

**The Mark and Gail Appel Program
in Holocaust and Antiracism Education
at York University**

Learning from the Past
Teaching for the Future

**Handbook
for
Field Study in Europe**

July 28-August 21, 2003

**Centre for Jewish Studies
The Canadian Centre for German and European Studies**

**Coordinating Office:
230 York Lanes
York University
4700 Keele Street
Toronto, Ontario M3J 1P3
Canada**

**Telephone: +416 736-5695
Fax: +416 736-5696
E-Mail: mwebber@yorku.ca or michaelb@yorku.ca
Website: <http://www.yorku.ca/tff>**

(Revised March 3, 2003)

Table of Contents

A. General Information

1. Introduction	1
2. Thanks	1
3. Goals	1
4. Timeline.....	2
5. Orientation	2
6. Who's In "the Group"?	2
7. Listserv and Website	3
8. Participants' Responsibilities	3
9. Required Readings	3

B. Cultural Issues

10. Culture Shock.....	3
11. Stereotyping and Stereotypes.....	4
12. Language	4
13. Teacher-Student Relationships.....	4
14. Religious Observance.....	5

C. Trip Preparation and Logistics

15. Checklist for the Trip.....	5
16. Itinerary	6
17. Insurance.....	6
18. Clothing	6
19. Money	6
20. Food	7
21. Accommodations	7
22. Communications	7
23. The "Working Day"	8

D. Other Issues

24. Safety	8
25. Conduct	9
26. Emergencies	9

Learning from the Past – Teaching for the Future European Field Study Handbook 2003

A. General Information

1. Introduction

This handbook is addressed to participants in the 2003 European Field Study portion of The Mark and Gail Appel Program in Holocaust and Antiracism Education: “Learning from the Past – Teaching for the Future.” It has two purposes. First, it gives you practical information that will help you plan for the Field Study. Second, it raises some issues we will all want to think about.

The handbook will not (and should not) answer every question you may have. We will have the opportunity to formulate and discuss questions during the orientation sessions and the Field Study itself. And of course, there is always the Listserv (p. 3).

The handbook exists in both printed and electronic form (as a pdf-file). Feel free to make a copy of this handbook to leave with friends or relatives.

This is the second time we have undertaken a Field Study (the first was in 2001). Despite the experience we gained two years ago, this second Field Study sees us all as both experimenters and subjects of the experiment. We are grateful for feedback on all aspects of the project, but in this context especially on the handbook. Please send us corrections, additions, and suggestions for changes.

The project is a joint initiative of the Centre for Jewish Studies and The Canadian Centre for German and European Studies at York University (Toronto, Canada). Contact information for the project coordinators is on the front cover of this handbook.

2. Thanks

This project would not have been possible without the advice, support and hard work of many people and institutions. We want to thank them all, especially Mark and Gail Appel, in whose honour the program has been named

3. Goals

Our main goal for the project as a whole is to establish and foster an international network of educators who have the knowledge, skills, experience, and motivation to teach against antisemitism and other forms of racism. Teaching at various levels and in various contexts in Europe and Canada, these educators will be able to call upon resources in their own countries, internationally, and within our extended group.

During the Summer 2003 Field Study, we will get to know each other, take part in conventional and experiential teaching and learning, visit historical sites and relevant institutions of contemporary life, and meet with experts in Germany and Poland. Although the Field Study is an academic undertaking and the subject matter is serious, we hope and expect to have fun as well.

On the basis of what we learn during the 25 days of the Field Study, we will prepare projects for presentation at the 10-day follow-up symposium planned for Toronto in February 2004 (probably February 12-22).

