



1. Judaism & Historical Anti-Judaism

For classes such as World Perspectives I, Western Civilization, Intro to Holocaust, or Sociology, this presentation gives an overview of the history of Judaism and its religious traditions, ideas, and values. The roots of historical anti-Judaism are also traced, from antiquity to the European Middle Ages.



2. Antisemitisms: Hatred as Identity



Exploring the origins of antisemitism by utilizing Rabbi Jonathan Sak's metaphor of a "mutating virus." How do issues of identity (individual and collective) allow the cultural expression of antisemitism? The development of antisemitic tropes and ideas from Pre-Christian anti-Judaism to Christian anti-Judaism and antisemitism to modern antisemitism are examined. What is the difficult relationship between Judaism and Christianity – and Christianity's wrestling with its own assumptions and traditions while facing the darkness of the Holocaust? We will wrestle with current manifestations of antisemitism – including anti-Zionism – while examining what is at stake.

3. Traveling and Studying in Israel

This presentation developed from trips to Israel and will serve as a fun travelogue illustrating the geography, culture, and history of Israel. Particular focus will be given to the Old City of Jerusalem as well as Jewish, Christian and Muslim holy sites. Additionally, we will visit the landscapes of the Galilee, Masada and the Dead Sea, as well as the Jordanian and Lebanese borders. The presentation will end by highlighting the work and mission of Yad Vashem.



4. The Rise of the Nazis: 1933-1939 (Middle School)



This presentation will focus on the origins and rise of the Nazis; the accession to political power; the human rights violations and antisemitic policies. How do human rights violations escalate without being checked and what is the responsibility of individuals when facing such violations? A major focus will be how we create the 'other' and how to be an "Upstander" in the face of a perpetrator or bully. An ideal introductory presentation for high school and middle school dealing with the issues of personal and social responsibility and resistance.

5. Rise of the Nazis: Establishing Dictatorship, Destroying Democracy (1933-1936)

The Nazis were not interested in governing, they were interested in ruling. Focusing on the early years of the Nazis we explore the layers of complicity and cooperation that undermined the German democratic system. We will look at contextual factors such as WW I; the poisonous political climate; political intrigue; manipulation of law; manipulation of the electoral and legal process; and the motivations of industrialists, nationalists, and radicals. By exploring the concept of individual initiative of "working towards the Führer" this study of German society will also examine the momentum towards the Nazi racialized state. How do human rights violations escalate without being checked and what is the responsibility of individuals when facing such violations?



6. Discrimination and Law in Nazi Germany (1933-1938)



What happens when the judiciary sides with or accommodates an authoritarian leader? In September 1933, Hitler ordered a memorandum from Prussia Ministry of the Interior directing German political and legal minds to wrestle with the self-imposed "Jewish Question." The memo demanded criminalization of racially mixed marriages and specifically cited the American experience as the world leader in white supremacist legislation. Nazis began researching American race laws and discovered that immigration, naturalization, and marriage laws could be useful in crafting what became the infamous Nuremberg Laws. The Nazis passed over 2000 laws in their persecution of German Jews. This simple figure shows how the Nazis were obsessed not only with the "Jewish Question," but also in their need to act "legally." This will give the foundation to explore how Hitler and the Nazis utilized American precedents, including the U.S. eugenics movement, to shape and formulate their own race laws. Hitler had a great contempt for law, but came to see its use as absolutely necessary in his war to progressively remove human rights from those he perceived as dangerous threats to the German *volk*. This presentation examines how the police was quickly subsumed to the Nazi state; how the judiciary supported the expansion of Nazi power; the struggle between the states, judiciary, and SS over control of policy and imprisonment; the development of and role played by the concentration camp system; and the state security police apparatus. Key themes in the development of human rights violations, individual initiative, and social constructs will be discussed to illustrate early warning signs of mass atrocity.

7. Elie Wiesel: Profound Trauma, Remembrance and Hope

This presentation explores the power, necessity, obligations and challenges of "remembering." Using Wiesel's text, *Night*, we will explore how traumatic memory is held and expressed. We will trace the life of Elie Wiesel from his birth in Sighet, Romania; his early, formative years; the unfolding situation in Hungary and Europe; the round-up of his family and deportation to Auschwitz; the fate of his family; and his post war experiences. How does *Night* serve as a counter-Torah attempting to "hold" the trauma? We will discuss *Night* as a stylized, constructed memoir that begins Wiesel's wrestling with his experience and explore how his life continued after Auschwitz in a journey of hope against despair.



