

**Alexander Lebenstein Teacher Education Institute**  
**Questions of Conscience: Teaching about the Holocaust and Genocide**  
Summer 2017

**Session One: June 19<sup>th</sup>-June 23<sup>rd</sup> (online) and June 26<sup>th</sup>-June 30<sup>th</sup> (at the Virginia Holocaust Museum)**  
**Session Two: July 10<sup>th</sup>-July 14<sup>th</sup> (online) and July 17<sup>th</sup>-21<sup>st</sup> (at the Virginia Holocaust Museum)**

**Lead Instructors:** Dr. Melissa Kravetz, Assistant Professor of History, Longwood University  
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**Course Description:**

The Teacher Education Institute is a ten day course, assisting educators with their understanding of the history of the Holocaust and genocide. Sessions focus on historical background and pedagogy which link to the Virginia Standards of Learning requirements.

**Course Objectives:**

- To give educators the opportunity to learn and interpret essential information about the Holocaust and modern genocides in order for them to impart their knowledge to their students.
- To give educators the opportunity to understand the ramifications of the events and actions of the Holocaust and modern genocides on individuals, institutions, and history.
- To give educators the pedagogical tools needed to allow for the integration of information about the Holocaust and modern genocides in a variety of disciplines, taking into consideration best teaching practices.
- To give educators the tools with which to assist their students with the making of connections between the past and the present through their knowledge of the Holocaust and modern genocides.

**Required Texts:**

Bergen, Doris. *War and Genocide: A Concise History of the Holocaust*. 3<sup>rd</sup> ed. New York: Rowman and Littlefield, 2009.

Additionally, a number of primary source documents and secondary source articles can be accessed through the course Canvas site: <https://canvas.instructure.com/login/canvas>. You can find the course readings by clicking on the Modules tab on the left-hand side of the page. All readings are listed by author and title.

Additional reading assignments are provided for students to read during the in-class week. A library of books is made available through the Virginia Holocaust Museum.

**Grading:**

Reading Responses: 40%

Final Project: 60%

The following scale will be used for calculating letter grades:

A	94-100%	B+	87-89%	C+	77-79%	D+	67-69%
A-	90-93%	B	83-86%	C	73-76%	D	63-66%
		B-	80-82%	C-	70-72%	D-	60-62%

### **Attendance and Participation:**

Regular class attendance and serious participation are crucial to success in this course. It is expected that all assigned readings are completed PRIOR to coming to class, and that all students will come to class equipped with comments, questions and a willingness to engage the material.

Excused absences include medical or family emergencies, court dates, and religious holidays. Note that this does **not** include doctor's appointments and minor illnesses. Students who have a documented excused absence will still be required to complete an alternative assignment.

**You must attend class everyday all day the week in the museum in order to receive 90 professional development points. Students who miss any part of a day or a full day will receive only 45 professional development points.**

### **Reading Responses (40%)**

Students will write three, 2 page (double-spaced) responses to questions based on required class texts, articles and primary source material. These responses will deal primarily with the assigned readings and will involve a closer examination of the themes addressed in the texts. A quality response paper will not simply summarize the assigned readings, but rather, it will answer the questions posed, clearly identify and discuss the key themes uniting that day's readings, and when relevant, it will analyze the main argument(s) of the author(s) and pose questions about the readings. The response papers are intended to serve as a jumping off point for participation in class discussions so please keep that in mind when writing them. This also means you may not receive immediate feedback from the course instructors.. Detailed reading response guidelines, readings, due dates, and a grade rubric are available on Canvas. Responses must be turned in via Canvas by 5pm the day they are due. Each response assignment will be graded on a 10 point scale with 1 being poor and 10 being excellent.

To access the course Canvas site, begin by accepting the invitation to our course site. Log on at <https://canvas.instructure.com/login/canvas>. Click on our course—VHM TEI—and on the left-hand side of the page, please find the reading schedule and all the course readings under the **Modules** tab. This is also where you will be able to find the syllabus, PowerPoints, and any resources we mention in class. You will upload your reading responses and final project under the **Assignments** tab. In order to upload an assignment, click on the assignment and find the large blue Submit Assignment button. After this, you will be able to upload a file from your computer and then click on the blue Submit Assignment button once again. In order to upload a discussion board post, go to the **Discussions** tab, click on the discussion and hit the reply button in order to leave a response. All your grades will be viewable under the **Grades** tab.

### **Final Project (60%)**

Using course readings, lecture content and appropriate pedagogical approaches students will create two original lesson plans for classroom use focus on Holocaust history related topics or themes. Detailed project guidelines and a grade rubric are available on Canvas. The final project will be due one week after the end of the course.

**All assignments (all reading responses and lesson plans) must be completed by their respective due dates to receive 90 professional development points. Work turned in late or not turned in will result in students receiving only 45 professional development points.**

### **Expectations:**

All course participants are required to complete the reading responses during the week of the online course and complete a final project by as well as attend all five days of class onsite at the Virginia Holocaust Museum. All enrollees who participate fully in the course, complete the reading responses and the final project by the due dates, will earn 90 professional development points. You must attend class every day in the museum.

### **Classroom Etiquette:**

The Virginia Holocaust Museum and Longwood University value the diversity of its students and is committed to providing a classroom atmosphere that encourages the equitable participation of all its students. Students must be respectful to others' opinions at all times. Personalized comments, inappropriate language and raised voices are not conducive to learning and will not be tolerated in the classroom. All cell phones should be switched off for the entirety of the class period. The use of laptop computers will be allowed **only** for taking notes during lectures so long as students remain engaged with class material.

### **Office Hours:**

Please do not hesitate to be in contact with us if you have concerns or questions.

