Course Code: SESP 351  
School of Education and Social Policy, Northwestern University  
Supported by The Crown Family Center for Jewish and Israel Studies

Distributions: This course counts toward SESP “Historical Studies” and “Literature and Fine Arts” distributions; To petition for this course to count toward non-SESP distributions (e.g., WCAS), please speak with your academic advisor

Prerequisites: There are no prerequisites; open to students in all disciplines, at all levels

Days and Times: Tuesdays and Thursdays, 12.30pm to 1.50pm

Location: Evanston Campus, Annenberg Hall, Room G02

Field Trip: Illinois Holocaust Museum & Education Center  
Address: 9603 Woods Drive, Skokie, IL 60077  
Visitor information: https://www.ilholocaustmuseum.org/

Assessment: Attendance and Class Participation: 25%; Course Assignments: 45%; Final Group Project: 30%

Online Resources and Participation:  
Various course materials and discussion boards available on Canvas: https://canvas.northwestern.edu/
Instructor:
Danny M. Cohen, PhD is a learning scientist, fiction writer, and educator, with a background in youth work, organizational management, informal education, and youth leadership. An associate professor of instruction at the School of Education and Social Policy and The Crown Family Center for Jewish and Israel Studies at Northwestern University, he specializes in collective memories and the design of Holocaust, genocide, and human rights education. A 2013 faculty fellow of the Auschwitz Jewish Center, Danny sits on the editorial advisory board of the British journal *The Holocaust in History and Memory*. He is a Governor-appointed Commissioner of the Illinois Holocaust and Genocide Commission and he designed and facilitated the pedagogical track of the docent training program at the Illinois Holocaust Museum and Education Center. In addition to authoring academic articles on Holocaust and human rights education, Danny is a human rights fiction writer and the founder and creative director of Unsilence (www.unsilence.org), an educational nonprofit addressing marginalized narratives of injustice. His debut novel, *Train*, was released in January 2015 and was selected as the inaugural text of the national Museum Teacher Fellows book club of the United States Holocaust Memorial Museum. Originally from London, Danny lives in Chicago with his husband and their daughter.

Email: dannymcohen@u.northwestern.edu

Teaching Assistant:
Andrene Wright graduated from the City University of New York (CUNY) John Jay College of Criminal Justice in May of 2017. She majored in Political Science, minored in Africana Studies and was a Ronald E. McNair scholar. She presented her McNair research “Decoding the Clubhouse: An Intersectional Analysis on Efforts to Engage Girls in STEM” at the 2017 MPSA conference in Chicago, Illinois. She was a Summer Research Opportunity Program (SROP) participant at Northwestern University the summer before she graduated and worked under the mentorship of Dr. Alvin Tillery. Immediately after graduating, Wright committed to Northwestern University’s PhD program in the department of Political Science. In her first year at Northwestern, she co-authored a paper with Dara Gaines and Justin Zimmerman which explored racialized attitudes towards Gun Control in the 1960s. They presented their paper titled *Race, Power and Policy: The Making of the Malford Act* at the National Conference of Black Political Scientists (NCOBPS) in March of 2018. As an Americanist, she is most interested in political behavior as it relates to marginalized groups, system involved youth and juvenile justice.

Email: AndreneWright2016@u.northwestern.edu

Office hours: By appointment
**Course Goals:** Throughout this quarter, we will learn about the development, current state, and future of Holocaust education in the 21st Century. We will consider and debate the complexities and challenges of Holocaust pedagogy, including responding to learners’ emotions and misconceptions, and we will consider various ways to frame Holocaust history. We will explore the goals of educating about the Holocaust, the merits and complexities of addressing all of the Nazis’ target groups, and Holocaust education’s relationship to genocide education and contemporary injustice.

Partner essays will provide us with the opportunity to grapple with difficult questions about texts (books and films) intended for children and young people. Group projects will provide us with the opportunity to develop original ideas and to explore specific areas of Holocaust education, in-depth.

