

For the past two decades students at West Chester University have demonstrated interest in the study by enrolling in Holocaust classes, usually filling two sections during the first week of registration and/or working to procure a Holocaust minor or an Ethnic Studies Certificate, one of the most successful certificate programs at the university. West Chester University faculty have demonstrated their interest by participating in conferences, attending programs and contributing articles, books and videos to Dr. Shur. Recently several faculty members have inquired about the possibility of being included in the proposed M.A. degree program.

Teachers in public and private schools also have demonstrated their interest in studying the Holocaust: via graduate classes, workshops, attendance at conferences, and addition of the subject in their schools. Interest of students in two West Chester Area schools is noted by the fact that in both high schools, after the first year, classes for the following semester were oversubscribed. In addition, the Pennsylvania State Department of Education has expressed interest in the development of courses and programs. Last March the Department recommended that the Holocaust be taught in the state's schools. If this follows the precedents taken by six other states, Holocaust studies will be mandated in Pennsylvania. As a result, Dr. Shur has been invited to rewrite the state's guide for teaching the Holocaust and to establish several intermediate unit programs throughout the state.

Meeting this current need, some educational institutions such as the Intermediate Unit of Chester County at Exton, Pa., museums, conferences and the National Holocaust Museum in Washington, D. C., have introduced abridged teachers' programs. However, only a concentrated program such as a Master of Arts Degree in Holocaust Studies, herein proposed, will be able to serve the current needs of teachers. Because it is important for teachers and scholars to gain a well rounded understanding of the subject, an interdisciplinary approach was chosen. The degree program will include courses from various disciplines: criminology, communications, English, foreign languages, history, philosophy, political science, psychology and sociology. The History Department will offer courses dealing with the Holocaust and other genocides. Growth of hate groups and

hate crimes will be examined as well prejudices and how such attitudes develop into hate, hate groups, and finally into murderous mobs. Lastly, the study of the Holocaust will help expand student interest in those genocidal activities throughout various areas of the world. It is clearly time for an intense graduate program in Holocaust studies. This proposal is the plan for such a program.

GOALS:

Goals of the program will be attained when the following objectives are implemented: an **UNDERSTANDING** of the Holocaust based on information which will include reasons, events, uniqueness, aftermath and final effects of the Holocaust; development of proper **ATTITUDES** which will include sensitivity toward the sufferings of the innocent and repugnance for the brutality of the strong, the sufferings of descendants of victims, appreciation for all people, and respect for honesty and integrity; and lastly the development of necessary **SKILLS** such as gathering and analyzing information, discussing events and their results, and challenging revisionists. Incorporation of these goals will help students study the subject with sufficient information, proper attitudes, and necessary skills to think clearly and critically and to value each human being as an important part of our world's society.

GOALS AND OBJECTIVES

UNDERSTANDINGS

To Understand:

1. Reasons for the Holocaust: bigotry, hate, discrimination, etc.
2. Steps leading to the Holocaust
3. Specific events which made the Holocaust unique
4. Genocide in historical perspective
5. Contemporary developments of hate groups: Skinheads, Nazis, KKK, Posse Comitatus
6. Hate crimes

7. **Human complacency in the face of human disaster**
8. **Misuse of modern propaganda and technology**

ATTITUDES

To Develop:

1. **Empathy for victims of the Holocaust**
2. **Understanding of the continued suffering of descendants of Holocaust survivors**
3. **Realization that the Holocaust, an exceedingly sensitive subject must be presented as such**
4. **Sympathy for all persecuted peoples**
5. **Appreciation for the worth and dignity of each individual**
6. **Concern for worldwide genocides**
7. **Appreciation for "civility, respect, honesty, integrity, and collegiality, . . ." as suggested in WCU 2000**
8. **Determination to prevent similar occurrences**

SKILLS

To Be Able To:

1. **Gather important information from books, documents, survivors, veterans, scholars, films, Internet, etc., that describe events of the Holocaust**
2. **Analyze those forces that caused the Holocaust**
3. **Discuss both events and results of the Holocaust**
4. **Teach the Holocaust with adequate information, proper attitudes, and necessary skills**
5. **Challenge revisionists and anti-Semitic forces that work to "prove" that the Holocaust is a Jewish "invention"**
6. **Think clearly and critically and express these in varied forms of communication**

7. **Emphasize the richness of diversity**
8. **Work for an all-inclusive society of global humanity**

ACADEMIC INTEGRITY:

Study of the Holocaust will help develop an understanding of what happens to a people when their civil rights and educational opportunities are violated. Hitler's war against the Jews (1933-1945) began with prejudice and hate which had mounted since the end of WWI. In 1935, the Nuremberg Laws removed the rights of Jews to work or study in Germany, and, by 1938, to live there. Hate against them continued to mount as demonstrated by many thousands of examples of dehumanization--until 1938 when Jewish businesses and synagogues were destroyed during Kristallnacht (November 9, 1938), thus signaling the beginning of their physical destruction. Sufferings of Jews in additional European countries, too, mounted as European nations were conquered: beatings, imprisonment, loss of properties and businesses, removal to ghettos and camps, and finally death. Dissolution of most of the rights of Jews both in Germany and in other European countries continued until 1942 when Hitler's "final solution" called for the complete extermination of millions of Jews and others not useful to Germany's plans. Thus, study of the Holocaust and examination of the step-by-step process by which the Nazis removed the rights of a people, including millions of non-Jews, serves as an important lesson of how hate and bigotry eventually destroys.

