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**BAKER**  
UNIVERSITY

**Baker University  
Graduate School of Education  
Continuing Education  
Syllabus**

**Course Name: PERSPECTIVES ON THE HOLOCAUST**

**Dates: June 19-22, 2017**

**Time: 9:00-12:00**

**Location: Jewish Community Campus  
Conference Room C  
5801 West 115<sup>th</sup> Street  
Overland Park, KS 66211-1800**

**Credit Hours: 1**

**Instructor: Jessica Rockhold  
Title: Director of Education**

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**Course Description:**

The Holocaust is often seen and taught as an event with a singular perspective. Part of the effort of personalizing the history is to see how the same historical event impacted individuals in unique and varied ways. These 3-hour workshops examine the experience of the Holocaust through a few of the many perspectives of those who lived through it. They will focus on choiceless choices faced by Jews from across Europe, perpetrators of the Holocaust, and liberators.

Each workshop will feature primary sources documents and resources for classroom use. A registration fee of \$10 per session, or \$30 for the entire series, includes all necessary materials.

Content and activities are appropriate for junior high, middle school and high school educators ONLY. A registration fee payable to the Midwest Center for Holocaust Education covers all course materials. This fee is in addition to the Baker University enrollment fee. Participants should complete a registration form and pay course fees by June 10, 2017.

**Course Objectives:**

1. Participants will be able to identify and differentiate among the perspectives of people affected by the Holocaust.
2. Participants will be able to identify opportunities and motivations behind the choices/actions of people affected by the Holocaust
3. Participants will be able to identify obstacles to Jewish resistance and be able to evaluate how those obstacles impacted the decisions made by individuals, groups, and the Jewish community.
4. Participants will be able to distinguish among the bystander and collaborator groups (including Allies and neutrals) and evaluate the motivations and choices of each group during the Holocaust.

5. Participants will be able to analyze primary source documents and relate that knowledge to their classroom teaching.
6. Participants will be able to illustrate concrete methods for incorporating this historical information by identifying 3 new historical concepts and 2 new resources and outlining how they will incorporate them into their classroom teaching.
7. Participants will be able to outline and develop teaching activities which integrate responses to the Holocaust in a lesson they can utilize in their unique teaching environments.
8. Participants will be able to identify 3 relevant outside sources and illustrate how these enhance and support their lesson plans. At least one source must be primary.

**Textbook/Materials:**

All necessary materials will be provided as handouts by the Midwest Center for Holocaust Education.

**Content Outline:**

Participants will take part in interactive training and lessons under the guidance of educators from the Midwest Center for Holocaust Education. Outside of class they will research and develop teaching activities for use in 7<sup>th</sup>-12<sup>th</sup> grade classrooms which incorporate primary source documents and appropriate pedagogical approaches. Specific topics are subject to date and time change.

- **June 19, 2017 - Jewish Life in the Ghettos of Occupied Poland**  
The ghettos were the last place Polish Jews functioned as families and communities. In the midst of deteriorating conditions and extreme hardship they sought not just to survive, but to live. This session explores not only the cyclical conditions designed to undermine these communities but the means employed by the Jewish community to sustain their lives and their culture.
- **June 20, 2017 - Jewish Life in the Camps**  
With their families and communities destroyed, Jews in the Nazi camp system faced difficult labor in harsh conditions designed to ultimately cause their deaths. In this context they operated under a system of choiceless choices, never truly knowing if their decisions would help them survive or not. This session will explore the life of Jews in the Nazi camp system.
- **June 21, 2017 - Perpetrators of the Final Solution**  
As mass murder commenced along the Eastern Front throughout 1941, Nazi leaders in Berlin were making preparations for a “Final Solution to the Jewish Question.” Throughout that summer orders were given, decisions were made and methods were tested in preparation for the establishment of six killing centers. This session explores the perspective of these men and women responsible for the decision making and implementation of the expanded killing operation.
- **June 22, 2017 - Holocaust Liberators**  
As the German army retreated toward the interior of Germany in 1945, the death and forced labor camps in the East were evacuated and the prisoners sent on death marches toward the concentration camps in Germany. Conditions in these concentration camps, which were never intended to house the large numbers of prisoners flooding into them, quickly deteriorated. It is here that the majority of Holocaust survivors were liberated. This session explores the perspectives of liberators on both fronts as they encountered the Holocaust for the first time.

Note: Session topics subject to change.

**Assessment: (Please attach rubrics)**

- Attendance and active participation in group discussions and activities are required at all sessions. Attendance and participation account for 30% of the grade.
- Reflection paper: 20% of course grade  
Choose a local survivor from the Witnesses to the Holocaust Archive ([www.mchekc.org/survivors](http://www.mchekc.org/survivors)).  
View and read their testimony and accompanying historical material. Write a 750-1500 word (3-6 page)

reflection paper on how that survivor's personal experiences represent a particular perspective on the Holocaust.

- Culminating assignment: 50% of the course grade  
Develop a complete teaching activity that you can utilize in your unique teaching environment which integrates the survivor testimony from your reflection paper. The lesson must incorporate at least 3 additional relevant outside sources (at least one of which must be primary) and illustrate how these enhance and support your lesson plans. At least one source must be primary. The lesson must be age-appropriate and meet the criteria outlined in the United States Holocaust Memorial Museum's Guidelines for Teaching the Holocaust.

This assignment accounts for 50% of the course grade and will be assessed based on synthesis of the course material and historical accuracy. Plagiarism will result in a zero for this assignment. **The assignment is due by 5:00, July 7, 2017.** Assignments may be emailed to Jessica Rockhold or delivered to the MCHE office.

**Grading Scale:**

**90%-100% = A**

**80% - 90% = B**

**70% - 80% = C**

**60%-70% = D**

**59% and below = F**