



Holocaust Education: Multidisciplinary Perspectives

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Course Description:

In this course we will consider goals, methods, content and messages of teaching and learning about the Holocaust (TLH). We will delineate the development of Holocaust education and more specifically the place of Holocaust in school curricula, formal and informal education. TLH raises a host of educational questions regarding our goals as educators; what is successful Holocaust education and how the cultural surrounding is reflected in TLH. We will consider all these questions from multidisciplinary perspectives, including pedagogical, psychological and philosophical aspects.

Course Goals:

Students who complete this course successfully will be able to:

- Recognize some of the main dilemmas in TLH and discuss their different perspectives
- Develop a personal educational perspective on how to teach about the Holocaust in their own cultural context
- Consider how to discuss “big Why” questions about the Holocaust in educational settings.

Course Grading

This course can be taken at three levels of credit: 1) participation; 2) paper (referat) or 3) seminar. Choose between these options according to the requirements you need to complete your program degree. **IMPORTANT! Please inform me of your choice by class 3.**

- 1) For **participation**, assessment will be based on 2 responses submitted to the lecture until the end of the semester. The grade will be determined based on the response papers and the participation in class.
- 2) For the option of **Paper**, you must also write a paper at the end of the course (8-10

pages). Instructions on paper format will be provided in class. Papers are due up to one month after the end of the course and should be submitted by email.

- 3) You may also choose to write a **seminar paper** (20-25 pages, minimum 10 relevant bibliographical items). If you opt for a seminar we will meet once for consultation during the semester. It is your responsibility to schedule this meeting. You will need to submit a topic and plan by class #7 and to submit your bibliography for approval by class #10.

Schedule of Topics, Readings, and Assignments

Date and class #	Topics	Assigned Readings
Class #1 29.10.25	An introspective look at our own attitudes and experiences with TLH An exercise in self-reflection. Since this class sets the stage for the rest of our course, it is a mandatory attendance class.	No reading assigned for today Listen to the podcast – https://open.spotify.com/episode/1WO5JDsHACeKE20KcLSvBz?si=3mE-xbRzRECAOftmw5SBJg
Class #2 5.11.25	Setting teaching goals for TLH: What are some of the options? In this class we will consider how different teachers approach the topic of TLH, how they are influenced by context, personal experience and other variables, and how this can be measured.	1. Moisan, S., Hirsch, S., & Audet, G. (2015). Holocaust education in Quebec: Teachers' positioning and practices. <i>McGill Journal of Education/Revue des sciences de l'éducation de McGill</i>, 50(2-3), 247-268. 2. Novis Deutsch, N., Perkis, E. & Granot-Bein, Y. (2018). Six teaching orientations of Holocaust educators as reflections of teaching perspectives and meaning making processes. <i>Teaching</i>

		<i>and Teacher Education.</i>
Class #3 12.11.25	Major trends and programs in TLH: curricular considerations In this class we will analyze several major TLH programs, including Echoes and Reflections and History and ourselves, and analyze various educational resources.	Schultz, Barr & Selman (2010) The Value of a Developmental Approach to Evaluating Character Development Programmes: An outcome study of Facing History and Ourselves, Journal of Moral Education, 30:1, 3-27
Class #4 19.11.25	Cultural and national aspects of TLH: How important are they? In this class we will discuss issues, dilemmas and full-blown conflicts on TLH between and within national and cultural contexts. We will also refer to the unique case of the education system in Israel.	1. Ambrosewicz-Jacobs, J., & Szuchta, R. (2014). The intricacies of education about the Holocaust in Poland. <i>Intercultural Education</i> , 25(4), 283-299. 2. Gross, Z. (2010). Holocaust education in Jewish schools in Israel: Goals, dilemmas, challenges. <i>Prospects</i> , 40(1), 93-113.
Class #5 26.11.25	The emotional aspects of TLH: Focus on simulation activities. In this class we will address a set of educational emotional dilemmas relating to TLH, briefly touching on age-related pedagogical suitability, Holocaust fatigue and vicarious trauma, and focusing on one issue: should simulation activities be used or eschewed?	1. Schweber, S. A. (2003). Simulating survival. <i>Curriculum Inquiry</i> , 33(2), 139-188. 2. Holocaust Education: Why simulation activities should not be used. Anti-Defamation League.

	We will conduct a debate in class	
Class #6 3.12.25	"We as Students" – participating in a unit of Holocaust education. ZOOM	Reading will be given a week earlier
Class #7 10.12.25	Application in small groups: creating a study unit ZOOM	Reading will be given a week earlier
Class #8 17.12.25	Presentations of workshops products	No reading required for this meeting.
Class #9 24.12.25	The Third Generation and its role in TLH	Duchin A., & Wiseman, H. (2016). The third generation's encounter with their survivor grandparent's Holocaust Memoir. In E. Jilovsky, J. Silverstein & D. Slucki (Eds.), <i>In the Shadows of Memory</i> (pp. 113-134). London: Vallentine Mitchell.
Class #10 31.12.25	Teaching Holocaust in the Kindergarten?	Ziv, Y., Golden, D. & Goldberg, T. (2015). Teaching traumatic historical events in kindergarten: the case of Holocaust studies in Israeli Kindergartens. <i>Early Education and Development</i> , 26, 520-533.
Class #11 7.1.26	Short Presentations (required for a referat / seminar)	No reading required for this meeting
Class #12 14.1.26	Short Presentations (required for a referat / seminar)	No reading required for this meeting
Class #13 21.1.26	Course Summary	