



UNIVERSITY OF  
CAMBRIDGE

Institute of Continuing Education

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# **Postgraduate Certificate in Britain and the Holocaust**

**2019-2020**

Course code: 1920PCB300

## **COURSE GUIDE**

University of Cambridge Institute of Continuing Education, Madingley Hall, Cambridge, CB23 8AQ  
Tel 01223 746222 [www.ice.cam.ac.uk](http://www.ice.cam.ac.uk)

Welcome to the **Postgraduate Certificate in Britain and the Holocaust**, a University of Cambridge award offered by the Institute of Continuing Education (ICE). The Certificate is taught and awarded at FHEQ level 7 (i.e. Masters level) and attracts 60 credits. The award is completed in one academic year. For further information about academic credit please see our website: [www.ice.cam.ac.uk/studying-with-us/information-for-students/qualifications-that-we-offer](http://www.ice.cam.ac.uk/studying-with-us/information-for-students/qualifications-that-we-offer)

The course offers three termly units and a syllabus and reading and resource list for each of these units are included in this course specification.

The course aims to give participants opportunities to:

- Acquire an in-depth understanding of the relationship between Britain and the Holocaust;
- Extend their knowledge on the short and long-term impact and legacies of the Holocaust and Nazi persecution as it pertains to Britain;
- Demonstrate an in-depth understanding of key current scholarly debates surrounding Holocaust history and memory in a British context;
- Demonstrate an in-depth knowledge of key case studies and episodes from this period of history;
- Demonstrate a detailed ability to make historical judgements;
- Critically analyse and evaluate different source materials from the period.

### **Transferable skills for further study and employability**

- The capacity for independent thought and judgement
- Self-direction and originality in tackling and solving problems
- The development of independent learning, study and time management skills
- The deployment of skills in critical reasoning
- Presentation skills
- Effective communication skills, in person and in writing
- The development of competence in using IT to support one's work
- The ability to work with others, productively and equitably
- The qualities necessary for employment requiring the exercise of some personal responsibility and the demonstration of high levels of motivation and personal commitment through part-time study

Additional skills specific to this course include:

- Advanced skills relating to data analysis of archival / primary source material
- Advanced skills relating to analysis of published / secondary source material
- Resolution of ethical dilemmas posed by the material

### **Study hours**

The award of academic credit is a means of quantifying and recognising learning and within the UK, one credit notionally represents 10 hours of learning<sup>1</sup>. Each of the units in this course attracts 20 credits so students should expect to need to study for approximately 200 hours in total to complete each unit successfully. However, it is recognised that students study at different paces and use a variety of approaches, so this is a recommendation, rather than a hard-and-fast calculation.

<sup>1</sup> 'Academic credit in higher education in England – an introduction'. The Quality Assurance Agency for Higher Education, 2009

## Teaching staff

### Academic Director:

Dr Gilly Carr is a Senior Lecturer and Academic Director in Archaeology at ICE; she is also a Director of Studies and Fellow in Archaeology at St Catharine's College, a member of the McDonald Institute for Archaeological Research, and a Partner of the Cambridge Heritage Research Centre. Gilly works in the fields of Conflict Archaeology, Heritage Studies and Holocaust Studies. She is a member of the UK delegation of the International Holocaust Remembrance Alliance, where she is chairing a five-year project on Holocaust sites at risk. She has also been a member of the British Association for Holocaust Studies for five years. She specialises in the German occupation of the Channel Islands, and has written several books and curated exhibitions in this field.

### Tutors:

**Dr Joe Mulhall** is Senior Researcher at HOPE not hate, the UK's largest anti-fascism and anti-racism organisation. He completed his undergraduate degree at the University of Liverpool and his MSc at the London School of Economics where he received a distinction. He then completed his PhD on the history of postwar fascism at Royal Holloway, University of London and has been a Research Assistant at Harvard University. During his doctoral study, he held a Visiting Lectureship at Royal Holloway, teaching the Politics of Postwar Europe. He sits on the Board of the Holocaust Memorial Day Trust in the UK. He has published extensively both academically and journalistically and appears regularly in the international news media and gives talks around the world about his research.

**Dr Emily-Jayne Stiles** is an Associate Lecturer in Modern History at the University of Winchester where she teaches undergraduate and postgraduate modules on the history and memory of Nazism and the Holocaust. Emily has acted as research consultant and historical advisor for the forthcoming United Kingdom Holocaust Memorial and is a member of the British Association for Holocaust Studies. Her first book, *A Very British Story? The Holocaust in Memory and the National Museum*, is due to be published in 2020.

## Administrative staff

### Heads of Academic Centre Administration

Sarah Blakeney: [sarah.blakeney@ice.cam.ac.uk](mailto:sarah.blakeney@ice.cam.ac.uk), 01223 760865

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Rachel Revell: [rachel.revell@ice.cam.ac.uk](mailto:rachel.revell@ice.cam.ac.uk), 01223 746282

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## Venue

Madingley Hall is the University of Cambridge's campus dedicated to continuing education for adults. The magnificent Hall was built in the sixteenth century and acquired by the University in 1948. The Hall has been used by the Institute of Continuing Education as a venue since 1975.

You will be taught in one of 14 classrooms at Madingley Hall and, occasionally, at other venues. Classrooms are arranged and equipped to encourage effective small group learning and peer interaction. Technology-enhanced learning, including lecture capture where appropriate, is used in many classes and wi-fi is available throughout the site. We also provide a range of social learning spaces which you can make use of before, or after, your class. Seven acres of superb gardens and grounds designed by Capability Brown provide space to think, reflect and relax. We offer a range of catering including formal dining, sandwiches and snacks, and a full-service bar. If you are travelling a long distance you may wish to book accommodation in one of the Hall's 62 en-suite bedrooms.

