

Educating about the Holocaust: Models and research

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Course Description

Educating about the Holocaust raises a host of educational questions: What should be our goals as educators? What can be considered successful Holocaust education? What are the best practices for teaching about the Holocaust? Education also raises broader issues about memory, culture, place and time: How does Holocaust Education reflect the cultural surrounding and history of the places in which it takes place? How do recent events interact with the memory of the Holocaust? In addition, it raises philosophical challenges relating to our worldview and to our beliefs about human beings. Some of these questions require pedagogical and developmental knowledge, others entail self-reflection and introspection. Still others require conducting research to reach reliable answers. In this course, we will use all three sources of knowledge. We will consider goals, methods, and messages of Holocaust Education, while attempting to uncover hidden educational and philosophical assumptions. We will review our beliefs about humanity and the role of education in dealing with atrocities, and we will consider educational studies, learning to assess which of them are reliable and valid, and which – less so. More specifically, we will also be considering Holocaust education and its challenges after October 7th, 2023 and the Israel-Gaza war.

This course is a spring semester course, with 12 classes. Two of the classes will be online via Zoom and the rest will be in class. If you are in Israel, then you must attend classes in person. You will need 2 hours of preparation for each class during the week, so please take that into consideration.

Course Goals

Students who complete this course successfully should be able to:

- Recognize some of the main goals, methods and dilemmas in Holocaust Education around the world, and discuss their different perspectives.

- Develop a personal educational perspective on how they would like to teach about the Holocaust in their own cultural context.
- Develop a basic literacy in social science and educational research on Holocaust Education.

Course Grading

This course can be taken at three levels of credit: 1) participation; 2) referat paper; or 3) seminar. Choose between these options according to the requirements you need to complete your program degree. **Please inform me of your choice by week 4. Full instructions on each are available on the class Moodle website and will be discussed in Week 2 of the course.**

- 1) For **participation**, assessment will be based on 3 reading responses submitted to me throughout the course. Reading responses are due on the week of class for which the reading is scheduled.
- 2) For the option of a **Referat paper**, you must **present** in class one reading response during the semester, and write a paper at the end of the course (7-10 pages). Papers are due up to one month after the end of the course and should be submitted to me by email.
- 3) You may also choose to write a **seminar paper** (20-30 pages, minimum 10 relevant bibliographical items). Again, you must **present** one reading response in class. We will meet for consultation once during the semester. For further meetings, It is your responsibility to schedule them with me later on in the summer.

Course Policies and Information for Students

INCLUSIVE LEARNING ENVIRONMENT STATEMENT

The best learning environment is one in which all members feel respected while being productively challenged. This is an inclusive course: all participants can contribute, explore, and challenge their own ideas as well as those of others. Every participant has an active responsibility to participate in class by reading and joining in our discussions. You and I will also share a commitment to respect diverse perspectives in our multicultural class.

If you have learning disabilities, attention disorder, or any medical, mental, or situational issue that may be adversely affecting your learning and you need support, please feel free to contact me, and I will do my best to help you.

ATTENDANCE POLICY

This is an M.A. class, which means that attendance is mandatory. **You may miss up to two classes.** Missing 4 classes or more precludes receiving a grade in this course.

LATE WORK and REQUESTS FOR EXTENSIONS

To avoid problems with late work submissions, which may result in uncompleted degrees, there are clear deadline rules: **Reading responses are due on the week of class for which the reading is scheduled.** Final referat papers are due July 21th. Seminar papers are due by October 20th 2026. You may request an extension *once*, if you have a good reason for this, and the extension will be for no more than one month. After that, you will not be able to receive a course grade.

ETHICS/VIOLATIONS OF ACADEMIC INTEGRITY

Academic integrity is an essential component of learning and scholarship. Plagiarizing or copying work of any sort is strictly forbidden. Always cite your sources when you present ideas and/or use language that you have not developed yourself, including material from class lectures and discussions. Penalties can lead to failure of the course, or expulsion from the program. If you have any doubts about what constitutes academic integrity, please ask me! **Regarding AI programs, you may use them as a secondary source of help but not instead of your own learning and creating. Also, you must report how AI programs were used and get approval beforehand for this use.**

On the next pages, you will find a week-by-week schedule of topics, readings, and assignments. Please remember that I use a dynamic syllabus method, which means that I sometimes update and modulate the course in accordance with students' levels of previous knowledge, fields of interest and expertise or experience. I do not add more readings though. Please check on Moodle periodically to find the most recent version of the syllabus.

