

The Vienna Project Teaching Seminar: Resources

OUTLINE ON EDUCATION RESEARCH

1. **General approaches to teaching the Holocaust** (overview of approaches to Holocaust education and summary of most common guidelines for dealing with the subject)
 - a. **Holocaust as unique vs. Holocaust as universal**
 - i. Discussion of the difference in educational approaches to the Holocaust as an utterly unique example of human suffering that took place within a specific historical and cultural context and as an example of human rights violations and genocide that can be applied to other contexts
 - b. **Holocaust as lesson vs. Holocaust as legacy**
 - i. Discussion of the difference in educational approaches to the Holocaust as a lesson for teaching students about human rights, social problems, racism, etc. and as a focus on the victims and the need to honor their legacy (note: all of these approaches can be valid, but it's important to realize the differences between these justifications for teaching the Holocaust and the potential limitations and strengths that each one brings. Also, some educators have very strong feelings for towards these approaches (like that comparing the Holocaust to other genocides in an effort to teach about human rights distorts history) so it's important to know what is going on in the field.)
 - c. **Summary of guidelines and resources for education planning**
 - i. Just a consolidation of the most common and useful guidelines for teachers in preparing to teach the Holocaust and developing effective lessons (this can reference the resource guide which will have links to many of these resources online).
2. **Comparative and historical aspects**
 - a. **Historical context of Holocaust education development**
 - i. Overview of the development of holocaust education in Europe and in the US
 - b. **Holocaust education in “perpetrator,” “victim,” and “distant” countries**
 - i. A discussion on different systems and approaches to Holocaust curricula found in Austria, Germany, France, UK, and USA. What challenges are unique to these different countries? How does the context of the country and its history affect how the Holocaust is taught?
3. **Challenges today**
 - a. A discussion on challenges to Holocaust education today with a focus on Europe: loss of survivor community, multi-ethnic classrooms, third-generation guilt/ambivalence in perpetrator countries, rising(?) anti-Semitism, utilization of new technologies

4. Case study on public space/public memory curricula

a. Physical space and experiential learning

- i. Discussion of memory and public space – the educational assets available to European Holocaust educators. Discussion on integration of student interaction with space into curriculum and experiential learning methods/assessments.

b. The Vienna Project

- i. Description of The Vienna Project's memory zone project and the educational initiative tied to it as a case study. Discussion of other possible project ideas related to the resources that will come out of The Vienna Project.

c. Other examples

- i. Discussion of other lessons that have been done incorporating physical remnants of memory (ex. student-lead research projects into local neighborhoods and tours of Holocaust sites) including best practices and lessons learned from these initiatives.

Sources.

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