The Hall is situated three miles west of Cambridge with easy access from the M11 and the A14. There is ample free on-site car parking. Central London and Stansted Airport can be reached in under an hour by train from Cambridge railway station. Taxis from the railway station to Madingley Hall typically take around 20-25 minutes. Full directions are given on our website at: <http://www.ice.cam.ac.uk/about-us/how-find-us>

## Contact details of ICE

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*Please also refer to the 'information for students' section on ICE's website [www.ice.cam.ac.uk/studying-with-us/information-for-students](http://www.ice.cam.ac.uk/studying-with-us/information-for-students) and the 2019/20 Student Handbook for award-bearing courses for further information and guidance relating to all aspects of the course including study skills, assignments, assessment and moderation. The Course Information and Help and Guidance section of the ICE VLE will also contain valuable information specific to your course.*

*Information correct as at 27 March 2019*

## Syllabus for first unit

Michaelmas term 2019

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# The Rise of British Fascism and the Refugee Crisis of the 1930s

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<b>Start date</b>	20 October 2019	<b>End date</b>	22 October 2019
<b>Day</b>	Sunday-Tuesday	<b>Time</b>	9.30 – 17.30
<b>Venue</b>	Madingley Hall, Madingley, Cambridge, CB23 8AQ		
<b>Tutor(s)</b>	Dr Joe Mulhall	<b>No of meetings</b>	3-day teaching block

### Aims

- To familiarise students with the various British responses, both positive and negative, to the rise of Nazism on the continent.
- To enable students to gain an in-depth understanding of the various reactions to the arrival of Jewish refugees during the 1930s and 1940s.
- To familiarize students with the experiences of refugees who arrived in Britain.
- To ensure that students have a clear understanding of Britain's own fascist tradition in order to better understand the birth of domestic fascism in this period.

### Content

The first module of the Postgraduate Certificate, 'The Rise of British Fascism and the Refugee Crisis of the 1930s', examines British responses to the rise of Nazism in Germany, the emergence of fascism in Britain itself and the experiences of Jewish refugees who came to this country seeking refuge from events on the Continent.

The course examines the reception refugees received and explores what Britain did and did not do to help. At the same time, it explains how Britain had its own incarnations of the far-right movements that emerged in Germany and Italy and how these domestic groups were both a cause and result of societal antisemitic feeling.

Topics within this course includes the Kindertransport of Jewish children to Britain, refugee organisations and their work, and the methods of helping Jewish adults reach the UK. It also includes the societal reaction to domestic fascism and looks at Oswald Mosley and the British Union of Fascists. The course will also explore case studies of the experiences of refugees who came to Britain and the internment of Jews as 'enemy aliens' by the British authorities, sometimes alongside interned British fascists. The course also examines various historical interpretations of these events.

## Presentation of the unit

Learning will be through PowerPoint assisted lectures as well as seminar style sessions involving group discussions and exercises. Students will learn how to present and support evidence through both speaking and writing.

## Provisional lecture list / Course Structure

Session	Title	Indicative content
<b>DAY ONE – Sunday 20 October 2019</b>		
9.30-10am	Welcome and Introduction to the Course	
10am-12pm	Before War and Holocaust	Overview of the period and a group discussion: Is it possible to explore this period objectively knowing what we know now?
12-1pm	Lunch	
1-3pm	British Reactions to the rise of Nazism	Exploring the various societal and governmental reactions to the rise of Nazism and a group discussion: How would you have reacted?
3-5pm	The Birth of British Fascism	Exploring the roots of British fascism and group discussion: a European copy or uniquely British?
5-5.30pm	Closing remarks and assignments	Close of day and group questions/discussion on assignments
<b>DAY TWO – Monday 21 October 2019</b>		
10am-12pm	Oswald Mosley and the British Union of Fascists	Learning the history of the most important British fascist and his party. This session will allow students to explore real BUF newspapers from the period.
12-1pm	Lunch	
1-3pm	Introduction to the Refugee Crisis: Responses	Exploring the various societal and governmental reactions to the rise of Nazism and a group discussion: Did Britain do enough?
3-5pm	Kindertransport of Jewish children to Britain	Learning about the Kindertransport and watching video of survivor testimony.
5-5.30pm	Closing remarks and assignments	Close of day and group questions/discussion on assignments

<b>DAY 3 – Tuesday 22 October 2019</b>		
<b>10am-12pm</b>	Jewish Adults Reach the UK: Experiences and Reactions	Exploring the societal reaction to the arrival of Jewish refugees. This will include a group exercise looking at refugee testimony.
<b>12-1pm</b>	Lunch	
<b>1-3pm</b>	Internment of Jews as 'Enemy Aliens'	Exploring the phenomenon of internment and group discussion: Was internment necessary and understandable?
<b>3-5pm</b>	Internment of Fascists as a Fifth Column	This will include a group discussion: Did internment stop British fascism?
<b>5-5.30pm</b>	Closing remarks and assignments	Close of day and group questions/discussion on assignments

### **Learning outcomes**

As a result of the unit, within the constraints of the time available, students should be able to:

- Demonstrate in writing a deep understanding of British fascism in the 1930s and 1940s and a critical awareness of British reactions to the rise of Nazism and the refugee crisis.
- Demonstrate an ability to interrogate critically both secondary and some primary historical sources.
- Demonstrate a critical awareness of how to engage in historical debate and present their ideas in discussion and in written work.

### **Student assessment**

Students must produce two assignments, each of 1,500-2,000 words and can pick any two topics listed below:

#### **Option 1: Was domestic fascism the cause of antisemitism in Britain or the result of it?**

To answer this question students will need to place British fascism in the context of wider antisemitism in interwar Britain and decide if it was a driver or symptom of societal prejudice.