**Central Questions:** What should be the goals of Holocaust education? Should such learning goals be different across contexts (e.g., for a museum vs. for a high school) and across audiences (e.g., for different age groups or different communities)?

When educating about the Holocaust, what weight should be given to different perspectives such as victims, survivors, perpetrators and collaborators, bystanders, rescuers, liberators, and so on?

Why should we and how can we avoid educating about the Holocaust inappropriately, such as using upbeat messages, sentimentalizing and glamorizing the Holocaust, using simulation, and imposing and invalidating particular emotional responses?

To what extent does Holocaust education relate to both Holocaust commemoration and activism against genocide and injustice today? To what extent should Holocaust education remain within the framework of the Nazis’ atrocities, to what extent should the Nazis’ non-Jewish victim groups be included, and to what extent should Holocaust education be expanded to include other genocides and cases of oppression and persecution throughout history and today?

**Class Participation:** This course is student-centered in that discussion and analysis of course texts and experiences are determined by what you put into it. As you read – or watch or experience, in the case of a film or museum exhibition – note down what you find surprising. Come to each class ready to ask questions, to reflect on what surprised you, to critique each text, and to discuss how each text relates to other course texts and themes.
**Academic Integrity:** Students in this course are required to comply with the policies found in the booklet, “Academic Integrity at Northwestern University: A Basic guide.” All papers submitted for credit in this course must be submitted electronically unless otherwise instructed by the professor. Your written work may be tested for plagiarized content. For details regarding academic integrity at Northwestern or to download the guide, visit [https://www.northwestern.edu/provost/policies/academic-integrity/index.html](https://www.northwestern.edu/provost/policies/academic-integrity/index.html)

**Accessible NU:** Any student requesting accommodations related to a disability or other condition is required to register with AccessibleNU (847-467-5530) and provide professors with an accommodation notification from AccessibleNU, preferably within the first two weeks of class. All information will remain confidential.

**Late Assignments:** Late assignments will be docked one half-grade (e.g., from a B+ to a B) for each 24-hour period delay in submission. Assignments submitted after one week beyond the stated deadline will receive a fail grade.

**Attendance and Make Up Assignments:** You must attend ALL classes. Your punctuality and attendance will be factored into your class participation grade. If you know that you will be late or absent for a class, please email Danny and Andrene. All absences must be supported by a valid reason and supporting documents, if available. If you miss a class, you must complete a make up assignment: It is your responsibility to obtain class notes from another student and, within one week of the missed class, to email Danny and Andrene an essay (approx. 500 words, in the body of the email) on the related class texts and discussion notes.

**Support:** When delving into Holocaust history, or any violent history, all emotional responses – including numbness – are normal. Be aware that course content may trigger personal issues for you or your classmates. Please be aware that what you say and write can affect others. When you write, and when you speak, please always try to be respectful and kind. Also, please know that NU’s Counseling and Psychological Services (CAPS) can provide you support and guidance with personal issues you might have. Visit: [http://www.northwestern.edu/counseling/](http://www.northwestern.edu/counseling/) NU’s Center for Awareness, Response, and Education (CARE) is a great resource, too. CARE provides “information, advice, crisis counseling, support, advocacy, referrals and education about sexual violence (including sexual assault, rape, intimate partner violence and stalking) as well as consent, healthy relationships and healthy sexuality to the Northwestern University community.” Visit: [http://www.northwestern.edu/care/](http://www.northwestern.edu/care/) Please note that if we read anything within a written assignment – or hear anything during class – of concern, we may need to follow up appropriately.
Core Texts: We will study seven core texts.

*Books* (purchase online or through Unabridged Bookstore: [www.unabridgedbookstore.com](http://www.unabridgedbookstore.com)):


*Films* (available to stream on Canvas):

1. “The Boy In The Striped Pajamas” (2008) a feature film directed by Mark Herman (94 mins)
2. “The Devil’s Arithmetic” (1999) a feature film directed by Donna Deitch (95 mins)
4. “Sophie Scholl die letzten Tage (Sophie Scholl: The Final Days)” (2005) a feature film directed by Marc Rothemund (120 mins)

**Highly Recommended Texts:**


   (An accessible introduction to Nazi ideology and policy.)

