. *Monument Wars: Washington, D.C., the National Mall, and the Transformation of the Memorial Landscape*. Oakland, CA: University of California Press, 2009

Young, James E. *The Texture of Memory: Holocaust Memorials and Meaning*. New Haven: Yale University Press, 1993

Course card

Course title	Oral History		
Semester (winter/summer)	Summer	ECTS	5
Lecturer(s)	Dr Wiktoria Kudela-Świątek		
Department	Institute of History and Archival Studies		

Course objectives (learning outcomes)

Oral history is the collection and study of historical information about individuals, families, important events, or everyday life using audiotapes, videotapes, or transcriptions of planned interviews. These interviews are conducted with people who participated in or observed past events and whose memories and perceptions of these are to be preserved as an aural record for future generations. Oral history strives to obtain information from different perspectives and most of these cannot be found in written sources.

The seminar will introduce students to the method and theory of oral history. The course will include reading assignments on the method of oral history, the preparation of oral history projects and the evaluation of oral narratives.

Prerequisites

Knowledge	Student understands how people have existed, acted and thought in the always different context of the past.
Skills	Student is able to read and analyse texts, primary and secondary sources, both critically and empathetically, while addressing questions of origins, content, perspective and purpose, value, and limitations. Has basic technical, analytical, decision-making and investigative skills
Courses completed	Students will be familiar with central topics and key theories in the interdisciplinary field of oral history. Students will be able to transfer this knowledge to discuss cultural phenomena (past or present) and sharpened their research skills by conducting their own small scale research project.

Course organization

Form of classes	W (Lecture)	Group type							
Contact hours		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)		
			X						

Teaching methods:

Lecture, discussion, individual project (research plan) , presentations, field trip

Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Student's presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E – learning
					X		X		X			

Assessment criteria	Students are required to prepare an project. A 5 - page research plan and corresponding oral report. The plan should contain a purpose statement that notes a central research problem and corresponding research questions, issues and hypothesis, a statement on how oral history will help reach research goals and expand knowledge, a review of the pertinent literature, biographies of persons to be interviewed, and a statement of expected findings and their significance.
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Comments	
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Course content (topic list)

<ol style="list-style-type: none"> 1. What is Oral History? 2. The Art and Method of Telling 3. Community and Oral History 4. Interviewing 5. Interpreting 6. Collection 7. Ethics 8. Planning and Managing Own Oral History Projects

Compulsory reading

Perks, Robert and Alistair Thomson. The Oral History Reader. New York: Routledge, 1998 (Electronic copy is available at library).
Paul Thompson, The Voice of the Past. Oral History, Oxford 2003 (Electronic copy is available at library).
Valerie Yow, Recording Oral History, Oxford 2005 (Electronic copy is available at library).

Recommended reading

- W. Kudela-Świątek, *Linguistic images of enslavement in biographical narratives of Poles in Kazakhstan* [in:] *The Linguistic Worldview: Ethnolinguistics, Cognition and Culture*, eds. A. Glaz, P. Łozowski, D. Danaher, London 2013, pp. 459-473.
- W. Kudela-Świątek, *Forgotten Poles. The narratives of modern repatriates from Kazakhstan about their past and present Polishness* [in:] *Oral History. Dialog with Society*, ed. I. Garda-Rozenberga, Riga 2013, p. 126-135 [http://issuu.com/lufsi/docs/oral_history]
- W. Kudela-Świątek, *Marriage of convenience...In search of new analytical methods in oral history*, „Teatr Historie” 2014, t. 14, pp. 49-67.

Course card

Course title	The Holocaust Museums as a Places of Conscience		
Semester (winter/summer)	Summer	ECTS	5
Lecturer(s)	Dr Wiktoria Kudela-Świątek		
Department	Institute of History and Archival Studies		

Course objectives (learning outcomes)

The main goal of the course is to establish the theoretical foundation for the students interested in pursuing future work and studies in Holocaust museums.

Holocaust museum, any of several educational institutions and research centres dedicated to preserving the experiences of people who were victimized by the Nazis and their collaborators during the Holocaust (1933–45). Among the victims were Jews, Roma, homosexuals, Christians who helped to hide Jews, and people with physical and developmental disabilities. Notable examples of Holocaust museums include Yad Vashem in Jerusalem, Mémorial de la Shoah in Paris, and the United States Holocaust Memorial Museum in Washington, D.C.

Lectures, class activities, and field trips will introduce students to current practices and debates in the museum profession. Topics include the history and philosophy of museums; the social, economic, and political context that shapes museums; and the main functions of museums – collection and care of objects, exhibits, interpretation, education, and governance.

