

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 24-August 19, 2005

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Learning from the Past – Teaching for the Future

European Field Study Handbook 2005

A. General Information

1. Introduction

This handbook is addressed to participants in the 2005-2006 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 discuss and/or leave with friends or relatives.

The 2005 European Field Study and 2006 Symposium in Canada are designed as unique teaching and learning experiences based on previous cycles in 2001-2002 and 2002-2003. Despite the experience we have gained over the past four years, this third 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 co-ordinators 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 is named.

A distinctive feature of the 2005-2006 program is the support we are receiving from the “Transatlantic Program” of the Federal Republic of Germany through the European Recovery Program (ERP) administered by the Federal Ministry of Economics and Labour (BMWA). This funding has allowed us to increase the number of student participants and, for the first time, to reach out to a larger audience through public events held in Berlin, Gniezno, and Toronto. We would like to thank the German government and officials in BMWA, the German Foreign Office (AA), the Canadian Embassies in Berlin and Warsaw, the German Academic Exchange Service (DAAD), and the Consulates General of the Federal Republic of Germany and the Republic of Poland in Toronto for their advice and support.

Other significant agencies that contributed to the project are York University (Toronto), the Adam Mickiewicz University in Poznań, and the Stuttgart Regional Office of the Baden-Württemberg Office of Civic Education.

We are also grateful to and proud of our official Patron, Prof. Dr. Dr. h.c. mult. Jutta Limbach, President of the Goethe Institute and past President (Chief Justice) of the German Federal Constitutional Court.

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 2005 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 pleasurable experiences as well.

On the basis of what we learn during the 26 days of the Field Study, we will prepare projects for presentation at the 11-day follow-up symposium planned for Toronto in February 2006 (exact dates to be announced, but probably February 9-19).

4. Timeline

Please note carefully these important dates and deadlines:

Dates & Deadlines	Item
by mid-April	Dates and locations for orientation announced
April 25	European participants confirm their ability to attend orientation
by late April	Participants ensure they have valid passports
early May	Students ensure they have any needed visas*
mid-May	Passenger names for group flights needed for booking
May and 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	Air tickets issued
<i>We will announce dates and deadlines for the February 2006 symposium during the Field Study and will also give full information on Canadian visa regulations for visitors from Germany and Poland..</i>	

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 late May or early June in Baden-Württemberg for the German participants; during the week of May 8 in Poznań for the Polish participants; and in Toronto for the Canadian participants.

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

* Participants using Canadian passports do not need a visa to enter Germany or Poland as visitors. Students who do not have a passport of Canada, an E.U. member-state, or the United States are responsible for determining whether they need a visa to enter Germany and/or Poland, and to obtain all necessary documentation in good time.

everyone in terms of content and procedure; and (3) the goal of bringing everyone together as *one* group on July 25.

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.

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/tftf) remains one of the best ways to remain informed. In the "Participants" section, the page for "Latest News" gives updates.

8. Participants' Responsibilities

The nature of our subject matter and determination to make the future better than the past, the responsibilities that arise from working collegially in and with the group, and the fact that all participants are selected competitively to receive substantial scholarships from public and private funds – all these factors underscore the serious and substantial commitment that participants undertake when they agree to participate in the project.

Participants are required, among other things, to:

- Arrange and pay for adequate insurance coverage (see the section on Insurance, p. 8);
- Contribute the agreed-upon amount to the Project (\$500 for Canadian students, 250 € for German students, and 250 zł for Polish students). If this presents a hardship, please speak to the project coordinators.
- Obtain, in good time, a passport and any necessary visas;*
- Arrange for any inoculations or other medical procedures they need 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;*

* Students whose failure to obtain necessary documents or to appear on time results in their missing pre-booked transportation and/or having to rebook a journey will be required to reimburse the project for any extra costs.

- Participate actively in the work of the group;
- Pay for incidental expenses such as snacks and those meals that are not covered by the group, entertainment, phone calls from hotel rooms and other items not part of group activities;
- Respond promptly to requests for information from the project coordinators;
- Prepare for and contribute actively to meetings and workshops held in conjunction with the project;
- Prepare, present, and submit individual assignments, reports, and projects on time (see section on “Assignments and Projects” below).

9. Assignments and Projects

a. Required Readings

We will provide you with photocopied sets of readings for the project. You may have some books to purchase. Some items should be read for Orientation; others are general “pre-departure” reading, some you will need to bring with you on the Field Study, and some are for reading after 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. Please do these readings and be prepared to discuss them.

b. Journals

Canadian participants, who are also enrolled in the course AS/HUMA 3825 6.0, are required to submit a journal of their experiences during the Field Study as part of course requirements. We highly recommend, however, that all students keep and submit such a journal as a learning tool for themselves and as a way to develop an effective pedagogical instrument.

