**The Alexander Lebenstein Teacher Education Institute:**

**From Context to Classroom**

**June 22-26, 2020 (at the Virginia Holocaust Museum 8:30am-5pm)**

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

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**Class Description**:

The Teacher Education Institute (TEI) is a five-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. TEI is offered in partnership with Longwood University and is funded through generous teacher scholarships.

**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 Text**:

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 bibliography of additional books on the topic is also available on campus.

**Grading**:

Attendance and Participation: 30%

Reading Response: 10%

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 45 professional development points. There is no potential to receive partial points.**

**Reading Response (10%)**

Students will write one 2-page (double-spaced) response to a question based on Doris Bergen’s book. After reading *War and Genocide*, how has your understanding of Holocaust history changed? Are there elements of Holocaust history that you might teach differently after reading her book? Please use specific examples.

A quality response paper will not simply summarize her book, but rather, it will answer the questions posed, clearly identify and discuss the key themes, and when relevant, it will analyze the main argument(s) of the author(s) and pose questions about the reading. The response paper is intended to serve as a jumping off point for participation in class discussion so please keep that in mind when writing it. This also means you may not receive immediate feedback from the class instructors. Detailed reading response guidelines, further readings, due dates, and a grade rubric are available on Canvas. The response must be turned in via Canvas by 8:30am the day it is due. This 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 response 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.

For information on how the response will be graded and how to cite the reading in your response, please see the Module titled **Reading Responses-Grade Rubric and Citation Information** on Canvas.

**This response is due on Canvas on Monday, June 22 by 8:30am.**

**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 (the reading response and lesson plans) must be completed by their respective due dates to receive 45 professional development points.**

**Expectations**:

All class participants are required to complete the readings and reading response prior to starting class and to complete a final project within one week after finishing the class. All participants must attend all five days of class onsite at the Virginia Holocaust Museum. All enrollees who participate fully in the class, complete the reading response and the final project by the due dates, will earn 45 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.**

**Suggested Pre-Class Reading Schedule**

Please note that this is just a suggested reading schedule for finishing Doris Bergen’s *War and Genocide* the week before class starts, but we recognize that everyone reads at their own pace so please do whatever you feel comfortable with. We just ask that you have finished the book before class starts, as it gives you a good foundation for what we will be talking about in the museum. You will also need to finish to book in order to answer the reading response.

**Monday**

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

**Tuesday**

Bergen, *War and Genocide*, 69-127

**Wednesday**

Bergen, *War and Genocide*, 129-165

**Thursday**

Bergen, *War and Genocide*, 167-235

**Friday**

Bergen, *War and Genocide*, 237-310

**Please Read the Following Article 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 “Holocaust Education Dos and Don’ts” (10:00-11:00)

**2020 Class Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Day** | **Time** | **Topic** | **Instructor** |
| **Monday** | 8:30-9:30 | Breakfast and Introductions |  |
|  | 9:30-10:30 | Photo Narrative Activity | Megan |
|  | 10:30 – 11:30 | Antisemitism’s Long History | Melissa |
|  | 11:30-12:00 | Lunch |  |
|  | 12:00-1:30 | Jewish Life Before the Holocaust | Megan |
|  | 1:30-3:00 | Concepts of Genocide | Tim |
|  | 3:00-5:00 | Museum Tour | Megan |
|  |  |  |  |
| **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 | Americans and the Holocaust  | Megan |
|  | 3:00-4:30 | Museum Artifacts as Primary Sources | Tim and Ali |
|  | 4:30-6:30 | Dinner with Holocaust Survivors |  |
|  |  |  |  |
| **Thursday** | 9:30-11:00 | Survivor Testimony in the Classroom | Tim |
|  | 11:00-12:30 | Rescue and Resistance | Melissa |
|  | 12:30-1:00 | Lunch |  |
|  | 1:00-2:30 | “Some Were Neighbors:” Collaboration and Complicity  | Megan |
|  | 2:30-4:00 | The End of the Holocaust? | Melissa |
|  | 4:00-5:00 | Free Time/Group Dialogue  | All |
|  |  |  |  |
| **Friday** | 8:30-9:30 | Violins of Hope | Tim and Ali |
|  | 9:30-11:00 | Holocaust Memory and Memorialization | Melissa and Tim |
|  | 11:00-12:30 | Post-War Justice | Charlie |
|  | 12:30-1:00 | Lunch |  |
|  | 1:00-2:30 | Holocaust Denial | Melissa |
|  | 2:30-4:00 | Contemporary Genocide: Cambodia | Tim |
|  | 4:00-5:00 | Cambodian Genocide Survivor | Amanda |