#### **Option 2: Was British fascism simply a copy of Italian and German fascism or was a distinctly British version of it created?**

To answer this question students will need to compare British fascism with fascism in Germany and Italy. They will need to decide if they think it was an 'un-British' foreign import or part of a domestic far-right tradition.

### **Option 3: Was the Kindertransport evidence of Britain's welcoming attitude to Jewish refugees?**

To answer this questions students will need to explore the experiences of those children who arrived in Britain but also to explore the process that lead to its implementation and the wider governmental and societal response to the refugee crisis.

### **Option 4: To what extent were the UK's policies towards refugees focused on self-interest or humanitarianism?**

To answer this question students will need to explore the decision making process that led to the creation of British policies.

**If students wish to create their own assignment questions, this must be agreed in writing with the Tutor first and the question must meet the learning outcomes of the unit.**

Equal weightage will be given to both assignments for the award of credit for this unit.

**Closing date for the submission of assignments: by Wednesday 27 November 2019 12.00 (noon) GMT / BST\***

\*Greenwich Mean Time

### **Reading and resource list**

#### **Books**

#### ***On the subject of Fascism, British Fascism and Antisemitism:***

Allardyce, G. (1979). "What Fascism is Not: Thoughts on the Deflation of a Concept", *American Historical Review*, 84:2 April, 367-388

Baker, D. (1996). *Ideology of Obsession: A.K. Chesterton and British Fascism*. London: I.B. Tauris.

Copsey, N. and Olechnowicz, A. (eds.). (2010) *Varieties of Anti-Fascism: Britain in the Interwar Period*. Basingstoke: Palgrave Macmillian.

Copsey, N. (2000) *Anti-fascism in Britain*, Basingstoke: Macmillan.

Cullen, S.M. (1993). "Political Violence: the Case of the British Union of Fascists", *Journal Of Contemporary History*, 28:2. 245-267

Dorril, S. (2006). *Black Shirt: Sir Oswald Mosley and British Fascism*. London: Viking Press.

Eatwell, R. (1996). "On defining the 'Fascist Minimum': The centrality of ideology", *Journal of Political Ideologies*, 1:3 October. 303-319

Gottlieb, J. (2014). *Feminine Fascism: Women in Britain's Fascist Movement* London: I.B. Tauris.

Griffin, R (ed.). (1998). *International Fascism: Theories, Causes and the New Consensus*. London: Arnold.



Griffin, R. (1993). *The Nature of Fascism*. London: Routledge.

Griffin Roger, (2002). "The Primacy of Culture: The Current Growth (or Manufacture) of Consensus within Fascism Studies" *Journal of Contemporary History*, 37:2, 21-43

Griffiths, R. (2000). *An Intelligent Person's Guide to Fascism*. London: Gerald Duckworth & Co.

Holmes, C. (2016). *Anti-Semitism in British society, 1876-1939*. London: Routledge.

Julius, A. (2012). *Trials of the diaspora: A History of Anti-Semitism in England*. Oxford: Oxford University Press.

Linehan, T. (2001). *British Fascism, 1918-39: Parties, Ideology and Culture*. Manchester: Manchester University Press.

Lunn, K. and Thurlow, R. (1980). *British Fascism: Essays on the Radical Right in Inter-War Britain*. Routledge.

Mosley, N. (1998). *Rules of the Game and Beyond the Pale: Memoirs of Sir Oswald Mosley and Family*. London: Pimlico.

Mosley, O. (1968). *My Life*, London: Nelson.

Payne, S. G. (1995). *A History of Fascism 1914-1945*, Madison: University of Wisconsin Press.

Pugh, M. (2006). *Hurrah For The Blackshirts!: Fascists and Fascism in Britain Between the Wars*. Pimlico.

Stone, D. (2014). *Responses to Nazism in Britain 1933-1939*. Basingstoke: Palgrave Macmillan.

Thurlow, R. (2000). *Fascism in Modern Britain*. Stroud: Sutton Publishing.

***On the subject of Jewish refugees from Nazism:***

Bolchover, R. (1993), *British Jewry and the Holocaust*. Cambridge.

David, R. (2003). *Child of Our Time: A Young Girl's Flight from the Holocaust*. London.

Gilbert, M. (2008). *Beyond the call of duty: British diplomats and other Britons who helped Jews escape from Nazi tyranny*. Ashford, Kent.

Grenville, A. (2018). *Encounters with Albion: Britain and the British in texts by Jewish Refugees from Nazism*. Cambridge.

Grenville, A. (ed.), (2002). *Refugees from the Third Reich in Britain*. Amsterdam.

Holmes, C. (1991). *A Tolerant Country?: Immigrants, Refugees and Minorities*. Faber & Faber.

Kaplan, M. (1998). *Between Dignity and Despair: Jewish Life in Nazi Germany*. Oxford.

Kushner, T. (2012). *The Battle of Britishness: Migrant Journeys, 1685 to the Present*. Manchester.

London, L. (2003). *Whitehall and the Jews: British Immigration Policy, Jewish Refugees and the Holocaust*. Cambridge: Cambridge University Press.

Marrus, M. (1985). *The Unwanted: European Refugees in the Twentieth Century*. Oxford.

Moos, M. A. (2015). *Breaking the Silence: voices of the British children of refugees from Nazism*. London.

Skran, C. (1995). *Refugees in Inter-War Europe: The Emergence of a Regime*. Oxford.

