



Weiss - Livnat
International MA Program
in Holocaust Studies



Educating about the Holocaust: Models and Research

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Course Description:

Educating about the Holocaust (EaH) raises a host of educational and pedagogical questions: What should be our goals as educators? What can be considered successful Holocaust education? EaH also raises issues about memory, culture, and time: How does EaH reflect the cultural surrounding in which it takes place? How do new atrocities interact with the memory of the Holocaust? In addition, EaH 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 EaH, while attempting to uncover hidden educational and philosophical assumptions. We will review our beliefs about humanity and the role of education, by exploring the choices made by perpetrators, bystanders, victims and helpers during the Holocaust, and we will learn how to conduct a small educational study, by considering Holocaust education and its challenges after October 7th, 2023.

This course is a summer course, with seven double classes. One of the classes will be online via Zoom and all the rest will be in class. You will need to take into account 3 hours of preparation for each double class, due to the short length of this semester.

Course Goals:

Students who complete this course successfully will be able to:

- Recognize some of the main goals, methods and dilemmas in EaH 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.
- Read and critique social science and educational research on EaH.

Course Grading:

This course can be taken at three levels of credit: 1) participation; 2) paper; 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 week 3.

1. For **participation**, assessment will be based on 3 assignments/reading responses submitted to me and graded. Response paper instructions will be given on Week 2 of the course.
2. For the option of a **Paper (a.k.a., "Referat")**, you must submit one reading responses and 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 to me.
3. You may also choose to write a **seminar paper** (20-30 pages, minimum 10 relevant bibliographical items). Again you must submit one reading response. We will meet **twice** for consultation, once during during the semester, and for the other meeting, It is your responsibility to schedule it with me later in the year.

For all options, a bonus grade of up to 5 points is available.

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 after class or by email, and I will do my best to help you.

ATTENDANCE POLICY This is an M.A. class, which means that attendance is mandatory. It is also a summer course which means it is short and intense. Therefore, you may miss up to one class. Each further absence will remove 5 points from your final grade. Anyone missing more than 2 classes cannot receive a participation 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 papers are due by September 30th 2025. Seminar papers are due by December 30, 2025. 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.

REQUESTS FOR INSTRUCTOR FEEDBACK ON DRAFTS OF SEMINAR You may submit a draft of your seminar paper once before final submission and receive suggestions for revisions.

This means you will need to do this early enough to leave me 3 weeks to read and comment on the paper and time to revise and resubmit the paper.

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 page you will find a week-by-week schedule of topics, readings, and assignments. Please remember that over the first 2 weeks of the semester I update and modulate the course in accordance with students' levels of previous knowledge, fields of interest and expertise or experience. Please always check on Moodle to find the most recent version of the syllabus.

Date and class #	Topics	Assigned Readings and assignments due
Class #1 PART 1 16.7	Introduction: An introspective look at EaH and teaching goals This class will include an introduction, getting to know each other, an exercise in self-reflection, and presentation of the course and of options for a research project.	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. Can be found here: https://www.jstor.org/stable/j.ctv15d7zpf.9
Class #1 PART 2	EaH goals and their categories We will discuss the question of setting teaching goals for EaH: What are some of the options? Should lessons be a focus or something else? I will also explain about forum assignments and reading response papers.	
Class #2 PART 1 23.7	EaH for combatting prejudice and antisemitism. In this lesson we will focus on EaH as routes for combatting prejudice and antisemitism. We'll specifically consider	1. Schultz, Barr & Selman (2010) The Value of a Developmental Approach to Evaluating Character Development Programmes: An outcome study of Facing History and Ourselves, <i>Journal</i>

	teachers who work with minority groups or belong to minority groups themselves.	<i>of Moral Education</i> , 30:1, 3-27
Class #2 PART 2	<i>EaH as Character and civic education.</i> Next, we will analyze a major EaH program, <i>Facing History and Ourselves</i> , and consider some educational resources from it. We will try to evaluate the concept of using Holocaust education for the goal of character and civics education.	<p>OR:</p> <ol style="list-style-type: none"> 2. 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. 3. Cowan & Maitles (2007) Does addressing prejudice and discrimination through Holocaust education produce better citizens? 4. Novis-Deutsch (in press). Teaching the Holocaust to Minoritized Students: Americanizing the Holocaust by Recasting Difficult History as Redemptive. <p>Optional but recommended:</p> <ul style="list-style-type: none"> • Allor, S. (2020). Holocaust education and contemporary antisemitism. <i>History and Policy</i>. • 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.

Class #3 PART 1 30.7	Teaching goals for EaH part 3: Memory and memory politics. <p>Another goal of EaH relates to memory, commemoration, and narratives of local and national history. We will consider how different teachers approach the topic of EaH, how they are influenced by context, personal experience, and nationality, and how this can be measured. We will also review the state of EaH in different countries. we will incorporate a viewing of some section of the film “Once in a Lifetime” (2014).</p>	<ol style="list-style-type: none"> 1. For this class, each student will pick and summarize ONE chapter from the following book: 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. You will present this in class along with an update to 2025 for that country. 2. Novis-Deutsch, N. (2024). Educational autonomy and the Holocaust: A comparative study of teachers’ freedom in European narratives.
Class #3 PART 2	<p>In the second part of class, we will discuss a study that we are currently running at the Weiss Livnat Center, on Holocaust memory, education and politics in 9 countries in Europe.</p>	
Class #4 PART 1 6.8	Holocaust comparisons – How should they be treated educationally? In this lesson we will consider various types of comparisons, analogies, and competitive memory in relation to the Holocaust and their implication in education. As a case study we will consider Holocaust comparisons post Oct.7 th , 2023.	<ol style="list-style-type: none"> 1. Rotheberg, M (2024): Holocaust Remembrance and the Ethics of Comparison (Editorial). https://www.massreview.org/node/11743 2. Bilewics & Jaworska (2013): Reconciliation through the righteous. <i>Journal of Social Issues</i> – 162-179. 3. Bunch, K. Canfield, M. Schöler, B. (2005) The Responsibility of Knowledge: Developing Holocaust Education for the Third Generation, in: <i>Humanity in Action</i>
Class #4 PART 2	Is an ethics of Holocaust comparisons viable? <p>Next, we will discuss the viability of an ethics of Holocaust comparisons and</p>	

	what one might look like, and a discussion of curricula that are, to some extent, implicitly making such comparisons.	Website.
Class #5 PART 1 13.8	EaH Film viewing and discussions – part 1. Many creative pedagogies, and some problematic ones, have been used to try and engage students with the topic of the Holocaust. In this lesson we will watch and discuss “Paper clips” (2004). In this context we will also discuss vicarious trauma and Holocaust fatigue. The movie is 1:22 hours long, so please arrive on time.	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. 3. 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/ Optional: 4. Gray, M. (2014). The Boy in the Striped Pajamas: A blessing or curse for Holocaust education? <i>Holocaust Studies</i> , 20(3), 109-136.
Class #5 PART 2	We will continue with a discussion of the film we saw, and if possible, we’ll visit the VR room at the library for a different type of educational experience.	
Class #6 PART 1 20.8	EaH in Israel We will watch a section from the movie “Slaves of memory” (in Hebrew with subtitles) and use this as a basis for a	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.

	discussion about EaH in Israel. If you feel you may have difficulty discussing a film with subtitles, I recommend watching it once before class.	
Class #6 PART 2	<p>We will hold short meetings with half of the class, those who are writing seminar papers.</p> <p>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 #7 27.8	<p>Course review, reflection, 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 papers.</p>	- <i>No reading for today.</i>