Welcome
We are delighted that you have chosen to enrol in the MA Holocaust Studies at Royal Holloway, University of London.

The MA Holocaust Studies is the flagship programme of the Holocaust Research Institute, and coordinated by the History Programme. It draws on the research expertise of academic staff in the Holocaust Research Institute, History, and other departments at Royal Holloway. The History Department is part of the School of Humanities and all administrative matters pertaining to postgraduate taught modules should be addressed to: humanities-school@rhul.ac.uk or 01784 276882. For academic matters, please contact the Director of the MA Holocaust Studies, Dr. Simone Gigliotti (simone.gigliotti@rhul.ac.uk).

The Holocaust Research Institute fosters an active and vibrant postgraduate student research culture and its affiliated staff supervise a broad range of dissertation topics at the MA and PhD levels. In addition to research, postgraduates students have been active in advising and guiding in Holocaust museums in London, the UK and abroad. Students have also travelled abroad for their research and as part of their MA modules.

This Handbook introduces you to the history of the Holocaust Research Institute and covers the content of the MA Holocaust Studies and associated learning and research support services.

Holocaust Research Institute: a brief history
Royal Holloway’s Holocaust Research Institute (HRI) was established in 2000 by former RHUL professor in German, Peter Longerich, and was headed by Prof. David Cesarani until his sudden passing in October 2015. Through their efforts, and continued by the current members of staff, the HRI has gone from strength to strength. It is the leading institute of its kind in the UK devoted to research into the Nazi regime and specifically the origins of Nazi racial-biological policies, their implementation, impact, and long-term consequences in relation to European history, Holocaust history, memory and commemorations and debates on post-Holocaust memory cultures.
The HRI is uniquely interdisciplinary and embraces research into Nazi culture, representations of Nazism, the history of the Holocaust, and its representation in film, photography, on TV, in literature, museums and digital media. The centre also fosters the study of Holocaust remembrance, commemoration and the work of museums – in cooperation with major libraries, archives and exhibitions in the UK and other countries. It situates research into Nazi genocidal politics within the study of genocide more broadly. Crucially, it encompasses the experience of the survivors of Nazi persecution, mass murder and genocide. It supports research on survivor testimony and memoirs, frequently involving work with survivors, as well as the portrayal of survivors in various media. It enjoys partnerships and working relationships with scholars, museums and institutions across the United Kingdom, Europe, Israel and the United States, including the Holocaust Educational Foundation (USA), the USC Shoah Foundation Archive (USA), The Wiener Holocaust Library in central London, the Imperial War Museum, the Pears Foundation (UK), the Toni Schiff Memorial Fund, and the European Holocaust Research Infrastructure (EHRI).

Events and outreach
The Holocaust Research Institute's very active programme of events, including the David Cesarani Memorial Lecture as part of annual Holocaust Memorial Day commemorations, research workshops, public-facing events and academic development of students inside and outside of the teaching context reflects the reputation it enjoys at Royal Holloway, in London, the UK and abroad. It is inherently interdisciplinary, and its staff are active researchers engaging in various projects, collaborations and regularly receive highly competitive research grant funding. In September 2016, the HRI initiated a newsletter which profiles our activity, impact and events. In March 2017, the Holocaust Research Institute received the team category of The Principal’s Exceptional Citizen Award at RHUL, for: Willingness to extend themselves to help others; Improving the quality of life in the University and/or wider community; Demonstrating good citizenship. Recordings of some of our past events, lectures and workshops can be accessed at Backdoor Broadcasting (enter “Holocaust” into the search platform).

HRI Academic Staff
HRI staff are active in research, engage in advisory roles to UK and international bodies, and regularly deliver invited keynote and public lectures in the UK, Europe and internationally. Their email addresses are outlined below. All consultation and feedback hours are conducted online via MS Teams. Please contact your tutor / module leader for their available hours.