### **Online Resources:**

Archive of the Association Of Jewish Refugees Journal: <https://ajr.org.uk/ajr-journal/>

The Battle of Cable Street: 80 Years On: <http://www.cablestreet.uk/>

The Wiener Library: Refugee Family Papers: An Interactive Map:  
[https://www.wienerlibrary.co.uk/Refugee\\_Family\\_Papers](https://www.wienerlibrary.co.uk/Refugee_Family_Papers)

Holocaust Education Trust: 70 Voices Project: <http://www.70voices.org.uk/>

Holocaust Memorial Day Trust: The Kindertransport and Refugees:  
<https://www.hmd.org.uk/learn-about-the-holocaust-and-genocides/the-holocaust/kindertransport-refugees/>

## Syllabus for second unit

Lent term 2020

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# The Holocaust, Nazi Persecution and the Channel Islands

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<b>Start date</b>	15 March 2020	<b>End date</b>	17 March 2020
<b>Day</b>	Sunday-Tuesday	<b>Time</b>	9.30 – 17.30
<b>Venue</b>	Madingley Hall, Madingley, Cambridge, CB23 8AQ		
<b>Tutor(s)</b>	Dr Gilly Carr	<b>No of meetings</b>	3-day teaching block

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### Aims

- To help students acquire in-depth knowledge about the Holocaust and Nazi persecution as it affected the Channel Islands;
- To give students an in-depth understanding of and familiarity with the primary and secondary sources of information in this field;
- To enable students to become familiar with key case studies in this field;
- To enable students to analyse sources critically to make interpretations about victims of Nazism in the Channel Islands

### Content

The second module of this Postgraduate Certificate takes the case study of the only part of the British Isles to be occupied during the Second World War. The story of the Channel Islands and the impact of the Holocaust and Nazi persecution is little known even within the UK.

The three days of the course are split between a study of the three victim and survivor groups of Nazi persecution: the Jews, the political prisoners and the forced labourers. The course begins, on day one, with an overview of the story of the Jews in the Channel Islands during the German occupation. The afternoon of the first day will be spent looking more closely at those Jews who went into hiding and those who did not come forward to be registered. On day two, we focus on political prisoners, primarily as represented through the Frank Falla Archive, an online resource created by the tutor. Later that day we will examine the stories of the Jersey 21 and Guernsey 8, and the impact on families of finding lost graves of victims of Nazism. Finally we will examine the heritage and memory of this victim group, and the role of activism.

On the third and final day of the meeting, we will examine the story of the forced labourers brought to the Channel Islands to build the Atlantic Wall. After an initial overview in the

morning, we will examine case studies and evidence from the three largest Channel Islands in the afternoon.

Space will be reserved at the end of each day to discuss assignments appropriate to that day's study, as well as to sum up the key points of the day.

### **Presentation of the unit**

This course will be taught through the medium of Powerpoint lectures, class discussion, online material, videos, and examination of digital copies of primary sources. Students will be expected to participate in all class discussions and, where requested, will read or prepare material in advance of meetings.

### **Provisional lecture list / Course Structure**

This unit will be taught over the course of a single three-day meeting, with three sessions on each day. Each session will last two hours. There will be tea breaks at 11am and 3pm, and lunch will be served from 12-1pm.

<b>Session</b>	<b>Title</b>	<b>Indicative content</b>
<b>DAY ONE – Sunday 15 March 2020</b>		
9.30-10am	Welcome and an introduction to the course	Welcome, discussion of course materials and VLE
10-12am	The Jews of the Channel Islands	General overview of the situation 1940-1945; antisemitic measures and their implementation; class exercises.
12-1pm	LUNCH	
1-3pm	Case study – Jews in hiding	A study of the original documents and their interpretation relating to Jews in hiding during the occupation.
3-5pm	Case study – unregistered Jews	A study of the original documents and their interpretation relating to unregistered Jews during the occupation. Class exercise
5-5.30pm	Discussion of assignments	Group discussion and questions
<b>DAY TWO – Monday 16 March 2020</b>		
10-12am	Political prisoners in the Channel Islands, the compensation claims and the Frank Falla Archive	An overview of this category of victims and survivors of Nazism; examination of online resources.
12-1pm	LUNCH	
1-3pm	The Guernsey 8 & the Jersey 21: finding the lost	Video and class discussion of value and impact of finding lost graves of political prisoners
3-5pm	Remembering forgotten victims and survivors	Lecture and seminar / class discussion on the role of heritage and forgotten victims and survivors

5-5.30pm	Discussion of assignments	Group discussion and questions
<b>DAY THREE – Tuesday 17 March 2020</b>		
10-12am	Forced labourers in the Channel Islands	General overview and class discussion / exercises
12-1pm	LUNCH	
1-3pm	Forced labourers in Jersey and Guernsey	An examination of sources of evidence, heritage, and class discussion
3-5pm	Forced labourers in Alderney	An examination of sources of evidence, heritage and class discussion
5-5.30pm	Summing up / discussion of assignment	Group discussion and questions
5.30pm	DEPARTURE	

### Learning outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

- Demonstrate an in-depth understanding of the persecution of victims of Nazism in the Channel Islands, using case studies;
- Demonstrate and apply knowledge about key case studies of individuals;
- Interrogate primary and secondary sources to create interpretations about the Holocaust and Nazi persecution in the Channel Islands.

### Student assessment

Two assignments are listed for this unit. One focuses on the analysis of online records and is thus geared to archival research. The other is a literature-based assignment which will address an aspect of the Holocaust in the Channel Islands. Students will have the choice of preparing EITHER one mini-project of 3-4,000 words on either of these two subjects OR writing 1,500 to 2,000 words on EACH (each weighted 50%).

1. Using any aspect of information (such as prison records or compensation claim forms, memoirs, etc) available on the Frank Falla Archive ([www.frankfallaarchive.org](http://www.frankfallaarchive.org)), analyse and write about an aspect of the history of deported political prisoners or deported Jews and their experiences.

