
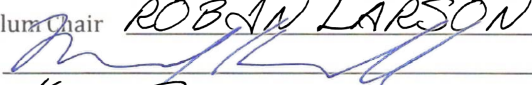
 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Undergraduate Programs		UUPC Approval <u>10-6-2025</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____	
	Department Jewish Studies; the Center for Peace, Justice and Human Rights College Dorothy F. Schmidt College of Arts and Letters (To obtain a course number, contact erudolph@fau.edu)			
Prefix JST Number 4940	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) Lab Code	Type of Course <div>Lecture</div>	Course Title Holocaust Studies Practicum	
Credits (See Definition of a Credit Hour) 1-3 Effective Date (TERM & YEAR) Fall 2026	Grading (Select One Option) Regular <input type="radio"/> Sat/UnSat <input checked="" type="radio"/>	Course Description (Syllabus must be attached; see Template and Guidelines) This course offers hands-on experience applying knowledge and skills in professional and community contexts. Students will work with partnering organizations, museums, archives, or educational initiatives engaged in Holocaust research, commemoration, and education. The practicum emphasizes the integration of academic study with practical experience, allowing students to contribute to projects that advance public understanding of the Holocaust and related issues of genocide, memory, and human rights.		
Prerequisites, with minimum grade*		Corequisites	Registration Controls (Major, College, Level) Requires permission of certificate director to be admitted	
*Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course				
WAC/Gordon Rule Course <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines .		Intellectual Foundations Program (General Education) Requirement (Select One Option) None General Education criteria must be indicated in the syllabus and approval attached to the proposal. See Intellectual Foundations Guidelines .		
Minimum qualifications to teach course M.A. or Ph.D. in Holocaust Studies or related field				
Faculty Contact/Email/Phone Rachel Harris / harrisr@fau.edu / 561-297-0134		List/Attach comments from departments affected by new course Jewish Studies; Peace, Justice, and Human Rights; Gutterman Center for Holocaust Education		
Approved by Department Chair <u></u> College Curriculum Chair <u>ROBIN LARSON</u> College Dean <u></u> UUPC Chair <u>Corey Sorge</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____			Date <u>9/26/2025</u> <u>10/01/2025</u> <u>10/03/2025</u> <u>10-6-2025</u> <u>10-6-2025</u> _____ _____	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.



FLORIDA ATLANTIC UNIVERSITY

JST 4940-001 15976

Holocaust Studies Practicum

Date: Thursday 6:00 PM - 9:50 PM

Building: Arts and Humanities Bldg Boca **Room:** 205

1-3 Credit(s)

Fall 2026 - 1 Full Term

Instructor Information

Matthew Elfenbein

Email: melfenbe@fau.edu

Office: CU 209

Office Hours: Wednesdays 3:00 PM - 5:00 PM

Course Description

The Holocaust Studies Practicum provides students with hands-on experience in applying the knowledge and skills gained through the certificate program to professional and community-based contexts. Under the supervision of faculty within Jewish Studies, the Center for Peace, Justice and Human Rights (PJHR), and The Gutterman Family Center for Holocaust and Human Rights Education (CHHRE) programs, students will work with partnering organizations, museums, archives, or educational initiatives engaged in Holocaust research, commemoration, and education. The practicum emphasizes the integration of academic study with practical experience, allowing students to contribute to projects that advance public understanding of the Holocaust and related issues of genocide, memory, and human rights.

Instructional Method

In-Person

Traditional concept of in person. Mandatory attendance is at the discretion of the instructor.

Required Texts/Materials

Core Texts (*selected excerpts; copies will be provided as needed*):

- Wiesel, Elie. *Night*
- Leyson, Leon. *The Boy on the Wooden Box*
- Zusak, Markus. *The Book Thief*
- Levi, Primo. *Survival in Auschwitz*
- Totten, Samuel, and Stephen Feinberg. *Teaching About the Holocaust: Essays by College and University Professors*

Additional Resources (*provided via Canvas or in class*):

- United States Holocaust Memorial Museum (USHMM) digital resources:
 - Timeline of Events
 - Survivor testimonies and oral histories
 - Virtual exhibits and teaching guides
- Selected articles, film excerpts, and multimedia materials

Note: Some readings and media will be distributed in class or uploaded to Canvas. You are expected to review all assigned materials before class to participate fully in discussions and workshops.

Course Objectives/Student Learning Outcomes

Course Objectives:

1. Provide students with experiential learning opportunities to apply Holocaust studies knowledge in professional, educational, or community contexts.
2. Foster critical engagement with issues of genocide, antisemitism, racism, and historical memory.
3. Develop practical skills in research, archival work, educational programming, or public outreach related to Holocaust studies.
4. Encourage ethical reflection on the responsibilities of preserving history and promoting human rights.

Student Learning Outcomes:

By the end of the practicum, students will be able to:

1. Demonstrate the ability to apply interdisciplinary Holocaust studies knowledge to real-world projects.
2. Conduct research, archival work, or program development related to Holocaust history, memory, or human rights initiatives.

