

George Mason University
College of Education and Human Development
Secondary Education [SEED] & Advanced Studies in Teaching & Learning [ASTL]

EDCI 597-A01: Teaching & Learning the Holocaust
3 Credits, Summer 2019

Online Class via [MyMasonPortal Blackboard](#)

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Introduces issues, practices, and approaches to the teaching and learning of the Holocaust across the curriculum in schools, museums, and other sites of learning. Examines pedagogies and curricula supporting aspects of historical thinking, historical perspective-taking, historical empathy, through analyzing causes and consequences of the Holocaust.

Course Overview

This course is designed to introduce students to the concepts of historical thinking in schools, museums, and other sites of learning. Using the Holocaust as a case study of a curricular topic, the course surveys a range of pedagogies and curricula that support historical thinking concepts, skills, and dispositions. Students will study and design educational materials that support learners to (1) establish the historical significance of the Holocaust; (2) analyze causes and consequences of the Holocaust; (3) corroborate and use primary source evidence; (4) engage in historical perspective-taking through art, literature, and the humanities; and (6) understand the ethical dimension of historical interpretations of the Holocaust and their utility in better understanding and teaching about genocide, human rights, and social justice.

Course Delivery Method

This course will be delivered online (100%) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. Students will log in to the Blackboard (Bb) course site using their Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on or before the first day of the course calendar.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will begin on Mondays at 12:00 AM and conclude the subsequent Sunday at 11:59 PM.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least once per week.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the

student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- **Instructor Support:**

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- **Netiquette:**

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- **Accommodations:**

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives (School of Education)

Upon completion of this course, students will have been instructed in how to accomplish the following objectives:

1. Identify the essential components and concepts of historical thinking
2. Analyze the skills and practices for learners to undertake historical thinking
3. Reflect on the curricula and pedagogies that support historical thinking
4. Design curricular materials to support the teaching and learning of historical thinking
5. Examine in depth one historical topic across all dimensions of historical thinking that could be taught in a classroom, museum, or other learning context

Professional Standards (National Council for the Social Studies)

Upon completion of this course, students will have met the following professional standards for educators established by the National Council for the Social Studies:

Standard 1. Content Knowledge

Standard 2. Application of Content Through Planning

Standard 3. Design and Implementation of Instruction and Assessment

Standard 4. Social Studies Learners and Learning

Standard 5. Professional Responsibility and Informed Action

Required books to purchase:

1. Bergen, D.L. (2016). *War & genocide: A concise history of the Holocaust* (3rd ed.). Lanham, MD: Rowman & Littlefield (any edition is accepted).
2. Hayes, P. (2017). *Why?: Explaining the Holocaust*. New York, NY: W.W. Norton & Co.

Required texts made freely available to read online (using GMU student log-in)

1. Gray, M. (2015). *Teaching the Holocaust: Practical approaches for ages 11-18*. New York, NY: Routledge. (Licensed e-book to download from George Mason University Fenwick Library).
2. Pearce, A. (Ed.) (2018). *Remembering the Holocaust in educational settings*. New York, NY: Routledge. (Licensed e-book to download from George Mason University Fenwick Library).
3. Totten, S. & Feinberg, S. (Eds.) (2016). *Essentials of Holocaust education: Fundamental issues and approaches*. New York, NY: Routledge. (Licensed e-book to download from George Mason University Fenwick Library).
4. Peer-reviewed articles in academic journals to download from George Mason University Fenwick Library.

Required films made freely available to stream online (using GMU Kanopy log-in)

1. *912 Days of the Warsaw Ghetto* (2001)
2. *After Auschwitz: The Stories of Six Women* (2018)
3. *Children of the Holocaust: Six Animated Shorts* (2014)
4. *Memory of the Camps* (1985)
5. *Nana: A Holocaust Survivor Fighting Intolerance* (2017)
6. *Night and Fog* (1955)
7. *The Eternal Jew* (1940)
8. *The Last Survivor* (2012)
9. *The Night of Broken Glass* (2008)
10. *Watchers of the Sky* (2014).