Department of History
Professor Dan Stone (Director of the Holocaust Research Institute) d.stone@rhul.ac.uk
Dr Simone Gigliotti (Deputy Director of the Holocaust Research Institute and MA Holocaust Studies Programme Director): simone.gigliotti@rhul.ac.uk
Dr Paris Chronakis: paris.chronakis@rhul.ac.uk
Dr Pedro Correa Martin-Arroyo: Pedro.CorraeMartin-Arroyo@rhul.ac.uk
Dr Rebecca (Becky) Jinks: rebecca.jinks@rhul.ac.uk

Department of English
Professor Robert (Bob) Eaglestone: r.eaglestone@rhul.ac.uk

Department of Media Arts
Professor Barry Langford: b.langford@rhul.ac.uk

HRI Administrator: Ms. Imogen Dalziel: HolocaustRI@rhul.ac.uk

Other staff members of Royal Holloway’s academic departments with interests relevant to the Holocaust Research Institute include: Prof. Simon Behrman (Law, refugee studies) and Prof. Colin Davis (French, Holocaust literature); and Dr. Adam Ganz. They can be approached for supervision in consultation with the MA Holocaust Studies Director.
Programme director: Dr Simone Gigliotti simone.gigliotti@rhul.ac.uk (all queries via programming, structure and H5790 supervision in the first instance).

Structure
The MA Holocaust Studies degree consists of 180 credits:
- **Full-time students** take a total of 5 half-unit modules. In terms 1 and 2, students must take the Core Module (2 half units) and three further half units. The dissertation is submitted in September 2021.
- **Part-time students** take 3 half-unit modules in the first year (for example the core module and one half unit) and then 2 half-unit modules, together with the dissertation, in the second. Of these, at least one half unit must be from a list of specified modules in the MA Holocaust Studies.
- By arrangement with the Programme Director, modules from the History MA programme at RHUL or at other University of London Colleges may be taken, so long as they have temporal or thematic relevance to the MA Holocaust Studies.
- Your tutors are available to read a 1,000-word plan (excl. bibliography) of essays that have a 5,000-6,000 word limit. Plans should be submitted at least 1-2 weeks before the deadline.

### Module Programme for 2020/2021
 Modules marked with an asterisk (*) are mandatory for MA Holocaust Studies students.
 Locations are subject to change.

<table>
<thead>
<tr>
<th>Module code</th>
<th>Module title</th>
<th>Term</th>
<th>Day / time</th>
<th>Location</th>
<th>Tutor</th>
<th>Assessment and due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>*HS5730/31</td>
<td>The Holocaust: History and Debates</td>
<td>1</td>
<td>Thurs/10-12</td>
<td>London/online Bedford Square, Room 0-03</td>
<td>Dan Stone</td>
<td>100% Essay (January 2021)</td>
</tr>
<tr>
<td>*HS5731/38</td>
<td>Interpreting the Holocaust</td>
<td>2</td>
<td>Thurs/10-12</td>
<td>London/online</td>
<td>Dan Stone</td>
<td>100% Essay (May 2021)</td>
</tr>
<tr>
<td>HS5129</td>
<td>A Transnational Holocaust</td>
<td>1</td>
<td>Weds/11-1</td>
<td>Egham/online George Elliot, Room 1-03</td>
<td>Simone Gigliotti</td>
<td>30% Museum review (TBC) 70% Essay (Jan 2021)</td>
</tr>
<tr>
<td>EN5131</td>
<td>Representing the Holocaust in British and American Literature</td>
<td>1</td>
<td>Thurs/2-4</td>
<td>London/online Bedford Square, Room 1-03</td>
<td>Bob Eaglestone</td>
<td>100% Essay (January 2021)</td>
</tr>
<tr>
<td>HS5131</td>
<td>Genocide: Comparative Approaches</td>
<td>2</td>
<td>TBC</td>
<td>London/online TBC</td>
<td>Becky Jinks</td>
<td>100% Essay (May 2021)</td>
</tr>
<tr>
<td>HS5648</td>
<td>Diasporas, Minorities and Refugees</td>
<td>2</td>
<td>TBC</td>
<td>London/online TBC</td>
<td>Paris Chronakis</td>
<td>20% Book review (TBC) 80% essay (May 2021)</td>
</tr>
<tr>
<td>MA5056</td>
<td>Film and the Holocaust</td>
<td>2</td>
<td>TBC</td>
<td>London/online TBC</td>
<td>Barry Langford</td>
<td>100% Essay (May 2021)</td>
</tr>
<tr>
<td>HS5790</td>
<td>Dissertation</td>
<td>All year</td>
<td>N/A</td>
<td>Self-directed with supervision</td>
<td>various</td>
<td>100% Dissertation (Sept 2021)</td>
</tr>
</tbody>
</table>
Assessment and submission
- **All coursework essays and dissertations** submitted for assessment must include an essay cover sheet and uploaded to Turnitin and submitted to Moodle with a Turnitin digital receipt number by the advertised deadline.
- Please add all relevant information (including type of assessment, student or candidate number and module code)
- With the exception of HS5129 and HS5648 all modules are assessed by one piece of work only (an essay).