   ISBN: 0847696316 (An accessible and excellent summary of Holocaust history.)
Other Required Texts:

5. “Education for Death” (1943), an animated film by Walt Disney Studios (10 mins): https://www.youtube.com/watch?v=6vLrTNKk89Q


22. “Tip Sheet on Learners’ and Educators’ Emotional Responses” (2008) by Danny M. Cohen, Northwestern University, for the Illinois Holocaust Museum and Education Center’s Docent Training Program (PDF on Canvas)

23. “United States Holocaust Memorial Museum, Online Holocaust Encyclopedia” (2015) Required articles and sections (found under “Browse Popular Articles”): The Third Reich; The Holocaust; Victims of The Nazi Era; Rescue and Resistance; After The Holocaust: http://www.ushmm.org/learn/holocaust-encyclopedia


**Formal Partner Essays:**

Throughout the quarter, you will work in pairs to write Formal Partner Essays (of approx. 750 words) on our core course texts. Each essay will integrate two key questions: (1) How does the text inform our emerging understanding of Holocaust education? (2) What lessons from the text can we apply to today?

Here are some questions to consider as you write (note: you are, of course, not expected to incorporate all of these questions into a single essay): Should the text be taught? Why? Why not? To what age group? In what context? What learning goals might the text help to achieve? On which aspects of the text should educators focus learners’ attention? What ethical, political, historical, or pedagogical issues might the text raise? What are the key lessons of the text? How does the text shed light on today’s political climate and/or current events? How does the text shed light on our understandings of human rights and social justice today? At the same time, in what ways does the text fail to apply to today? What false equivalencies might students – or educators – draw from the text? How might young people connect with, relate to, reject, or withdraw from the text? How might the text challenge or complicate the way learners think about Holocaust history? To what extent is the text well constructed or inappropriately manipulative? How might the significance or meaning of the text be altered when taught alongside another text? What training and support might educators need in order to teach the text effectively? Might the writer, filmmaker, or artist have created the text with a particular goal or lesson in mind? What other texts would complement this text? How would you teach the text?

Give each post a creative, relevant title to entice others to read your work. Always pay attention to spelling, grammar, argument, and style. Include citations and references where appropriate, including for all course texts. It is recommended that you first write these assignments in Word (so you can save as you write and stay within the word limit) and then copy and paste each paper into a Canvas post in the relevant forum under “Discussions.” Unless otherwise prompted, avoid discussing your personal and emotional responses within your reflection papers; please post such responses in the separate “Journal Entry” sections of your Weekly Reflections.

**Journal Entries:**

Each week, you will write an informal Journal Entry (of approx. 250 words) about your course experiences. You can write about anything. Here are some ideas: How are you responding to this course emotionally and/or intellectually? Have you had a strong reaction to a particular text or film? Is there a burning question or issue playing on your mind? Is there more you’d like to say about a particular class discussion? Please be aware of “the pressure to be profound”; there’s no need to force yourself to write something deeply philosophical or brilliant—just write what comes to mind.
Informal Reports and Special Assignments:
Throughout the quarter, you will work independently to respond informally to specific prompts about our course texts. Reports should be written in bullet-points. For Special Assignments, follow syllabus instructions.

Field Trip:
Later in the quarter, you will form a group with other students – 2 to 5 people per group – to organize your own field trip to the Illinois Holocaust Museum and Education Center, paying attention to: How the museum represents different perspectives; The sequence and framing of content; Architecture, symbolism, and the design of exhibitions and museum spaces; and Explicit and implicit connections between the museum and our course texts and themes.

