

Fall 2024 Fish Center Holocaust Education Course Offering

Azrieli MS students may take 3 of these 1 credit courses and they will count as a 3 credit Azrieli elective. Please note: Session 3 goes until Dec. 30, which is later than Azrieli's calendar, which ends on Dec. 19.

<i>Session 1 (September 3 - October 7)</i>						
CRN	Course #	Title	Credits	Instructor	Day	Time
90264	HOL 6425	Centropa Archives: Using Primary Source Interviews & Photographs to Teach about the Holocaust	1	Granite, Lauren	Tues	6-8:30pm EST
90265	HOL 6642	Liberation & Its Aftermath	1	Ochayon, Sheryl	Sun	11-1:30pm EST
90266	HOL 6640	Geographies of the Holocaust	1	Phillips, Carson	Mon	7:30-10pm EST
<i>Session 2 (October 28 - December 1)</i>						
CRN	Course #	Title	Credits	Instructor	Day	Time
90267	HOL 6620	Five Fundamental Chapters in the History of the Holocaust & How We Teach Them	1	Rozett, Robert	Sun	11am-1:30pm EST
90268	HOL 6440	Teaching About the Holocaust: Who, What, Why, When, & How	1	Shawn, Karen	Tues	6-8:30pm EST
<i>Session 3 (December 2 - 30) *Azrieli ends on Dec. 19</i>						
CRN	Course #	Title	Credits	Instructor	Day	Time
90269	HOL 6405	Tragedy, Trauma, & Teaching: Educating about Genocide	1	Haumschild, Dan	Asynchronous	

1. **HOL 6425: Centropa Archives: Using Primary Source Interviews & Photographs to Teach about the Holocaust** – Dr. Lauren Granite (1 credit) Tuesdays, 6pm EST

Nothing speaks louder to today's students than images. Between 2000 and 2009, Centropa, a historical institute based in Vienna, interviewed over 1200 elderly Jews in 15 Central and Eastern European countries. They did not videotape the interviews, nor focus on the Holocaust. Rather, they asked the Holocaust survivors to tell them their entire life stories spanning the 20th century as they shared their old family photographs. In this module, we will use Centropa's archive of 23,000+ digitized family photographs and interviews to explore innovative methods of using primary sources to teach about the Holocaust. You will return to your students with lesson ideas that emphasize critical thinking, elicit curiosity, and analyze texts for teaching Holocaust history in social studies, English language arts, humanities, and history classes.

2. **HOL 6642: Liberation & Its Aftermath** – Sheryl Ochayon (1 credit) Sundays, 11am EST

The end of the Holocaust was not simply the happy ending to a sad story for its survivors. They were beginning a new chapter of their lives and had to make many choices, including whether to expend the little energy they had left to "return to life," where to go, and how to move forward. The survivors faced immense physical and emotional challenges. This course will look at liberation and tell the story of the incredible resilience and strength of spirit of most of the survivors and the choices they made to put the pieces of their lives back together.

3. **HOL 6640: Geographies of the Holocaust** – Dr. Carson Phillips (1 credit) Mondays, 7:30pm EST

What role did geography and terrain play in how Jews responded to the persecution carried out by the National Socialist regime and its collaborators from 1933-1945? We will examine the physicality of space including ghettos, hiding spaces and architectural structures, as well as physical landscapes and killing fields. At the core of these modules is how geography was integral not only to persecution in the Holocaust but also to Jewish responses and survival. The module takes an interdisciplinary approach and utilizes materials from a variety of disciplines including history, language arts, and the humanities. Each week we also examine excerpts from the recorded and written accounts of Holocaust survivors to discover how individuals, families and communities responded to Nazi persecution. Historical film footage, photographs, and documents are also used to contextualize how Jews demonstrated agency in midst of an unprecedented genocidal campaign that swept across Europe and extended into the former Soviet Union, Scandinavia, and North Africa.

4. **HOL 6620: Five Fundamental Chapters in the History of the Holocaust & How We Teach Them** – Dr. Robert Rozett (1 credit) Sundays, 11am EST

This online, synchronous course will raise and examine five crucial questions whose thoughtful consideration is fundamental for all students of the Holocaust. From Nazi ideology and antisemitism through the anguish of liberation, we will examine the dilemmas and choiceless choices confronted by the Jews throughout the 12 years of the Holocaust. Using Echoes and Reflections, text study, film, and discussion, four faculty members from Israel's Yad Vashem, including senior historian Dr. Robert Rozett, will guide you in using methodologies and materials designed to help your students understand this watershed.

5. **HOL 6440: Teaching about the Holocaust: Who, What, Why, When, & How** – Dr. Karen Shawn (1 credit) Tuesdays, 6pm EST

For the last several years, Claims Conference surveys have reported that Americans, especially Millennials, Gen Xers, and Gen Zs, know virtually nothing about the Holocaust despite having sat through lessons on the subject in high school and often in middle and elementary school as well. It is clear that something is wrong with the current state of education about this subject. This module will attempt to offer solutions in the form of a suggested, fully redesigned curriculum for grades K-12.

6. **HOL 6405: Tragedy, Trauma, & Teaching: Educating about Genocide** – Dr. Dan Haumschild (1 credit) Asynchronous

Trauma is a veil through which our understanding of the tragic past is always filtered. Whether it be by virtue of the survivor telling their story through the faulty yet heroic act of remembrance, or the historian piecing together elements of the never-ending puzzle, a full, complete, and objective history is essentially impossible. Yet as we teach about mass atrocity, however messy and difficult that may be, we can garner exceptional insights about the present, the future, and our place in it. These insights are accentuated when we lean into an examination of the interval between the event and our understanding of it. In this course, we will investigate how trauma theory, memory studies, and public history can inform our educational practice in the classroom. We will also encounter multiple examples of genocide and its representation in order to survey the landscape of this history.