

# UNIVERSITY OF VICTORIA

Spring 2020

## GMST 581: HOLOCAUST IN CULTURAL CONTEXTS



Photographs @ James Friedman, *12 Nazi Concentration Camps* (2016)

In this interdisciplinary graduate seminar/advanced undergraduate course, students will examine the Holocaust and its impact on subsequent generations through the lens of literature, film and art. Exemplary texts, documentaries and feature films probing the limits of representation will challenge students to reconsider their own assumptions and historical knowledge. As we move from eyewitness accounts to the after-images of the Holocaust, we will explore the deeply unsettling spaces of memory inhabited by second and third generation writers, filmmakers and visual artists.

Instructor: Dr. Charlotte Schallié (she/her) (CLE D 242); Tel.: (250) 721 7321; email: schallie@uvic.ca  
Office Hours: Tuesdays: 11:00 -12:00, or by appointment

**Time and Place:** Mondays, 13:00 -15:50 (CLE D 241)

### **Evaluation (GMST 581):**

Preparation & Participation	20%
Digital Atelier Participation and Output	25%
Presentation and Handout	10%
Research Paper Proposal and Annotated Bibliography	10%
Research Paper (16-18 pages plus bibliography)	35%

### **Evaluation (GMST 410):**

Preparation & Participation	25%
Digital Atelier Participation and Output	25%
Presentation and Handout	10%
Research Paper Proposal and Annotated Bibliography	10%
Research Paper (9-10 pages plus bibliography)	30%

### **Territory Acknowledgment:**

We acknowledge with respect the Lekwungen peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

## Digital Atelier Series - facilitated by Dr. Matt Huculak (Digital Scholarship Commons)

The digital atelier series gives students hands-on opportunities to practice the theoretical work learned in GMST 581. Specifically, students will learn about and use tools and practices necessary to preserve cultural heritage objects in the digital age. Cultural heritage curators face great challenges in the digital age—an era of rapid technological obsolescence. In order to have memory objects for future generations, we must learn about best practices for long-term preservation. We will learn about major developments in the field of digital scholarship, metadata management, digitization, and exhibit building in order to gain skills sought after by memory institutions such as museums, libraries, and archives. Students will also learn about best practices representing “Holocaust atrocity photography” and accepted practices for dealing with difficult material. At the end of the atelier sessions, students will learn how to harness social knowledge creation by adopting a Wikipedia page in order to support democratic values online.

## ASSESSMENT AND GRADING

### Preparation and Participation

Both weekly attendance and participation are expected. A student who must be absent for a serious reason is expected to contact the instructor before the missed class and explain why they will not be in attendance.

### Digital Atelier Participation and Output

Students will complete individual assignments for all digital atelier sessions:

- 1) Metadata assignment:** students will describe their object using a chosen metadata standard (20%; due on February 3)
- 2) Digitization assignment:** students will digitize their object using best practices (20%; due on February 24)
- 3) Digital exhibit assignment:** students will create a one-page digital exhibit for their chosen object (40%; due on March 16)
- 4) Wikipedia assignment:** students will either edit, update or add scholarly sources to an existing Holocaust-themed Wikipedia page (20%; due on March 30)

### Presentation and Handout

Students will discuss a course reading (a primary or secondary text) in an oral presentation of max. 20 minutes. In addition, presenters will facilitate the in-class discussion and prepare a handout stating the key arguments and research questions. These in-class presentations will take place on January 20, January 27 & February 10.

Modan, Rutu. *The Property*, trans. Jessica Cohen. Montreal: Drawn & Quarterly, 2013



## Research Paper Proposal and Annotated Bibliography

This assignment takes the form of a concise proposal outlining the compositional structure of the research paper. The annotated bibliography should include at least five secondary sources. Due date: March 30th. Late submissions will lose 2 percentage points per day.

## Research Paper

The research paper addresses one of the specific topics covered in the course. Students may use any common style manual (as long as they do so consistently). The paper may be submitted electronically or as a hard copy. The due date is April 17. Late submissions will lose 2 percentage points per day and will not be accepted after April 24th. Research papers are expected to be well researched (making use of sources that are additional to any research bibliography that the instructor may have provided), appropriately documented, and carefully proofread.

