**Alexander Lebenstein Teacher Education Institute**

**Questions of Conscience: Teaching about the Holocaust and Genocide**

Summer 2018

**Session One: June 18-June 22 (online) and June 25-29 (at the Virginia Holocaust Museum)**

**Session Two: July 16-20 (online) and July 23-27 (at the Virginia Holocaust Museum)**

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

 Megan Ferenczy, Director of Education, the Virginia Holocaust Museum

**Email**: kravetzml@longwood.edu, mferenczy@vaholocaust.org

**Phone**: (804) 257-5400

**Class Description**:

The Teacher Education Institute is a ten day class, 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.

**Class 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*. 3rd ed. New York:  Rowman and

Littlefield, 2009.

Additionally, a number of primary source documents and secondary source articles can be accessed through the class Canvas site: <https://canvas.instructure.com/login/canvas>. You can find the class 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 class. 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, minor illnesses, or job interviews. Students who have a documented excused absence will still be required to complete an alternative assignment.

**You must complete all work on time and attend class everyday all day the week in the museum in order to receive 90 professional development points. There is no potential to receive partial 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 class 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 class Canvas site, begin by accepting the invitation to our class site. Log on at https://canvas.instructure.com/login/canvas. Click on our class—VHM TEI—and on the left-hand side of the page, please find the reading schedule and all the class 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 class 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 class.

**All assignments (all reading responses and lesson plans) must be completed by their respective due dates to receive 90 professional development points.**

**Expectations**:

All class participants are required to complete the reading responses during the week of the online class 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 class, 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.

Please no recording/photography of class lectures.

**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. **If you ever have questions about when or how to cite appropriately, please ask.**

**2018 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 class.

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

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

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

**Tuesday**

READING RESPONSE #1 DUE: 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)

Peter Hayes, “Why Didn’t More Jews Fight Back More Often?” (27 pages)

**Thursday**

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

Bergen, *War and Genocide*, 167-235

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

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

**Friday**

READING RESPONSE #3 DUE: 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

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

David H. Lindquist, “Instructional Approaches In Teaching the Holocaust,” *American Secondary Education* 39(3) (2011): 117-128.

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

|  |
| --- |
| **2018 Class Schedule** |
| **Day** | **Time** | **Topic** | **Instructor** |
| **Monday** | 8:30-9:30 | Breakfast and Introductions |  |
|  | 9:30-10:30 | Photo Narrative Activity | Megan |
|  | 11:00 – 12:00 | Antisemitism’s Long History | Melissa |
|  | 12:00-12:30 | Lunch |  |
|  | 12:30-2:00  | Jewish Life Before the Holocaust | Megan |
|  | 2:00-3:30 | Concepts of Genocide | Tim |
|  | 3:30-5:00 | Museum Tour | Matt |
|  |  |  |  |
| **Tuesday** | 8:30-10:00 | Interwar Period | Melissa |
|  | 10:00-11:00 | Holocaust Education Dos and Don’ts  | Megan |
|  | 11:00-12:30 | Rise of Hitler and the Nazi Party | Charlie |
|  | 12:30-1:00 | Lunch |  |
|  | 1:00-2:30 | Consolidation of Power/Daily Jewish Life and Discrimination | Melissa |
|  | 2:30-3:30 | Holocaust Education Resources | Megan |
|  | 3:30-5:00 | Other Victims and Eugenics | Tim |
|  |  |  |  |
| **Wednesday** | 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 | Charlie |
|  | 1:30-3:00 | What Did We Know?: US and World Response to the Holocaust | Megan |
|  | 3:00-4:30 | Museum Artifacts as Primary Sources | Tim |
|  | 4:30-6:30 | Dinner with Holocaust Survivors |  |
|  |  |  |  |
| **Thursday** | 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 | “Some Were Neighbors:” Collaboration and Complicity  | Megan |
|  | 1:30-3:00 | Primary Source Close Reading | Tim and Melissa |
|  | 3:00-5:00 | Group Dialogue I: What Now?  | All |
|  |  |  |  |
| **Friday** | 8:30-10:00 | The End of the Holocaust? | Melissa |
|  | 10:00-11:30 | Post War Justice | Charlie |
|  | 11:30-12:00 | Lunch |  |
|  | 12:00-1:30 | Holocaust Denial  | Melissa |
|  | 1:30 – 3:00 | Extremism  | Shannon Martinez |
|  | 3:00-4:30 | Contemporary Genocide | Tim |
|  | 4:30-5:00 | Group Dialogue II: What Now?  | All |