Course Performance Evaluation

Students are expected to submit all assignments on time via Blackboard. The final grade for this course is based on earning 100 out of 100 possible points. There are ten assignments, with each assignment worth ten points (10% of the final grade). The assignments and their corresponding due dates are as follows:

Response to Module 1	20 points	May 26, 11:59 pm
Response to Module 2	20 points	June 2, 11:59 pm
Response to Module 3	20 points	June 9, 11:59 pm
Response to Module 4	20 points	June 16, 11:59 pm
Response to Module 5	20 points	June 23, 11:59 pm

The following grading scale will be used:

A	95 to 100%	B-	83-80%
A-	90 to 94%	C	70-79%
B+	89-88%	F	Below 70%
B	87-84%		

All assignments will be evaluated holistically using a mastery grading system, the general rubric described below, and a specific rubric provided with each assignment. A student must demonstrate “mastery” of each requirement of an assignment; doing so will result in a “B” level score. Only if a student additionally exceeds the expectations for that requirement—through quality, quantity, or the creativity of her/his work—will she/he be assessed with an “A” level score. With a mastery grading system, students must choose to “go above and beyond” in order to earn “A” level scores.

- “A” level score = Student work is well-organized, exceptionally thorough and thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines, as well as including additional relevant components. Student supports assertions with multiple concrete examples and/or explanations. Significance and/or implications of observations are fully specified and extended to other contexts. Student work is exceptionally creative, includes additional artifacts, and/or intentionally supports peers’ efforts.
- “B” level score = Student work is well organized, thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines. Student supports assertions with concrete examples and/or explanations. Significance and/or implications of observations are fully specified.
- “C” level score = Student provides cursory responses to assignment requirements. Student followed all format and component guidelines. Development of ideas is somewhat vague, incomplete, or rudimentary. Compelling support for assertions is typically not provided.
- “F” level score = Student work is so brief that any reasonably accurate assessment is impossible

Description of Course Assignments

Responses to the Module (5 at 20 points each = 100% of final grade)

For each module students will write a response to the assigned content for the module by writing a response to post on Blackboard (ranging between 900 and 1200 words). Students are expected to write the response in a formal tone adhering to APA formatting and style guidelines. While students may reference additional readings and resources, students must include, reference, and respond to **all** of the assigned readings and screenings for the module. The response will be scored using a rubric (see Appendix A) that assesses the extent to which the student accomplishes specific tasks in their response. Each response will be anchored by the two aims for that week’s module as the guiding questions for students to answer.

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

May 20-May 26: Module 1

Aim #1: Explaining the historical significance for teaching and learning the Holocaust

Aim #2: Determining rationales and perspectives for teaching and learning the Holocaust

Readings:

1. Feinberg, S. & Totten, S. (2016). Foundational concerns: Developing historically accurate and pedagogically sound Holocaust lessons and units. In S. Totten & S. Feinberg (Eds.), *Essentials of Holocaust education: Fundamental issues and approaches* (pp. 1-16). New York, NY: Routledge.
2. Bergen, D.L. (2016). Key themes in Holocaust history. In S. Totten & S. Feinberg (Eds.), *Essentials of Holocaust education: Fundamental issues and approaches* (pp. 17-31). New York, NY: Routledge.
3. Totten, S. & Feinberg, S. (2016). Teaching and studying the Holocaust: Curricular issues, teaching strategies, and learning activities. In S. Totten & S. Feinberg (Eds.), *Essentials of Holocaust education: Fundamental issues and approaches* (pp. 76-98). New York, NY: Routledge.
4. United States Holocaust Memorial Museum (2019). What teach about the Holocaust? Retrieved from: <https://www.ushmm.org/educators/teaching-about-the-holocaust/why-teach-about-the-holocaust>
5. United States Holocaust Memorial Museum (2019). Guidelines for teaching about the Holocaust. Retrieved from: <https://www.ushmm.org/educators/teaching-about-the-holocaust/why-teach-about-the-holocaust>
6. United States Holocaust Memorial Museum (2019). Common questions about the Holocaust. Retrieved from: <https://www.ushmm.org/educators/teaching-about-the-holocaust/why-teach-about-the-holocaust>

Screenings:

1. Dykman, S. (Director). (2017). *NANA* [Video file]. USA: First Run Features. Retrieved from: <https://gmu.kanopy.com/video/nana-0>
2. Resnais, A. (Director). (1955). *Night and fog (Nuit et brouillard)* [Video file]. France: Janus Films. Retrieved from <https://gmu.kanopy.com/video/night-and-fog>

May 27-June 2: Module 2

Aim #1: Analyzing antisemitism and Nazi ideology as historical contexts for the Holocaust