*This assignment has a large degree of flexibility in content and format. You might choose to prepare a report or an assignment, using tables and / or charts or maps, to discuss elements such as age, sex, prison trajectory over time, date of deportation and length of sentence, and / or specific experiences such as food availability, attitudes of guards or other prisoners, PTSD, prison or camp types, etc. Case studies should be part of your work. Please feel free to discuss your approach with the tutor.*

2. Reviewing the available evidence, to what extent did people in the Channel Islands do the 'right thing' by the Jews?

*This assignment will require students to choose a group of people to study (the general public? The local authorities? The police force?) and to decide what is meant by 'doing the right thing' by the Jews. They will then assess the evidence available from the secondary sources (or, where available, the primary sources) to create their argument. Students may wish to focus on either Jersey or Guernsey or both; they may wish to compare islands. Case studies should form a core part of your work. Students are encouraged to discuss their approach with the tutor.*

**If students wish to create their own assignment questions, this must be agreed in writing with the Tutor first and the question must meet the learning outcomes of the unit.**

If opting for one long 3-4,000 word assignment, the assignment is weighted at 100% of the unit total for the award of credit.

If opting for two shorter 1,500-2,000 word assignments, equal weightage will be given to both assignments for the award of credit for this unit.

**Closing date for the submission of assignments: Wednesday 22 April 2020 by 12.00 (noon) GMT / BST\***

\* British Summer Time

### **Reading and resource list**

**NB This is not an exhaustive list and students will be given guidance upon request.**

#### ***General texts on the German Occupation of the Channel Islands***

Bunting, M. 1995. *A Model Occupation*. Harper Collins.

Cortvriend, V.V. 1945. *Isolated Island*. London: Streamline Publications Ltd.

Cruikshank, C. 1975 / 1990. *The German Occupation of the Channel Islands*. Sutton Publishing.

Jorgensen-Earp, C. 2013. *Discourse and Defiance under Nazi Occupation: Guernsey, Channel Islands, 1940-1945*. East Lansing: Michigan State University Press.

King, P. 1991. *The Channel Islands War 1940-1945*. London: Robert Hale.

Knowles Smith, H. R. 2007. *The Changing Face of the Channel Islands Occupation: Record, memory and myth*. Palgrave MacMillan.

\*Sanders, P. 2005. *The British Channel Islands under German Occupation 1940-1945*. Société Jersiaise and Jersey Heritage Trust.

Turner, B. 2010. *Outpost of Occupation*. Aurum.

Wood, A & Wood, M. 1955. *Islands in Danger*. Macmillan: New York.

### **Works on victims / survivors of Nazism in the Channel Islands**

- Carr, G. 2019. *Victims of Nazism in the Channel Islands: A Legitimate Heritage?* London: Bloomsbury Academic.
- Carr, G. 2016. Nazi camps on British soil: The excavation of Lager Wick forced labour camp in Jersey, Channel Islands. *Journal of Conflict Archaeology* 11 (2-3): 135-157.
- Carr, G. 2015. 'Have you been offended? Holocaust memory in the Channel Islands at HMD 70. *Holocaust Studies: a Journal of Culture and History*. 22(1): 44-64.
- Carr, G. 2014. *Legacies of Occupation: Heritage, memory and archaeology in the Channel Islands*. Switzerland: Springer International Publishing.
- Carr, G. 2012. 'Examining the memorialscape of occupation and liberation: a case study from the Channel Islands', *International Journal of Heritage Studies* 18(2): 174-193.
- Carr, G. and Sturdy Colls, C. 2016. 'Taboo and Sensitive Heritage: Labour camps, burials and the role of activism in the Channel Islands', *International Journal of Heritage Studies*, 22 (9): 702-15.
- Carr, G., Sanders, P. and Willmot, L. 2015. *Protest, Defiance and Resistance in the Channel Islands: German Occupation 1940-1945*. London: Bloomsbury Academic.
- Cohen, F. 2000. *The Jews in the Channel Islands during the German Occupation 1940-1945*. Jersey Heritage Trust.
- Fraser, D. 2000. *The Jews of the Channel Islands and the Rule of Law, 1940-1945*. Brighton: Sussex Academic Press.
- Ginns, M. 2006. *The Organisation Todt and the Fortress Engineers in the Channel Islands*. Jersey: Channel Islands Occupation Society Archive Book No. 8.
- Luckhurst, M. 2001. 'The Case of Theresa: Guernsey, the Holocaust, and Theatre Censorship in the 1990s.' *European Studies* 17: 255-67.
- Mière, J. 2004. *Never to be Forgotten*. Jersey: Channel Island Publishing.
- Sanders, P. 2012. 'Narratives of Britishness: UK war memory and Channel Islands occupation memory', pp.24-39 in J. Matthews and D. Travers (eds.), *Islands and Britishness: A global perspective*. Newcastle upon Tyne: Cambridge Scholars Publishing.
- Sanders, P. 2004 / 2018. *The Ultimate Sacrifice*. Jersey: Jersey Heritage Trust.
- Smyth, G. 2013. 'Lonely day without news': the confiscation of wireless sets in the German-occupied Channel Islands 1940-1945', *The Local Historian* 43(3): 178-192.
- Steckoll, S.H., 1982. *The Alderney death camp*. Granada.

### **Memoirs / contemporary witness accounts**

- Bailey, K.G. 1979. [1958]. *Dachau*. Guernsey: CI Marine Ltd.

