

The Weiss-Livnat MA Holocaust Studies program

Summer Semester 2018

From silence to omnipresence- Holocaust in the curriculum and beyond

Course 18 8047 S01, Wed. 9:15-12:45, Students House Room 225. (No classes on July 11th and 18th)

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Meeting by appointment.

Our course will delineate the development of holocaust education and more specifically the place of holocaust in school curricula, formal and informal education. We shall follow the process of change from a stance of evasion to the trend of ever growing emphasis on the holocaust in Israeli education. We shall then compare it, thematically and pedagogically to parallel, later trends in Europe and the

United States. Our analysis will focus on curricular choices, the ways of representation they entail, and the resulting notions of memory, historical understanding and identity. The course will also touch upon the complications of "assessment" of holocaust learning and the cognitive, affective and political outcomes of holocaust education.

Course goals:

- Achieve acquaintance with development of Holocaust Education
- Encounter curricular analysis of HE
- Compare Israeli and international HE
- Discuss evaluation and effects of HE
- Encounter ways of addressing diverse audiences in HE
- Discuss issues of age appropriateness

Format:

The course will rely mainly on joint discussion of reading items, based on focal questions suggested by students and the lecturer and on short opinion papers/presentations by

participants. Questions should be submitted in advance in an online forum. See course site. Each class will begin with 45 minutes of presenting opinions and discussion, or hands on work on educational materials. The second half of the lesson would be a presentation by the lecturer (not excluding additional discussion and work). At times, we will also browse relevant sites, watch film or view lessons. Please bring laptops, or at least settle with a laptop per couple.

Course duties:

Reading: For every topic there will be more than one optional reading items, of which you must read at least one. Different students will be designated different reading items in order to stimulate discussion- pay attention to notices.

Writing: Ahead of every lesson you must come prepared with a response paper on the article you were assigned. The paper will be up to 1 page long. It will consist of: summary of what you see as the main claim; one argument in support of the claim/the article in general; one criticism or request

for essential further research. You will also post 2-3 questions in the discussion forum regarding the topic of discussion.

The papers will be handed through the Moodle system and will be accessible to all participants.

Talking: each participant would be required to speak for 2-5 minutes on the basis of the weekly response paper. The mini- presentation would usually consist of defense or criticism of the article you read. In some cases I would ask you to contrast/relate your article to that of other speakers who read different article.

Assessment:

This course could serve at three levels of credit: 1) participation; 2) a concise paper; or 3) a seminar paper. Choose this in accordance with the total sum of papers you need for your program degree.

- 1) For **participation**, assessment will be based on weekly presentations and opinion papers. To which you can add (in case you opt for it) final paper.
- 2) Students have a choice of writing a **concise paper** (8-10 page). Paper can consist of reading list or of a specific chosen topic with bibliography (2-5 articles). They will be expected to give a short presentation of the topic in the last two lessons. Concise papers due by September 30, 2018.
- 3) Students have a choice of writing a **seminar paper** (15-30 pages), During the first weeks of Summer semester students opting for a seminar will choose a topic and approve a bibliography. Seminar papers due by October 14 , 2018 (Early submission encouraged 😊).

Class topics and reading items

1. Synopsis-history of holocaust Education and topics of course

a.1) Cohen, E. H. (2013). Identity and pedagogy Shoah education in Israeli state schools. Brighton,MA: Academic Studies Press. pp. 37-55 (development Israel)

or

a.2) Gross, Z. (2011). A Typology for the Development of Holocaust Education Scholarship: Coping with a National Trauma. *Curriculum and Teaching*, 26(1), 73-86.

b) Davis, B. L., & Rubinstein-Avila, E. (2013). Holocaust education: global forces shaping curricula integration and implementation. *Intercultural Education*, 24(1-2), 149-166.

A tour of leading relevant HE sites

2. Lessons and agents-Curricular analysis & Critical curriculum analysis

a.1) Cohen pp.126-144 (Goals and messages)

a.2) Firer, R. (1987). The Holocaust in textbooks in Israel. In R. L. Braham, R. L. (1987). *The Treatment of the Holocaust in Textbooks: The Federal Republic of Germany, Israel, The United States of America. Holocaust Studies Series*. New York, NY: Columbia University Press. pp. 153-160, 177-192.

