

Syllabus

Course description

Course title:	Teaching the history of the Shoah (lessons.)
Course year:	Optional
Semester:	1
Course code:	12498
Scientific sector:	M-STO/04
Lecturer:	Tiburzi Antonella
Module:	No
Lecturer other module:	/
Credits:	2
Total lecturing hours:	20
Total Hours of availability for students and tutoring:	6
Office hours:	From Monday to Friday on request. After the lessons
Attendance:	According to the regulation
Teaching language:	English
Propaedeutic course:	Theoretically none but at least one exam of: Teaching history, thematic insights would be advisable
Course description:	<p>This course will examine the history of murder of 6 million Jews and several million non-Jews by Nazi Germany and its accomplices. It will assess the progression from the stigmatization, definition, expropriation and deportation of Jews from Germany, Italy (<i>included South Tyrol</i>) west and east Europe in the prewar and wartime policies.</p> <p>It will also examine the responses of the victims and the free world to the genocide.</p> <p>Students will learn how to incorporate the topics into the regular planning of lessons in their classes (IV e V primary school and II e III secondary schools). Therefore, not only on the various Remembrances but as an educational curriculum to a historical knowledge relating to the history of the Shoah.</p>
Specific educational objectives:	<p>Students taking the course should be able to place the Shoah in the contexts of European history, and modern Germany and Italy history.</p> <p>They learn how to compare the differences between countries, and how to explain the phenomena of Rescues.</p> <p>Students will develop the critical sensitivity necessary to evaluate a wide range of historical primary sources and a huge secondary source (memories, testimonies etc....) in a critical way. Students should be able to produce educational (digital) and teaching tools both orally and written.</p> <ul style="list-style-type: none"> • They should improve their awareness of the nature and use of various types of historical data and different sources to increase their competences in research, writing and presentation of final papers. Moreover, they should enhance their organizational, critical and communication abilities. • They will be able to give a comprehensive account of the events that led to the Shoah. • How the Shoah influenced political and cultural language in the post-war era to their present. <p>The learning objectives are as follows:</p> <ul style="list-style-type: none"> • How to provide tools in teaching and creating environments that favor the learning this history.

	<ul style="list-style-type: none"> • How to promote critical and thoughtful thinking about the history of the Shoah, including the ability to counter its denial and distortion. <p>Competence and skills</p> <ul style="list-style-type: none"> • They will be able to discuss and analyze the Shoah orally and in writing from a teacher´s perspective. • They will be able to place the Shoah in relation to other genocides before and after WWII.
<p>List of topics covered:</p>	<p>The course aims to deal with the history in a chronologically method. We will start from the pre-war phase and then proceed to the executive phase and then introduce the effects that this history had in Europe in the post-war period.</p> <p>Before the catastrophe.</p> <ul style="list-style-type: none"> • Brief introduction to the history of Europe from the Great War to the rise of nationalism. • Anti-Semitism in Europe 1922-1933. • Fascist Italy and Nazi Germany. A didactic approach. • Intentionalism and Functionalism of the Shoah. • Racial Biology and Eugenics (1933 and 1939). • Racial Laws Germany and Italy. A didactic comparison. <p>Catastrophe and the executive phase</p> <ul style="list-style-type: none"> • The European concentration universe. • Ghettoization Policy. • European extermination bureaucracy. • Mass Murder and the Individual Motivation. • Jewish Response and the different form of Resistance. • Europe's Collaborators to the Nazis. • The Final Solution. Industrialization of extermination. • Shoah in Italy. Case study: The South Tyrol between Fascism and Nazism. • The Jewish community of Merano and Bolzano. • The role and response of the Perpetrators, Victims and Bystander. <p>After the Jewish catastrophe</p> <ul style="list-style-type: none"> • 1945. The Liberation of Europe from Nazi Fascism. A geostorical approach. • The Righteous among the Nations. Teaching civil engagement. • The trials of Nazi criminals. Multi – and interdisciplinarity approach of history. Teaching the study of differences between <i>primary and secondary</i> sources. • The Displaced persons Camps: The Jewish emigration from Europe. • <i>Vergangenheitsbewältigung</i>. The “coming to terms” of history of Shoah and Memory in Europe starts in the school.
<p>Teaching format:</p>	<ol style="list-style-type: none"> 1. The teacher will dedicate about 1-hour to the introduction and illustration of the different topics. 2. It is intended to provide elements of historical knowledge aimed at their education and preparation to teaching. 3. How to use in class the primary and secondary, memory testimonies, the iconography, and documentaries or docufilms sources. 4. Historical events will always be related by important geo-historical maps (paper and digital) capable of making the teacher interact with the students. <p>Educational digital tools.</p> <p>By the moment that the students will teach in the primary or second, I° grade schools, they should use the following educational digital tools to approach the learners or pupils with the correct new methodology. The study of history of Shoah has not to hurt but it must <u>educate for a better and civil future.</u></p> <ol style="list-style-type: none"> 1. Digital timeline.