4. Timeline

Please note carefully these important dates and deadlines:

Dates and Deadlines	Item
by mid-April	Dates and locations for orientation announced
April 25	European participants confirm their ability to attend orientation
By late April	Canadians obtain valid passports
Early May	Canadians apply for Polish visas; * other participants obtain valid passports
mid-May	Passenger names for group flights needed by Lufthansa
May or June	Orientations in Poznań and Baden-Württemberg
June 8	All participants fax copies of the first pages of their passports to project coordinators
late June	Lufthansa issues group tickets

We will announce dates and deadlines for the February 2004 symposium during the Field Study and will also give full information on how Polish passport holders can obtain a Canadian visa.

5. Orientation

We will announce the times and places for the orientations as soon as possible, but it is already clear that we will have the following “pre-departure” events: in Baden-Württemberg for the German participants, in Poznań for the Polish participants, and in Toronto for the Canadian participants. The sessions will likely take place at York in April, and in Europe in late May or early June.

These sessions will give you the opportunity to clarify any issues in good time, so that the Field Study portion of the project will be more productive and enjoyable for all concerned.

In planning for orientation sessions, we are seeking to balance (1) everyone’s wish and need to have appropriate advance information, (2) our intention to provide answers to questions and to prepare everyone in terms of content and procedure, and (3) the goal of bringing everyone together as *one* group on July 28.

6. Who’s In “the Group”?

There are two ways to think of the group. It could be seen as students on a field trip, accompanied by professors and other educators. It would be preferable, however, to see us all as educators, each with her/his own background and areas of expertise, coming together with a shared focus and purpose. According to this second perspective, we all constitute the group, contribute to it, and draw knowledge and support from it. For many reasons, both ways of thinking about the group will probably co-exist during the life of the project. But those of us organizing the Field Study hope the second vision will develop in strength and importance.

You will receive a list of the participants in the project, their academic disciplines (in most cases, in addition to Education), and their university affiliations as soon as we know who is participating.

* Participants using Canadian passports do not need a visa to enter Germany as visitors; they do need a visa to enter Poland, however. To apply, you need a signed valid passport, a completed application form filled in with CAPITAL letters, and two passport-type photographs (3.5 cm wide by 4.5 cm high). We will submit all the visa applications together; the Polish Consul General has generously agreed to waive the visa fee for Canadian participants.

7. Listserv and Website

We have established a listserv for members of the project (beginning with those who participated in 2001-2002). This will allow members to post questions and comments to everyone else without entering individual e-mail addresses. You will receive an automatically generated notification with instructions when you are registered; and of course you can opt out of the listserv at any time. If you have not received such a notification but would like to be part of the listserv, please let Professor Webber know. (Whether or not you are on the listserv, the project coordinators can still communicate with the group by e-mail using another form of list.)

The project website (www.yorku.ca/tfff) remains one of the best ways to remain informed. In the "Participants" section, the page for "Latest News" gives updates.

8. Participants' Responsibilities

Participants are required to:

- Arrange and pay for adequate insurance coverage (see the section on Insurance, p. 6);
- Contribute the agreed-upon amount to the Project (\$500 for Canadian students, 250 € for German students, and 250 z³ for Polish students), unless you have made special arrangements with the project coordinators.
- Obtain, in good time, a passport and any necessary visas;
- Arrange for any inoculations or other medical procedures prior to going on the Field Study;
- Be on time for departures and meetings, and stay with the group unless the schedule allows for individual time;
- Participate actively in the work of the group;
- Pay for incidental expenses such as snacks, entertainment, phone calls from hotel rooms and other items not part of group activities;
- Respond promptly to requests for information from the project coordinators.

9. Required Readings

We will provide you with photocopied sets of readings for the project. Some items should be read for Orientation, others are general "pre-departure" reading, and some you will need to bring with you on the Field Study. A list of readings, including books you should obtain in advance, will be available from the website. If you have suggestions for readings for the group, please let one of the York organizers know.

B. Cultural Issues

10. Culture Shock

We will probably encounter various "flavours" and phases of culture shock during the project. The North Americans will be on another and more-or-less unfamiliar continent, surrounded by languages which they may not understand. The Europeans will be more "at home" part of the time, but operating to a large extent in English. (For more on this topic, see the section Language on p. 4.) Culture shock

can have both psychological and physical manifestations; the important thing is to recognize it as a normal part of intercultural experience, and to give yourself and others the time and comfort to adjust.