	January	February	March	April
<b>In-Class Presentations</b>				
<b>Digital Atelier Assignments</b>				
<b>Research Paper Proposal &amp; Annotated Bibliography</b>				
<b>Research Paper</b>				

## COURSE POLICIES

### University Policy on Human Rights, Equity and Fairness

The University promotes a safe, respectful and supportive learning and working environment for all members of the university community. The University fosters an environment characterized by fairness, openness, equity, and respect for the dignity and diversity of its members. The University strives to be a place that is free of discrimination and harassment, injustice and violence. The strength and vibrancy of the University is found in the diverse life experiences, backgrounds and worldviews of all its members: [https://www.uvic.ca/universitysecretary/assets/docs/policies/GV0200\\_1105\\_.pdf](https://www.uvic.ca/universitysecretary/assets/docs/policies/GV0200_1105_.pdf).

### A Note on Pronouns

The Department of Germanic and Slavic Studies acknowledges and supports each student's right to and preference for their own personalized pronouns.

### Information on Campus Supports for Student Wellbeing

**Counselling Services** - Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students: <https://www.uvic.ca/services/counselling/>.

**Health Services** - University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives: <http://www.uvic.ca/services/health/>.

**Center for Accessible Learning (CAL)** - Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the CAL as soon as possible. CAL staff members are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations: <https://www.uvic.ca/services/cal/>. The sooner you let us know your needs the quicker we can assist you

in achieving your learning goals in this course. Please note that your instructor cannot provide CAL-type accommodations without CAL documentation.

### Add/Drop Deadlines

It is the student's responsibility to attend to ADD/DROP dates as published in the Calendar and the Undergraduate Registration Guide and Timetable. You will not necessarily be dropped automatically from a class that you do not attend.

### Absences and Incomplete Work

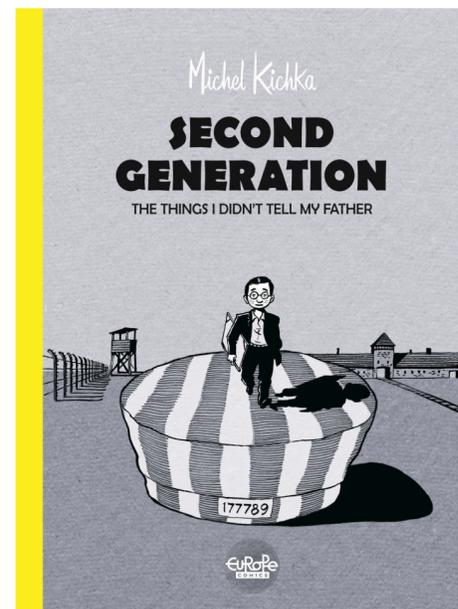
Regular attendance, completion of in-class tests and the punctual submission of work are important and mandatory components of completing the course successfully.

### Concessions and Documentation

Students may ask for an academic concession, such as the rescheduling of a quiz or test or an extension for an assignment, upon providing proper documentation of a personal or medical affliction or of a time conflict. Proper documentation would include a doctor's note, a memo from Counseling Services, or a memo from a coach, employer or faculty member. It must be dated before or close to the time of the missed work or classes. The date of the rescheduled quiz or test or the extension on an assignment is final.

### Withdrawals and Deferrals

Students who miss more than eight classes for documented medical or personal reasons may still be asked to apply for a *backdated withdrawal*. Even when the reasons for failing to meet course requirements are valid, it is neither academically sound nor fair to others in the course to allow students missing significant amounts of work to continue in the course and receive credit. Students who miss substantial amounts of class and assignments without documentation will be asked to withdraw, as they will receive an N at the end of the semester. Students are to familiarize themselves with the withdrawal dates in the academic calendar. Students may only apply for a *course deferral* if a) they have serious and documented medical or personal reasons for not completing some of the end-of-term requirements and b) they have already completed practically all the course requirements at the time of their application. In situations in which a student cannot complete the course requirements and a deferral is not a viable option, he or she must have completed 80% of the course requirements for an *AEG (aegrotat)* grade to be assigned.



### A Note on Academic Integrity and Plagiarism

Actions such as plagiarism, multiple submissions, falsifying materials used in academic evaluations, cheating or aiding others to cheat violate University policies on academic integrity and are considered serious offences. You must inform yourself about the university regulations (see the UVic Policy on Academic Integrity in the University Calendar).