Prerequisites

Knowledge	Student understands how people have existed, acted and thought in the always different context of the past.
Skills	Student is able to read and analyse texts, primary and secondary sources, both critically and empathetically, while addressing questions of origins, content, perspective and purpose, value, and limitations.
Courses completed	Has basic technical, analytical, decision-making and investigative skills
	Students will be discuss ethical issues in the philosophy of museums, their interpretation of the past and social role;
	Students will be use critical thinking skills in evaluating museum exhibits and public programs.

Course organization									
Form of classes	W (Lecture)	Group type							
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)		
Contact hours			X						

Teaching methods:

Lecture, discussion, essays, presentations, field trip

Assessment methods:

E-learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
			X		X		X		X			

Assessment criteria Students are required to prepare an essay. The essay has to be at least 10 pages long and include the bibliography and references to the academic texts.

Comments

Course content (topic list)

1. What is a Museum? Why and How Do Museums Collect?
2. The New Museology.
3. Museums Sites of Conscience
4. Holocaust Museums
5. Exhibits and Interpretation.
6. Museums and Communities.
7. Museums and Visitors.
8. The Museum in the Digital Era.

Compulsory reading

Young, James E. *The Texture of Memory: Holocaust Memorials and Meaning*. New Haven: Yale University Press, 1993

Carignan, Marjorie E., "Why Are There So Many Diverse Holocaust Museums?: A Journey through the Holocaust Museums of Five Nations" (2012). *History Theses*. Paper 12.

Raethel, Miriam Carolin, "Witnessing from a Distance: Postwar Literary Representations of the Holocaust" (2010). *Theses and Dissertations* (no 1104)

Miles, W. *Post-Communist Holocaust Commemoration in Poland and Germany*.

The Journal of Holocaust Education 2000 9(1):33–50

Miles W. Touring Auschwitz. *Midstream* 2001 47(4):12–13.

Recommended reading

Kapralski, S. and Wolentarska-Ochman. 2006 Memory and Commemoration: The Case of Jedwabne.
In
History and Memory, Volume 18 (1), Spring/Summer 2006.

Lowenthal D., “Fabricating Heritage,” *History and Memory* 10:1 (1998): 5–24.

Course card

Course title	Teaching about the Holocaust – history and present		
Semester (winter/summer)	summer	ECTS	5
Lecturer(s)	Dr Piotr Trojański		
Department	Institute of History and Archival Studies		

Course objectives (learning outcomes)

Students will discuss the major events in history of the Holocaust.
 Students will be able to criticize and analyze various texts on the Holocaust and its memory.
 Students learn the most important facts from the history of Auschwitz and its postwar ways of commemoration.
 Students will read and analyze articles on Holocaust education and its current challenges
 Students learn about the history and present of teaching about the Holocaust in Poland
 Students will be able to recognize the similarities and differences in Holocaust education in different countries

Prerequisites

Knowledge	General knowledge on the World War II and the Holocaust
Skills	
Courses completed	

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours			15					

Teaching methods:

lecture, discussion, field trip, presentation

Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Student's presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E – learning
			X	X	X		X		X			

Assessment criteria	Students are required to prepare an essay. The essay has to be at least 10 pages long and include the bibliography and references to the academic texts.
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Comments	
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Course content (topic list)

<ol style="list-style-type: none"> 1. Presentation of the course: content and teaching methods 2. The Holocaust as historical event 3. The Holocaust and its significance – terminology and interpretations 4. Teaching about the Holocaust in Poland: a historical perspective 5. Symbolism of Auschwitz and its meaning for different national and religious groups 6. Why should we teach about the Holocaust? 7. Holocaust education in the world - opportunities and obstacles 8. Holocaust educational centers and memorial sites in Poland and abroad
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Compulsory reading

<ul style="list-style-type: none"> • Ambrosewicz-Jacobs, J. & Hońdo, L. (Eds.) (2005). <i>Why Should we Teach about the Holocaust?</i> Kraków: Centre for Holocaust Studies, Jagiellonian University • Szuchta, R. (2008). <i>Teaching about the Holocaust: Polish experiences on the threshold of the 21st Century</i>. In S. Rejak (Ed.), <i>Thinking after the Holocaust. Voices from Poland</i>. Warszawa-Kraków: Wydawnictwo MUZA SA. • Trojański P., (2014) <i>The legacy of the Holocaust in Poland and its educational dimension</i>, In: Lynn W. Zimmerman (Ed.), <i>Jewish Studies and Holocaust Education in Poland</i>, (pp. 78-93) Jefferson, NC : McFarland & Company Inc., Publishers • Mach, Z. (2006). <i>The Holocaust in public memory and collective identity of Poles</i>. D. Nałęcz & M. Edgardo (Eds). <i>Fact and Lies in the Common Knowledge on the Holocaust</i> (pp. 99-103). Warsaw-Cracow: Oficyna Wydawnicza ASPRA-JR. • <i>The International status of education about the Holocaust. A global mapping of textbooks and curricula</i>, Georg Eckert Institute, UNESCO 2015 (http://unesdoc.unesco.org/images/0022/002287/228776e.pdf) • Trojański, P., (2014) Teaching ABOUT or teaching FOR?: Holocaust education in the context of education for the prevention of crimes against humanity, In. <i>Korczakian reminiscences: selected aspects of the times and legacy of Janusz Korczak</i>, (Eds.) Agnieszka Chłosta-Sikorska, Hanna Stępniewska-Gębik, Piotr Trojański, Kraków: Wydawnictwo Naukowe Uniwersytetu Pedagogicznego
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Recommended reading

