

Syllabus

Course description

Course title:	Teaching the history of the Shoah (lez.)
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 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 forced expulsion of Italy and South Tyrol and west and east Europe Jews in the prewar and wartime policies. 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 they have learned 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 occasion of the various Remembrance but as an education to historical knowledge relating to the history of the Shoah.</p>
Specific educational objectives:	<p>Students taking the course should be able to place the Holocaust Shoah in the contexts of European history, and modern Germany history: Hitler and Third Reich state; Italian Fascism.</p> <p>To compare the differences between countries, to explain the phenomena of Rescue.</p> <p>Students will develop the critical sensitivity necessary to evaluate a wide range of historical sources and a huge secondary literature (testimonies) and will learn how to handle primary documents in a critical way. Students should be able to participate both orally and in writing in historiographical debates.</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 in order 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 Holocaust. • How the Holocaust 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 of the history in object. • How to promote critical and thoughtful thinking about the

	<p>history of the Shoah, including the ability to counter its denial and distortion.</p> <p>Competence and skills</p> <ul style="list-style-type: none"> • They will be able to discuss and analyze the Holocaust orally and in writing from an academic 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 1922-1948. • Fascist Italy and Nazi Germany. A historical/didactic approach. • Intentionalism and Functionalism of the Holocaust • Racial Biology and Eugenics (1933 and 1939) • Racial Laws (Germany and Italy) <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 fascism • The Final Solution. Industrialization of extermination • Shoah in Italy's Response to Genocide. 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 different <i>primary</i> sources. • The Displaced persons Camps: the Jewish emigration from Europe. • <i>Vergangenheitsbewältigung</i>. The “coming to terms” of history and Memory in Europe starts from 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 themes; 2. It is intended to provide elements of historical knowledge aimed at their education 3. How to use the primary and secondary, memory testimonies, the of 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 student. <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 tools in order to approach the learners or pupils with the correct methodology. The study of history of Shoah has not to hurt but it has <u>to 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 in projects with other universities 7. 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 (live or remotely) 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></p> <p><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 treated in the classroom. 2. Understand the aims of the education, research and elaboration activities of the learned notions. <p><i>Transversal abilities</i></p> <p><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/ students. To know how to intervene in cases of racism, bullying and exclusions within the school;
Assessment:	The evaluation will be carried out through an written.
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 rework of the acquired knowledge and to reflect with an adequate geostorical language and glossary.
Required readings:	<p>Bibliography</p> <ul style="list-style-type: none"> ▪ 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; ▪ Tiburzi, Antonella. <i>La storia è complessa. Narrare e comunicare la Shoah in classe. Didattica della storia – Journal of Research and Didactics of History</i>, [S.l.], v. 2, n. 1S, p. 487-507, lug. 2020. ISSN 2704-8217; [fotocopies 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; [fotocopies by the teachers]. ▪ Gomblich, Ernst, <i>Eine kurze Weltgeschichte fuer junge Leser</i>. Koln, 1985, pp. 313 – 336; ▪ 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;</p> <p>Videography</p> <ul style="list-style-type: none"> ▪ Lanzmann, Claude, <i>Shoah</i>, English version [optional]. ▪ 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.
<p>Supplementary readings:</p>	<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).