Types of Assignments:
A. Formal Partner Essays – working in pairs, written analysis of our core course texts, 750 words
B. Journal Entry – working alone, 250 words
C. Informal Reports – informal bullet-pointed individual response to a specific prompt
D. Final Group Projects – working in teams of 3 or 4 people; project milestones, leading to an in-depth project
E. Final Individual Course Reflection – 250 words, send in the body of an email to Danny and Andrene
F. Special Assignments – see below for details

Final Group Project (in teams of 3 or 4):
Final Group Project Milestones
1. Team Members and Topic (email to Danny and Andrene; Week 6)
2. Informal Proposal (around 50 words, email proposal to Danny and Andrene; Week 7)
3. Presentation (in class, Week 11)
4. Paper (word limit 2,500 words not including references and appendices if necessary; Word document, your full name in document title; email to Danny and Andrene by the Week 12 deadline)
Ideas for Final Group Projects:

**COMPARATIVE STUDIES OF EDUCATIONAL ARTIFACTS.** Choose a selection of educational artifacts (including course texts is permitted) and explore the relationships and tensions between them. Compare, contrast, analyze, and critique the artifacts’ merits and problems in the context of issues raised throughout the course. (An educational artifact could be: a Holocaust novel written for young people; a collection of testimonies by Holocaust survivor or witnesses; a documentary or film that might be appropriate for younger audiences; an aspect of a Holocaust museum exhibition; a unit of a school Holocaust curriculum; an online Holocaust exhibition; a unit from a training program for Holocaust educators; and so on.)

A few texts to consider:

- “A Boy Named 68818” (2015), an illustrated memoir by Israel Starck and Miriam Starck Miller.
- “Behind the Bedroom Wall” (2005), a novel by Laura E. Williams.
- “Briar Rose” (1993), a novel by Jane Yolen.
- “The Diary of Dawid Sierakowiak” (1996), a diary by Dawid Sierakowiak.
- “Europa Europa” (1990), a feature film directed by Agnieszka Holland, based on autobiography of Solomon Perel.
- “Sorstalanság (Fateless)” (2005), a feature film directed by Lajos Koltai, written by Imre Kertész.
- “T4” (2008), a novel in rhyme by Ann Clare LeZotte.
- “The True Story of Hansel and Gretel” (2003), a novel by Louise Murphy.

**DESIGNING HOLOCAUST EDUCATION.** Design and write an implementation proposal for a new curriculum unit, a section of a museum exhibition, an online learning environment, and/or a set of teacher training sessions to address a specific aspect of the Holocaust.

**HOLOCAUST EDUCATION AND SOCIAL JUSTICE TODAY.** Write an essay through which you explore the relationships between Holocaust education, the lessons of Holocaust history, contemporary social justice and human rights, and/or today’s political climate and current events.

**HOLOCAUST EDUCATION AROUND THE WORLD.** Conduct a research study to compare Holocaust curricula and approaches across different countries and communities.

**SOMETHING ELSE.** If you wish to work on an alternative idea for a Group Final Project on Holocaust education that does not fit into the frameworks described above, you may do so, as long as Danny and Andrene approve it.
# Class Activities, Topics, and Assignments, week-by-week:

## 1. MISCONCEPTIONS OF HOLOCAUST HISTORY

**Week 1:**
Thursday Sept 27

**In class:**
- Holocaust history questionnaire (anonymous), common misconceptions, and prior knowledge about Holocaust history
- Syllabus overview

**Assignments before next class:**
- **Journal Entry #1:** By 11.59pm tomorrow (Friday), post your first Journal Entry to Canvas (see above for detailed instructions)
- **Report:** The Goals of Holocaust Education. By 11.59pm on Sunday, working alone, post an informal bullet-pointed individual Report to Canvas (in the relevant forum) on the following two questions: (1) When and how did you first learn about the Holocaust and genocide? (2) What should be the “learning goals” of Holocaust education?
- **Text:** For Tuesday, read “A Problem From Hell”

Start to explore historical background materials on the United States Holocaust Memorial Museum (USHMM) Online Holocaust Encyclopedia: [http://www.ushmm.org/learn/holocaust-encyclopedia](http://www.ushmm.org/learn/holocaust-encyclopedia) As you read through the materials, make a note of anything that surprises you.