(גרסה אפשרית בעברית- פירר, "סוכנים של הלקח")

Sivan E. (1991) Yizkor- the slaves of memory Momento productions. (video recording DVD-5513)

b) Carrier, P., Fuchs, E. and Messinger, T. (2015). *The international status of education about the holocaust: a global mapping of textbooks and curricula*. UNESCO. pp. 19-32 (Objectives and methodology)

"Did they get the lesson"-evaluation and conceptualization

- c) Cohen, pp. 173-191 (Evaluation satisfaction and relevance)
- d) Foster, S. J., Pettigrew, A., Pearce, A. R., Hale, R., Burgess, A., Salmons, P., & Lenga, R. (2016). *What do students know and understand about the Holocaust? Evidence from English secondary schools*. London: UCL Institute of Education. pp. 1-3(Executive summary), 68-9, 96-7, 135-6, 167-8, 199-200 (chapter summaries) 203-2010 (considerations and recommendations)

3. Difficult histories and Multidimensional pedagogy

- a) Goldberg, T. (2017). Between trauma and perpetration: Psychoanalytical and social psychological perspectives on difficult histories in the Israeli context. *Theory and Research in Social Education*.
<http://dx.doi.org/10.1080/00933104.2016.1270866>

b) Simon, R. I., & Eppert, C. (1997). Remembering obligation: Pedagogy and the witnessing of testimony of historical trauma. *Canadian Journal of Education/Revue Canadienne De L'Éducation*, 22, 175-191.

4. The informal in formal education-pilgrimage & ceremony

a) Cohen pp. 192-202 (Journey description)

pp. 216-229 (Evaluation of journey)

Alternative/Bonus for Hebrew speakers: Israeli National Authority for Measurement and Evaluation. (2011). Evaluation of youth journeys to Poland in 2009: Cognitive, ideological and affective influences.

<http://cms.education.gov.il/EducationCMS/Units/Rama/HaarachatProjectim/Polin>

- b) Feldman, J. (2002). Marking the Boundaries of the Enclave: Defining the Israeli collective through the Poland 'experience'. *Israel Studies*, 7(2), 84-114.

Seminar writers- Approving topic

5. Teaching defensive audiences – in the lands of perpetrators and by-standers

- a) Boschki, R., Reichmann, B., & Schwendemann, W. (2010). Education after and about Auschwitz in Germany: Towards a theory of remembrance in the European context. *Prospects*, 40(1), 133-152.
- b) Misco, T. (2007). Holocaust curriculum development for Latvian schools: Arriving at purposes, aims, and goals through curriculum deliberation. *Theory & Research in Social Education*, 35(3), 393-426.

or

Stevick, E. D. (2007). The politics of the Holocaust in Estonia: Historical memory and social divisions in Estonian education. *Stevick & BAU Levinson (Eds.), Reimagining civic education: How diverse societies form democratic citizens*, 217-244.

6. Teaching potentially hostile audience- Israeli Arabs and European Muslims.

a) Shoham, E., Shiloah, N., & Kalisman, R. (2003). Arab teachers and Holocaust education: Arab teachers study Holocaust education in Israel. *Teaching and Teacher Education*, 19(6), 609-625.

b) Gryglewski, E. (2010). Teaching about the Holocaust in multicultural societies: appreciating the learner. *Intercultural Education*, 21(S1), S41-S49.

Or

- b) Short, G. (2013). Reluctant learners? Muslim youth confront the Holocaust. *Intercultural Education*, 24(1-2), 121-132.

Seminar writers- Approving bibliography

7. Teaching Holocaust in the kindergarten?

- a) Schweber, S. (2008). “What happened to their pets?”: Third graders encounter the Holocaust. *Teachers College Record*, 110(10), 2073–2115.
- b) Ziv, Y., Golden, D., & Goldberg, T. (2015). Teaching traumatic historical events in kindergarten: the case of holocaust studies in Israeli kindergartens. *Early Education and Development*, 26, 520-533.