	<ol style="list-style-type: none"> 2. Infographic supplemented by the iconographic source. 3. Creating history tools. 4. Creation of e-books (sharable in class), history magazines or geostorical Atlas (BookCreator or Flipsnack). 5. EdTool (Canva) to make educational presentations, posters, exhibitions, photo books, event announcements, clips etc. 6. Participation with video explanation (Flipgrid). 7. (Virtual) educational outings to the historical places of Memory.
Learning outcomes:	<p><i>Historical skills:</i></p> <ol style="list-style-type: none"> 1. The historical context between World War II and the Shoah. 2. What the Shoah means today. 3. How to visit a concentration camp with the classroom. 4. How to meet and enhance the survivor's testimony (asynchrony). 5. Understanding of local, national, and international sources. 6. Understand <i>why, how, what, when and where the Shoah</i> took place. 7. Reflect on the roles and responsibilities of individuals, groups, and nations in genocidal events. 8. To understand the importance of the historical phenomenon of anti-Semitism and racism in Nazi-fascist ideology and their decision-making impact. <p><i>Disciplinary skills and communication skills</i> <u>Knowledge and expression</u></p> <ol style="list-style-type: none"> 1. To know a geostorical language able to understand the primary and secondary sources useful in the classroom. 2. Understand the aims of the education, research, and elaboration activities of the notions. <p><i>Transversal abilities</i> <u>Autonomy in the critical sense.</u></p> <ol style="list-style-type: none"> 1. Use the knowledge acquired to identify new forms of anti-Semitism, racism, and hatred in the media (<i>hate speech</i> in social networks). 2. To know how to intervene in your area of action (school, institute, cultural center, etc...) with curricular tools intended to educate your students. 3. To know how to intervene in cases of racism, bullying and exclusions within the schools.
Assessment:	The evaluation will be carried out through a written paper and an oral interview.
Evaluation criteria and criteria for awarding marks:	The evaluation of the written exam will take place based on the following criteria: degree of knowledge of the history of Shoah; the ability to argue; to develop a critical sense; to have an adequate geostorical language and glossary. To know how to teach and produce a lesson about one of the topics of the history of Shoah.
Required readings:	<p>Bibliography</p> <ul style="list-style-type: none"> ▪ Tiburzi, Antonella. <i>La storia è complessa. Narrare e comunicare la Shoah in classe. Didattica della storia</i> – Journal of Research and Didactics of History, [S.l.], v. 2, n. 1S, p. 487-507, lug. 2020. ISSN 2704-8217; [photocopies by the teacher]. ▪ Tiburzi Antonella, <i>Perché insegnare la storia della Shoah. Strumenti didattici</i> in AA.VV. Antigiudaismo, antisemitismo, memoria. Un approccio pluridisciplinare. (a cura di Giuseppe Capriotti), Macerata, Edizioni Eum [photocopies by the teachers]. ▪ Donald Bloxham, <i>The Final Solution: A Genocide</i>, Oxford University Press, (2009) ▪ Levi, Primo, <i>Survivor in Auschwitz</i>, Simon&Schuster, 2004. ▪ Levi Primo, <i>The drowned and the saved</i>, Abacus, 2013. ▪ Gomblich, Ernst, <i>Eine kurze Weltgeschichte für junge Leser</i>. Köln, 1985, pp. 313 – 336 (only);

	<ul style="list-style-type: none"> ▪ Folman Ari, Polonsky David, <i>Anne Frank's Diary: The Graphic Adaptation</i> (graphic novel), 2018. <p>Sitography: www.echoesandreflections.org www.yadvashem.il.org; https://www.ushmm.org</p> <p>Videography</p> <ul style="list-style-type: none"> ▪ Koltaj, Lajos, <i>Fateless</i>, 2005. ▪ Audrey Gordon. <i>Dove danzeremo domani?</i> Doc - Italia, Francia, 2021. (Download in https://www.raiplay.it/video/2021/06/Dove-danzeremo-domani-f772525a-fdee-441e-93af-121bc9ddb988.html) ▪ R. Polanski, <i>The pianist</i>, 2002. ▪ Lanzmann, Claude, <i>Shoah</i>, English version [optional].
Supplementary readings:	<ul style="list-style-type: none"> ▪ Dan Stone, <i>Historiography of the Holocaust</i>, Palgrave Macmillan (2010). ▪ Saul Friedlander, <i>Nazi Germany and the Jews</i> 2 vols., Perennial, (1997, 2007).