**The Alexander Lebenstein Teacher Education Institute:**

**From Context to Classroom**

**June 22-July 3, 2020 (at the Virginia Holocaust Museum 8:30am-5pm)**

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

Megan Ferenczy, Director of Education, Virginia Holocaust Museum

**Email**: [kravetzml@longwood.edu](mailto:kravetzml@longwood.edu), [mferenczy@vaholocaust.org](mailto:mferenczy@vaholocaust.org)

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

**Class Description**:

The Teacher Education Institute (TEI) is a ten-day online 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 online class. A bibliography of additional books on the topic is also available on Canvas.

**Grading**:

Participation: 10%

Reading Response: 20%

Discussion Posts: 20%

Final Project: 50%

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%

**You must complete all work, including the reading response, discussion posts, final project, and attend a check-in/discussion session in order to receive 45 professional development points. There is no potential to receive partial points.**

**Participation (10%):**

Participation is important to your success in this class. We will be offering four check-in/discussion sessions during the two-week online class (see the schedule below). It is mandatory that you attend **at least one** of the check-in/discussion sessions; you are welcome to attend as many as you would like. It is expected that all assigned lectures and readings have been completed PRIOR to these check-in/discussion sessions, and that all students will participate with comments, questions, and a willingness to engage the material.

**Reading Response (20%)**

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. This assignment will be graded on a 10-point scale with 1 being poor and 10 being excellent; a grade rubric is available on Canvas.

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. 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.**

**Discussion Posts (20%)**

Over the course of two weeks, students must listen to several pre-recorded lectures following the schedule below. On average, there will be three pre-recorded lectures/pedagogical activities that students should complete a day. At least once a day, there will also be a discussion board post that students will be asked to complete on Canvas. Generally, students will be asked to answer a question that coincides with one of the pre-recorded lectures or they will be asked to give their input on a pedagogical activity. Sometimes, they will also be asked to respond to one another’s posts. Students should complete all posts in order to receive full credit. Further instructions in terms of length and expectations will be provided for each discussion post.

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 discussion board posts should be completed by midnight the date they are assigned**.

**Final Project (50%)**

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 on July 10, 2020**.

**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 should listen to all pre-recorded lectures on the date they are assigned, complete all discussion board posts, and attend at least one check-in/discussion session. All enrollees who participate fully in the class, attend a check-in/discussion session, and complete the reading response and the final project by the due dates will earn 45 professional development points.

**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.

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 during the “Holocaust Education Dos and Don’ts” session (Wednesday June 24th)

**2020 Class Schedule**

**All pre-recorded lectures for the first online week will be posted by Friday, June 19 and by Friday, June 26 for the second online week. Please listen to all the pre-recorded lectures on the date they are assigned. Please complete all discussion posts by midnight on the date they are assigned.**

Monday, June 22 Photo Narrative Activity (Megan)

Antisemitism’s Long History (Melissa)

Jewish Life Before the Holocaust (Megan)

Tuesday, June 23 Concepts of Genocide (Tim)

Museum Tour (Megan)

Interwar Period (Melissa)

**\*Check-In/Discussion Session: 2:00-3:00pm via Zoom\***

Wednesday, June 24 Holocaust Dos and Don’ts (Megan)

Rise of Hitler and the Nazis (Charlie)

Consolidation of Power/Daily Jewish Life and Discrimination (Melissa)

Thursday, June 25 Holocaust Education Resources (Megan)

Other Victims and Eugenics (Tim)

Nazi-Occupied Europe and Ghettoization (Melissa)

**\*Check-In/Discussion Session: 9:00-10:00am via Zoom\***

Friday, June 26 Holocaust and World War II Timeline Activity (Megan)

Invasion of the Soviet Union and the Final Solution (Charlie)

Americans and the Holocaust (Megan)

Monday, June 29 Museum Artifacts as Primary Sources (Tim)

**Holocaust Survivor (Roger Loria) via Zoom 4pm-5pm**

Tuesday, June 30 Rescue and Resistance (Melissa)

“Some were Neighbors”: Collaboration and Complicity (Megan)

The End of Holocaust? (Melissa)

**\*Check-In/Discussion Session: 2:00-3:00pm via Zoom\***

Wednesday, July 1 Holocaust Memory and Memorialization (Melissa and Tim)

Post-War Justice (Charlie)

Holocaust Denial (Melissa)

Thursday, July 2 Contemporary Genocide: Cambodia (Tim)

Cambodian Genocide Survivor (Amanda Prak)

**\*Check-In/Discussion Session: 7:00-8:00pm via Zoom\***

Friday, July 3 Survivor Testimony in the Classroom (Tim)

Never Again? (Melissa)