- Boleat, P. 1993. *A Quiet Place*. Guernsey: Vilette Publishing Ltd.
- Cottrell, L. 1950. 'The Man from Belsen', pp. 97-110 in L. Gilliam (ed.), *BBC Features*. Evans Brothers Ltd: London.
- Durand, R. 1946. *Guernsey under German Rule*. Guernsey Society.
- Dutot, L. 1974. *Bread between the Rails*. Liverpool: F.H. Tuck.
- Falla, F. 1967 / 2018. *The Silent War*. Burbridge Limited / Blue Ormer Press.
- Faramus, A. 1990. *Journey into Darkness*. London: Grafton Books.
- Hassall, P. 1997. *Night and Fog Prisoners*. Unpublished memoir, Jersey Archives. See also: <https://www.frankfallaarchive.org/wp-content/uploads/2016/08/Peter-Hassalls-memoirs.pdf>
- Keiller, F. 2000. *Prison without Bars*. Seaflower Books.
- Lewis, J. 1982. *A Doctor's Occupation*. Transworld Publishers Ltd.
- Pantcheff, T X H. 1981. *Alderney: Fortress Island. Alderney: Fortress Island*.
- Pocock, H.R.S. 1975. *The Memoirs of Lord Coutanche*. Chichester: Phillimore.
- Parker, W. (ed). 2011. *Life in Occupied Guernsey: the diaries of Ruth Ozanne 1940-1945*. Amberley Publishing.
- Sherwill, A. 2006. *A Fair and Honest Book*. Lulu.com.
- Sinel, L. 1946. *The German Occupation of Jersey: A diary of events from June 1940 to June 1945*. Jersey Evening Post.



## Syllabus for third unit

Easter term 2020

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# The legacy of the Holocaust in Britain, from 1945 to present

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<b>Start date</b>	31 May 2020	<b>End date</b>	2 June 2020
<b>Day</b>	Sunday-Tuesday	<b>Time</b>	9.30 – 17.30
<b>Venue</b>	Madingley Hall, Madingley, Cambridge, CB23 8AQ		
<b>Tutor(s)</b>	Dr Emily-Jayne Stiles	<b>No of meetings</b>	3-day teaching block and a field trip

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### Aims

- To develop a critical understanding of relevant academic debates through the in-depth study of the legacy of the Holocaust in Britain and its representation in various formats
- To encourage an appreciation of the strengths and weaknesses of relevant evidence and of its applications in advanced study, including the interpretation of a variety of cultural texts.
- To provide the capacity to undertake independent study within the field.
- To develop an advanced understanding of the historiography, memory and representation of the Holocaust in Britain from 1945 to the present.

### Content

This unit introduces the legacy of the Holocaust in Britain from 1945 to the present, exploring a range of artistic and cultural responses. We will consider the Holocaust in film and literature, including documentary evidence and fictional narratives of the past. How the Holocaust has been presented through memorials and museums will be discussed, and how memory of the Holocaust has been shaped for, and within, a specific time and place. We will think about 'national memory' of the Holocaust in Britain through a focus on the state education system and state initiatives to preserve memory and learn 'lessons'. We will consider the development of Holocaust memory in the public sphere from the first widespread public encounter with the Holocaust at the liberation of the Nazi camps, to present-day plans for a new Holocaust memorial in Westminster. The presence of Holocaust survivors within British culture and memory will be discussed and, as we track developments, an evolution of the legacy of the Holocaust in Britain will be assessed.

### Presentation of the unit

Learning will be through illustrated (PowerPoint) lectures, seminars, a field trip, workshops, and discussion. Students will learn how to present and support evidence through both spoken and written tasks. Lectures will include audio/visual material, particularly film, which students will be expected to discuss following viewings.

### Provisional lecture list / course structure

This unit will be taught over the course of a single three-day meeting, with three sessions on each day. Each session will last two hours. There will be tea breaks at 11am and 3pm, and lunch will be served from 12-1pm.

Session	Title	Indicative content
<b>DAY ONE – Sunday 31 May 2020</b> <b>The Holocaust in film and literature</b>		
9.30-10am	Welcome and introduction to the course	Introduction to course, materials and VLE
10am-12pm	Film screening	Film screening – The Relief of Belsen (2007)
12-1pm	Lunch	
1-3pm	Holocaust representation in film	An introductory lecture followed by discussion of the Holocaust and representational challenges in film
3-5pm	Holocaust representation in literature	An introductory lecture followed by discussion and activities on book excerpts
5-5.30pm	Closing remarks and assignments	Close of day and group questions/discussion on assignments
<b>DAY TWO – Monday 1 June 2020</b> <b>Memorials, museums and cultural organisations</b>		
10am-12pm	Holocaust memorials	An introductory lecture followed by activities and group discussion on Holocaust memorials in Britain
12-1pm	Lunch	
1-3pm	Holocaust museums	An introductory lecture on Holocaust museums followed by activities and group discussion on Holocaust museums in Britain
3-5pm	Cultural organisations and Holocaust memory in Britain	An introductory lecture followed by activities and group discussion on cultural organisations and Holocaust memory in Britain
5-5.30pm	Closing remarks and assignments	Close of day and group questions/discussion on assignments

<b>DAY 3 – Tuesday 2 June 2020</b>			
<b>National Holocaust memory</b>			
10am-12pm	Holocaust education in Britain	An introductory lecture on Holocaust education in Britain (with a focus on England and Wales) followed by activities and group discussion	
12-1pm	Lunch		
1-3pm	Holocaust Memorial Day	An introductory lecture on Holocaust Memorial Day in Britain, followed by activities and discussion	
3-5pm	Holocaust survivors, key figures and British 'Heroes of the Holocaust'	An introductory lecture on Holocaust survivors in Britain, Key figures and British 'Heroes of the Holocaust' followed by activities and discussion	
5-5.30pm	Closing remarks and assignments	Close of day and group questions/discussion on assignments	
<b>DAY FOUR – Wednesday 3 June 2020</b>			
<b>TBC</b>	<b>Field trip</b>	Excursion to Imperial War Museum Holocaust Exhibition	

### Learning outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

- Demonstrate an understanding of relevant historical debates on memory of the Holocaust in Britain
- Critically analyse the strengths and weaknesses of source material, including the interpretation of cultural texts and artefacts
- Present their ideas and the results of independent research in both oral and written formats

### Student assessment

The course requires a commitment to reading and pre-class preparation. There will be **ONE** assignment, for which students can choose between two options. The first option is the completion of a mini project that will consist of one 2000-word assignment and one exhibition design of 2,000 words (with rationales). The second option is one assignment of 4000 words.