Date and class #	Topics	Assigned Readings and assignments due
Class #1 8.3	Introduction: An introspective look Holocaust Education and some of the major deliberations and issues	Recommended reading: Adorno, T. W. (1998). Education after Auschwitz. In: <i>Critical models:</i>

	<p>in the field.</p> <p>This class will include an introduction, getting to know each other, exercises in self-reflection about Holocaust education, presentation of the course and a discussion of major issues and contestations in Holocaust education.</p>	<p><i>Interventions and catchwords</i>, 191, 204.</p>
<p>Class #2 15.3</p>	<p>Learning about the Holocaust; learning from the Holocaust.</p> <p>Today we will discuss a model that can help us throughout the course, which distinguishes between various types of “Holocaust lessons” and also questions the very idea of drawing “Holocaust lessons” at all.</p>	<p>Chapman, A. (2020): Learning the lessons of the Holocaust: A critical exploration. In: Stuart Foster, Andy Pearce and Alice Pettigrew (Eds.): Holocaust Education - Contemporary challenges and controversies. Pp. 50-73. UCL Press Stable. https://www.jstor.org/stable/j.ctv15d7zpf.9</p>
<p><i>Please note: There will not be meeting on the 21.3 (I will be running a symposium at the National Holocaust Museum in Amsterdam). Instead, you will receive a viewing and writing assignment, which we will discuss the following week.</i></p> <p>The assignment will involve watching the movie “Paper clips” and answering three questions about it. Required reading: Marcus, A. S., & Mills, G. D. (2017). Teaching difficult history with film: Multiple perspectives on the Holocaust. In <i>Teaching difficult history through film</i> (pp. 178-196). Routledge. https://psu.pb.unizin.org/holocaust3rs/chapter/the-holocaust-and-21st-century-media/</p> <p>(Optional reading:: Gray, M. (2014). The Boy in the Striped Pajamas: A blessing or curse for Holocaust education? <i>Holocaust Studies</i>, 20(3), 109-136.</p> <p>You can access “Paper clips” digitally and physically at the University library.</p> <p><i>Please submit these assignments after the Passover holiday.</i></p>		

<p>Class #3 12.4</p>	<p>Mandate(s) for teaching about the Holocaust and Holocaust Education goals.</p> <p>This week, we will work in groups to discuss some philosophers and educators who suggest why the Holocaust should be taught at all.</p>	<p>Two podcast episodes</p> <p>Rethinking Holocaust Education (2023). Podcast episode in: <i>Adventures in Jewish Studies Podcast</i>. https://open.spotify.com/episode/6gaJi3Pj0g4xg5FwnguObd?si=8d11f3f35f4c4226</p> <p>Holocaust Education is broken (2025), in: <i>Wondering Jews Podcast</i>. https://open.spotify.com/episode/12n0Lestc2EssOhA7L4tAT?si=936a0715fb594a76</p> <p>Please listen to these podcasts before class.</p> <p>If you haven't read Adorno's recommended reading in class 1, please read it for this class.</p>
<p>Class #4 19.4</p> <p>Please note: This class will be taught by Zoom</p>	<p>Today and the following week, we will focus on Holocaust Education as a route for combatting prejudice and (part of SEL and Values education): Should these be the goals of Holocaust education? Are prejudice and antisemitism the same? Do either or both change following Holocaust Education? As part of this unit, we will also learn about the methods used by educational researchers to start</p>	<p>From Class 4 onward, we will have 1-2 students briefly present each reading in class on a different date. Guidelines will be provided in advance.</p> <ol style="list-style-type: none">1. Cowan & Maitles (2007) Does addressing prejudice and discrimination through Holocaust education produce better citizens?2. Allwork, L. (2019). Holocaust education and contemporary anti-semitism. <i>History and Policy</i>.