8. Anne Frank – To Be Free, to Be Myself



Who was Anne Frank? This presentation frames Anne's Frank's voice and experiences within the historical context of her life. How do we resist evil while maintaining our moral core? Special attention is given to the life of Otto Frank and the memories of Hannah (Goslar) Pick, Anne's childhood friend (whose January 2007 interview will be used). The life and decisions of the Frank family (such as emigration and going into hiding) are placed within the context of the Nazi era. Otto Frank's failed attempt to get his two children (Margot and Anne) into the United States begins a discussion of refugee policy. This presentation also traces the family's

history after their betrayal in the Secret Annex and arrival at Auschwitz. How can we draw on the example of the rescuers and of the Franks themselves?

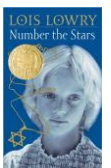
9. A "Perfect Storm": Antecedents and Precursors to the Holocaust

This presentation examines the preexisting prejudices, myths, anxieties and fears that the Nazis utilized to not only become a mainstream political party, but one with "moral authority" within German society. Focus will be given to persecution of the offspring of French-African soldiers after World War I; homosexuals; the handicapped; the Sinti and Roma; Jehovah's Witnesses; and Jews. In the cases of these minorities, professionals and many segments of society became invested with the questions thrust before them and wrestled – through growing frustration – to imagine more radical solutions...from sterilization to deportation to... While obsessed with "the Jews", the Nazi persecution of many groups helped them to utilize natural social processes of group identification and turn them on a genocidal path. Nazism existed and was attractive precisely because its ideology "made sense" to many Germans and held emotional appeal by tapping into: symbolic expression and cultural meaning; morality; national pride; redemption; and enemy-making in times of trauma and confusion and seeks to emphasize the need for eternal vigilance for the "other" in our midst.



10. The Righteous: Danish Escape and Rescue (Elementary and Upper Grades)

A. Number the Stars: For elementary students reading *Number the Stars*. It will place the story and its characters within the broader context of events in Denmark during the war. It gives a general account of the history of the rescue of Danish Jews while exploring the traits of an "Upstander." **B. Civil Society Between Darkness and Light:** A more detailed exploration of the German occupation of Denmark, the rescue operation to Sweden, and the postwar reintegration of Jewish refugees. What factors shaped Danish attitudes towards its Jewish neighbors? Was the Danish government collaborating or merely cooperating? Why was the summer of 1943 the turning point? What was different about Nazi policy in Denmark? A particular focus will be on the fishing village of Gilleleje and those captured and sent to Theresienstadt. Two child survivor testimonies recorded in October 2015 (Ole Philpson and Tove Udshott) will be utilized. Using the JFR's eight "Traits that Transcend" we introduce students to the subject of rescue during the Holocaust. We will also evaluate Denmark's unique experience and its testament to civil society before, during, and after the Holocaust.



12. The United States and the Challenge of Nazi Germany

Facing the challenge of fascism and its appeal in the U.S. President Roosevelt was able to rescue liberal democracy in an uncomfortable partnership with the Southern Democratic Party that combined progressive ideas with Jim Crow racism. We will explore the fears faced and consider the impact of FDR's response to the threat of Nazism. Policy decisions are presented in context of the unfolding events between 1933 and 1938. Topics covered include: U.S. immigration policy and the quota system; U.S. attitudes of pacifism, isolationism, racism, xenophobia and antisemitism; Anti-lynching legislation and political realities; the Evian Refugee Conference, the German American Bund; Charlie Chaplin; and the failed Wager-Rogers *kinderttransport* bill. We will examine what is at stake in the struggle to preserve democracy by listening to the echoes of the past. \



13. Systemic Racism: The United States and Nazi Race Law



How did Hitler and the Nazis utilize American precedents, including the U.S. eugenics movement, to shape and formulate their own race laws? As racism, Nazism, the KKK, and the "alt-right" have emerged as significant societal factors we will explore American precedents and reactions to Nazi Germany then and now. In September 1933, Hitler ordered a memorandum from Prussia Ministry of the Interior directing German political and legal minds to wrestle with the self-imposed "Jewish Question." The memo demanded criminalization of racially mixed marriages and specifically cited the American experience as the world leader in white supremacist legislation. Nazis began researching American race laws and discovered that immigration, naturalization, and marriage laws could be useful in crafting what became the infamous Nuremberg Laws. This presentation explores implicit and explicit bias that leads to racism. We will explore how racism functions in the U.S. and American reactions to Nazi Germany then and now. Racism will be a central theme of the presentation as we

Exploring slavery as the root cause of the Civil War we will examine how leaders manipulate racism for personal gain and shape memory before, during, and after the war. We will explore the failure of post-war Reconstruction, the rise of the KKK, and the war against emancipation that created Jim Crow and created a new form of slavery with the for-profit convict labor system. We will look at how Hollywood embraced both implicit and explicit racism and the southern myth of the "Lost cause."