**Seminar Teaching Format**

Teaching and Other Adjustments related to Covid-19
As you are aware the University has responded to the Covid-19 pandemic with various adjustments in relation to the delivery of teaching. Where possible, most seminars are taught in person and will be using the Hy-Flex model (Flexible Learning Model). Please visit [Flexible Education 2020](#) for more information regarding learning interfaces and technology platforms.

Adjustments have been made to some modules in relation to method and location of teaching. All modules have a Moodle page with weekly readings, content and learning tasks. Please ask your tutors for more details. If not already competent, you will become a dedicated user of Moodle (where all learning materials are posted) and MS Teams (for online seminars and feedback and consultation hours).

Teaching format adopted in seminars
In general, the Hy-flex model will be adopted for teaching, with a relatively informal presentation (often, but not necessarily, by the module tutor) followed by small-group discussion and/or an additional, more narrowly focused presentation by a student. Full modules will be taught in 20 sessions, half-modules in 10 sessions. Some modules have pre-set assessment topics, while other modules involve tutors developing appropriate essay topics with you.

Research materials and access
Our usual location of teaching, The Wiener Holocaust Library in central London, is no longer available due to social distancing restrictions, and it has limited access for Holocaust-related research. Please consult their [website](#) regarding pre-booked appointments. These constraints mean that you should think about planning for your dissertation much earlier than usual, and also design a topic that does not overly rely on physical access to resources, in case of local or national lockdowns between September 2020 and September 2021.

Holocaust Research Institute (HRI) Workshops: The HRI, with the Imperial War Museum, runs several one-day workshops and an annual lecture each academic year on recent research in Holocaust studies. MA students are encouraged to attend these workshops and the workshops are free to Royal Holloway students. The themes of the upcoming workshops in 2020/2021 will be posted on our website as they are announced. Information on these institutes is provided later in the Handbook. Additional training sessions are provided in terms 1 and 2 as part of the History Department’s postgraduate training, and these will be conveyed to students as they are organized.

All MA students have access, if desired, to seminars at The Wiener Holocaust Library, Institute of Historical Research and the Institute of Romance and Germanic Studies involving information on
standard reference materials, literary/linguistic tools, both printed and electronic. Many of these seminars will be held online. Please check relevant websites.

## MODULE OUTLINES

### TERMS 1 & 2 CORE MODULE

**Term 1:** HS5730/37 The Holocaust: History and Debates (30 credits)

**Term 2:** HS5731/38 Interpreting the Holocaust (30 credits)

**Tutor:** Professor Dan Stone

**Teaching:** One two-hour weekly seminar throughout Terms 1 & 2

**Assessment:** one essay in each module of not more than 6,000 words (for students in HS5731 and HS5738, the limit per essay is 5,000 words). (100% per coursework essay)

This module introduces students to the complex history and historiography of the Holocaust. It presents the murder of the European Jews in a broad historical context and makes students aware of its impact on the histories of a number of European nations. The module focuses on the major topics that have dominated academic debate (not only in historiography but in other areas in the humanities) and public consciousness in recent years.

### TERM 1: OPTION MODULES

**HS5129 A Transnational Holocaust** (20 credits)

**Tutor:** Dr Simone Gigliotti

**Teaching:** One two-hour weekly seminar

**Assessment:** Digital Museum Review (1,500 words, 30%) and essay (3,500 words, 70%)

This MA module introduces students to the history, impact and memory of forced movement of Jewish victims of the Nazi regime outside of the familiar places of ghettos and camps. Whereas the core MA modules introduce (HS5730 and HS5731) students to the history of the Holocaust and postwar interpretative debates, this module presents a “moving” transnational and trans-local history of the Holocaust. It begins with contextual overviews of refugee histories, continues to the mid-1930s, and concludes in the 1940s, highlighting the multiple transport methods (foot, train and passenger liner) and their influence in shaping refugees’ experiences of short and long-distance movement.

