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Professional Seminar

31 October 2021

Problem Statement: There is a problem with *the future of Holocaust Education*. Despite *the efforts of Jewish Community Centers, eye-witness accounts from Holocaust survivors, and History teachers, Anti-Semitism and holocaust deniers continue to question the horrors that occurred*. This problem has negatively impacted *the Jewish Community, as well as the core of humanity* because *it completely alters history and the importance of understanding how and why this happened*. A possible cause of this problem *is the lack of education or incorporation of this horrific event into history classes; especially in light of the fact that many survivors are passing away due to old age*. Perhaps a study which investigates *the future of Holocaust education through a phenomenological case study* could remedy this problem.

Essential Question: To what extent would a high school program on Holocaust Studies, which uses the testimonies of survivors to frame the curriculum, help the future of Holocaust education?

Approach: The purpose of this phenomenological study will be to explore the lived experiences of Holocaust survivors, in order to frame a curriculum for the future of Holocaust Education. Most of the current education on Holocaust studies, especially the information covered in textbooks, only explains why this horrific event happened, but few programs have approached the Holocaust as to how it happened. In other words, this study aims to not only teach high school aged students about what occurred during Holocaust, but it also aims to explore the humanist aspects as to how events

like this one happened, in hopes that this type of education will be one step closer in eradicating hatred in the world.

Design: A non-experimental design will be in used in this research. There will be a two-phase strategy to the approach of the research question. The first stage will be to interview two Holocaust educators as means to provide an analysis and an historical overview of the current state in Holocaust Education. Through these interviews as well as review on the literature of Holocaust Education, the gap of what the future of Holocaust Education will be defined. The second stage will involve surveying 25-30 high school students ages 16-18 about their prior knowledge/education on the Holocaust. After the initial survey, these same 25-30 students will be invited to attend a virtual Café Europa with Holocaust survivors over the course of two sessions. Following the Café Europa, these students will be given an exit survey to measure if/how their understanding of the Holocaust changed, and more importantly if their understanding of the Holocaust has helped them understand why hatred like this event exists and what could be done to end it.

Method: A phenomenological case study is an exploratory qualitative method that uses the lived experiences of individuals to understand phenomena. In this case, this research is using the lived experiences of both Holocaust survivors as well as the students who are participating in the research project.