Don't be surprised if you experience a "re-entry" shock when you return to "normal life" after the Field Study.

11. Stereotyping and Stereotypes

The issues on which we'll be working include (a) the process of stereotyping in general and (b) the history and form of specific stereotypes. These words usually have negative connotations. As we will discover, however, stereotyping is a normal and necessary cognitive function, and there is probably no human being who does not engage in it. We will all be bringing stereotypes with us to the project. In the course of our time together, we'll be trying to make the process and specific images visible so that we can deal with them, both individually and as a pedagogical approach.

One of the consequences of this approach is that we may encounter things we don't like – about ourselves and about others. The crucial thing is to confront them honestly and with an underlying spirit of respect and openness. This is much more important and positive than suppressing them in the name of a pretended harmony. If this spirit is present, even moments of embarrassment and anger can be transformed into stages in the learning process. We urge project participants to be generous to themselves and to others and to regard the project as a "safe space" for critical and respectful inquiry that will allow for real advances in mutual understanding.

12. Language

The "working language" of the project is English. The fact that nobody in the project is fully competent in all of English, French, German and Polish means we'll all have to work to ensure mutual understanding. Even and especially where word-meaning appears to be transparent, cultural significance is often more complicated, important, and interesting.

For the Anglophones, the situation imposes the need for special sensitivity: We are asking the majority of the group, who will be in their own countries for half the trip, to work primarily in English. Think about learning enough German and Polish to be able to greet and thank people; there are good small language guides available for both languages.

For the majority, it means being patient with others as well as with themselves. Experience in foreign countries and speaking foreign languages teaches that a time will come when an inner voice cries: "Enough! If I never hear another word of English (French, German, Polish), it will be too soon." There is nothing wrong with this, and it is probably unavoidable as a form of "culture shock" (cf. p. 3). Respect the need to speak your own language at times, and respect others' needs to do the same.

There are enough group members who are fluently bilingual in English-German, German-Polish, French-English, or Polish-English, to help in any situation. And if, during a conversation or discussion, you need to say something in your first language, go ahead and say it – someone will translate.

13. Teacher-Student Relationships

One of the more interesting possible topics of conversation during our time together may be patterns of teacher-student relationships in Canada, Germany and Poland. (Note: In North-American English, the word "student" applies to primary, secondary, and post-secondary education; the word "pupil" has almost fallen from use.) For the "students" on the trip, this includes the relationships that (1) they experienced in school and are likely to encounter and shape in the classroom during their future

teaching careers, (2) they have known as university students with their instructors, and (3) come about within our group as a whole.

One of the linguistic/cultural features of English is that it has only one word for “you.” In contrast, French, German and Polish have maintained the ability to distinguish between the “familiar” and the “formal” words for “you.” These languages also have rules about the use of first names (versus titles and last names) that differ from those in English and from each other.

The linguistic forms both reflect and shape notions of professionalism, courtesy, and power that are worth examining in their own right (see also the section on Conduct, p. 9).

It will be interesting to see (1) how we negotiate these issues and (2) the criteria, implicit and explicit, that we employ to explain these negotiations. (For those intrigued by the effect of speaking a foreign language on such relationships, the Walpurgisnacht section of Thomas Mann’s *Der Zauberberg* / *The Magic Mountain* offers wonderful insights.)

14. Religious Observance

One of the main themes of the project is that people of differing backgrounds, religions, and ethnicities can live together. Obviously, the project also grows out of the recognition that, throughout history (and more particularly, in the twentieth century), humanity has all too often fallen far short of this potential.

Inherent in the project is a respect for religious belief and observance in general and for particular beliefs and observances, including unbelief. We will be examining, from an academic perspective, Christianity and Judaism and their interrelationship in various shapes and at various times in history. And we will have the opportunity to see and participate in current aspects of religious life.