The module pursues an urban route, following Jewish refugees in ports and cities in Europe, South-East Asia and South America, and also focuses on the geo-political contexts of the locations they moved through and stayed in (whether by circumstance or choice). It draws on emerging research in Holocaust studies about refugee diasporas, transnationalism, and landscapes of the Holocaust. The module also draws on literature of postwar Europe, humanitarian relief organizations, and histories of asylum seeking pertinent to European Jewish and political refugees in regional clusters and routes.

Finally, it highlights the cultural dimensions of exile and migration, directing attention to the archiving and representation of home-seeking journeys by introducing students to the wide range of online repositories, museum exhibitions, and personal collections – all under the rubric of the “digital” memory of the Holocaust.
TERM 1: EN5131 Representing the Holocaust in British and American Literature (20 credits)
Tutor: Professor Robert Eaglestone
Teaching: One two-hour weekly seminar
Assessment: One essay of 5,000 words (100%)

This module looks at what ‘cultural’ representations of the Holocaust might mean, and what their ramifications are. The programme includes the role of testimonies and reflections on the Holocaust (for instance the works of Elie Wiesel and Primo Levi), the construction of Jewish Identity after the Holocaust, the relationship between literature and history and innovations in form, such as Art Spiegelman’s graphic novel *Maus*.

TERM 2: OPTION MODULES

Term 2: HS5131: Genocide: Comparative Approaches (20 credits)
Tutor: Dr. Becky Jinks
Teaching: One two-hour weekly seminar
Assessment: One essay of no more than 5,000 words (100%)

The recurrence of the global phenomenon of genocide invites a comparative approach, whether to further historical understanding or in the hope of prevention in the future. Although the field of study has at times been plagued by intense debates over the ‘morals’ of comparison, scholars have sought and found many productive points of comparison between different cases of genocide: some arise from the central themes of modern scholarship (modernity, state violence, gender), others from the phenomenon itself (child transfers, the use of memories of past violence to justify genocide in the present). This module examines a number of these comparative themes through a variety of case studies, giving students a critical purchase on up-to-date scholarship and a contextualised understanding of the complex causes and dynamics of genocide. Each class is focused around a core theoretical and comparative reading, supplemented by readings from a choice of relevant case studies, running from colonial genocide in North America and Australia through to genocide in Darfur: in this way students will develop a solid understanding of comparative methodologies, as well as of a range of case studies of genocide.

Term 2: HS5648, Diasporas, Minorities and Refugees (20 credits)
Tutor: Dr Paris Chronakis
Teaching: One two-hour weekly seminar
Assessment: Book review of 1,000 words (20%); Essay of 4,000 words (80%)

This module offers a historical and conceptual approach to Jewish, Muslim, and Christian diasporas, refugees and minorities in the imperial and post-imperial lands of Europe and the Mediterranean of the late 19th and 20th centuries. It maps the complex transformation of ethno-religious diasporas into refugees and minorities amidst war, genocide and forced relocation and considers their enduring legacy in Europe and beyond. Diasporas, refugees and minorities are often treated separately, but this module points to significant overlaps and interchangeable positions in their histories as Jewish minorities interacted with Christian refugees or became refugees themselves before, during and after the Holocaust. Topics include: diasporas and empires; Europe’s “minority question”; war, ethnic cleansing and forced migrations; global humanitarianism; refugees, minorities and the state; formation and mutations of “refugee” and “minority” identities; the Holocaust, Jewish refugeehood and Christian minorities; refugee memory and minority counter-memory; the refugeehood of things. The module draws on cutting-edge research on transnationalism, borders, mobility and sovereignty.
in the fields of history, social anthropology, political science and material studies and introduces students to the notion and practices of the "refugee archive".