### **Academic Integrity:**

Academic dishonesty in any form will not be tolerated. You will be expected to abide by the Longwood University Honor Code (<http://www.longwood.edu/studentconduct/12011.htm>) for all work in this class. Any violations of the honor code will be handled according to Longwood University policy. **If you ever have questions about when or how to cite appropriately, please ask.**

### **Academic Support:**

Students requiring any special accommodation because of a disability should inform me at the beginning of the class, as well as the Office of Disability Resources (Graham Hall; 434-395-2391) to learn about appropriate accommodations. All information will be kept confidential. More information can be found here: <http://www.longwood.edu/disability/>

### **Writing Help:**

The Longwood Writing Center (<http://www.longwood.edu/academicsuccess/15878.htm>; Greenwood Library, Room 155) is a good place to get help with your written work.

## 2017 Online Class Schedule

### **Monday**

DISCUSSION BOARD POST DUE: In a discussion board post, discuss some myths and assumptions you have or that your students have about the Holocaust and the Nazis that you would like to see addressed at some point during the course.

Bergen, *War and Genocide*, Introduction and 1-67

Jacob Katz, "Anti-Semitism Through the Ages" (13 pages)

Ian Kershaw, "Hitler's Decisive Role" (15 pages)

Primary Source: Adolf Hitler, *Aryan and Jew* (1925)

### **Tuesday**

READING RESPONSE #1 DUE: How did the Nazis come to power? What were the preconditions that existed in Germany and Europe that resulted in the Nazis gaining popularity and coming to power?

Bergen, *War and Genocide*, 69-127

Primary Source: Marta Appel, *Memoirs of a German Jewish Woman* (1937)

### **Wednesday**

Bergen, *War and Genocide*, 129-165

Yehuda Bauer, "Forms of Jewish Resistance" (16 pages)

Primary Source: Hans Scholl, Willi Graf, and Christoph Probst, *The White Rose, Second Leaflet* (1942)

### **Thursday**

READING RESPONSE #2 DUE: What constitutes resistance? Identify some examples from the readings that support your definition.

Bergen, *War and Genocide*, 167-235

Primary Source: Reinhard Heydrich, *Policy and Operations Concerning Jews in the Occupied Territories* (1939)

### **Friday**

READING RESPONSE #3 DUE: Trace the path to the Final Solution. What were some of the various anti-Jewish policies and plans put into place along the way to the Holocaust? Do you think Hitler and/or the Nazi bureaucracy planned this all along or improvised solutions to the Jewish Problem along the way?

Bergen, *War and Genocide*, 237-310

Primary Source: Alfred Wetzler and Rudolf Vrba, *Auschwitz Protocols* (1944)

### **Please Read the Following Articles Prior to Tuesday's Class At the Museum**

David H. Lindquist, "Avoiding Inappropriate Pedagogy in Middle School Teaching of the Holocaust," *Middle School Journal* 39 no. 1 (2007): 24-31.

David H. Lindquist, "Guidelines for Teaching the Holocaust: Avoiding Common Pedagogical Errors," *Social Studies* 97 no. 5 (2006): 215-221.

To be discussed on Tuesday morning during "Dos and Don'ts of Holocaust Education" (8:30-10:00)

<b>Day</b>	<b>Time</b>	<b>Topic</b>	<b>Instructor</b>
<b>Monday</b>	8:30-9:00	Breakfast and Introductions	
	9:00 – 11:00	Museum Tour	Lukas

	11:00 – 12:30	Antisemitism’s Long History	Melissa
	12:30-1:00	Lunch	
	1:00-2:30	Jewish Life Before the Holocaust	Melissa and Megan
	2:30-3:30	Photo Narrative Activity	Megan
	3:30-5:00	Concepts of Genocide	Tim
<b>Tuesday</b>	8:30-10:00	Interwar Period	Melissa
	10:00-11:00	Holocaust Education Dos and Don’ts	Megan
	11:00-12:00	Rise of Hitler and the Nazi Party	Charlie
	12:00-12:30	Lunch	
	12:30-2:00	Consolidation of Power/Daily Jewish Life and Discrimination	Melissa
	2:00-3:00	Holocaust Education Resources	Megan
	3:00-5:00	Other Victims and Eugenics	Tim
<b>Wednesday</b>	8:30-10:00	Nazi-Occupied Europe and Ghettoization	Melissa
	10:00-11:30	Holocaust and World War II Timeline Activity	Megan
	11:30-12:00	Lunch	
	12:00-1:30	Invasion of the Soviet Union and the Final Solution	Melissa
	1:30-3:00	US and World Response to the Holocaust/Introduction to History Unfolded	Megan
	3:00-4:30	Museum Artifacts as Primary Sources	Tim
	4:30-6:30	Dinner with Holocaust Survivors	
<b>Thursday</b>	8:30-10:00	Survivor Testimony in the Classroom	Tim
	10:00-11:30	Rescue and Resistance	Melissa
	11:30-12:00	Lunch	
	12:00-1:30	Collaboration and Complicity	Charlie and Megan
	1:30-3:00	Primary Source Close Reading/Introduction to Experiencing History	All
	3:00-5:00	The End of the Holocaust?	Melissa
<b>Friday</b>	8:30-10:00	Post War Justice	Charlie
	10:00-11:30	Holocaust Denial	Melissa and Megan
	11:30-12:00	Lunch	
	12:00-1:30	Contemporary Refugee Crises	Emila Stambol
	1:30 – 3:00	Memorialization of the Holocaust	Melissa and Megan
	3:00-4:30	The Rwandan Genocide	Tim
	4:30-5:00	Course Reflections	All