

COURSE OUTLINE

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Department of Social Anthropology and History		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	W/S -044	SEMESTER	H
COURSE TITLE	Memory, History and Representation in the Second World War: The Destruction of the Jews of Europe		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
	3	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	specialised general knowledge, skills development		
PREREQUISITE COURSES:	none		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	http://www.sah.aegean.gr/course/pas-044/ https://eclass.aegean.gr/courses/SA151/		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>Students are expected to:</p> <ul style="list-style-type: none"> -Discern the different stages of Nazi policies against the Jews. -Understand and realise the European dimension of the genocide. -Compare the different experiences of survivors in European countries. -Use analytical categories such as trauma and memory in the analysis of the past. -To understand the importance of testimony in the study of the past.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas

Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking
.....
Others...
.....

- Develop students' abilities in oral and written communication.
- Promote familiarization with different kinds of sources and with the methodological and theoretical issues that their use poses.
- Introduce students to new categories of analysis such as trauma and emotion.
- Encourage students to think reflexively about the use of sources in order to historicise memory and experience of the Second World War. Respect for difference and multiculturalism
- Criticism and self-criticism
- Working independently
- Team work
- Reinforcement of self-awareness.
- Work in an interdisciplinary field

(3) SYLLABUS

- 1 Introduction to concepts: Genocide, anti-Semitism, fascism
- 2 The years of persecution: 1933-1938
- 3 Hitler's New Order 1939-1945:
 - A. 1939-1941: Deportation, ghettoization, reorganization of the map of Europe

- B. Eastern slaughter: June 1941-September 1941
- 4 Perpetrators and Bystanders
- 5 The duty of memory: Survivors' testimonies
- 6 The grey zone
- 7 Return to life, return to the sites of memory
- 8 The genocide of Greek Jews
- 9 Memory and trauma: the experience of survivors
- 10 The Holocaust in representation:
 - Holocaust and film
 - History in comic
 - History as novel
 - Poetry
- 11. History and justice
- 12 The politics of memory

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face																				
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Lectures include also presentation of oral history archives (Archive of Oral Testimonies of the Dept. of History, Archaeology & Social Anthropology of the University of Thessaly, Centropa Jewish Witness to a European Century, Fortunoff Video Archive for Holocaust Testimonies, United States Holocaust Memorial Museum, University of Southern California Shoah Foundation Institute's Visual History Archive, Yad Vashem Archives), of electronic sources and of photographic material and as well as theoretical and methodological introduction to the use of the available material.																				
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table border="1"> <thead> <tr> <th style="background-color: #e0e0e0;"><i>Activity</i></th> <th style="background-color: #e0e0e0;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Seminars</td> <td>36</td> </tr> <tr> <td>Oral presentations</td> <td>20</td> </tr> <tr> <td>Presentations of final essay</td> <td>10</td> </tr> <tr> <td>Interactive teaching</td> <td>15</td> </tr> <tr> <td>Autonomous study</td> <td>30</td> </tr> <tr> <td>Essay writing</td> <td>50</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Course total</td> <td>161</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Seminars	36	Oral presentations	20	Presentations of final essay	10	Interactive teaching	15	Autonomous study	30	Essay writing	50					Course total	161
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STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Oral presentations and participation in the seminar. All students submit an essay of 4,500 words at the end of the semester.																				

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Saul Friedlander, *Nazi Germany and the Jews, 1933-1945*. Condensed edition by Orna Kenan.
- Ian Kershaw, 2011. *Ο Χίτλερ, οι Γερμανοί και η τελική λύση*. (transl. Ο. Papakonstantopoulou). Πατάκης.
- Bernard Pierron, *Εβραίοι και χριστιανοί στη νεότερη Ελλάδα: ιστορία των διακοινοτικών σχέσεων από το 1821 ως το 1945* (transl. G. Saratsiotis-introduction R. Benveniste).
- Raul Hilberg, 1985. *The Destruction of the European Jews*. Holmes & Meier.
- Hagen Fleischer, 2008. *Οι πόλεμοι της μνήμης: Ο Β΄ Παγκόσμιος Πόλεμος στη Δημόσια Ιστορία*. Νεφέλη.

- Claude Landzmann, *Shoah*, 1985.
- Jean Améry, 2010. *Πέρα από την ενοχή και την εξιλέωση*. Άγρα.
- Primo Levi, 2000. *Αυτοί που βούλιαξαν και αυτοί που σώθηκαν*, Άγρα.
- Primo Levi, 1998. *Εάν αυτό είναι ο άνθρωπος*, Άγρα.
- Annette Wieviorka, 2006. *Αουσβιτς, 60 χρόνια μετά*, Πόλις.
- King, K E 2008, *Greece: A Jewish History*. Princeton University Press, New Jersey.
- Rena Molho, 2001. *Οι Εβραίοι της Θεσσαλονίκης, 1856-1919*. Θεμέλιο.
- R. Benveniste (ed.) 1998. *Οι Εβραίοι της Ελλάδας στην Κατοχή, Πρακτικά γ' Συμποσίου Ιστορίας της Εταιρείας Μελέτης Ελληνικού Εβραϊσμού*, εκδ. Βάνιας, Θεσσαλονίκη.
- F. Ambatzoglou, 1993. *Το Ολοκαύτωμα στις μαρτυρίες των Ελλήνων Εβραίων*, Θεσσαλονίκη, Παρατηρητής.
- O. Varon-Vassar, 2012. *Η ανάδυση μιας δύσκολης μνήμης*. Εστία.
- G. Margaritis, 2005. *Ανεπιθύμητοι συμπατριώτες, Στοιχεία για την καταστροφή των μειονοτήτων της Ελλάδας: Εβραίοι, Τσάμηδες*. Βιβλιόραμα.
- Christopher Browning, 2003. "Perpetrator Testimony: Another Look at Adolf Eichmann". *Collected Memories: Holocaust History and Postwar Testimony*. The University of Wisconsin Press.
- Mark Mazower, 2009. *Hitler's Empire: Nazi Rule in Occupied Europe (Η αυτοκρατορία του Χίτλερ: Ναζιστική εξουσία στην κατοχική Ευρώπη)*. Αθήνα: Αλεξάνδρεια.
- Erika Kounio-Amarilio and Albertos Nar, *Προφορικές μαρτυρίες εβραίων της Θεσσαλονίκης για το Ολοκαύτωμα*. Θεσσαλονίκη: Επίκεντρο 1998.
- Mark Mazower, *Salonica: City of Ghosts, Christians, Muslims and Jews 1430-1950*, Harper and Collins 2006.
- mpsa, K and Y Schiby, *Η διάσωση: η σιωπή του κόσμου, η αντίσταση στα γκέτο και τα στρατόπεδα, οι έλληνες εβραίοι στα χρόνια της Κατοχής*. Καπόν 2012.
- mpsa, K and Y Schiby, *Η ζωή απ' την αρχή: Η μετανάστευση των Ελλήνων Εβραίων στην Παλαιστίνη (1945-1948)*. Αλεξάνδρεια, 2010.
- Pothiti Hantzaroula, "Children after the Holocaust and the Reconstruction of Jewish Communities in Post-War Greece", *Holocaust Studii și Cercetări*, τομ. VII, αρ 1, 2015, σ. 217-239.

- Related academic journals:

Holocaust and Genocide Studies

Holocaust Studies: A Journal of culture and history

History and Memory

Témoigner entre histoire et mémoire [electronic resource] : revue pluridisciplinaire de la Fondation Auschwitz.

Yad vashem studies on the European Jewish catastrophe and resistance.

Holocaust: studii si cercetari.

Jewish Social Studies