**Term 2: MA 5056 Film and the Holocaust (20 credits)**

**Tutor:** Professor Barry Langford  
**Teaching:** One two-hour weekly seminar  
**Assessment:** one essay of no more than 5,000 words (100%)  

This module considers the history and theory of moving image representations of the Holocaust, fictional and documentary/non-fiction. Alongside detailed examination of key texts including *Night and Fog*, *Holocaust*, *Shoah*, *Schindler's List* as well as a variety of less-well-known and more recent films/programmes, we will review the particular theoretical, philosophical and ethical issues raised by the act of depicting the Holocaust in visual media, and how different filmmakers have chosen to respond to them. We will also look at these works in their historical and cultural contexts, and in the context of the evolution of Holocaust historiography and wider cultural constructions of the Holocaust. Finally, we will consider the relationship of film and television programmes about the Holocaust to other contemporary media texts, and the problematic question of the “genre” of Holocaust film.

**HS5790: Dissertation (60 credits)**  
**Coordinator:** Dr. Simone Gigliotti  
**Supervisor:** various  
**Length:** 12,000 words, inclusive of footnotes and exclusive of bibliography  
**The dissertation submission deadline is the first week of September 2021 (date to be confirmed).**  

An important dimension of the MA is to give you the opportunity to begin serious work on a topic that might lead to a PhD. The dissertation is a crucial element in this preparation. It is researched and written mainly in the third term (Spring) and the summer, but we strongly advise that you commence earlier than that due to possible restrictions on physical access to resources. The programme director will be overseeing the smooth allocation of supervisors, and students' progress.

**Dissertation process:** each student must work with a supervisor, who gives advice on the selection of the topic, supervises the research programme, and provides feedback on no more than 25% of the dissertation (usually a detailed proposal, chapter outline and introduction or chapter of no more than 3,000 words in total). The dissertation supervisor will also normally be responsible for discussing the possibility of doctoral work with suitable students, although any module tutor may also initiate this issue with the dissertation supervisor.

All students are supervised usually by one or two members of staff from one or two departments, depending on the nature of the topic. Most of the time, supervisors come from within HRI teaching staff but are not limited to it. You should be willing to reach out to prospective supervisors by the end of Term 1 and have additionally completed a consultation meeting by that time.

The dissertation topic is proposed by the student after discussion with the module tutor(s) of appropriate modules and must be approved by the Programme Director. Students should note that whilst the dissertation may address a related or cognate topic to that covered in assessed essays, it must be a self-sufficient piece of work and may not reuse – whether verbatim or by paraphrasing – previous work, including undergraduate essays and dissertations completed at Royal Holloway or other universities.
Students and staff are normally expected to meet individually three times, for around thirty minutes each time, to discuss the dissertation and its developments, research and writing. In addition, staff are available via email for feedback and queries.

An Archives Discovery session will be organized late in Term 1 or early in Term 2. Additional resources will be added to HS5790 Moodle site.

**Dissertation Overview and Advisory Schedule**

A schedule for planning, research and writing is below. Please adhere to the suggested timeframe.

- **Autumn Term 2020:** Students to consider possible areas of study
- **By mid-December 2020:** to have had consultations with supervisor(s) (1 or 2 sessions).
- **Late March 2021:** School administrator or programme director circulates a pro forma to all students asking for provisional details of subject matter/title and supervisor(s).
- **Late March – late April 2021:** Supervisor(s) to have no more than two meetings per student during this period. Continue working on research for dissertation.
- **3 May 2021:** Supervisor(s) to receive a final title, and a one-paragraph overview of each chapter. Supervisors to pass the title and plan to the Chairman of Examiners.
- **3 May 2021:** Students send supervisors a draft of work to read (supervisors do not read more than 25% of the draft, i.e. 4,000 words). The draft can comprise EITHER one chapter of no more than 4,000 words OR an introduction with a detailed chapter plan. In both cases, the 4,000 word-limit is inclusive of footnotes but excluding a bibliography.
- **17 May 2021:** return of feedback to students
- **Early June / Term 3:** Dissertation workshop for HS5790 students submitting in September 2021 (students will present an overview of their dissertation plans and work completed to date).
- **Late May – late August 2021, complete writing of dissertation:** It is possible that staff can meet students for 1-2 online meetings during this period. Please ensure you arrange meetings with your supervisor (in advance of the summer period). If there are urgent, unexpected queries/supervisory needs over the summer when a member of staff is not available, you should contact the Programme Director or another member of staff, who will either make contact with the supervisor or make arrangements for appropriate alternative advice.
- **First week of September 2021:** Online submission via HS5790 Moodle page by 12 noon.
RESEARCH DESTINATIONS: LONDON AND ONLINE
HOLOCAUST-RELATED RESOURCES