It is believed that West Chester University, responsive to the rights of minorities, women, handicapped persons and others with specific needs as demonstrated by its many programs serving to acquaint and sensitize both students and faculty to diversity issues, will support the development of a Master of Arts Degree in Holocaust Studies. In addition, the program will help reflect the goals of West Chester University as stated in WCU 2000, and also, expand curricular offerings for students as suggested in the Executive Summary of WCU 2000 Toward a Perfect Future.

Entrance to Program

Entry to the degree program requires an earned Bachelor's degree from a regionally certified college or university: Bachelor of Arts; Bachelor of Science in

Education; Bachelor of Music; Bachelor of Fine Arts; or Bachelor of Science degree with at least a minimum 2.5 GPA, written application including two letters of recommendation, and a statement of personal goals. Students admitted into the program will be notified of their acceptance. At the end of twelve semester hours, a 3.0 GPA or better must be earned. Any history course earning less than a 3.0 GPA will not be accepted for credit toward the degree. Application for candidacy will be made when all requirements have been satisfied.

Time Allotment

Completion of the degree will take two years for full-time students and up to six years for part-time students. For full-time students, the thirty hours required for a Masters Degree in Holocaust studies will be divided into four phases:

- Semester I, comprised of courses from Phase I, will serve as a foundation for the study and will introduce the candidate to the program during the first semester.-----(9 hours)
- Semester II will include two courses from Phase II and one from Phase IV.-----(9 hours)
- Semester III will include Field Studies or courses in Phase III.-----(6 hours)
- Semester IV will include the Thesis or courses taking the place of the Thesis.-----(6 hours)

For part-time students, the coordinator will assist students with the curriculum. The program will be completed when 30 hours of credit are satisfactorily completed and the candidate has passed his/her comprehensive examination.

Degree Requirements:

A student must achieve an overall GPA of at least 3.0. The student must also perform satisfactorily on a written comprehensive examination.

Required Core Courses:

From Phase I, students will choose three courses; from Phase II, III, and IV, students will choose history courses as well as those from the Foreign Language and English Departments. Field Studies and a Thesis are optional, with courses from Phases II, III, and IV being substituted.

New Courses to be Added to the Program:

Effects of the Holocaust on America; Historical Perspectives of Genocide; The Treatment of the Holocaust in Post-War Europe; History of Crime and Punishment in Europe; Impact of the Holocaust on German Literature and Films, and Literature of the Holocaust.

Courses in Place:

PSC 542: Dynamics of Public Opinion and Political Behavior and PSC 590: Independent Studies of Political Science Research Project; PHI 512: Ethical Theories and PHI 590: Independent Studies of Philosophy; PSY 590: Special Cross Cultural Psychology; PSY 509: Advanced Social Psychology; and PSY 543: Psychology of Group Processes; SOC 590: Independent Studies in Sociology; CRJ 505: Nature of Crime and Delinquencies; COM 503: Communication and Persuasive Influences, COM 505: Concepts and Criticism of Public Influence; COM 507: Issues in Mass Communication; COM 509: Communication and Conflict Resolution; HIS 660: Field Studies; HIS 691: Thesis, HIS 545: History of the Holocaust; HIS 523: History of Modern Germany.

Assessment:

An internationally reknown scholar will serve as evaluators of the program:

Professor Saul Friedman (Youngstown State University and Kent State University) Noted lecturer, writer and recipient of many honors in Holocaust work.

An evaluation of this program will be made at the end of the third year.

Responsibility for Program:

Responsibility for the academic developments, curricular modifications, faculty assignments, student evaluations, etc., will be in the hands of the coordinator with recommendations going to the coordinator's chair. Dr. Shur, a pioneer in the study of the Holocaust and organizer and director of the National Association for Holocaust Studies, as well as member of the Pennsylvania Task Force, and board member of the Coordinating Council on the Holocaust, is well qualified to coordinate the Master of Arts program and to work with a committee of colleagues. Likewise, she has helped edit four nationally recognized books, two published by the highly accredited Political and Social Science Academy, and has written three of her own. Her experience in the field is widely recognized as is her contributions to both national and international conferences and to various colleges and universities.

Participants Helping Develop the Program:

A committee composed of six professors from the History, Philosophy and Political Science Departments helped formulate the goals and objectives of the proposed Master of Arts program. Chairs of two departments, Political Science and Philosophy, met with four members of the History Department to help determine courses and ways in which they were to be implemented. Members of the History Department were Drs. Irene G. Shur who has taught the subject for over twenty years; Claude R. Foster who has taught courses on German history and the Nazis and has served as guest lecturer in many academic institutions; Marita Boes who has taught courses on Germany and the Jews; and William Hewitt who has taught Holocaust courses in high school and college. From the Political Science Department, Dr. John Shea, Chairperson, and from the Philosophy Department, Dr. Thomas Platt, Chairperson, who taught related topics, aided in its development. It was the collaborative effort of these professors as well as the departments involved in this interdisciplinary program that helped develop the proposal.