## 2. A CRIME WITH NO NAME

**Week 2:**
Tuesday Oct 2

**In class:**
- Discuss “A Problem From Hell”

**Assignments before next class:**
- **Text:** Watch “Ambulans” and continue to explore historical background materials on the United States Holocaust Memorial Museum (USHMM) Online Holocaust Encyclopedia
### 3. VICTIMS’ VOICES

**Thursday Oct 4**

**In class:**
- Explore and discuss “I Never Saw Another Butterfly: Children’s Drawings and Poems from Terezin Concentration Camp, 1942-1944”
- Discuss “Ambulans”
- Watch and discuss “Dream”

**Assignments before next class:**
- **Journal Entry #2:** By 11.59pm on Friday
- **Formal Partner Essay #1:** By 11.59pm on Monday, watch ALL FIVE EPISODES of “The Diary of Anne Frank” and post to Canvas a Formal Partner Essay on the film (see above for detailed instructions)
- **Text:** Read “Diary Excerpts”
- By Tuesday, finish reading the historical background materials on the USHMM website

### 4. THE LEGACY OF ANNE FRANK

**Week 3: Tuesday Oct 9**

**In class:**
- Discuss “The Diary of Anne Frank” and “Diary Excerpts”
- Continue to discuss victim perspectives

**Assignments before next class:**
- **Text:** Read “USHMM Guidelines For Teaching About The Holocaust and Genocide”: [http://www.ushmm.org/education/foreducators/guideline/](http://www.ushmm.org/education/foreducators/guideline/)
- **Report:** By 11.59pm on Thursday, watch a handful of “Holocaust Survivor and Witness Testimonies” on the USC Shoah Foundation website and post to Canvas a short bullet-pointed individual Report on how you would teach Holocaust survivor and witness testimonies
- **Begin to read “Number The Stars”**
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<tr>
<th>5. THE HOLOCAUST THROUGH PHOTOGRAPHS</th>
<th>Thursday Oct 11</th>
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**In class:**
- Imperial War Museum photograph activity

**Assignments before next class:**
- **Report:** By 11.59pm today (Thursday), watch a handful of “Holocaust Survivor and Witness Testimonies” on the USC Shoah Foundation website and post to Canvas a short bullet-pointed individual Report on how you would teach Holocaust survivor and witness testimonies
- **Journal Entry #3:** By 11.59pm on Friday
- **Formal Partner Essay #2:** By 11.59pm on Monday, finish reading “Number The Stars” and post to Canvas a Formal Partner Essay on the novel
- **Text:** Read “Rescue”
- Begin to read “Train”
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<tr>
<th>6. HOLOCAUST SURVIVAL &amp; RESCUE</th>
<th>Week 4: Tuesday Oct 16</th>
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<tr>
<td>In class:</td>
<td>Assignments before next class:</td>
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<tr>
<td>- Discuss “Holocaust Survivor and Witness Testimonies” and “Rescue”</td>
<td>- <strong>Text</strong>: For Thursday, read “Tip Sheet on Learners’ and Educators’ Emotional Responses”</td>
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<tr>
<td>- Discuss “Number The Stars”</td>
<td>- Continue to read “Train”</td>
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<td>- Discuss survivor, witness, and rescuer perspectives</td>
<td>- <strong>Important</strong>: Begin to think about possible <strong>Final Group Project</strong> topics and begin to form teams (of 3 or 4 people)</td>
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<tr>
<th>7. EMOTIONAL RESPONSES TO HOLOCAUST HISTORY</th>
<th>Thursday Oct 18</th>
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<tr>
<td>In class:</td>
<td>Assignments before next class:</td>
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<tr>
<td>- Discuss emotion and Holocaust pedagogy</td>
<td>- <strong>Journal Entry #4</strong>: By 11.59pm on Friday</td>
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<td>- <strong>Formal Individual Essay / Design Project</strong>: Finish reading “Train” and by 11.59pm on Monday, post an individual essay on its teachability OR design a detailed lesson plan or another kind of educational experience based on the novel</td>
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<td>- Skim read “Teaching About T4”</td>
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<td>- Browse the online exhibition “Nazi Persecution of Homosexuals”</td>
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### 8. MARGINALIZED NARRATIVES & OVERLAPPING TRIANGLES