3. Critically analyze and reflect on the ethical and social implications of Holocaust remembrance and education.
4. Communicate effectively in professional or community settings about issues related to the Holocaust and contemporary human rights challenges.
5. Collaborate with organizations or institutions to contribute meaningfully to projects that promote awareness, education, and social justice.

Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct [University Regulation 4.007](#).

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Course Evaluation Method

This course is graded Satisfactory/Unsatisfactory; students must complete all assignments, participate actively, and maintain professional conduct to earn a grade of Satisfactory.

Assignment 1: Timeline Cards in the Classroom (10%)

Goal: Use USHMM timeline cards to develop classroom-ready lessons.

- Select five timeline cards from the USHMM Timeline.
- Create a short activity for each card (e.g., discussion prompts, reflections, group work).
- Write a 2-page reflection on how these can be adapted for different age groups.

Deliverable: Five mini-lesson plans + reflection.

Assignment 2: Survivor Testimony Workshop (10%)

Goal: Explore ethical and pedagogical approaches to teaching survivor narratives.

- Watch two survivor testimonies (USHMM or Shoah Foundation).

- In small groups, design a classroom workshop around survivor stories, including discussion strategies for sensitive topics.

Deliverable: Group workshop plan (4–5 pages) + annotated testimony list.

Assignment 3: Experiential Learning – Museum Encounter (20%)

Goal: Develop pre-, during-, and post-visit activities for museum learning.

- Visit the USHMM (in person or virtually).
- Choose one exhibit or artifact to anchor your design.
- Create a 3-part lesson plan around the visit and write a brief reflection on the role of experiential learning.

Deliverable: 3-part lesson plan + 2-page reflection.

Assignment 4: Teaching Through Film and Literature (10%)

Goal: Compare narrative media and develop student-centered activities.

- Select one film and one book commonly used in Holocaust education.
- Write a 3-page comparative analysis and create one classroom activity for each medium.

Deliverable: Comparative analysis + two classroom activities.

Assignment 5: Interactive Media & Digital Tools (10%)

Goal: Use USHMM's digital resources to enhance Holocaust education.

- Explore two interactive tools (e.g., Some Were Neighbors, Experiencing History).
- Create a digital classroom activity and explain how you'd guide student engagement.

Deliverable: Digital activity plan (2–3 pages).

Assignment 6: Collaborative Curriculum Project (Capstone) (30%)

Goal: Build a flexible Holocaust education unit educators can adapt.

- In groups, design a 3–4 week curriculum around a central theme.
- Must include:
 - Timeline cards
 - Survivor testimony
 - Multimedia or digital learning
 - Assessment components
 - Present your curriculum in class.

Deliverable: Curriculum packet + 15-minute presentation.

Assignment 7: Teaching Portfolio & Reflection (10%)

Goal: Synthesize practicum work into a usable educator resource.

- Compile all assignments into a portfolio.
- Write a 2–3 page teaching philosophy on Holocaust education.

Deliverable: Teaching portfolio + philosophy statement.

Expectations:

This practicum bridges academic study with professional, community-based experience. Because you will be working with sensitive historical materials and contributing to projects that advance Holocaust education, your active engagement, professionalism, and respect are essential. The expectations outlined below reflect both the seriousness of the subject matter and the collaborative nature of the practicum.

Attendance and Participation

- Consistent presence is required. Attendance will be recorded in each class, as your contributions are vital to discussions, collaborative projects, and preparation for work with partner organizations.
- Excused absences may be granted at the instructor's discretion, and opportunities for credit recovery may be arranged when appropriate.
- Repeated unexcused absences will lower your final grade and may result in failure of the practicum.

Professional Conduct

- Respect the material and one another: The practicum engages with sensitive topics such as genocide, trauma, and survivor testimony. Approach these discussions with empathy, thoughtfulness, and care.
- Collaborate meaningfully: Many assignments involve group work, project development, or coordination with external partners. Be dependable, contribute equally, and support your peers' efforts.
- Be prepared: Complete readings, review USHMM and related resources, and come ready to contribute insights that connect scholarship with practice.
- Use technology responsibly: Phones, laptops, and other devices should be limited to course-related purposes during class or partner activities.
- Maintain confidentiality: Survivor testimonies, personal reflections, and sensitive materials encountered in class or partner settings require discretion and respect.

By following these expectations, you will help foster a professional and collaborative learning environment that reflects the values of Holocaust education and prepares you to contribute meaningfully to public understanding of genocide, memory, and human rights.

Grade Breakdown:

Assignment 1 - 10%	Assignment 5 - 10%
Assignment 2 - 10%	Assignment 6 - 30%
Assignment 3 - 20%	Assignment 7 - 10%
Assignment 4 - 10%	Total = 100%

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and

individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Attendance Policy Statement

Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Religious Accommodation Policy Statement

In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations.