RESOURCES:

The library of West Chester University holds over 400 books dealing with the subject as well as many valuable films, tapes, and articles. A bibliography describing the collection of available materials has been compiled by a graduate student. In addition, the West Chester University library has the capability of procuring books and materials from other libraries. Added to these are the sources available at a number of Holocaust museums and centers which have continued to expand throughout the mid-Atlantic states. Also, survivors, their children and grandchildren as well as veterans of World War II continue to serve as resource persons.

For over two decades, Dr. Shur has collected many books, films, videos, and realia which she shares with students and is anticipating adding these to the library's holdings. The Chester County Library (Exton, PA) carries many materials as well as journals and pictures. And the National Holocaust Museum in Washington, D. C., disseminates many books, resource units, films and pictures to teachers. Being only two hours by train or car from West Chester, this source is extremely important. The museum in Cherry Hill, NJ, about an hour away from the borough, and the one in Manhattan, New York about two hours away, also serve as important sources for information. Lastly, one of the most popular vehicles for gathering knowledge, the Internet, is available since all professors' offices have Internet access and the library and additional buildings are well equipped with computers. The Internet, a valuable learning tool, is rapidly becoming an important source--and materials on the Holocaust continue to multiply.

A. Personnel:

The courses offered in the programs will be taught by West Chester University faculty from a number of departments. No new faculty hires are required to implement this program.

Director:

Budgeting for reassigned time for a director is at the level of Instructor, Step A as listed in the CBA (Appendix C), adjusted for a 5% increase per year.

Staff:

The half-time secretarial support for the year will begin at the Clerk Typist II level with a 3% per year increase (Appendix C).

Student Help:

A student helper is currently working to help establish the program with a salary of \$2,100, and project 4% per year raise.

B. Operating Costs:

The operating costs for an office include printing and publicity, letterhead, and office supplies. The money to start the programs also includes expenses for consumable materials for a variety of conferences and seminars for area teachers. These figures are based on the current year's expenses using the Lasko Foundation Endowment (Appendix C).

C. Library Resources:

The funds used here will enhance a collection of books, video tapes, and other educational materials.

D. Instructional Equipment and Supplies:

Current equipment, facilities and instructional materials will meet the needs of the programs. However, a computer, VCR, overhead projector, and other items will be housed in Room 308 of Francis Harvey Green Library--set aside for Holocaust/Genocide Studies.

The Connely Foundation Grant, moreover, will provide the renovated facilities for the Distance Learning aspect of the proposed programs.

E. Travel:

The Director and associated faculty of the programs will make presentations and promote the programs at regional and national conferences.

F. Financial Support:

We are conservatively projecting modest increases in the number of students enrolled in the programs (Appendix D). Distance Learning students at the Dixon

Center taking one 3-credit course per semester, and figuring FTE (9 credit hours per semester) at current tuition with a 3% increase per year, the programs should be self-sufficient within five years (Appendix C).

Currently, the programs have the support of the Lasko Foundation Endowment, Zandman Endowment, Connelly Foundation Grant, and Mandel Foundation Endowment (Appendix C).

The University administration, in addition, is actively working with and seeking additional donors.

COORDINATION:

No similar degree program is offered by any other institution in the U. S. or abroad. For almost twenty years, Dr. Shur has pioneered courses on the Holocaust, developed an Ethnic Studies certificate, a Holocaust minor, a graduate course, and now she hopes this Masters program, with the help of the committee, will be implemented. Her organizational ability was demonstrated in 1979 when she received a grant from the state to hold a meeting in Harrisburg for the purpose of developing an educational center for Holocaust studies for teachers of SSHE colleges. Here, important exchange of information about courses being taught in the state's schools emerged and the Pennsylvania Association for Holocaust Studies was organized. Following this she held three yearly conferences at the Newman Center in West Chester which was planned and attended by West Chester University students, faculty, and community members as well as guests from surrounding schools and universities. This year a conference will be held at the Newman Center marking the twentieth anniversary of the first conference.

Over the years her materials as well as resource persons have been shared with other schools. In addition, with the help of the audio-visual department at West Chester University the interviews she taped of survivors, survivors' children and veterans were used in her classes, other schools, and were shown by Television Station WCOJ on a weekly basis. To expand their knowledge and experiences, her students have attended conferences at Millersville University, the University of Pennsylvania, Rider College,

Stockton State College, and Drew University. Three different groups of students have accompanied Dr. Shur to Israel where she held summer seminars on the Holocaust.

Currently, graduate students of West Chester University have been invited to attend overseas programs to Poland, Czechoslovakia, Holland, and Israel offered by Indiana University of Pennsylvania, Ramapo College and others.