We will explain and discuss aspects of religious observance that may not be familiar to you, but if there is something you would like to know about, please ask. Questions and comments that reflect the genuine desire to know and understand more are always in order and contribute to the project.

Our schedule will attempt to take into account the religious needs of participants. In addition to allowing time for “private” visits to worship services, we have also scheduled, as part of our formal program, group visits to religious sites and houses of worship. We shall also need to consider, as a group and as individuals, whether and how we wish to commemorate the victims of National Socialism and other forms of racism and intolerance.

C. Trip Preparation and Logistics

15. Checklist for the Trip

You need to pack lightly for the Field Study. We will be travelling by train at various times, and will have to be able to transfer between trains quickly. So do not pack more than you can carry comfortably yourself. A backpack is probably more practical than a conventional suitcase.

Here, in alphabetical order, is a checklist of some of the things you should bring with you (or at least consider bringing with you). Note: The list is not comprehensive; items in **bold** are essential.

- “Dress” outfit** (long-sleeved shirt / blouse; possibly: skirt/dress or tie & jacket; appropriate shoes)
- “Reader” for the Field Study, notebook, pens etc.**
- Bathrobe or light sweatsuit
- Camera and film
- Earplugs (in case someone in your room snores)

- | | |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Glasses prescription and/or spare glasses <input type="checkbox"/> Hat <input type="checkbox"/> Insect repellent and /or lotion in case you get bitten (e.g. “Afterbite”) <input type="checkbox"/> List of addresses and telephone numbers <input type="checkbox"/> Memorial candles and/or other items for commemoration <input type="checkbox"/> Passport with visa(s) as needed <input type="checkbox"/> Pictures of home/family etc. <input type="checkbox"/> Pocket dictionaries <input type="checkbox"/> Portable alarm clock <input type="checkbox"/> Pouch for passport and money | <ul style="list-style-type: none"> <input type="checkbox"/> Prescription medications and over-the-counter medicines <input type="checkbox"/> Raingear and/or umbrella <input type="checkbox"/> Sanitary needs and toiletries <input type="checkbox"/> Slippers or moccasins for inside <input type="checkbox"/> Small combination knife (but do not attempt to carry it onto an airplane; pack it in your checked luggage) <input type="checkbox"/> Sunglasses and suntan lotion <input type="checkbox"/> Swimsuit <input type="checkbox"/> Towel and washcloth <input type="checkbox"/> Travellers’ cheques <input type="checkbox"/> Water bottle |
|---|--|

16. Itinerary

You will get a copy of the latest schedule at an Orientation session (see p. 2), and a final updated version when we meet as a full group on July 28. As the Field Study comes nearer, we will also put a more detailed schedule onto the website. In all cases, the itinerary is subject to change.

17. Insurance

It is essential that you have adequate insurance while on the Field Study. This relates to:

- health and accident insurance (for Canadian participants, this includes out-of-province coverage and benefits);
- liability insurance;
- personal property and baggage insurance; and
- trip cancellation and interruption insurance.

Canadian participants will be required to provide photocopies giving details of their insurance coverage. We will discuss insurance issues at the orientation sessions.

18. Clothing

Dress will generally be informal, and the weather will probably be warm (but bring at least one sweater just in case). You will also need at least one “dress” outfit for visits to houses of worship (see the section on Religious Observance on p. 5) or for other more formal occasions (e.g. receptions).

In packing, try to find the right balance between (1) packing light; and (2) preparing for the fact that we may not have the opportunity to wash clothes.

For a list of some of the specific items to include, see the section Checklist for the Trip on p. 5.

19. Money

The stipend you receive from the project covers most of the group activities of the Field Study in Europe and the Symposium in Canada in February 2004. For the Field Study, this includes transportation between cities in Europe, accommodations, and group meals. It does not include individual (free-time) expenses (including a few meals) and incidental costs, and you will have to pay for beverages in restaurants even when the meal itself is part of your stipend. To be on the safe side, we

suggest you have available the equivalent of at least CAN-\$ 500 (approximately €300, z³ 1300) for the 25 days of the Field Study.