**Week 5:**
**Tuesday Oct 23**

**In class:**
- Discuss “Train”

**Assignments before next class:**
- **Special Assignment:** By Thursday, work alone or with a partner to solve “The 19th Window”
- **Special Assignment:** By Thursday, work with a partner or in small groups to complete “Hidden Pages”
- **Reminder:** The deadline to form Final Group Project teams is approaching

### 9. HOLOCAUST EDUCATION & TECHNOLOGY

**Thursday Oct 25**

**In class:**
- Discuss “The 19th Window” and “Hidden Pages”

**Assignments before next class:**
- **Journal Entry #5:** By 11.59pm on Friday
- **Special Assignment:** By 11.59pm on Monday, read your assigned drawing-poem-story cluster from “Soundless Roar” and post to Canvas (a) a 25-word summary of the story (bullet points are fine), (b) a 15-word thematic summary of the drawing, poem, and story, and (c) an interpretation of the drawing
### 10. HIDDEN CHILDREN

**Week 6:**
**Tuesday Oct 30**

**In class:**
- Discuss *“Soundless Roar”*

**Assignments before next class:**
- **Text:** For Thursday, read *“The Son”*
- **Text:** Watch *“German Shepherd”*
- **Important Reminder:** Form **Final Group Project** teams (of 3 or 4 people) and email Danny and Andrene by 11.59pm **tomorrow (Wednesday)** the full names of all team members and a very short summary of your probable topic. Copy all group members on the email – this email thread will be used for direct communication. Begin to work on a **Final Group Project Informal Proposal** (of around 50 words)