Since this is the first such degree program in the nation, and interest has been demonstrated, writers of the program feel certain this program will grow. Enrollment will increase as teachers, librarians, as well as scholars wishing to gain greater knowledge of the subject, become acquainted with the university and its offerings. Added to this is the vitality of the community which has become one of the fastest growing Jewish areas in the nation.

IMPACT ON EDUCATIONAL OPPORTUNITY:

As a constantly developing, growing institution, West Chester University's programs have continued to meet changes taking place in its immediate as well as expanded environment. From its beginning as a normal school (1871), its change to a teachers' college (1928), and finally to a university (1983), West Chester University has consistently concerned itself with the importance of students' needs and educational opportunities. Programs, courses, and use of the institution by the community and the nation have continued to be the concern of the school. During the past four decades new programs were developed to meet the challenges of America's changing society such as the addition of business, nursing, computer science, audio visual, criminal justice, and special education departments. Likewise, many new courses were introduced, among these, the Holocaust.

In the decades after World War II the college and later the university began to develop long-range goals that would establish direction for the university's development. The authors of this proposal believe that this Master of Arts Degree in Holocaust Studies will satisfy the goals of the 1990s: "to graduate men and women with an enhanced ability to acquire knowledge, to think clearly and critically, to communicate effectively, to

respect and understand diversity, to appreciate the aesthetic value of life, and to possess the skills necessary for a career and the continued process of lifelong learning."

(Graduate Catalogue 1997-98 West Chester University Mission Statement). In conclusion, a Master of Arts Degree in Holocaust Studies will contribute to the development of West Chester University's outstanding graduate programs as well as to its ongoing work to meet the needs of a changing society.

DISTANCE LEARNING: "HOLOCAUST/GENOCIDE, 20TH CENTURY"

"Holocaust/Genocide in the 20th Century," will be introduced at West Chester University as a Distance Learning course in September 2000. It is the desire of the university that this important and timely subject reach graduate students who will be able to gain the expertise and experience of working with Dr. Irene G. Shur, a pioneer in the field of Holocaust studies. Added to this are nationally recognized professors, speakers, survivors, and veterans of wars.

Important results of the study will be an understanding of the ways mass murders of the innocent during the 20th century developed. The Distance Learning course will incorporate a variety of media and be interdisciplinary in approach, reflecting the latest in educational methods.

DEGREE REQUIREMENTS**M.A. HOLOCAUST AND GENOCIDE STUDIES**

(Four phases: 9 hours; 9 hours; 6 hours; 6 hours)

(Courses taken to satisfy requirements in one phase cannot be used to satisfy more than one phase.)

Phase I: 9 hours--one from three different disciplines: _____
 (Only one Independent Studies to be used)

Credits One course to be selected from each of three fields of study from the following list
 (Only one Independent Study may be applied):

- 3 Political Science
 PSC 542 Dynamics of Public Opinion and Political Behavior
 PSC 590 Independent Studies of Political Science
 Research Project:
- 3 Philosophy
 PHI 512 Ethical Theories
 PHI 590 Independent Studies of Philosophy
- 3 Psychology
 PSY 543 Psychology of Group Processes
 PSY 590 Special Cross Cultural Psychology
- 3 Sociology
 SOC 590 Independent Studies in Sociology
- 3 Criminal Justice
 CRJ 505 Nature of Crime and Delinquencies
- 3 Communication
 COM 503 Communication and Persuasive Influences
 COM 505 Concepts and Criticism of Public Influence
 COM 507 Issues in Mass Communication
 COM 509 Communication and Conflict Resolution

Phase II: 9 hours from the following: (Mandated courses) _____

- 3 HIS 545 History of the Holocaust
 3 HIS 546 Genocide in Modern History
 AND
- 3 HIS 523 History of Modern Germany
 OR
- 3 HIS 543 Jews in Modern European History

Phase III: 6 hours from the following:

6 HIS 660: Field Studies

Tours and research trips to sites of former camps and ghettos. Included in these trips will be visits to museums, archives and libraries where materials concerning the Holocaust are housed.

OR ANY TWO OF THE FOLLOWING FIVE (WITH ADVISEMENT):

- 3 HIS 523 History of Modern Germany
 - 3 HIS 543 Jews in Modern European History
 - 3 HIS 549 American Perspectives on the Holocaust
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Phase IV: 6 hours

6 HIS 691: THESIS

OR

NON-THESIS

(Two courses below)

- 3 HIS 549 American Perspectives on the Holocaust
- 3 HIS 601/602/603 Directed Readings American/European/World and Regional: Holocaust, Genocide Topics

30 TOTAL CREDITS REQUIRED TO OBTAIN DEGREE

Committee Members

Irene G. Shur, William Hewitt, Marguerite Landwehr,
Claude R. Foster, Thomas W. Platt, John C. Shea, Edward Pollack

01/19/00

WEST CHESTER UNIVERSITY

CERTIFICATE IN HOLOCAUST/GENOCIDE STUDIES

15 HOURS

Required

His 545 History of Holocaust _____
His 546 Genocide in Modern History _____

Three Courses (Under Advisement) From The Following:

Political Science
PSc 542 Dynamics of Public Opinion and
Political Behavior _____

