From silence to omnipresence- Holocaust in the curriculum and beyond

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

Dr. Tsafrir 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 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 on 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


or


or


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

Cohen pp. 126-144 (Goals and messages)


Teaching about the Holocaust: Essays by college and university teachers (pp. 123–137).

3. Critical mass—centralized evaluation and full scale curricula

Centrality of testimony—empathy and identification

Choosing topics for papers

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

5. The informal in formal education—pilgrimage
Cohen pp. 192-202 (Journey description)
pp. 216-229 (Evaluation of journey)


Approving bibliography

6. Whose H/holocaust is it? Universalism and particularism
Cohen pp. 153-167 (Shoah memory and Israeli world view)

7. Internationalization—teaching holocaust as ethics and human rights education
8. Effects – conceptualizing and measuring
Cohen, pp. 173-191 (Evaluation satisfaction and relevance)


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


11. **Teaching Holocaust in the kindergarten?**
