



**BAKER**  
UNIVERSITY

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

**Course Name: HISTORY AND MEMORY: THE HOLOCAUST THROUGH WITNESS TESTIMONY**

**Dates: July 11-13, 2017**

**Time: 9:00-4:30**

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

**Credit Hours: 2**

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

**Phone: 913-327-8195  
Email: [jessicar@mchekc.org](mailto:jessicar@mchekc.org)**

**Guest Lecturer: Alexandra Zaprunder, editor *Salvages Pages: Young Writers' Diaries of the Holocaust***

**Course Description:**

This course approaches Holocaust history from the perspective of primary source testimony, with emphasis on local Kansas City survivors in the Witness to the Holocaust Archive at the Midwest Center for Holocaust Education. Special attention is paid to analyzing different types of testimony; determining the role of memory in history, and personalizing the Holocaust through effective integration of testimony into Holocaust education. Participants gain hands-on practice with primary source analysis. Teachers leave this course with increased personal knowledge of Holocaust history, usable classroom activities, age-appropriate resources, and a familiarity with the recorded testimonies of local Holocaust survivors. This course employs a balanced, multidisciplinary pedagogical approach that includes lectures, guided readings, primary source analysis, exploration of resources and hands-on, in-class development.

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 register by July 1, 2017.

**Course Objectives:**

1. Participants will gain familiarity with primary source documentation as it pertains to the Holocaust.
2. Participants will gain a working knowledge of how to analyze, evaluate and vet historical sources - specifically Holocaust testimony.
3. Participants will analyze and evaluate primary source testimony and relate it to pedagogical approaches to teaching the Holocaust.
4. Participants will distinguish between appropriate and inappropriate approaches to teaching 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 Holocaust testimony in a lesson they can utilize in their unique teaching environments.
8. Participants will be able to identify 4 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. Educators are encouraged to purchase a copy of *Salvaged Pages: Young Writers' Diaries of the Holocaust*.

**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.

**July 11, 2017**

1. Holocaust Diaries – all sessions led by guest lecturer Alexandra Zapruder

**July 12, 2017**

2. Survivors and Holocaust Memory
3. Survivor Testimony
4. Witnesses to the Holocaust Archive

**July 13, 2017**

5. Perpetrator Testimony
6. Focus on Auschwitz-Birkenau

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 intersect with the history of the Holocaust.
- Culminating assignment: Completion of one of the following is required for completion of the course:  
**Option A:** Analyze one Holocaust testimony (not already used in class) for historical accuracy and the role memory plays in the testimony.
  1. Use materials and readings provided in class to corroborate or refute the testimony;
  2. 2-4 pages, typed, 12-point font, double spaced;
  3. Explain how the source or the evaluation technique will be used in your classroom.  
**Option B:** Write a lesson for your own classroom use over any specific event during the Holocaust.
  1. Lesson must incorporate at least 3 of the 4 kinds of testimony discussed in class (diary, memoir, video, and perpetrator);
  2. lesson must have a clearly defined rationale and adhere to USHMM guidelines for Holocaust education;

3. lesson must have a specific list of the sources used (accompanied by photocopies or scans);
4. lesson must have student learning goals and teacher instructions.

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 Thursday, July 27, 2017.** Assignments may be mailed or delivered to the address above.

**Grading Scale:**

**90%-100% = A**

**80% - 90% = B**

**70% - 80% = C**

**60%-70% = D**

**59% and below = F**