By highlighting examples of leadership and the influence of targeted minorities in enhancing democratic values, we explore how to utilize this history to promote competencies for democratic citizenship.

14. France Under Nazi Occupation: Memory, Myth, and Misogyny

Due to the trauma of the wartime experience, the collaboration of the Vichy regime, French police and paramilitaries, and to some extent, the Catholic Church, remembering the Holocaust in France is complicated. The rising tide of antisemitism, the appeal of authoritarian leaders in France, and Marine Le Pen's 2017 defeat illustrates the importance of the Vichy past and its legacy. We will discuss how "memory" is shaped in France and how perceiving the past shapes contemporary French society. In the process we will explore how French self-perceptions of gender impacted actions and perceptions then and now. What was unique about the French experience? How did competing goals of the German army, the SS, Hitler, and Vichy escalate the anti-partisan policy into the "Final Solution?" Topics covered include: the ongoing political conflict between left and right; the defeat of France in 1940; antisemitism; art theft; Vichy collaboration; French resistance; French police roundups; "Vél d'Hiv" roundup; French prisoners of war; Volunteer and forced labor in the Reich; Life in Paris and its liberation; Postwar retribution and humiliation of women; de Gaulle's shaping of French memory; Struggle with Holocaust memory; Rise of the right-wing National Front party; and how this examination of the past helps us confront our own difficult and traumatic history.



15. The Power of Place: Encountering Auschwitz

How does one encounter the killing site of Auschwitz? What can we learn? How and what do we "remember"? Based upon visiting Auschwitz I and II in November 2014 with the Auschwitz Institute for Peace and Reconciliation (AIPR) this presentation explores how ordinary people commit extraordinary evil. Weaving together archival images from a project by two Nazi photographers from the lab/identification service project in Auschwitz with photographs from the 2014 trip, we will explore the process of genocide and the "moral universe" the perpetrators created. We will explore the deliberate structures created to serve the needs of the SS, architects and businessmen in exploiting and destroying human beings. We will explore the challenges of encountering such a place, make room for mourning, refusing to normalize our outrage, and ask, "Where do we go from here?"



16. The Holocaust: the Twisted Road to Auschwitz

This presentation focuses on the cascading radicalization and evolution to genocide that took place from 1939-1945. We explore how Nazi policy incrementally evolved and adapted over time in the complex face of changing political, military, and social circumstances. Specific attention will be placed upon the Nazi racial laboratory of Poland 1939-1940. Topics to be covered include: Nazi ideology and the unfolding war situation; the influence of location; emerging role of the SS; the difficulties and failures of implementing emigration policy and demographic engineering; the failure and complicity of the Wehrmacht; T 4 Program; ghettos; General Plan Ost and the Commissar Order; the Wannsee Conference; the Einsatzgruppen and the "Final Solution." By exploring individual initiative of "working towards the Führer" we will examine the "moral universe" created by willing perpetrators. (For advanced classes.)



15. The Human Problem of Genocide

April is Genocide Awareness and Prevention Month in the State of NH. What is required to recognize, deter and prevent genocide? What is genocide? When do processes become part of a genocidal momentum? How do we prevent the escalation? How do we identify moments in the process where intervention (any type) can change the momentum? What can we do to make a difference? We will discuss the U.N. Genocide definition; genocide risk factors and warning signs. We will explore proactive and reactive responses. We will also wrestle with the tension between the moral imperative to act and the principles of nonintervention and state sovereignty. This presentation seeks to empower students to make such attitudes and behaviors culturally unacceptable.