Philosophy
Phi 512 Ethical Theories _____

Psychology
Psy 543 Psychology of Group Processes _____
Psy 590 Special Cross Cultural Psychology _____

Criminal Justice
CRJ 505 Nature of Crime and Delinquencies _____

Communication
Com 503 Communication and Persuasive Influences _____
Com 507 Issues in Mass Communication _____

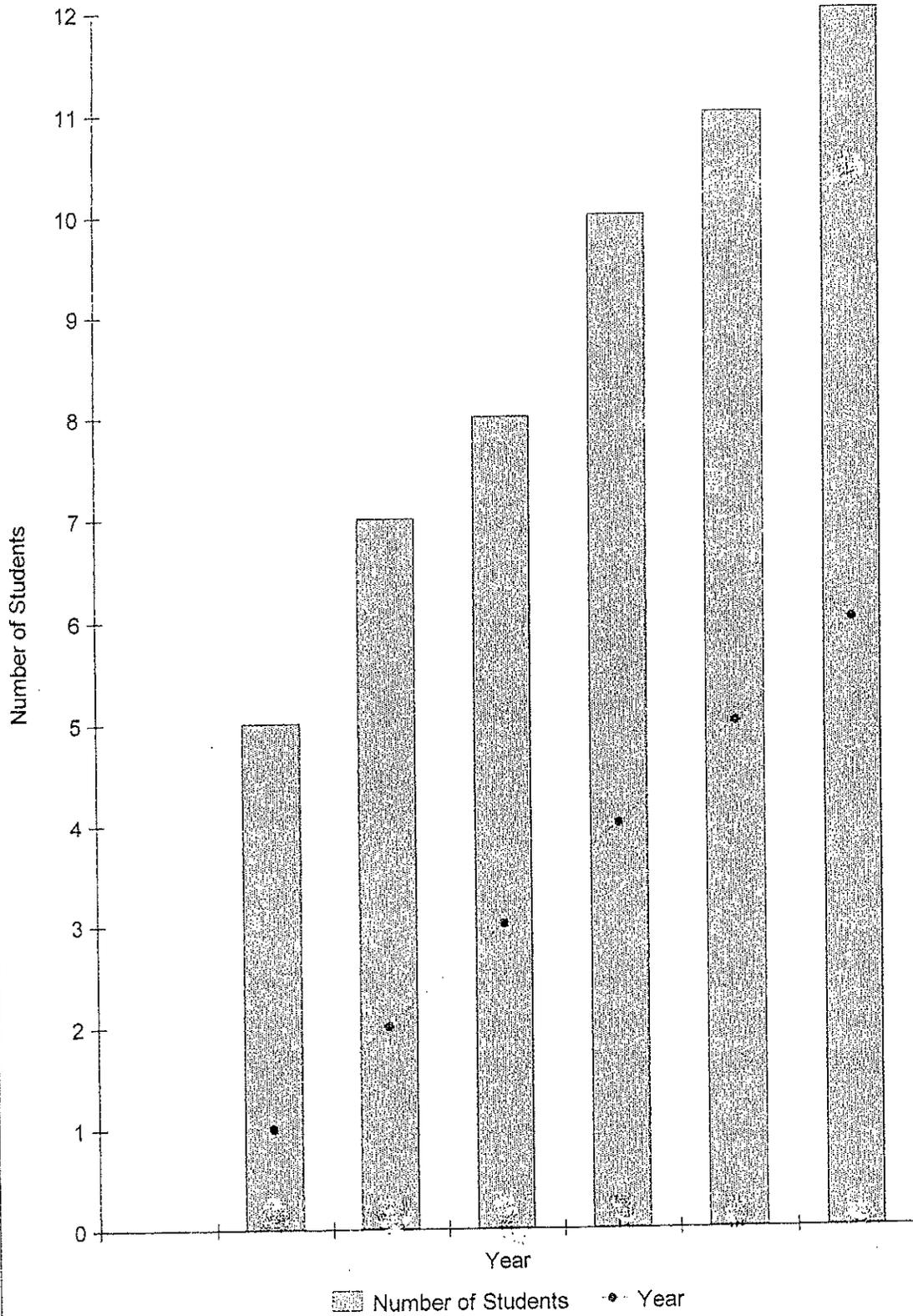
History
His 523 Modern Germany _____
His 543 Jews in Modern European History _____
His 549 American Perspectives on the Holocaust _____

