

# GENDER, MEMORY, AND THE HOLOCAUST IN CZECHIA, GERMANY, HUNGARY, POLAND

J-TERM 2027



## COURSE OPTIONS

ENGL 397 (IT, GE), HGST elective credit, and  
GSRS elective credit

## PREREQUISITE

2.0 minimum GPA

## CREDITS

4

## APPLICATION

- Apply online at [studyaway.plu.edu](https://studyaway.plu.edu)
- Application Requirements:
  - \$50 non-refundable application fee
  - Application questions
  - 3 short-answer essays (250 words each)
  - 1 faculty recommendation
  - Following the online application process, you may be contacted by the faculty leader(s) for an interview
- April 15th: Application Deadline
- May 8th: Decision Date

## PROGRAM FEE

- Final program fee will be determined April 1, 2026. Check [studyaway.plu.edu](https://studyaway.plu.edu) for pricing and details about inclusions and exclusions.
- \* Global Scholar Award eligible (25% reduction of program fee)

## COURSE OVERVIEW

In this transformative study away experience, students will trace the literary landscape of the Holocaust in Krakow, Budapest, Prague, and Berlin. The course will investigate how memory is both formed and contested by engaging with a diverse body of literature, including testimonies from women, queer people, Jews, Roma, and political prisoners. By bringing these texts to life at key historical landmarks, including Auschwitz-Birkenau, students will confront the complexities of history through the stories of marginalized voices.

### Why should we study Holocaust Literature in Central Europe?

Studying abroad in Krakow, Prague, Budapest, and Berlin provides a crucial, on-site context for Holocaust literature. Reading testimonies and fiction in the very cities they describe—from the vibrant Jewish life in pre-war Krakow to the sites of Nazi power in Berlin—transforms intellectual understanding into a profound and personal encounter with history. This direct connection to the physical and cultural landscapes enhances comprehension of how trauma, memory, and memorialization shape narratives. It allows students to grasp the complexities of contested memory and different national reckonings with the past, gaining a more nuanced perspective than classroom study alone.

## FACULTY LEADER

**Lisa Marcus**  
*Professor of English*  
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