Many of the recommended locations mentioned below will have restricted access to libraries, archives and other resources during the Covid-19 pandemic. It is highly recommended that you email or call the institutes concerned and check in advance if on-site access is permitted and if any restrictions to archives are in effect. Please be respectful of any restrictions and social distancing measures in place when visiting these archives.

Please consult the HS5790 Moodle Page for information on the dissertation, upcoming research workshops, and thematic archives and source repositories. It will be updated fairly regularly.

At Royal Holloway: the collection of relevant books in the RHUL Library is very good and growing and the HRI also has a small archive relating mainly to the Irving Trial (please ask the coordinator for more details). Many journals and other resources are available electronically – ask the library staff for help. Note especially the College's access to the USC Shoah Visual History Archive and the Wiener Library's Postwar Europe and Holocaust Testimony collections. Both collections are searchable in the Library's databases.

In London
The Wiener Holocaust Library (29 Russell Square, 29 Russell Square, London WC1B 5DP; Tel: +44 (0) 207636 7247) is the main resource for Holocaust history in London and of historical importance in its own right. The department has a membership, and you are entitled to use the library, including borrowing books, for free. But you will need to register as an individual at the library to borrow books. See What’s On for events and talks.

Others include
German Historical Institute (17 Bloomsbury Square) contains a superb collection of relevant books and journals. Free to join, and a nice place to work.

Imperial War Museum: contains an excellent online archive of oral history and other collections. The reading room has many items (as listed on its website), but you must make an appointment first.

Jewish Studies Library, University College London, (Gower Street): your student card will give you access to the best collection on Jewish history in London, including, of course, much on Holocaust.

School of Slavonic and East European Studies (SSEES) is very useful for central, east central, eastern European and some Jewish history; just present your student card to the librarian. “The Basics” contains catalogue, contact and visiting information.

Senate House has a good, relevant collection.
Any HRI teaching staff member can be approached for the supervision of your HS5790 dissertation, but you should decide on one. Please click on their name to go to their research profile at RHUL.

Dr. Paris Chronakis (History) teaches and researches on the history and memory of the Modern Mediterranean. His work explores questions of transition from empire to nation-state bringing together the interrelated histories of Jewish, Muslim and Christian urban middle classes from the late Ottoman Empire to the Holocaust. In the last years, his research and publications have expanded to post-imperial urban identities, Balkan War refugees, Zionism and anti-Zionism in interwar Europe, the Holocaust of Sephardi Jewry and digital Holocaust Studies. Currently, he is spearheading a digital history project to map and visualise the social networks of Jewish deportees in Nazi concentration camps. Dr Chronakis is on the editorial board of the Bulletin de Correspondance Hellénique Moderne et Contemporain.

Dr. Pedro Correa Martín-Arroyo (History) is currently a Leverhulme Trust Early Career Fellow at the Holocaust Research Institute (Royal Holloway, University of London). His doctoral thesis examined the role of the Iberian Peninsula in the Jewish refugee crisis (1933-44), and the relief and rescue initiatives of both Allied governments and private relief organizations in this region. His new project on Allied relief and rehabilitation policies in French North Africa (1940-47) seeks to understand how the experience of ‘liberation’ impacted refugees and displaced persons in the region, and informed subsequent UN and Allied humanitarian practices in postwar Europe. He has previously been the Diane and Howard Wohl Fellow at the United States Holocaust Memorial Museum (Washington, DC), as well as Research Intern at the NIOD Institute for War, Holocaust, and Genocide Studies (Amsterdam, The Netherlands). Dr Correa has previously taught at Royal Holloway, University of London; King’s College London, and the LSE.
Professor Robert (Bob) Eaglestone (English) (BA, MA, PhD, FEA, FHEA) is Professor of Contemporary Literature and Thought at Royal Holloway, University of London. He works on contemporary literature and literary theory, contemporary philosophy and on Holocaust and Genocide studies. He was Deputy Director of the Holocaust Research Institute at Royal Holloway from 2000 to 2016.