Graduate Literature course under advisement _____

Five Year Budget Projection					
Proposed Program:	MA & Certificate in Holocaust and Genocide Studies				
University:	West Chester University of Pennsylvania				
ESTIMATED EXPENSES	Year 1	Year 2	Year 3	Year 4	Year 5
Faculty salaries/benefits (a)	\$20,433	\$21,884	\$22,541	\$23,217	\$23,913
Staff salaries/benefits (b)	\$0	\$13,800	\$14,214	\$14,640	\$15,080
Student wages	\$2,100	\$2,184	\$2,271	\$2,362	\$2,457
Operating costs	\$4,000	\$4,240	\$4,494	\$4,764	\$5,050
Printing/Publicity	\$4,000	\$2,000	\$500	\$500	\$500
Resource Materials (including library)	\$12,000	\$10,000	\$4,000	\$5,000	\$6,000
Equipment	\$4,000	\$300	\$400	\$300	\$300
Video Conferencing Equipment	\$38,000				
Travel	\$500	\$500	\$500	\$500	\$500
Other (accrediation costs)	---	---	---	---	---
TOTALS:	\$85,033	\$54,908	\$48,920	\$51,284	\$53,800
SOURCES OF SUPPORT					
University E&G (c)	\$24,030	\$32,616	\$42,228	\$48,060	\$55,620
FTE On-campus students	5	7	9	10	12
Part Time Distance Ed students	5	6	8	10	10
Other (please identify) (d)					
Lasko Foundation Endowment	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Zandman Endowment	\$4,750	\$4,500	\$4,635	\$4,774	\$4,917
Connely Foundation Grant	\$38,000				
Mandel Foundation Endowment	\$5,000	\$5,150	\$5,305	\$5,464	\$5,628
TOTALS:	\$76,780	\$47,266	\$57,168	\$63,298	\$71,165
Budget Notes					
(a) Salary and benefits for replacement of one-half reassigned time for director in each year.					
(b) Half-time secretary years 2-5.					
(c) Current tuition for year one, increased 3% a year. Distance Ed students assumed to take one course a year.					
(d) Endowment Income @ 5% of total value					

Projection of Enrollment 2001-2006

Holocaust/Genocide Masters Program



Contributing Factors to the Projected Increase in Enrollment in the Holocaust/Genocide Masters Program

- 1) The reputation of Holocaust programs West Chester University adds credibility to the graduate program. Dr. Irene Shur, one of the pioneers of Holocaust education in the United States for the past two decades, has taught over four thousand students. She has taught classes, granted minor certificates, held seminars and conferences, and presided over the Holocaust Education Association.
- 2) The Holocaust Distance Learning Program will attract students. Dr. Shur has pioneered in the use of film in Holocaust education having been the recipient of an Emmy Award for direction of a Holocaust documentary.
- 3) The state mandate in New Jersey for Holocaust education, and the Pennsylvania recommendation for such education, necessitates the need for this proposed program. Currently, six states mandate the teaching of the Holocaust and eight are recommending it.
- 4) The proposed program will be advertised in newspapers, periodicals, newsletters, university publications, radio, television, religious publications, and former students of Holocaust studies.
- 5) Intermediate Unit programs and seminars will promote the proposed program. Chester County offered the first Holocaust program six years ago, five others have followed their lead.
- 6) Twenty academics and administrators are involved in the adoption of the proposed program. Additional academics will be adding courses after the program has been adopted.
- 7) Extensive community support for the proposed program is evidenced by the amount of funds donated to support a Holocaust/Genocide library research center. Moneys have also been pledged for visiting professors and other aspects of the proposed programs. Community support for past seminars, conferences and remembrances bodes well for the future of the program.
- 8) The sterling reputations of the Pennsylvania System of Higher Education, West Chester University, and the various departments participating in the degree program, will help ensure a steady enrollment in the proposed Holocaust/Genocide degree program.

**Assessment of Proposed M.A. in Holocaust Studies
and Certificate Program in Holocaust/Genocide
West Chester University**

**Evaluation prepared by Dr. Saul S. Friedman
Youngstown State University, October 1999**

Subject. West Chester University is proposing the introduction of two graduate programs which must be approved by the Board of Governors of the Pennsylvania State System of Higher Education. The first (a certificate in Holocaust/Genocide Studies) requires 15 semester hours of specialized training, nine of which are in required courses. The second (Master of Arts in Holocaust/Genocide Studies) is a more conventional program of 30 semester hours, six of which may be taken as thesis.

Period of Review. I visited the campus of West Chester University between October 7 and 11, 1999. During that time I had extensive discussions with Dr. Irene Shur, Professor of History, who originated these two proposals, members of her Academic Advisory Committee (Professors Thomas Platt of Philosophy, Edward Pollak of Psychology, and Claude Foster in History), faculty who will be teaching various aspects of the program (Dr. Margarete Landwehr in Foreign Languages/Film and Dr. William Hewitt in American History), as well as several administrators (Dr. David Buchanan, Dean, College of Arts and Sciences, Dr. Richard Webster, Chair, Department of History, and Dr. Gary Knock, Dean, Graduate Studies and Sponsored Research.) I also attended the opening of the Sender Frejdlowicz Holocaust Library Collection at the university's Francis Harvey Green Library where I met Dr. Madeline Wing Adler, WCU President, and Dr. Linda Lamwers, University Provost. It should also be noted that I have been a colleague of Dr. Shur's in the National Association of Holocaust Educators for the past twenty years and have had the opportunity to observe at close hand the evolution of her ideas and achievements in that time.