#### **Option 1 – two-part mini project: Design a museum exhibition (3,000-4,000 words)**

- Independently research a topic related to Britain and the Holocaust (this must be agreed with the tutor before commencement of work). Design a museum exhibition that presents this history to the public (1,500-2,000 words).  
*Suggested themes include, but are not limited to, the kindertransport (in history and memory); Bergen Belsen (in history and memory); Holocaust survivors in Britain (in history, culture and memory); key figures such as Nicholas Winton or Frank Foley (in history and memory)*

Begin by outlining your topic, including an overview of relevant academic debates. As you design your exhibition it is important you clearly justify and critically assess your selections. Why have you chosen this particular topic over others – why is it important? What have you chosen to display as a part of your exhibition and why? What story are you telling? What have you chosen to exclude and why? How are visitors expected to view your exhibition – will it have a direction or should visitors choose their own path through the exhibition? Have you chosen to include film or photographic material – how are you choosing to display these? Are you offering a fixed interpretation of your chosen topic, or are visitors expected to interpret items? Are you including objects in your exhibition? If so, what text will accompany them (if any)? Will you include interactive displays? Who is your audience? Will visitors pay to enter the exhibition? You might want to include a floorplan of the exhibition.

You might choose to include PowerPoint slides to illustrate your ideas, but this is optional.

- b. A 1,500-2,000-word assignment to address the question 'Discuss the moral and representational challenges posed when representing [your chosen topic] in a museum display'.

*This should include reference to academic debates on museum and/or cultural representation more broadly and the issues arising from the representation of your particular topic.*

### **Option 2 – Assignment (3,000-4,000 words):**

#### **Assignment titles**

- 1. Discuss with reference to at least THREE examples the moral and representational challenges of the Holocaust in film and/or literature**
- 2. Assess the presence and impact of Holocaust survivors in Britain and their contribution to the development of Holocaust memory**
- 3. Compare and contrast the work of TWO cultural organisations in the shaping and presentation of Holocaust memory in Britain**
- 4. Discuss the historical, political and cultural contexts of at least TWO Holocaust memorials in Britain**

**If students wish to create their own assignment questions, this must be agreed in writing with the Tutor first and the question must meet the learning outcomes of the unit.**

If opting for one long 4,000 word assignment, the assignment is weighted at 100% of the unit total for the award of credit.

If opting for the 2,000 word assignment and 2,000 word exhibition design equal weightage will be given to both assignments for the award of credit for this unit.

**Closing date for the submission of assignments: Wednesday 8 July 2020 by 12.00 (noon) GMT / BST\***

\* British Summer Time

## Reading and resource list

This is not an exhaustive list, the tutor will be pleased to direct students towards relevant material and recommend further reading in an area of particular interest.

Bejski, M. 'Rescue Attempts During the Holocaust'. in Gutman, Y. and Efraim Zuroff (eds.) *Proceedings of the Second Yad Vashem International Historical Conference*. Yad Vashem, Jerusalem, 627-647, 1977.

Bloxham, D. 'Britain's Holocaust Memorial Days: Reshaping the Past in the Service of the Present'. *Immigrants and Minorities*. 21(1-2), 41-62, 2002.

Cesarani, D. 'Should Britain Have a National Holocaust Museum?'. *The Journal of Holocaust Education*. 7(3), 17-27, 1998.

Cooke, S. 'Negotiating memory and identity: the Hyde Park Holocaust Memorial, London'. *Journal of Historical Geography*. 26(3), 449-465, 2000.

Gray, M. 'The Boy in the Striped Pyjamas: A Blessing or a Curse for Holocaust Education?'. *Holocaust Studies*. 20(3), 109-136, 2014.

Haggith, T. 'The Filming of the Liberation of Bergen-Belsen and its Impact on the Understanding of the Holocaust'. *Holocaust Studies*. 12(1-2), 89-122, 2006.

Holtschneider, H. 'Victims, Perpetrators, Bystanders? Witnessing, remembering and the ethics of representation in museums of the Holocaust'. *Holocaust Studies: A Journal of Culture and History* 13(1), 82-102, Summer 2007.

Kushner, T. 'From "This Belsen Business" to "Shoah Business": History, Memory and Heritage, 1945-2005'. *Holocaust Studies A Journal of Culture and History* 12(1-2), 189-216, 2006.

Lawson, T. 'Ideology in a Museum of Memory: A Review of the Holocaust Exhibition at the Imperial War Museum'. *Totalitarian Movements and Political Religions*. 4(2), 173-183, 2003.

Pearce, A. 'The Holocaust in the National Curriculum after 25 years'. *Holocaust Studies*. 23(3), 231-262, 2017.

Reading, A. 'Young People's Viewing of Holocaust Films in Different Cultural Contexts'. In Haggith, T. and Joanna Newman (eds.) *Holocaust and the Moving Image: Representations in Film and Television Since 1933*. Wallflower, 2005. 211-216.

Short, G. and Reed, C. A. *Issues in Holocaust Education*. Ashgate, 2004.

### Useful online resources

<https://45aid.org/>

<https://www.gov.uk/government/speeches/british-heroes-of-the-holocaust>

<https://www.het.org.uk/>

<https://www.hmd.org.uk/>

<https://www.iwm.org.uk/events/the-holocaust-exhibition>

<http://www.jewishmuseum.org.uk/holocaust-gallery>

<https://www.wienerlibrary.co.uk/>

### **Supplementary material**

Assmann, A. 'Memory, Individual and Collective' in *The Oxford Handbook of Contextual Political Analysis*. Edited by Robert E. Goodin and Charles Tilly, 201-224. OUP, 2006.