Credit cards or bank cards that can access automatic teller (ATM) machines provide one easy way to get local currency, although there is a charge for each transaction. Travellers' cheques are also recommended (Canadians: it may be worth your while to get them in US-dollars).

As stated above on p. 3 in the section on "Participants' Responsibilities," unless we have made other arrangements, you are expected to contribute an appropriate amount to the Project.

20. Food

The group meals will include vegetarian choices. We will clarify options with participants who have other dietary needs and wishes.

Dietary aspects of Jewish observance will also play a role during the Field Study. From the traditional Jewish perspective, food preparation and eating must respect and preserve holiness. A key rule is that food that was once "alive" must (1) come only from certain animals; and (2) be prepared and served in ways that recognize the sanctity of life. We will have the opportunity to learn more about the "whys" and "hows" of ensuring that food is kosher during the Field Study (see also the section on Religious Observance on p. 5).

When we have group meals in restaurants, the project will pay for the food, and individual participants will pay for their own drinks.

21. Accommodations

Most of the time, we will be staying in dormitory-like educational centres: clean, modern, but not fancy. Usually there will not be phones or mini-bars in the rooms (if there are, the costs of using them must be paid by individual participants; they are not covered by the project). Sometimes the toilets and showers will be "down the hall" (hence our suggestion that you bring a bathrobe or light sweatsuit). Most of the time you will be rooming with one or two other members of the group. The non-students will be assigned single rooms; where other single rooms are available, they will usually be assigned by lottery.

22. Communications

Before we see each other in Europe, the best way to communicate will be electronically, using e-mail and the project's listserv and website (see p. 3).

Once in Europe, communications to and from the group become a bit more problematic. North American dual-band cellular phones will not work in Europe, so the Canadians should leave theirs at home. E-mail may be available from time to time, but do not count on it. We will provide the fax numbers for hotels and hostels where we have them, but the opportunity to send faxes may be limited.

The most practical way to call from Europe to Canada is to use a "Calling Card" from Bell Canada. Typically this has your home phone number plus a PIN number. It allows you to call Canada by dialling a toll-free number from Europe and then charging your call to your home number. You can also make collect calls. From Germany, the access number is 0-800-888-0014. From Poland, it is 0-*0-800-111-4118 (* = wait for a second dial tone; in Poland you may need to use a coin or a phone card to get access to this number).

For other calls within Europe, it may be most convenient to use a pre-paid phone card obtainable most places. One of the group members from the country in question can help you.

Certain members of the group will have their own European cellular phones; please do not overburden those with phones by asking to use them, especially for out-of-country calls. We will issue a sheet with all the cellular numbers that group members allow us to list.

23. The “Working Day”

Most days we will be breakfasting early. During those breakfasts we will want to hold short briefings on the schedule for the day. Often we will be taking box lunches with us during the day. It will be important to be punctual for group sessions, especially those that involve travel, and most especially those that involve travel by regularly scheduled airlines and railroads.

One of the major temptations for organizers is to try to cram too much into each day’s schedule, and into the schedule as a whole. We have tried to resist this temptation on the theory that “less can be more.” We especially want to leave time for group members to meet together, discuss, and reflect on the project in its day-to-day and larger shape. Please let us know if you feel the schedule needs adjusting.

The schedule contains some free time for individuals to engage in rest, recreation, or exploration on their own or with others. If you have suggestions for sport (frisbee, jogging, or whatever), this might be something to discuss on the listserv.

One thing you should plan on (and leave time for) is keeping a daily journal. This will be one of the requirements for the York students, but we think it should be part of everyone’s participation. We can talk about what makes a good journal at the orientation sessions or when we meet in Bad Urach.

