

From silence to omnipresence- Holocaust in the curriculum and beyond

Course 17 8047 S01, Wed. 10:00-12:00, Students House Room 225.

Dr. Tsafir Goldberg, Dept. of Learning, Instruction and Teacher education

Room 501. Ph.: 04-8249364 (interior 3364).

Email: tgoldberg@edu.haifa.ac.il.

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. The

second half of the lesson would be a presentation by the lecturer (not excluding discussion and Q&A's)

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: for 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/refute 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, 2017.

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 30, 2017 (Early submission encouraged ☺).

Class topics and reading items

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

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

or

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

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

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

Cohen pp.126-144 (Goals and messages)

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.

Stevick, E. D., & Michaels, D. L. (2013). Empirical and

Normative Foundations of Holocaust education:

Bringing research and advocacy into dialogue.

Intercultural Education, 24(1-2), 1-18.

3. Difficult histories and Multidimensional pedagogy

Schweber, S. A. (2003). Simulating survival. *Curriculum*

Inquiry, 33(2), 139-188.

Goldberg, T. (in press). 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>

4. The informal in formal education-pilgrimage

Cohen pp. 192-202 (Journey description)

pp. 216-229 (Evaluation of journey)

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

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.

Seminar writers- Approving topic

5. Effects – conceptualizing and measuring

Cohen, pp. 173-191 (Evaluation satisfaction and relevance)

Maitles, H. (2008). “Why are we learning this?”: Does Studying the Holocaust Encourage Better Citizenship Values?. *Genocide studies and prevention*, 3(3), 341-352.

Schultz, L. H., Barr, D. J., & Selman, R. L. (2001). The value of a developmental approach to evaluating character development programmes: An outcome study of Facing History and Ourselves. *Journal of Moral Education*, 30(1), 3-27.

6. Teaching defensive audience-Holocaust education in the lands of perpetrators- Germany, Austria

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.

Bastel, H., Matzka, C., & Miklas, H. (2010). Holocaust education in Austria: A (hi) story of complexity and ambivalence. *Prospects*, 40(1), 57-73.

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

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.

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

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

8. Confronting the past or grasping for an EU entry ticket?: HE in the former Eastern Bloc

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. (encouraging case study)

Kelso, M. (2013). 'And Roma were victims, too.' The Romani genocide and Holocaust education in Romania. *Intercultural Education*, 24(1-2), 61-78.

Gross, M. H. (2013). To teach the Holocaust in Poland: understanding teachers' motivations to engage the painful past. *Intercultural Education*, 24, 103-120.
doi:10.1080/14675986.2013.773126

Seminar writers- Approving bibliography

9. Teaching Holocaust in the kindergarten?

Schweber, S. (2008). "What happened to their pets?": Third graders encounter the Holocaust. *Teachers College Record*, 110(10), 2073–2115.

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.