- Chrobaczyński J, Trojański P. (2015), *Auschwitz and Katyn in Political Bondage. The Process of Shaping Memory in Communist Poland*, In. Malgorzata Pakier, Joanna Wawrzyniak (Eds.), *Memory and Change in Europe. Eastern Perspectives*, Volume 16, Contemporary European History, Berghahn Books (246-264)
 - Ambrosewicz-Jacobs, J. (2006). *Conflicts of Memory. Case Study of Obstacles in Teaching about the Holocaust in Poland*. In D. Nałęcz & M. Edgardo (Eds). *Fact and Lies in the Common Knowledge on the Holocaust*, (pp. 189-198). Warsaw-Cracow: Oficyna Wydawnicza ASPRA-JR.
 - Dziuban Z. (2014), *From national to transnational and back. Memorial sites in transition*, “*Studia nad Autorytaryzmem i Totalitaryzmem*”, Vol. 36, 4, Wrocław, (pp. 89-99)
 - Ambrosewicz-Jacobs, J. (1998, Fall). *Teaching the Holocaust in Post-Communist Poland*. In: Y. Elliot & C.A. Zeltser (Eds.). *Jews in Eastern Europe*, 2 (36), 5-18.
 - Ambrosewicz_Jacobs, J. (2011). *Do We Want to Remember? Commemorating the Holocaust in Practice in Post-Communist Poland from European Comparative Perspective*. In Misztal, M. & Trojański, P. (Eds.) *Poles and Jews. History - Culture – Education*. Kraków: Wydawnictwo Naukowe Uniwersytetu Pedagogicznego
 - Białęcka, A. & Oleksy, K. & Regard, F. Trojański, P. (Eds.). (2010). *European pack for visiting Auschwitz-Birkenau Memorial and Museum – Guidelines for teachers and educators*, Strasbourg: Council of Europe Publishing.
 - Huener, J. (2003). *Auschwitz, Poland and the politics of commemoration, 1945-1975*. Athens: Ohio State University Press.
 - Kucia, M. (2001). *KL Auschwitz in the social consciousness of Poles, A.D. 2000*. In Maxwell, E. & Roth, J.K. (Ed). *Remembering for the Future: The Holocaust in an age of Genocide*. Vol. 3. (oo. 632-651). London: Palgrave.
 - Radziwił, A. (1989). *The teaching of the history of the Jews in secondary schools in the Polish People’s Republic, 1940-1988*. POLIN: Studies in Polish Jewry, 4, 402-424.
 - Steinlauf, M. (1997). *Bondage to the Dead: Poland and the Memory of the Holocaust*. Syracuse, NY: Syracuse University Press.
 - Świebocka, T. (2000). *The Auschwitz-Birkenau Memorial and Museum: from Commemoration to Education*. POLIN: Studies in Polish Jewry, 13, (290-299).
 - Węgrzynek, H. (2006). *The Holocaust and Jewish history as presented in current Polish Textbooks*. In D. Nałęcz & M. Edgardo (Eds.), *Fact and lies in the common knowledge on the Holocaust* (pp. 147-161). Warsaw-Cracow: Oficyna Wydawnicza ASPRA-JR.
 - T. Lutz, D. Silberklang, P. Trojanski, J. Wetzel, M. Bistrovic (Eds), (2015) *Killing Sites. Research and Remembrance*, IHRA series, vol.1, Metropol, Berlin
 - A. Mirga-Kruszelnicka, E. Acuña and P. Trojański (Eds), (2015), *Education for Remembrance of the Roma Genocide: Scholarship, Commemoration and the Role of Youth*, Kraków 2015
 - Monique Eckmann, Doyle Stevick and Jolanta Ambrosewicz-Jacobs (Eds), *Research in Teaching and Learning about the Holocaust. A Dialogue Beyond Borders*, IHRA series, vol. 3, Metropol Verlag & IHRA, 2017
- (http://holocaustremembrance.com/sites/default/files/research_in_teaching_and_learning_about_the_holocaust_web.pdf)