Aim #2: Establishing motives and causality of perpetrators and collaborators

Readings:

1. Hayes, P. (2017). *Why: Explaining the Holocaust* (read chapters 1 through 4). New York, NY: W.W. Norton.

2. Bergen, D.L. (2016). *War & genocide: A concise history of the Holocaust* (read Introduction through chapter 4). Lanham, MD: Rowman & Littlefield.
3. Echoes & Reflections (2019). Antisemitism lesson plans. Retrieved from: <https://echoesandreflections.org/unit-2-antisemitism/?state=open#content>
4. Echoes & Reflections (2019). Nazi Germany lesson plans. Retrieved from: <https://echoesandreflections.org/unit-3-nazi-germany/?state=open-content>
5. Echoes & Reflections (2019). The ghettos lesson plans. Retrieved from: <https://echoesandreflections.org/unit-04-the-ghettos/?state=open-content>
6. Echoes & Reflections (2019). The “Final Solution” lesson plans. Retrieved from: <https://echoesandreflections.org/unit-5/?state=open-content>

Screenings:

1. Hippler, F. (Director). (1940). *The eternal Jew (Der ewige Jude)* [Video file]. Germany: Deutsche Film Gesellschaft. Retrieved from: <https://archive.org/details/DEREWIGEJUDE1940TheEternalJewENGSUBS>
2. Kloft, M. (Director). (2008). *The Night of Broken Glass* [Video file]. USA: First Run Features. Retrieved from <https://gmu.kanopy.com/video/night-broken-glass>

June 3-June 9: Module 3

Aim #1: Sourcing evidence from experiences of multiple perspectives in the Holocaust
 Aim #2: Contextualizing experiences of different participants in the events of the Holocaust

Readings:

1. Hayes, P. (2017). *Why: Explaining the Holocaust* (read chapters 5 through 8). New York, NY: W.W. Norton.
2. Bergen, D.L. (2016). *War & genocide: A concise history of the Holocaust* (read chapters 5 through Conclusion). Lanham, MD: Rowman & Littlefield.
3. Echoes & Reflections (2019). Jewish resistance lesson plans. Retrieved from: <https://echoesandreflections.org/unit-6/?state=open-content>
4. Echoes & Reflections (2019). Rescuers and non-Jewish resistance lesson plans. Retrieved from: <https://echoesandreflections.org/unit-7/?state=open-content>
5. Echoes & Reflections (2019). Survivors and liberators lesson plans. Retrieved from: <https://echoesandreflections.org/unit-8/?state=open-content>
6. Echoes & Reflections (2019). Perpetrators, collaborators, and bystanders lesson plans. Retrieved from: <https://echoesandreflections.org/unit-9/?state=open-content>

Screenings:

1. Pijanowski, T. (Director). (2001). *912 days of the Warsaw Ghetto* [Video file]. Poland: LOGTV. Retrieved from <https://gmu.kanopy.com/video/912-days-warsaw-ghetto>
2. Hitchcock, A. & Bernstein, S. (Directors). (1985). *Memory of the camps* [Video file]. USA: PBS. Retrieved from: <https://gmu.kanopy.com/video/frontline-memory-camps>

June 10-June 16: Module 4

Aim #1: Evaluating historical significance of the Holocaust and its consequences

Aim #2: Incorporating art, film, literature, and the humanities in teaching the Holocaust

Readings:

1. Kershner, I. (2019, April 30). A Holocaust story for the social media generation. *The New York Times*, p. A4.
2. Shawn, K. (2016). A radical innovation: Examining the Holocaust through the prism of story. In S. Totten & S. Feinberg (Eds.), *Essentials of Holocaust education: Fundamental issues and approaches* (read pp. 189-196). New York, NY: Routledge.
3. Klett, K. & Tambuscio, C. (2016). Incorporating literature into a study of the Holocaust. In Kaiser, W. & Salmons, P. (2016). In S. Totten & S. Feinberg (Eds.), *Essentials of Holocaust education: Fundamental issues and approaches* (pp. 147-168). New York, NY: Routledge.
4. Baron, L. (2016). Incorporating film into a study of the Holocaust. In S. Totten & S. Feinberg (Eds.), *Essentials of Holocaust education: Fundamental issues and approaches* (pp. 169-188). New York, NY: Routledge.
5. Gray, M. (2015). *Teaching the Holocaust: Practical approaches for ages 11-18* (read pp. 37-63). New York, NY: Routledge.
6. Manfra, M. M. and Stoddard, J. (2008). Powerful and authentic digital media and strategies for teaching about genocide and the Holocaust. *The Social Studies*, 99(6), 260–64.
7. Echoes & Reflections (2019). The children and legacies beyond the Holocaust lesson plans. Retrieved from: <https://echoesandreflections.org/unit-10/?state=open-content>
8. Echoes & Reflections (2019). Students' toughest questions. Retrieved from: <https://echoesandreflections.org/students-toughest-questions/>

