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## **Doctoral dissertation abstract**

*German occupation on the Polish lands in Polish history education (1944-2017)*

In the present doctoral dissertation, the author presented the depiction of German occupation on the Polish lands in different curricula and history textbooks created during the period of People's Poland, the Polish People's Republic and the Third Polish Republic (from 1944 to 2017). 63 selected curricula and 57 selected school books were used to demonstrate major differences between the two state political systems with respect to the depiction of the main issues. Moreover, one of the intentions of the author of the present dissertation was to distinguish and organise certain issues constituting the theme of German occupation for the purpose of updating them. The author also pointed out that in various foreign media, in interviews with politicians, journalists or prominent figures, one can often hear or read about the so-called „Polish concentration camps” or that Poles participated in the Holocaust (to the same extend as Hungarians and Germans). This lack of precision and misinformation contributes to the spreading of misstatements and falsification of history. Therefore, it was highlighted several times throughout the doctoral narration that it was Germans who were responsible for all the crimes committed against Jews and Poles. In executing their policy of terror, the Nazis applied various repressions against the civilian population. They organised, for instance, concentration camps, extermination camps and street roundups, they conducted extermination of the intelligentsia, applied economic and cultural restrictions, forced people to sign *Volksliste* (German People's List), displaced, robbed and Germanised people.

It should be stated that the studies conducted by the author of the doctoral dissertation ultimately resulted in the identification of nine major thematic groups comprising the main theme under analysis. Consequently, the thesis illuminated: Polish leaders leaving the Second Polish Republic for Romania in September 1939; German concentration camps, extermination

camps, persecution of the Jews and Romanies; German repressions against civilian population on the occupied Polish lands; Polish-Jewish relationships and collaboration of the Polish and Jewish nations with the occupier; the government on exile; the Polish Left on the occupied lands and in the USSR; the Polish Underground State; the Polish and Jewish resistance movement; Warsaw Uprising. All these issues were explained in detail either in the body text or in footnotes. Depending on the period of history education in Polish schools, the authors of the selected curricula and history textbooks varied in how they placed emphasis on the elements they wished to stress, simultaneously marginalising and downplaying the importance of other issues.

It should be also mentioned that in the body text of the dissertation or in its footnotes, 330 issues connected with the theme of German occupation on the Polish lands were explained (a small number of them concerned history teaching). They included: 87 historical events, 74 biographical notes about historical figures and 169 terms and explanatory notes.

The main issues analysed in the dissertation were also discussed through non text-based elements of a history textbook. This is because in addition to describing history in texts, the authors of school books enclosed numerous photographs, maps, tables, graphs, diagrams, drawings, pictures, illustrations, figures and infographics. They were used to illustrate various issues.

The curricula and history textbooks contained a dozen or so factual errors, liberal interpretations, distortions or linguistic errors. However, they constituted a small percentage of the content of all the discussed school books. Their significance was sporadic or episodic. The author of the dissertation presented and corrected all of them. During the period of People's Poland and the Polish People's Republic, they were mainly due to the process of ideologisation and censorship as well as the use of history education in the service of the authority and presentation of history in accordance with Marxist interpretation.

Key words: German occupation, Polish lands, Polish émigré leaders, German concentration camps, extermination camps, Auschwitz-Birkenau, Holocaust, the Shoah, ghettos, Zyklon B, gas chambers, incinerators, extermination, genocide, displacements, street roundups, economic and cultural repressions, jails, terror, executions, *AB-Aktion* (Extraordinary Operation of Pacification), „Cracow Special Action”, shmaltsovniks, Blue Police, *Judenrat* (Jewish council), government on exile, Katyn issue, Polish Underground, the Home Army, civil and armed struggle, Warsaw Uprising, the Resistance, underground education,

conspiracy press, collaboration, Battle of Lenino, Warsaw Ghetto Uprising, curriculum, history textbook, history education at school.