The Holocaust, Memory, Identity and Education

Haifa University

MA program Holocaust Studies

Dr. Sharon Kangisser-Cohen

This course will engage students in the study of the history of the Holocaust and the development of Holocaust memory and commemoration in Israel and other Diaspora countries. The seminar will examine the place of the Holocaust in contemporary Jewish identity and Jewish education. It will consider how we engage students with difficult material such as hatred, prejudice, and state-sanctioned genocide and discuss the issue of age appropriateness for teaching the Holocaust. It will encourage the students to think creatively and collaboratively about methods and approaches for teaching the Holocaust.

Course Requirements:

A) Weekly preparation

This course is structured around substantial weekly readings and in-class discussions. Suggestions for further readings are listed for each week. Completion of the required readings and ample preparation for discussion are absolutely essential.

The following are some suggestions for preparing for class discussions: Begin by outlining what you believe to be the major arguments in the article. We will spend time in class talking about the process of reading the article. The discussion may begin with some of the following questions: What personal resources did you bring to your reading? What outside resources did you consult? What parts of the article require further clarification for you? You will be expected to discuss your own critical engagement with the course readings including: How did the article influence your own thinking? How can you apply the author’s insights to your academic work/workplace/activism? How would you challenge the author’s conclusions? Finally, each student will be encouraged to pose one or two questions that will stimulate further discussion of the week’s major themes.

Evaluation of class participation will comprise 25% of the final course grade.

B) Course paper

A 15-20 page paper is due two weeks after the completion of the course. The grade will represent 75% of the final mark. Students may choose to write a research paper on a topic relevant to the course focus. The final class session will be devoted to student presentations of their work-in progress on the course paper (see below). Students are encouraged to meet with the instructor to discuss the final paper. A 2-3 paragraph proposal for the final paper is due (January 9, 2012).

Writing should be clear, direct and grammatically correct. Papers should be typed double-spaced; preferably in an easy-to-read font and size (please do not use anything below 10 pt). Always include page numbers for citations or quotes from the assigned reading. For any additional citations, please use any conventional academic referencing format.
C) Student presentations of work in progress

In the final class meeting students will be required to make a brief (10-15 minute) presentation about their work-in-progress for the course paper. You will be asked to outline the topic you have chosen, discuss your approach to the research/writing, and describe the resources with which you are working.

Course Outline:

Lecture 1
Introduction to the Course

Lecture 2
A History of the Holocaust

Yehuda Bauer., "A History of the Holocaust" Children's Press (CT); revised edition (January 2001) chps: 4-10. 933.47 B344

Lecture 3
Transmission


Lecture 4
Why teach the Holocaust?


Fackenheim, Emil Ludwig, " Philosophical considerations and the teaching of the Holocaust: can we teach "why" the Holocaust took place? " Jewish Studies 34 (1994) 26-30 296.058 J59


Lecture 5

The Holocaust, Jewish Identity and Education


Lecture 6

Israel


Lecture 7

Germany and Poland


Lecture 8


**Lecture 9**

**The United States**

**Screening: Paper clips**


**Lecture 10**

**How to Teach…**

**Representing the Holocaust**


**Lecture 11**

**Survivor Testimony: The Place of the Survivor and Education**


Teaching the Representation of the Holocaust (2004) 205-219

Lecture 12

Jewish Educational Travel


Lecture 13

Age and teaching the Holocaust

Dagan, Batsheva ., "Why, What, When and How to Teach: A Psycho-Educational Approach to Teaching the Holocaust in Early Childhood " Department of Education an Youth.

Dagan, Batsheva., "Exposing young children to the subject of the Holocaust (Shoah): coping with the dilemmas.", "148-162 פסיכולוגיה בבית הספר ובקהילה " (1999)


S. Schwerber., "What Happened to Their Pets?: Third Graders Encounter the Holocaust ". The Teachers College Record , 2008 - Teachers College Record full text accessible online