Screenings:

1. Kean, J. (Director). (2017). *After Auschwitz* [Video file]. USA: Passion River Productions. Retrieved from: <https://gmu.kanopy.com/video/after-auschwitz>
2. Whittingham, Z. (Director). (2014). *Children of the Holocaust: Six animated shorts* [Video file]. UK: Fettle Animation/BBC. Retrieved from: <https://gmu.kanopy.com/video/children-holocaust>

June 17-June 23: Module 5

Aim #1: Teaching ethical dimensions of the Holocaust, genocide, and contemporary issues

Aim #2: Surveying educational issues and dilemmas of teaching and learning the Holocaust

Readings:

1. Marks, M.J. (2017). Teaching the Holocaust as a cautionary tale. *The Social Studies*, 108(4), 129-135.
2. Levy, S.A. & Sheppard, M. (2018). "Difficult knowledge" and the Holocaust in history education. In S.A. Metzger & L.M. Harris (Eds.), *The Wiley International Handbook of History Teaching and Learning* (pp. 365-387). Hoboken, NJ: John Wiley & Sons.
3. Pearce, A. (2018). Education, remembrance, and the Holocaust: Towards pedagogic memory-work. In A. Pearce (Ed.), *Remembering the Holocaust in educational settings*. New York, NY: Routledge. (read pp. 1-13).
4. Echoes & Reflections (2019). Contemporary antisemitism lesson plans. Retrieved from: <https://echoesandreflections.org/unit-11/?state=open-content>
5. Echoes & Reflections (2019). Examining the stages of genocide. Retrieved from: <https://echoesandreflections.org/prepare/?class=genocide-examining>
6. Contribution from educator and doctoral student Kit McKeon
7. Contribution from educator and doctoral student Jenny Goransson

Screenings:

1. Belzberg, E. (Director). (2014). *Watchers of the sky* [Video file]. USA: Music Box Films. Retrieved from: <https://gmu.kanopy.com/video/watchers-sky>
2. Kleiman, M. & Pertnoy, M. (Directors). (2012). *The last survivor* [Video file]. USA: Seventh Art Releasing. Retrieved from: <https://gmu.kanopy.com/video/last-survivor>

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).

- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .

Appendix A

Rubric for Students' Written Responses to Modules

3.00 points ("F" level)	3.75 points ("C" level)	4.25 points ("B" level)	5.00 points ("A" level)
Incompletely <i>synthesizes</i> the ideas, claims, and arguments, from the module content	Somewhat <i>synthesizes</i> the ideas, claims, and arguments, from the module content	Mostly <i>synthesizes</i> the ideas, claims, and arguments, from the module content	Fully <i>synthesizes</i> the ideas, claims, and arguments, from the module content
Incompletely <i>examines</i> thoughts, feelings, and reactions to the module content	Somewhat <i>examines</i> thoughts, feelings, and reactions to the module content	Mostly <i>examines</i> thoughts, feelings, and reactions to the module content	Fully <i>examines</i> thoughts, feelings, and reactions to the module content
Incompletely <i>discusses</i> new insights, understandings, and content knowledge from the module's content	Somewhat <i>discusses</i> new insights, understandings, and content knowledge from the module's content	Mostly <i>discusses</i> new insights, understandings, and content knowledge from the module's content	Fully <i>discusses</i> new insights, understandings, and content knowledge from the module's content
Incompletely <i>brainstorms</i> possible connections from the modules' content for teaching the Holocaust	Somewhat <i>brainstorms</i> possible connections from the modules' content for teaching the Holocaust	Mostly <i>brainstorms</i> possible connections from the modules' content for teaching the Holocaust	Fully <i>brainstorms</i> possible connections from the modules' content for teaching the Holocaust