	answering such complex questions.	
Class #5 26.4	This class will be a continuation of class #4.	Bunch, K. Canfield, M. Schöler, B. (2005) The Responsibility of Knowledge: Developing Holocaust Education for the Third Generation, in: Humanity in Action Website.
Class #6 3.5	FHAO vs. Echoes & Reflections In this class we will consider two Holocaust education programs: <i>Facing History and Ourselves</i> , a program that partners with USHMM, and whose goals are combatting prejudice, and <i>Echoes and Reflections</i> , that partners with Yad Vashem and whose goals are understanding the history of the Holocaust. We will compare them and look at them through some of the educational research methods previously discussed.	1. Barr, D. J., et al. (2015). A randomized controlled trial of professional development for interdisciplinary civic education: Impacts on humanities teachers and their students. <i>Teachers College Record</i> , 117(2), 1-52. Plus: https://www.facinghistory.org/ 2. Echoes and Reflections & Lucid Collaborative (2024). <i>Echoes & Reflections Contemporary Antisemitism Study</i> . Plus: https://echoesandreflections.org/
Class #7 10.5	Memory and memory politics as a goal and challenge for Holocaust education Another aspect of Holocaust Education relates to memory, and narratives of local and national history. We will consider how	Novis-Deutsch, N. & Granot, Y. (2025). Teaching the Holocaust to Minoritized Students: The Problem with Recasting Difficult History as Redemptive. <i>Journal of Curriculum Studies</i>

	Holocaust Educators are influenced by context, personal experience, and nationality, and how this can be measured. We will incorporate a viewing of some section of the film “Once in a Lifetime” (2014).	
Class #8 17.5	This class is a continuation of class #7. we will devote part of the class to consider how the Oct.7 th , 2023 massacre and the ensuing Israel-Gaza war have been impacting Holocaust education and memory.	The introduction chapter from Carrier, P., Fuchs, E., & Messinger, T. (2015). <i>The international status of education about the Holocaust: A global mapping of textbooks and curricula.</i> UNESCO Publishing.
Class #9 24.5	Holocaust comparisons – How should they be treated educationally? This week we will consider various types of comparisons, analogies, and competitive memory in relation to the Holocaust and their implication in education. We will discuss the viability of an ethics of Holocaust comparisons.	Required reading: Rotheberg, M (2024): Holocaust Remembrance and the Ethics of Comparison (Editorial). https://www.massreview.org/node/11743 Optional reading: Weintraub, R. (2023). Holocaust Education in the Post-Secular Era: Religious-Zionist Lessons from the Holocaust. <i>Journal of Curriculum Studies</i> , 55(6), 720–733.
Class #10 31.5 Please note: This class will be taught by Zoom	In this class, We will conduct short meetings with students who are writing seminar papers for this course.	<i>No reading for today.</i> For students writing seminars in this course, By this class, please make sure you have submitted both your research topic and your preliminary reading list, so that we can discuss them in our personal meetings in our next class.

<p>Class 11 1.6.</p>	<p>This week, we'll visit the VR room at the library for a different type of educational film experience.</p>	<ol style="list-style-type: none"> 1. Bischooping, K. (2004). Timor mortis conturbat me: Genocide pedagogy and vicarious trauma. <i>Journal of Genocide Research</i>, 6(4), 545-566. 2. Schweber, S. (2006). " Holocaust fatigue" in teaching today. <i>Social Education</i>, 70(1), 44.
<p><i>Please note that on June 7th we will not be meeting.</i></p>		
<p>Class #12 14.6</p>	<p>In this class we will focus on the question: Who should we be focusing on in Holocaust Education: on the victims, perpetrators, bystanders or rescuers?</p> <p>The second half</p>	<p>Required reading:</p> <p>Bilewics & Jaworska (2013): Reconciliation through the righteous. <i>Journal of Social Issues</i> – 162-179.</p> <p>Optional reading:</p> <p>Bilewicz, M., et al. (2017). How to teach about the Holocaust? Psychological obstacles in historical education in Poland and Germany. <i>History education and conflict transformation</i>, 169.</p>
<p>Class #13 21.6</p>	<p>Course review, and summary</p> <p>In this class we will present our research plans and progress to each other and conduct a final Reflection on course themes. The second half of this class will also be devoted to short meetings with the rest of the students who are writing seminar or referat papers.</p>	<p><i>No reading for today</i></p>