

From silence to omnipresence- Holocaust in the curriculum and beyond

Course 15 8047 B01, Wed. 14:15-15:45, Students House Room.225

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Our course will delineate the development of holocaust education and more specifically the place of holocaust in school curricula and formal 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.

The course will rely mainly on joint discussion of reading items, based on focal questions suggested by students and the lecturer. Questions should be submitted in advance in an online forum. See course site.

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

Assessment will be based on participation and (mainly) on a final paper. Students have a choice of writing a concise (8-10 page) or a seminar paper (15-30 pages).

During the first weeks of Spring semester students will choose a topic and approve a bibliography.

Students writing a concise paper will be expected to give a short presentation of the topic in the last two lessons. Concise papers due by August 18, 2015

Seminar papers due by October 18, 2015 (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.

or

Gross, Z. (2010). Holocaust education in Jewish schools in Israel: Goals, dilemmas, challenges. *Prospects*, 40(1), 93-113.

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. Brahm, 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.

Keren, N. (2004). Teaching the Holocaust: A mission. In S. Totten, P. R. Bartrop, & S. L. Jacobs (Eds.),

Teaching about the Holocaust: Essays by college and university teachers (pp. 123–137).
Westport, CT: Praeger Publishers.

3. Critical mass-centralized evaluation and full scale curricula

Centrality of testimony-empathy and identification

Zembrzycki, S., & High, S. (2012). 'When I was your age': Bearing Witness in Holocaust Education in Montreal. *Canadian Historical Review*, 93(3), 408-435.

Choosing topics for papers

4. The informal in formal education -creative curriculum planning and historical understanding

Schweber, S. A. (2003). Simulating survival. *Curriculum Inquiry*, 33(2), 139-188.

Ben-Peretz, M. (2003). Identifying with Horror: Teaching about the Holocaust—A Response to Simone Schweber's "Simulating Survival". *Curriculum Inquiry*, 33(2), 189-198.

5. 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.

Approving bibliography

6. Whose H/holocaust is it? Universalism and particularism

Cohen pp. 153-167 (Shoah memory and Israeli world view)

Lazar, A., Chaitin, J., Gross, T., & Bar-On, D. (2004). Jewish Israeli teenagers, national identity, and the lessons of the Holocaust. *Holocaust and Genocide Studies*, 18(2), 188-204.

Resnik, J. (1999). Particularistic vs. universalistic content in the Israeli education system. *Curriculum Inquiry*, 485-511.

7. Internationalization- teaching holocaust as ethics and human rights education

Cohen, pp. 56-83 (Jewish diaspora/World)

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

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.

8. 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.

9. 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.

10. Teaching potentially hostile audience- Israeli Arabs. Moslems.

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.

11. 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. Goldberg, T. Golden D. (in press) Teaching traumatic historical events in kindergarten: the case of holocaust studies in Israeli kindergartens. To appear in *Early Education and Development*. Spring 2015.