Assmann, J. 'Communicative and Cultural Memory' in *Cultural Memory Studies: An interdisciplinary handbook*. Edited by Astrid Erll and Ansgar Nunning, 109-118. Walter de Gruyter, 2008.

Bardgett, S. 'The Genesis and Development of the Imperial War Museum's Holocaust Exhibition Project'. *The Journal of Holocaust Education*. 7(3), 28-37, 1998.

Berger, A. A. *What Objects Mean: An introduction to material culture*. Left Coast Press, 2009.

Boyd, W. L. 'Museums as Centers of Controversy'. *Daedalus* 128(3) America's Museums, 185-228, Summer 1999.

Bunting, A. "'My Question Applies to this Country": British Identities and the Holocaust'. *Holocaust Studies*. 14(1), 61-92, 2008.

Crownshaw, R. *The Afterlife of Holocaust Memory in Contemporary Literature and Culture*. Palgrave Macmillan, 2010.

\_\_\_\_\_ 'Performing Memory in Holocaust Museums'. *Performance Research* 5(3), 18-27, 2000.

Davison, P. 'Museums and the Re-Shaping of Memory' in *Heritage, Museums and Galleries: An introductory reader*. Edited by Gerard Corsane, 184-194. Routledge, 2005.

Fry, H. *Spymaster: The Secret Life of Kendrick*. CreateSpace, 2014.

Gilbert, M. *The Boys: Triumph Over Adversity*. Phoenix, 1996.

Haggith, T. and J Newman (eds.). *Holocaust and the Moving Image: Representations in Film and Television Since 1933*. Wallflower, 2005.

Pearce, A. *Holocaust Consciousness in Contemporary Britain*. Routledge, 2014.

Petersen, J. 'How British Television Inserted the Holocaust into Britain's War Memory in 1995'. *Historical Journal of Film, Radio, and Television*. 21(3), 225-272, 2001.

Prime Minister's Holocaust Commission. *Britain's Promise to Remember: The Prime Minister's Holocaust Commission Report*. Crown, 2015.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398645/Holocaust\\_Commission\\_Report\\_Britains\\_promise\\_to\\_remember.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398645/Holocaust_Commission_Report_Britains_promise_to_remember.pdf)

Salmons, P. 'Moral Dilemmas: History, Teaching and the Holocaust'. *Teaching History*. 104, 34-40, 2001.

Sharples, C. and O Jensen. *Britain and the Holocaust: Remembering and Representing War and Genocide*. AIAA, 2013.

Smith, M. *Foley: The Spy who Saved 10,000 Jews*. Hodder & Stoughton, 1999.

Smith, S. *Making Memory: Creating Britain's First Holocaust Centre*. Quill, 1999.

Stier, O. B. *Committed to Memory: Cultural Mediations of the Holocaust*. University of Massachusetts Press, 2003.

Stone, D. 'The Domestication of Violence: Forging a Collective Memory of the Holocaust in Britain, 1945-6' *Patterns of Prejudice* 33(2), 13-29, 1999.

## **General recommendations**

### Holocaust diaries and memoirs

Bitton Jackson, L. E. *Elli: Coming of Age in the Holocaust*. Harper Collins, 1994.

Bornstein, E. *The Long Night: A True Story*. Toby, 2016.

Frank, A. *The Diary of a Young Girl*. Puffin, 2007.

Karpf, A. *The War After: Living with the Holocaust*. Heineman, 1996

Levi, P. *If This is a Man / The Truce*. Abacus, 1991.

Niemann, D. *A Nazi in the Family: The Hidden Story of an SS Family in Wartime Germany*. Short, 2015.

Szpilman, W. *The Pianist: The Extraordinary Story of One Man's Survival in Warsaw, 1939-1945*. Victor Gollanancz, 1999.

Wiesel, E. *Night*. Puffin, 1981.

### Holocaust novels

Boyne, J. *The Boy in the Striped Pyjamas*. David Fickling, 2006.

Foer, J. S. *Everything is Illuminated*. Houghton Mifflin, 2002.

Kerr, J. *When Hitler Stole Pink Rabbit*. Puffin, 1971.

Samuels, D. *Kindertransport*. Nick Hern, 2002.

Spiegelman, A. *The Complete Maus*. Pantheon, 1997.

Styron, W. *Sophie's Choice*. Random House, 1979.

Zusak, M. *The Book Thief*. Picador, 2005.

### Holocaust films

*Denial.* (2016). Dir. Mick Jackson.

*Everything Is Illuminated.* (2005). Dir. Liev Schreiber

*Life is Beautiful.* (1999). Dir. Roberto Benigni

*Night and Fog.* (1955). Dir. Alain Resnais

*Schindler's List.* (1994). Dir. Steven Spielberg

*Shoah.* (1985). Dir. Claude Lanzmann

*The Boy in the Striped Pyjamas.* (2008). Dir. Mark Herman

*The Pianist.* (2003). Dir. Roman Polanski



## TIMETABLE

### **Michaelmas 2019**

#### **The Rise of British Fascism and the Refugee Crisis of the 1930s**

*Teaching block 1*

*20-22 October 2019*

### **Lent 2020**

#### **The Holocaust, Nazi Persecution and the Channel Islands**

*Teaching Block 2*

*15-17 March 2020*

### **Easter 2020**

#### **The legacy of the Holocaust in Britain, from 1945 to present**

*Teaching Block 3*

*31 May – 2 June 2020*

*Field trip*

*TBC*

*Whilst every effort is made to avoid changes to this programme, published details may be altered without notice at any time. The Institute reserves the right to withdraw or amend any part of this programme without prior notice.*

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