Need. Had such programs been proposed a decade or two past, they might well have met with resistance from administrators concerned about enrollment and budget. Indeed, when in 1960 I suggested to the Dean of Graduate Studies at Brandeis that my aim was to teach Holocaust at a university, he laughed and said, "There never will be any courses on the Holocaust." Four states (California, Florida, Illinois, and New Jersey) now mandate Holocaust instruction. Fifteen others (including Pennsylvania) recommend some form of educational background for public school teachers. Apart from state legislatures, most colleges and universities throughout the U.S. now aspire to be "global institutions," responsive not to particularist agendas, but to encouraging diversity and sensitivity. The mission statement of West Chester, as noted in these proposals, is to develop programs which "benefit all people and which seek to eradicate discrimination and injustice." The two proposed degree programs clearly address the problems of bigotry.

Potential Enrollment. The questions repeatedly asked are what numbers will these two programs generate and from what sources will enrollment come. My experience with universities which offer Master's Degrees with a specialization in Holocaust (Kent State, Youngstown State, Akron, and Ohio State University) suggests that the potential pool would include (a) secondary school teachers seeking course work necessary to award of salary increments; (b) graduate students seeking either a degree or certificate as a realistic step toward a Ph.D. or Doctor of Arts; (c) personnel at the more than 100 Holocaust centers around the U.S. (including staff in Pittsburgh, New York, Philadelphia and the Holocaust Memorial Museum in Washington); and (d) non-traditional students (housewives, the retired) drawn from the growing Jewish community of exurban Chester County. Since introducing undergraduate courses in Holocaust in 1978, Dr. Shur has taught more than 3000 students or approximately 150 per year. According to information filed with the American Historical Association, in 1998 the graduate program of the History Department at West Chester listed an overall enrollment of 91 students. It is not unreasonable to assume that the two proposed programs in Holocaust/Genocide would generate 15-20 students in their first year. Successful execution of planned programs could result in enrollments of 35-40 by the fifth year of operation.

Personnel. Although these two degree programs were initiated by Professor Shur, a human dynamo with more than 40 years of service in the Pennsylvania state university system, they are not solely dependent upon her for implementation. West Chester will conduct a search for a full-time instructor in European History/Holocaust for the year 2001-2002. At present, sixteen other members of the WCU faculty are committed to the success of the programs. They include nine men and seven women, with doctorates from such institutions as Harvard, Wisconsin, Temple, Penn, and Wyoming. Combined, these individuals have more than 300 years of teaching, a dozen published books, and hundreds of scholarly articles and presentations to their credit. Dr. Shur's office partner, Professor Foster is representative of the kind of scholar-teacher that graces the West Chester campus. A popular teacher, Foster co-edited *In-Answer*, a volume of essays on the Holocaust, with Dr. Shur a decade ago. His 800-page biography of Pastor Schneider, a minister who was martyred for his anti-Nazi stance, was published by the university and is being translated into German. Dr. Foster's extensive SS files should prove to be a lure to students wishing to do research in primary documents. His colleague, Dr. Hewitt, a man with extensive background in the plight of Native Americans (after teaching some time on a Navajo reservation) plans to revise and update the Pennsylvania Holocaust teacher's guide (1990) which contains minimal reference to genocide. Dr. Landwehr has developed a course in literature and film that is both comprehensive and challenging. Dr. Jasmin McConatha, an Iranian whose degrees are from the Universities of Utah, Jacksonville State, and Georgia, and Deborah Mahlstedt offer classes in group psychology and prejudice. Dr. Frauke Schnell, Associate Professor of Political Science with a degree from the University of Tubingen, and Christopher Teutsch, Assistant Professor of English with a degree from the Jagiellonian University in Poland, add more international flavor to the program.

Library Resources. Secondary sources are adequate and will only get better. I spent several hours sampling library listings via computer. There are some gaps in holdings. (Works by Emmanuel Ringelblum, Jacob Presser, J. Sarna, M. Penkower, S. Zuccoti, Erzegailis are absent.) Thanks to electronic interlibrary loan which quickly supplies such texts from nearby universities, the problem is not critical. Income generated by the recent donation of \$20,000 from Felix Zandman in the name of his uncle Sender Frejdownicz will help correct the problem. Dr. Shur has also contributed hundreds of books from her personal library. Primary sources and collections are readily accessible at such major institutions like Gratz College and Penn in Philadelphia; YIVO (the Yiddish Scientific Institute), Leo Baeck Institute, and American Jewish Congress in New York; National Archives and Modern Military Records in Washington and College Park, Maryland.

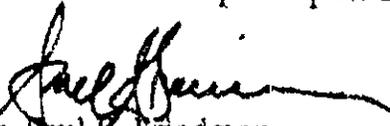
Critique of Holocaust/Genocide Certificate. Certificate programs are designed to meet the needs of graduate students who cannot or do not choose to complete a master's degree. Among the fastest growing academic programs in the U.S., such courses demonstrate a facility, if not expertise, in a particular area. Such programs are generally tied to full-time employment positions. In discussions with the West Chester Academic Advisory Committee it was agreed that Modern Germany should be added to the list of required or optional courses. Questions were raised about the nature of the optional course in Criminal Justice (Crime and Delinquency). The program might consider an alternate course that would touch upon abuse of police powers such as the Spanish Inquisition, the operation of Andersonville in the Civil War, *reconcentrado* camps during the Spanish-American War, and human rights abuses of state police under Hitler and Stalin. Efforts should also be made to cross-list such courses with other minority programs.