### 11. INTERGENERATIONAL MEMORY & TRAUMA

**Thursday Nov 1**

**In class:**
- Discuss *“The Son”* and *“German Shepherd”*

**Assignments before next class:**
- **Journal Entry #6:** By 11.59pm on **Friday**
- **Formal Partner Essay #3:** By 11.59pm on **Monday**, watch *“The Devil’s Arithmetic”* and write a **Formal Partner Essay** on the film
- **Texts:** Read *“A Plea For The Dead”* and *“A Liberator’s Letter Home, May 2 1945”*
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<th>12. CAN WE ‘UNDERSTAND’ THE HOLOCAUST?</th>
<th>Week 7: Tuesday Nov 6</th>
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<tr>
<td><strong>In class:</strong></td>
<td><strong>Assignments before next class:</strong></td>
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<tr>
<td>- Discuss “The Devil’s Arithmetic”</td>
<td>- Text: For Thursday, read “The Gray Zone”</td>
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<tr>
<td>- Discuss “A Plea For The Dead”</td>
<td>- Important Reminder: Email Danny and Andrene, by 11.59pm tomorrow (Wednesday), your Final Group Project Informal Proposal (of around 50 words)</td>
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<tr>
<td>- Discuss “A Liberator’s Letter Home, May 2 1945”</td>
<td>- Field Trip Reminder: Organize your visit – in small groups of 2 to 5 people – to the Illinois Holocaust Museum and Education Center, paying attention to: How the museum represents different perspectives; The sequence and framing of content; Architecture, symbolism, and the design of exhibitions and museum spaces; and Explicit and implicit connections between the museum and our course texts and themes. Immediately after your visit, while your experience is fresh in your mind, write a Report on these issues.</td>
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<td>- Discuss the use of simulation and immersion in Holocaust education</td>
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<th>13. PARTICIPATING IN MASS-MURDER</th>
<th>Thursday Nov 8</th>
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<td><strong>In class:</strong></td>
<td><strong>Assignments before next class:</strong></td>
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<td>- Discuss Chaim Rumkowski of the Łódź Ghetto Vs. Adam Czerniaków of the Warszawa Ghetto</td>
<td>- Journal Entry #7: By 11.59pm on Friday</td>
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<td>- Discuss “The Gray Zone”</td>
<td>- Formal Partner Essay #4: By 11.59pm on Monday, watch “Sophie Scholl: The Final Days” and write a Formal Partner Essay on the film</td>
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<td>- Text: Watch “Who Was Hannah Senesh?” [Channah Szenes] and read “Jewish Parachutists from Palestine”</td>
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<td>14. RESISTANCE DURING THE HOLOCAUST</td>
<td>Week 8: Tuesday Nov 13</td>
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<td><strong>In class:</strong></td>
<td><strong>Assignments before next class:</strong></td>
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<tr>
<td>▪ Discuss “Sophie Scholl: The Final Days”</td>
<td>▪ <strong>Report:</strong> By 11.59pm on Monday, watch and post a bullet-pointed individual Report on “The Boy In The Striped Pajamas”</td>
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<td>▪ <strong>Texts:</strong> Watch “Education for Death” and read “Walt Disney and the Art of WWII Propaganda”</td>
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<td>▪ <strong>Field Trip Reminder:</strong> Organize your visit – in small groups of 2 to 5 people – to Illinois Holocaust Museum and Education Center</td>
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<tr>
<th>15. REPRESENTATIONS OF PERPETRATORS</th>
<th>Thursday Nov 15</th>
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<td><strong>In class:</strong></td>
<td><strong>Assignments before next class:</strong></td>
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<tr>
<td>▪ Imperial War Museum responsibility activity</td>
<td>▪ <strong>Journal Entry #8:</strong> By 11.59pm on Friday</td>
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<tr>
<td>▪ Discuss “The Boy In The Striped Pajamas”</td>
<td>▪ <strong>Field Trip Reminder:</strong> Organize your visit – in small groups of 2 to 5 people – to Illinois Holocaust Museum and Education Center and submit your <strong>Report</strong> by 11.59pm on the <strong>Monday after Thanksgiving</strong></td>
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### HAVE A MEANINGFUL THANKSGIVING

**Week 9:**
Tuesday Nov 20 and Thursday Nov 22

**NO CLASSES THIS WEEK**

- **Field Trip Reminder:** If you haven’t done so already, visit – in small groups of 2 to 5 people – Illinois Holocaust Museum and Education Center

- **Report:** By 11.59pm on the Monday after Thanksgiving, post your bullet-pointed individual Report on your visit to Illinois Holocaust Museum and Education Center

### 16. HOLOCAUST MUSEUM DESIGN

**Week 10:**
Tuesday Nov 27

**In class:**
- Discuss the design of Illinois Holocaust Museum and Education Center

**Assignments before next class:**
- Work with your team on your **Final Group Project and Presentation**

### 17. ENDURING QUESTIONS

**Thursday Nov 29**

**In class:**
- Come to class with lingering questions you have about our course, Holocaust history, and Holocaust education

**Assignments before next class:**
- **Journal Entry #9:** By 11.59pm on **Friday**
- Continue to work with your team on your **Final Group Project and Presentation**
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<th>18. FINAL PROJECT PRESENTATIONS</th>
<th>Week 11: Tuesday Dec 4</th>
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**In class:**
- Team Presentations

- Work on **Final Group Project**, deadline 5pm on **Thursday Dec 13**
- Work on **Individual Final Reflection**, deadline 5pm on **Friday Dec 14**

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<th>19. FINAL PROJECT PRESENTATIONS</th>
<th>Thursday Dec 6</th>
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**In class:**
- Team Presentations

- Work on **Final Group Project**, deadline 5pm on **Thursday Dec 13**
- Work on **Individual Final Reflection**, deadline 5pm on **Friday Dec 14**