

<b>MODULE PROFORMA</b>		
<b>Full module title: The Holocaust in London: The History and Memory of the Holocaust in London</b>		
Module code: 4HUMS002X	Credit level: 4	Length: semester-long Semester 1; Semester 2; Liberal Arts summer programme
UK credit value: 20 credits	ECTS value: 10	
College and School: LAS / Humanities		
Extension: 64657		
Host course and course leader: Cross-College suite of credited Study Abroad modules		
Status: Study Abroad / Summer Programme module		
Subject Board: LAS Study Abroad and Exchange PAB		
Pre-requisites: none	Co-requisites: none	
Study abroad: yes		
Special features: Study Abroad module		
Access restrictions: Study Abroad / Summer Programme only		
Are the module learning outcomes delivered, assessed or supported through an arrangement with an organisation(s) other than the University of Westminster. - No		
<p>Summary of module content –</p> <p>London has both shaped and been shaped by the history and memory of the Holocaust, whether from the arrival of Jewish children in Waterloo Station in 1943, to the plans in 2021 to build a major Holocaust memorial next to Westminster Parliament. In this module, students will learn about the history and memory of the Holocaust through the sites and memories in London, and in doing so understand how the Holocaust is entangled with global sites, identities and memories. They will think critically about how history tells us not only about the past, but also about the present.</p>		

### Learning outcomes

By the end of the module, students will be able to:

1. Demonstrate an understanding of the history of the Holocaust;
2. Relate places, objects and people in and around London to key moments in Holocaust history and memory;
3. Identify, and engage with, discussions and debates about Holocaust history and memory;
4. Evaluate the significance of Holocaust history and memory in a global context.

### Course outcomes the module contributes to

List of modules available to Study Abroad students.

### Indicative syllabus content

Topics include:

- Holocaust History
- Jewish Refugees
- Rescue and Resistance
- Post-war memory
- Holocaust galleries and exhibitions
- Holocaust memorials and commemorations
- Holocaust oral history
- Holocaust representations in popular culture

Exploration of these topics will include study visits and/or walks to relevant sites including: the Wiener Library; the Kindertransport memorial; and the Imperial War Museum Holocaust Galleries, among others.

### Teaching and learning methods

Semester-based

The methods used in the delivery of this module are student-centred and highly interactive and combine classroom-based teaching with site visits and/or field walks. They are designed to support students in their analysis of and reflection on the history and memory of the Holocaust in London. They are also meant to inspire them to further develop their understanding of the relationship between history and memory, the past and the present, as well as the global ramifications of the Holocaust. All supporting learning materials will be made available via Blackboard.

Block-mode (Summer Programme)

When this module is delivered as part of the London International Summer Programme, it will be taught in block-mode. The content covered and the assessment profile will be the same. What changes in the block-mode delivery is the length of classes and the more concentrated time for reflection and reading between classes. Based on this, both learning materials and the classroom and field activities have been chosen to be flexible and adaptable, to suit different delivery types.

Activity type	Category	Student learning and teaching hours*
Lecture	Scheduled	
Seminar	Scheduled	22
Tutorial	Scheduled	
Project supervisor	Scheduled	
Demonstration	Scheduled	
Practical Classes and workshops	Scheduled	
Supervised time in studio/workshop	Scheduled	
Fieldwork	Scheduled	
External visits	Scheduled	
Work-based learning	Scheduled	
Scheduled online learning	Scheduled	
Other learning	Scheduled	
<b>Total Scheduled</b>		<b>22</b>
Placement	Placement	
Independent study <ul style="list-style-type: none"> <li>• 78 hours reading for class</li> <li>• 75 hours assessments</li> </ul>	Independent	178

<ul style="list-style-type: none"> <li>25 hours engaging beyond the curriculum (independent exploration of films, novels, museums, neighbourhoods, exhibitions, galleries)</li> </ul>		
<b>Total student learning and teaching hours</b>		<b>200</b>

\*the hours per activity type are indicative and subject to change.

## Assessment rationale

The two summative assessments for this module are designed to allow students to demonstrate their acquired knowledge and understanding of Holocaust history and memory in non-timed conditions. They are also intended to allow students to demonstrate key skills of interpretation, analysis and literacy, as well as the ability to develop an original argument in oral and written form. Coursework 1, the essay, evaluates students' ability to select a question, undertake independent research using a range of sources, and apply relevant knowledge and skills learned in lectures, seminars, workshops and guided study. Coursework 2, the individual presentation, evaluates students' communication skills, as well as their ability to read a text closely, put it in context, analyse it critically and understand its overarching significance.