Critique of Master's in Holocaust/Genocide. Well-drafted and comprehensive, this proposal also can be fine-tuned just a shade. Core courses in History may be enhanced by additional offerings such as the Sephardic World, Israel and the Holocaust, the Jews in Medieval and Reformation Europe. Optional courses in related fields might also include the Ghetto and Shtetl (Sociology), Hebrew and Yiddish Literature and the course noted above on camps and police abuse (Criminal Justice). Dr. Platt (Chair, Philosophy) acknowledges the critical importance of a course on Ethics which will touch upon issues raised by Nazi T-4 program (euthanasia), medical information derived from experiments upon unwilling concentration camp inmates (e.g. results of surgical and hypothermia experiments), punishment, forgiveness and the role of God in the Holocaust. The Academic Advisory Committee welcomed a suggestion to add another category to optional course work. Tentatively titled "Ethnic Studies" it would cross-list history courses on African slavery and/or contemporary genocide in Africa (e.g. massacres in Sierra Leone, Rwanda, Uganda), policies toward Native-Americans, and a course dealing with Asia. Dr. James Trotman of the Frederick Douglass Institute and another professor at West Chester will be added to the faculty advisory committee.

Summary. Academic programs are only as good as their students and faculty. If a program earns the respect of its peers, more students will be directed to WCU or come of their own accord. Unfortunately, there is also another dimension and that is employability. Where does the student go after she or he earns a degree? Dr. Shur, Dr. Knock and their colleagues have developed a working relationship with Clark College in Massachusetts, the only institution in the US that grants a Ph.D. in Holocaust. It is hoped that some of the WCU graduates will continue their education at Clark and other prominent universities with a view toward entering the academic profession. Since most candidates for the degrees or certificates already will be employed as teachers, both programs will aid them in procuring teaching positions in schools where Holocaust/Genocide studies are being introduced.

West Chester University is attempting to develop good and significant programs. The key words I heard repeated on this beautiful campus were flexibility and creativity. These proposed programs draw their strength from the commitment and enthusiasm of everyone involved--faculty, students and administrators. You cannot be in the presence of Dr. Shur without being captivated by her intellect and dedication. Under her direction, WCU will be involved with distance learning via televised relay to sister colleges and universities as well as to central broadcasting systems in the region, the Dixon Learning Center in Harrisburg, and Youngstown State and Kent State in Ohio which are developing programs of Jewish Studies. Dr. Shur will be revitalizing the National Association of Holocaust Educators which she founded in 1978. She will also be collaborating in the development of audio-visual educational materials, and will encourage WCU students to participate. West Chester's administration is actively involved in monitoring developments and helping with financial solicitation. The latter is especially critical for the continuity of such specialized programs. Through the cooperation of all concerned, West Chester has already secured pledges of more than \$100,000 from private sources for distance learning, book acquisition, and program endowment.

In short, the two programs submitted by West Chester University to the State System of Higher Education of Pennsylvania are both worthy of approval. I truly believe that within five years Holocaust and Genocide Studies will become the showpiece of the university and of the region, and, hopefully, a model for other institutions to emulate. Should you require additional information, please call me either at my university number (330-742-3452) or home number (330-533-0703). It was an honor to participate in this evaluation.


Dr. Saul B. Friedman
Professor of History
Youngstown State University
Youngstown, Ohio 44555



State System of Higher Education
The System Works for Pennsylvania

October 2, 1998



Dr. Karen Schmid
Associate Provost
West Chester University of Pennsylvania
West Chester, PA 19383-2400

Dear Dr. Schmid: *Karen*

I want to respond to your letter regarding the intention of West Chester University to propose an M.A. in Holocaust Studies. I have two purposes: one, to address the issues arising from the letter of intent, and two, to describe the next steps you will need to take if the university decides to pursue development of this proposed graduate program.

First, we would ask for specific information and data, which address the issues of need and student interest. How many students would begin studies in Year One and Year Two? Do you have a target number of students for each cohort for the first five years of the program?

While we recognize the increasing national interest in Holocaust studies, can you provide information that would help us understand the Holocaust as an emerging academic discipline? Have you considered an M.A. in Liberal Studies or other means by which students who are interested in this and other particular areas of study can obtain advanced degrees? Will this program link with other educational programs, such as those for museum managers or be accepted by doctoral programs in history or other related areas?

Second, if you decide to pursue this program, you will need to develop a proposal that addresses the seven criteria in Board of Governors policy 1985-01. We generally have asked that masters level programs be reviewed by an outside consultant and that the report be a part of the program proposal. We also expect that an early draft of the proposal would be sent to this office so we can work with you to identify any possible areas of difficulty. We will work with you to make the proposal as strong as possible. Please do not hesitate to call us

Sincerely yours,

Mary W. Burger
Mary W. Burger
Vice Chancellor for Academic
and Student Affairs

c: Kaylene A. Gebert