He is the author of seven books including Postmodernism and Holocaust Denial (Icon 2001), The Holocaust and the Postmodern (Oxford UP 2004) and The Broken Voice: Reading Post-Holocaust Literature (Oxford UP, 2017): he is the editor or co-editor of ten further books including Teaching Holocaust Literature and Film (Palgrave 2008). His work has been translated into eight languages and he has spoken widely at universities and conferences in the UK, the USA and Europe. He is a member of the UK Holocaust Memorial Foundation Academic Advisory Board. He has advised UK government’s Qualifications and Curriculum Development Authority, DfE, OfQual and British Council and is on the Executive committee of the Forum for European Philosophy.

He has spoken at many Literary Festivals and on Radio 4, including ‘In Our Time’ (on Hannah Arendt), ‘Great Lives’ (on Elie Wiesel) and he writes in the national and educational press.

Dr. Simone Gigliotti (History) is a historian of twentieth-century Europe and the Holocaust. She is the author and/or editor of seven books on the Holocaust and genocide, and many scholarly chapters and journal articles on representation, testimony, refugee diasporas and comparative genocide. Recent co-edited publications include A Companion to the Holocaust (Wiley-Blackwell, 2020), and The Holocaust in the Twenty-First Century; Relevance and Challenges in the Digital Age (Lessons and Legacies, Volume XIV, Northwestern University Press, 2020). Her research embeds spatial approaches to interpreting the Holocaust and Jewish refugees’ displacement trajectories.

Dr. Becky Jinks (History) is a historian of comparative genocide and humanitarianism. Her first book, Representing Genocide: The Holocaust as Paradigm? (Bloomsbury, 2016) explored how the Holocaust has influenced how other genocides are represented and understood, taking the canonical twentieth-century cases of the Armenian, Cambodian, Bosnian and Rwandan genocides, and comparing across film, literature, photography, and memorialisation. She is currently working on a project encompassing gender, humanitarianism, and the reintegration of female survivors in the aftermath of the Armenian and Yezidi genocides, the first article from which was published in the American Historical Review in 2018 as “Marks Hard to Erase”: The Troubled Reclamation of “Absorbed” Armenian Women, 1919-1927’. Together with Dan Stone, she is also compiling Genocide: A Documentary Reader, an extensive collection of primary documentation from fifteen global case studies of genocide, to be published with Bloomsbury in 2023.

Professor Barry Langford (Media Arts) specialises in the place of the Holocaust in contemporary visual culture, with particular emphasis on cinematic and televisual representations. Recent publications include studies of Holocaust film as genre, a discussion of the “unrepresentability” of mass death and an analysis of the unacknowledged shadow of the Holocaust in the film writings of Siegfried Kracauer. His other research interests include critical theory; American and European cinema; theories of mass culture; postmodernism. He is the author of Post-Classical Hollywood (Edinburgh: Edinburgh University Press, 2010) and co-edited with Robert Eaglestone Teaching Holocaust Literature and Film (London: Palgrave, 2008). Prof. Langford’s short film, Torte Bluma, was the recipient of several awards in 2005, and he is currently working on a second, longer, Holocaust-related film.

Professor Dan Stone (History) works on the history and historiography of the Holocaust, postwar Europe, comparative genocide, history of anthropology, history of fascism and theory of history. As well as more than eighty scholarly articles, his publications (since 2010) include Histories of the Holocaust (OUP, 2010); The Holocaust and Historical Methodology (ed., Berghahn Books, 2012); The Oxford Handbook of Postwar European History (ed., OUP, 2012); The Holocaust, Fascism and Memory:
Essays in the History of Ideas (Palgrave Macmillan, 2013); Goodbye to All That? The Story of Europe since 1945 (OUP, 2014); The Liberation of the Camps: The End of the Holocaust and its Aftermath (Yale, 2015); Concentration Camps: A Very Short Introduction (OUP, 2019), Dan Stone was co-editor of the Journal of Genocide Research and Patterns of Prejudice for many years and is on the advisory board of several other journals including the Journal of Holocaust Research and History of Communism in Europe. Professor Stone was on research leave from 2016 to 2019 to work on a Leverhulme Trust funded project, “Tracing the Holocaust: The International Tracing Service and European History”. His book Fate Unknown: Tracing the Missing after the Holocaust and World War II will be published by OUP in 2021 and he is also writing a book on the Holocaust for Penguin’s revived Pelican series.

