



Weiss - Livnat
International Center
for Holocaust Research
and Education



Teaching and Learning about the Holocaust: Models and challenges

The Weiss-Livnat MA Holocaust Studies program, Course Number 19 8051 S01

Class Meeting Time: Sundays at 12:15 – 14:45. Location: TBD

Summer Semester 2019

Instructor: Dr. Nurit Novis Deutsch

Contact details: nurit.novis@gmail.com

Office location: Room 547, Education building, 5th floor.

Office hours: Wednesdays at 10:30 – 11:30, by appointment.

Course Description

Teaching and learning about the Holocaust (TLH) raises a host of educational questions: What should be our goals as educators? What can be considered successful Holocaust education? How does TLH reflect the cultural surround in which it takes place? It also raises many pedagogical, philosophical and even theological challenges. In this course we will consider goals, methods, content and messages of TLH, while attempting to uncover hidden assumptions in the what the Holocaust is taught in different places and programs. The second part of the course will consider one specific educational perspective, in which the events of the Holocaust are used as a platform for studying the choices made by perpetrators, bystanders, victims and helpers.

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.
- Read and critique social science and educational research on TLH.



Weiss - Livnat
International Center
for Holocaust Research
and Education



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 class 3.

- 1) For **participation**, assessment will be based on weekly responses submitted to the class Moodle forum.
For classes 2-7 you will be asked to submit a short response to all of the 3 readings for that class. This will be done in the following manner: For classes 2 and 3 you will submit these responses in writing to me privately. I will offer written feedback on these. I will not grade them but may ask you to resubmit if they require major revisions. For classes 4-7 you will upload your responses to Moodle where they will be available for all students to read, as a basis for class discussions. For classes 6-7 you will *also* be asked to respond to 2 of your classmates' responses. All responses are mandatory, but the last 4 will only be graded if you opt for the option of "participation only". This will be done at the end of the semester. There are no responses required for classes 1, 8 and 9, and I reserve the option of cancelling one reading response if we need more time to work on a certain topic.
- 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 in hard copy in my mailbox next the offices of the department for Counseling and Human Development, Education building, 4th floor.
- 3) You may also choose to write a **seminar paper** (20-30 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 #4 and to submit your bibliography for approval by class #7.

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.



Weiss - Livnat
International Center
for Holocaust Research
and Education



ATTENDANCE POLICY

This is a small and short M.A. class, which means that attendance is required. You may miss up to one class only without a penalty. Each further absence will remove 5 points from your final grade. Anyone missing more than 3 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 2019. Seminar papers are due by January 18th 2020. 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 2 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!

Schedule of Topics, Readings, and Assignments

Date and class #	Topics	Assigned Readings
Class #1	<p>An introspective look at our own attitudes and experiences with TLH</p> <p>An exercise in self-reflection. Since this class sets the stage for the rest of our course, it is a mandatory attendance class.</p>	<p>No reading assigned for today</p>
Class #2	<p>Setting teaching goals for TLH: What are some of the options?</p> <p>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.</p>	<ol style="list-style-type: none"> 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 and Teacher Education</i>. 3. Cowan & Maitles (2007) Does addressing prejudice and discrimination through Holocaust education produce better citizens?
Class #3	<p>Major trends and programs in TLH: curricular considerations</p> <p>In this class we will analyze several major TLH programs, including Echoes and Reflections and History and ourselves, and analyze various educational resources.</p>	<ol style="list-style-type: none"> 1. Facing History and Ourselves Resource Book – Each student will evaluate and present ONE unit. 2. 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 of Moral Education</i>, 30:1, 3-27 3. Echoes and Reflections Website.



Class #4	<p>The emotional aspects of TLH: Dilemmas of age-related pedagogical suitability, Holocaust fatigue and vicarious trauma.</p> <p>In this class we will address a set of educational emotional dilemmas relating to TLH, both for students and for the educators, and considered how they can be managed.</p>	<ol style="list-style-type: none">1. Holocaust Education: Why simulation activities should not be used. Anti-Defamation League.2. Bischooping, K. (2004). Timor mortis conturbat me: Genocide pedagogy and vicarious trauma. <i>Journal of Genocide Research</i>, 6(4), 545-566.3. Schweber (2008) Holocaust fatigue.
Class #5	<p>Cultural and national aspects of TLH: How important are they?</p> <p>In this class we will discuss issues, dilemmas and full-blown conflicts on TLH between and within national and cultural contexts, exposing us to such concepts as collective memory, Holocaust role-heritage, and how a cultural ethos can shape TLH.</p>	<ol style="list-style-type: none">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), 93-113.3. 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.
Class #6	<p>How could they? The social psychology of perpetrators and educational considerations.</p> <p>Today, we will explore one pedagogical option for TLH using tools and research of social psychology. Specifically, we will examine perpetration, asking ourselves if there is anything about this perspective which can be important for students to learn.</p>	<ol style="list-style-type: none">1. Bunch, K. Canfield, M. Schöler, B. (2005) The Responsibility of Knowledge: Developing Holocaust Education for the Third Generation, in: <i>Humanity in Action Website</i>.2. Kaiser, W. (2010) 'Nazi perpetrators in Holocaust education'. <i>Teaching History</i>, 141, 34–9.3. Press, E. (2012). Prologue and chapter 1 - 'Disobeying the law' in: <i>Beautiful Souls: The Courage and Conscience of Ordinary People in Extraordinary Times</i>, Picador.



Class #7	<p>How could they? The personality psychology of helpers and how this can be used in education.</p> <p>We will consider the case of helpers, and ask ourselves if, and how, information about the Righteous Among the Nations and other helpers and rescuers in the Holocaust, might be relevant to students.</p>	<ol style="list-style-type: none">1. Crockett & Lockwood (2018) Extraordinary helpers, <i>Trends in Cognitive Sciences</i>. pp. 1-2.2. Midlarsky, E., Fagin Jones, S., & Corley, R. P. (2005). Personality correlates of heroic rescue during the Holocaust. <i>Journal of Personality</i>, 73(4), 907-934.3. Bilewics & Jaworska (2013): Reconciliation through the righteous. <i>Journal of Social Issues</i> – 162-179.
Classes #8+Class #9 - TBD	<p>TLA Film Marathon and discussions</p> <p>Many creative pedagogies, and some problematic ones, have been used to try and engage students with the topic of the Holocaust. In this class, which will take place in the viewing theater at the library, we will watch and discuss:</p> <ul style="list-style-type: none">- Once in a Lifetime (2014)- Paper clips (2004)- One other film depending on time.	<p><i>No reading required for this meeting.</i></p>