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Time Commitment Per Credit Hour

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Course Grading Scale

Letter Grade	Percentage
A	100 - 94%
A-	< 94 - 90%
B+	< 90 - 87%
B	< 87 - 83%

Letter Grade	Percentage
B-	< 83 - 80%
C+	< 80 - 77%
C	< 77 - 73%
C-	< 73 - 70%
D+	< 70 - 67%
D	< 67 - 63%
D-	< 63 - 60%
F	< 60 - 0%

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[University Regulation 4.002](#) of the University Regulations contains information on the grade appeals process

Policy on Make-up Tests, Late work, and Incompletes

The deadlines for all assignments are posted on the Course Schedule below and can also be found for each assignment on Canvas.

Grades of Incomplete ("I") are reserved for students who are making satisfactory progress but are unable to complete the required work due to exceptional circumstances.

Final evaluations will be based on whether you meet the course requirements to earn a grade of **Satisfactory (S)** or **Unsatisfactory (U)**. All assignments and examinations must be completed to receive a grade of **Satisfactory**. Failure to submit required work will result in an **Unsatisfactory** for the course.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic

exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Artificial Intelligence Preamble

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [\[Policy 12.16 Artificial Intelligence\]](#)

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the [Florida Atlantic Code of Academic Integrity, Regulation 4.001](#).

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit <https://fau.edu/ai/citation>

AI Language Specific To This Course

AI Flexible: The use of AI to assist in work assigned in this specific course is permitted only for specific assignments as indicated by the instructor. Use must be properly documented and cited per instructor guidelines (<https://fau.edu/ai/citation>).

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (**CAPS**) Center. CAPS provides FAU

students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Student Support Services and Online Resources

- [Center for Learning and Student Success \(CLASS\)](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [FAU Libraries](#)
- [Office of Information Technology Helpdesk](#)
- [Center for Global Engagement](#)
- [Office of Undergraduate Research and Inquiry \(OURI\)](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center \(SASC\)](#)
- [Testing and Certification](#)
- [Test Preparation](#)
- [University Academic Advising Services](#)

The Center for Teaching and Learning (CTL)

The CTL has a variety of FREE TUTORING and other academic support services to help you succeed in your courses. You are encouraged to build your academic support team early in the term and meet with your team regularly. At the CTL, you can practice difficult course content, develop skills, and learn academic success strategies – in person and online. Learn more about FAU academic support at www.fau.edu/ctl.

- FREE writing support is offered for this course through the **University Center for Excellence in Writing (UCEW)** at the CTL. Visit fau.edu/ucew to learn more.
- FREE speaking and presentation support is offered for this course through the **Speaking Center**. Visit fau.edu/speakingcenter to learn more.
- FREE eTutoring and eSuccess coaching is available for students taking online courses. Visit fau.edu/esuccess to learn more.

Course Topical Outline

COURSE SCHEDULE (Subject to Change without Notice)

Week	Date	Topic & Activities	Readings / Resources	Assignments Due / Tasks
1	Aug 19	Course Introduction & Practicum Overview	Syllabus; USHMM overview	—
2	Aug 26	Holocaust History Foundations	USHMM Timeline	Begin exploring timeline cards

3	Sept 3	Using Timeline Cards in the Classroom	USHMM Timeline Resources	Assignment 1 introduced
4	Sept 10	Survivor Testimonies: Teaching Through Memory	USHMM Oral Histories; Wiesel, Elie. <i>Night</i>	Watch 2 testimonies before next class
5	Sept 17	Workshop: Designing Survivor Testimony Activities	Shoah Foundation selections; Levi, Primo. <i>Survival in Auschwitz</i>	Assignment 1 Due
6	Sept 24	Museum Encounters & Experiential Learning	USHMM Virtual Exhibits	Assignment 2 introduced
7	Oct 1	Planning Pre-, During-, and Post-Visit Lessons	USHMM Teacher Resources	—
8	Oct 8	Teaching Through Film and Literature	Film: <i>Schindler's List</i> (in class); Leyson, <i>The Boy on the Wooden Box</i>	Assignment 2 Due
9	Oct 15	Analyzing Narrative & Representation	Zusak, Markus. <i>The Book Thief</i> excerpts	Assignment 3 introduced
10	Oct 22	Interactive Media & Digital Pedagogy	USHMM Digital Tools (e.g., <i>Some Were Neighbors</i>)	—
11	Oct 29	Digital Activity Design Workshop	USHMM Experiencing History	Assignment 4 Due
12	Nov 5	Collaborative Curriculum Planning	Group work session	Assignment 5 introduced
13	Nov 12	Group Curriculum Consultations	USHMM Teacher Guides	—
14	Nov 19	Curriculum Project Presentations	Student-selected resources	Assignment 6 Due (presentations in class)
15	Nov 26	Final Reflections & Teaching Portfolios	No new readings	Assignment 7 Due

Title IX Statement

In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at <https://www.fau.edu/ocr9/title-ix/>. You may also contact Victim Services at victimservices@fau.edu or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.