He is the chair of the academic advisory board for the Imperial War Museum’s redesigned Holocaust Galleries (due to open in 2021) and a member of the Holocaust Memorial Day Trust’s Experts Reference Group.

### STUDENT SUPPORT SERVICES

General administrative and overall academic support will be undertaken by the History Department and the School of Humanities.

Please keep up to date with Royal Holloway news and events on the 2020/2021 Information Hub. It is vital that you are aware of relevant services on campus and online, including how to book study spaces, access to support services, and Covid-19 information. Student Advisory & Wellbeing has very good information about accessing support services.

- **Supporting your learning journey and achievement:** Each student will be allocated a personal advisor whose role is to offer advice on pastoral and welfare issues. If the advisor should also be the supervisor of the dissertation, you may, if you wish, ask for a new personal advisor. You will be advised of your personal advisor in due course. The personal advisor’s role is to see students at regular intervals, during their advertised office hours, throughout the programme. It is their responsibility to keep your progress under review, to see you at the beginning of the first term and as often thereafter as necessary to discuss difficulties that may arise at any stage of the module or with any component. At least two sessions per term should be held with the personal advisor, one of which should fall soon after written work has been handed back and discussed by Module Tutors.

- In particular, your personal advisor will ensure that you are made aware of any performance that is placing the passing of the degree in jeopardy. In conjunction with the supervisor of the dissertation, your personal advisor will also be responsible for help and advice with applications for further (doctoral) study.

- Students enjoy access to all College and University support services, including the Careers, Student Counselling Service, the Health Centre, the Education Support Unit for students with special needs, and CeDAS, the Centre for the Development of Academic Skills, which offers excellent one-to-one support for academic writing.
  - See especially the Student Intranet

### Travel expenses

MA students resident on the Egham campus or Egham-based who take RHUL module options taught in central London may claim a contribution to their fares, on condition that they have first invested in a Young Person’s Railcard, available at Egham station, which gives a 33% discount on the fare to
central London when travelling after the designated peak time. This does not include students who live in London and travel to Egham for classes.

The Department will reimburse students up to a maximum of £120 a year. Please note that fares on London underground or buses cannot be claimed for and that this concession applies only to RHUL options, not those offered by other colleges of the University of London.

Students should keep their tickets and at the end of the first and second terms complete a claim form. Claims for travel expenses must be made on the forms which will be made available from the Humanities School Office (IN149) about ten days before the end of each term; these will be passed on by the Department to the Finance Office, and payment will be made directly to a nominated bank account.

PLEASE NOTE:
CLAIMS MAY BE MADE IN RESPECT OF EACH CURRENT TERM'S EXPENSES.
CLAIMS MADE RETROSPECTIVELY FOR PREVIOUS TERMS WILL NOT BE MET.

Disclaimer
This document was published in September 2020 and correct at that time. The Department of History reserves the right to modify any statement if necessary, make variations to the content or methods of delivery of programmes of study, to discontinue programmes, or merge or combine programmes if such actions are reasonably considered to be necessary by the College. Every effort will be made to keep disruption to a minimum, and to give as much notice as possible.

An electronic copy of this handbook can be found on your Departmental website where it will be possible to follow the links to relevant webpages.

This Handbook contains information on the academic unit which teaches the MA, the Holocaust Research Institute, and administrative information on its MA Holocaust Studies programme.

Websites and social media
The Holocaust Research Institute
Department of History
Royal Holloway, University of London
Egham, Surrey, TW 20 0EX

Find us on:

Feel free to follow us. Events, news items and talks by HRI staff and students are often featured on these pages, as well as talks by visitors. Please email Imogen Dalziel (HolocaustRI@rhul.ac.uk) for enquiries about the Institute's activities.