16. Bosnia-Herzegovina: Remembering Genocide Finding a Path Forward

As the Soviet Union collapsed in the 1990s, Yugoslavia unraveled in the face of Serbian and Croatian nationalism. Slobodan Milošević and Serb nationalists took advantage of the situation to embark on a project of creating a "Greater Serbia" as Croatia sought to expand into a "Greater Croatia." The wars unleashed "ethnic cleansing" and genocide. What forces were at play to enable another series of European mass atrocity crimes? What role did the United States, the United Nations, and the European Community play in enabling these crimes? What can we learn about the process of genocide and our responsibility to intervene and prevent? What can we learn from those who were its targets? This presentation explores the multi-ethnically informed city of Sarajevo; the unfolding process of genocide; nationalist ideologies; Islamophobia (which continues to limit understanding, responsibility, and justice); the challenge of memory and remembrance; the Dayton Accords; and NATO intervention.



17. Holocaust Denial: Deceit and Distortion

Holocaust denial is an active propaganda effort to deny the reality of the approximately 6 million victims of the Shoah. This presentation will answer questions such as, "How do we know what we know?" "Who would deny the Holocaust and why?" The context and origins of Holocaust denial (initiated by the Nazis themselves) will be presented as will the role of the historian as witness. Fundamental denier motives, distortions and tropes will be examined. Using the documented facts of the Shoah, this presentation will illustrate how denier arguments have no basis in truth.





Cohen Center for Holocaust and Genocide Studies

Staff Development | In-service Training



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Teaching the Holocaust: Keeping the Moral Core



The methodological considerations we explore can be applied to any social studies or English curriculum. This workshop explores ways to approach this extremely difficult topic by guiding teachers in developing individual classroom rationales to help focus a unit or course. Why does teaching the Holocaust continue to be relevant? What should we teach? Ultimately, our role will be to create safe environments that focus upon encouraging democratic readiness and active citizenship while paying attention to escalating violence towards an “other.” We will explore the pedagogical and contemporary

challenges and considerations facing today’s classroom teacher by utilizing a framework of competencies for democratic citizenship.

Dehumanization and Incitement: The Use and Abuse of Holocaust Photographs and Images



Photographs do not merely capture or illustrate the historical past, they interpret it. A potential pitfall in teaching about the Holocaust is using Holocaust imagery without ever teaching students how to evaluate and decode those images. As many of our students’ encounters with the Holocaust will often be visual (and a visual memory that is shaped by collective memory) it is important to recognize that the majority of images from the Holocaust have been taken and framed by the perpetrator. These images were carefully constructed and

passed through censors and/or were shaped by Nazi protocols. Nazi photographers were designated as “weapons” of the Nazi effort and their images continue to have power to shape the narrative in ways that serve the perpetrator. We must recognize that the photographs are part of the process of genocide. We must critically evaluate this evidence as much as we do written or oral material. This workshop uses a series of competency expectations such as: recognizing perspective; intentionally; social, political context; elements of composition; expanding the frame; in order to apply these competencies today. Students will be able to deconstruct imagery while developing a sense of the “moral universe” perpetrators operate in.

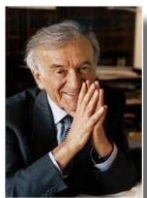
Teaching Anne Frank: Resistance and Keeping the Moral Core



How do we “remember” and teach about Anne Frank? What are the contexts and pitfalls to be aware of? How do we keep our moral integrity when dealing with Anne as “symbol” and icon? How do we avoid teaching the diary as fairy tale or fable? The life and decisions of the Frank family (such as emigration and going into hiding) are placed within the context of the Nazi era.

Otto Frank’s failed attempt to get his two children (Margot and Anne) into the United States is highlighted. This presentation also traces the family’s history after their betrayal in the Secret Annex. How can we draw on the example of the rescuers and of the Franks themselves?

Teaching Elie Wiesel: Trauma, Remembrance and Hope



How does one approach Elie Wiesel’s work and witness in the classroom? This workshop presents *Night* as a constructed memoir, a crafted testimony; a matzeva (marker/gravestone) about the limits of witnessing and “surviving survival”. We will discuss *Night* as the beginning, not end, of Wiesel’s reencounter with the Shoah by exploring the text through his Hasidic roots and identity. By studying the Shoah and Wiesel’s writings we will encounter his hope that the spark for goodness must be ignited within us. How does *Night* help us to “hold” someone else’s traumatic memory? How will reading this book make me a better person? How will *Night* allow

us “to fence with the shadows, but always have the song”? This workshop looks at the construction of *Night*; the questions it raises; its Hasidic framework; and how to teach it as the beginning of a journey against despair.