There may be themes or issues that participants feel are particularly appropriate to particular sites or days. We could schedule them into the program, and participants could prepare at home as necessary and present them. Again, this is something that could be discussed via the listserv .

Often we will have the benefit of talking with guest experts. On those occasions we will share responsibility for thanking those speakers on behalf of the group.

D. Other Issues

24. Safety

In order to participate, all students must sign a release confirming that they are taking responsibility for their own safety and security while participating in the project, and especially during the Field Study. Our major concern is not with legal liability, however, but with everyone’s safety and well-being. Remember that your safety affects the entire group, not just you alone.

As you may know from your own home or university town, almost every city has sections or neighbourhoods that local people avoid because of an increased risk to safety or health. During the trip, most of us will be in unfamiliar surroundings most of the time. That means we cannot always rely on our own sense of what is likely to be the wrong place at the wrong time. Please use due care if you want to go off during “free time.”

Railroad stations in large European cities, like those in North America, attract pickpockets who are experienced in spotting tourists. Please be especially careful in such surroundings (the stations in Berlin and Warszawa are particularly risky in this regard). You may wish to keep your passport and most of your money in a money pouch that is not accessible. On occasion, we may give you a special alert about pickpockets; please heed it.

If you feel threatened in any way, please tell one of the organizers immediately (see also the section on Emergencies, p. 9).

25. Conduct

The fact that a section on conduct even appears in this handbook reflects a cultural difference between Canada and Europe. In comparison with most of Europe, English-speaking Canada tends to (1) define the relationship of the university to its students differently; and (2) be more puritanical towards things like sex, smoking, and drinking. Even if – as we assume – the “rules” outlined below are not needed for our group, they may be a good topic of discussion on the “comparative ethnology of teaching.”

In this project, we assume that all participants are adults. That means that (1) within the limits described below, you are free to make your own decisions; but (2) you must also take responsibility for those decisions. Part of the responsibility is to yourself, and part is to the group. The main thing we would emphasize here is that we must all be aware of and respect these responsibilities, as well as the cultural and legal frameworks from which we come and in which we are travelling.

In specific terms:

- Do not buy, sell, transport, or use prohibited drugs; or engage in other illegal activities. Anyone who breaks these rules will be required to resign from the group and the project immediately and to leave the Field Study at their own expense. They will also be required to reimburse the project for any extra costs that are caused by the activity in question and by their premature departure from the Field Study.
- Please do not smoke on buses (we’ll take smoking breaks for those who need them) or in non-smoking compartments or cars of trains. If there are incompatibilities in room assignments with smokers and non-smokers, please let us know and we will try to accommodate both groups (but there may well be rules prohibiting smoking in rooms).
- York University and other Canadian universities have detailed policies on sexual harassment. The basic principle is: “No” means “No.” (See also the section on Teacher-Student Relationships, p. 4.)

See also the section on Participants’ Responsibilities, p. 3.

26. Emergencies

We are, of course, hoping that there will be no emergencies during the Field Study. But we want to be prepared, and we want you to be prepared, too.

Everyone on the trip is responsible for having adequate medical insurance (see the section on Insurance, p. 6). If you become ill, please tell an organizer immediately and we will arrange for you to be seen at a doctor’s office or clinic.

In 2001, several students were bitten by ticks (*Zecken / kleszczy*). In Southwest Germany (where we will be) and parts of Poland (but probably not the parts where we will be), these ticks can transmit Lyme disease and/or Tick-Borne Encephalitis (*Frühsummer-Meningoenzephalitis / Kleszczowe Zapalenie Mózgu*). These diseases are rare, and none of our students contracted them. It is important, however, that you check with your doctor several months in advance of the trip to see whether you should get a vaccination against tick bites in Europe. (When we arrive in Bad Urach, we will also tell you how to lower the risk of being bitten by a tick and what to do if you are.)

In an emergency, the telephone number to call for help is 112 in Germany, and 999 in Poland; you don’t need a coin or phone card.