### Coursework 1: (60% of overall module mark)

For the essay, students write a total of 2,000 words to answer one question chosen from a selection. The essay specifically assesses Learning Outcomes 1, 2 and 4.

### Coursework 2: (40% of overall module mark)

For the individual presentations, students carry out a 10-minute presentation on a source (memoir, oral history, memorial or other) approved by the tutor. The presentation assesses Learning Outcomes 1, 3 and 4.

## Formative Assessment

Over the course of this module, students will have the opportunity to receive feedback on a range of formative tasks set in preparation for individual sessions.

## Assessment criteria

Detailed and specific criteria for each assessment element are provided under 'Assessment Criteria' on the Blackboard site for this module. In general terms, students will be assessed on:

- Essay:**  
 their ability to conduct independent research; relate different aspects of their learning; understand nuances and debates around the given topic; and express themselves clearly, accurately and engagingly in written form.
- Individual presentation:**  
 their ability to demonstrate close, careful and nuanced reading of a source; their ability to structure and deliver an oral presentation; and their ability to grasp and communicate the nuances around the topic and source.

Marks are awarded as follows, level of performance to be determined on the basis of criteria as outlined above:

**80-100** An outstanding piece of work: All assessment criteria have been met at an exceptionally high standard

- Demonstrates exceptional independent thought and reflection in relation to complex ideas and concepts.
- Provides creative analysis of techniques/knowledge.
- Critically analyses information sources, techniques and approaches to analysis.
- Demonstrates extensive research across a range of sources.
- Communicates ideas and complexity with confidence, using appropriate format and excellent presentation.

**70-79** An excellent piece of work: All assessment criteria have been met at a high standard.

- Takes a confident approach to critical analysis/reflection across a range of techniques/knowledge.
- Shows in-depth understanding of ideas and concepts.
- Demonstrates insightful/independent contextualisation and implications of theories/practices.
- Synthesises independent research across a range of authoritative sources.
- Communicates with clarity using appropriate format and excellent presentation.

**60-69** A good piece of work: All assessment criteria have been met at a good standard.

- Demonstrates systematic understanding across a range of techniques/knowledge in specialised area.
- Demonstrates confident analysis/reflection on key concepts/frameworks.
- Explores relationship of theories/practices within the wider context.
- Provides additional independent research across a range of authoritative sources.
- Communicates clearly, using appropriate format and with sound presentation.

**50-59** A sound piece of work: All assessment criteria have clearly been met.

- Demonstrates clear understanding of techniques/knowledge in specialised area.
- Demonstrates some independent synthesis and reflective analysis across key concepts/ frameworks.
- Provides evidence of research across a range of resources provided within the module.
- Communicates using appropriate format with satisfactory presentation.

**40-49** An adequate piece of work: All assessment criteria have just been met.

- Demonstrates descriptive understanding of techniques/knowledge.
- Provides limited evaluation of ideas and concepts.
- Undertakes minimal research within module content.
- Communicates work using appropriate format with some weaknesses of presentation.

**30-39 FAIL:** An inadequate piece of work: One or more relevant assessment criteria are not met

- Applies techniques/knowledge with limited with some weaknesses/omissions.
- Demonstrates inadequate knowledge of key concepts and principles.
- Uses a minimal amount of relevant information from within the module.
- Communication is unclear with poor standard of presentation.

**0-29 FAIL:** A poor piece of work: Most of the relevant assessment criteria area not been met.

- Applies techniques/knowledge with significant weaknesses and omissions.
- Demonstrates major inaccuracies and/or misunderstandings flaws of key concepts and principles.
- Uses inadequate information sources from within the module.
- Communication is unclear with poor standard of presentation.

### Assessment methods and weightings

Assessment name	Weighting %	Qualifying mark %	Qualifying set	Assessment type (e.g. essay, presentation, open exam or closed exam)
Essay (2,000 words)	60			Essay
Presentation (10 mins)	40			Individual Oral Presentation

### Synoptic assessment

n/a

### Sources

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

Craig-Norton J. (2019) *The Kindertransport: Contesting Memory*, Bloomington, Indiana: Indiana University Press.

London, L. (2003) *Whitehall and the Jews, 1933-1948: British immigration policy, Jewish refugees and the Holocaust*, Cambridge: Cambridge University Press.

Stone, D. ed (2004) *The Historiography of the Holocaust*, Basingstoke: Palgrave Macmillan.

[Link to the online reading list](#)