All students will receive a sheet with detailed information about and suggestions for preparing and submitting these journals. In brief, however, the main considerations are:

- A journal is not the same thing as a diary. You will want (and need) to keep daily notes, perhaps in the form of a diary, during the Field Study. Even though your insights, ideas, and emotions seem vivid at the time, you will not be able to remember them as they were after the Field Study is over. Come prepared, with a notebook of suitable size, and take regular notes. A diary may also include very personal information that is of interest and relevance only to yourself.
- A journal is not the same thing as academic notes that you take in lectures or seminars. Again, you will want to take notes during some of our sessions, and these notes may feed into your journal, but the two are not the same thing.
- The distinguishing features of a journal are: (1) it is a piece of academic writing; and as such (2) it requires a certain degree of critical (self-)reflection. This reflection can arise in immediate response to something you see, hear, or experience during the Field Study. But it should certainly also arise from your re-examination of these things from a later, and higher perspective after the Field Study has concluded.

Thus, although such journals are almost always organized chronologically, they can and should also include elements of thematic organization. Simply to reproduce the sequence of events (“Today we finally had time to do our laundry.”), even with the addition of your response to those events (“It felt good to have clean clothes again.”) is not enough. You will need to think and reflect in a concerted way about those aspects of the Field Study that were at the time and are in retrospect most challenging, influential, important, crucial to you.

If you have questions about your journal, the project coordinators will be happy to discuss them with you and to make suggestions based on your drafts. For those whose first language is not English, it is also entirely possible to write journals in the language in which you are most comfortable, although journals presented by York students for course credit must be in English.

c. Project and Project Presentations

The theme of the entire project is to find new and better ways of “learning from the past” with a view to “teaching for the future.” For this reason, all students commit themselves to developing a pedagogical project and to presenting it for discussion and evaluation during the February 2006 symposium. This project may be something you work out on your own, or it may be a collaborative project involving two or more participants. During our stay in Gniezno at the end of the Field Study, we will have time to work together in sketching out potential projects and seeing who would like to work together on specific projects.

Please keep in mind that the project itself and the presentation of that project during the February 2006 Symposium are related but separate things. The project itself is a major piece of research and pedagogical development that is due in written form from all participants by April 1, 2006. The project, in its preliminary form, gives rise to the oral presentation (probably a maximum of twenty minutes) that should outline the nature of the project but constitute more of a (self-)critical “thesis paper” than a “show-and-tell” item. The feedback that students receive from the group on their presentations will help them in preparing the final written version of their project.

The sequence for individual and group projects can be summarized as follows:

- By the end of the Field Study: Preliminary list of projects and who is doing them
- By November 1, 2005: Confirmation of the projects and their investigators, and a one-page summary (“thesis statement and outline”) of each project, along with a preliminary bibliography
- By December 1, 2005: Feedback from coordinating staff on projects.
- By January 15, 2006: Final titles and requirements for the presentation
- February 2006: Presentation to the group in Toronto
- March 2006: Revision of overall project in light of feedback from the Toronto Symposium
- April 1, 2006: Written project paper due.

d. Other Assignments

We will communicate other assignments to you in due course.

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. 6.) 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 forms 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 likely to be 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. English-speakers, this is a good time to re-activate your French and to 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 not be too soon." There is nothing wrong with this, and it is probably unavoidable as a form of "culture shock" (cf. p. 5). 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 the various languages involved, 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 disappeared from normal usage.) 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. 11).

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 of these and other faith communities, including Islam.

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 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.

- | | |
|--|--|
| <input type="checkbox"/> “Dress” outfit (long-sleeved shirt / blouse; possibly: skirt/dress or tie & jacket; appropriate shoes) | <input type="checkbox"/> Earplugs (in case someone in your room snores – this is not a joke!) |
| <input type="checkbox"/> “Reader” for the Field Study, notebook, pens etc. | <input type="checkbox"/> Glasses prescription and/or spare glasses |
| <input type="checkbox"/> Bathrobe or light sweatsuit | <input type="checkbox"/> Hat |
| <input type="checkbox"/> Camera and film | <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"/> Slippers or moccasins for inside |
| <input type="checkbox"/> Passport with visa(s) as needed | <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"/> Pictures of home/family etc. | <input type="checkbox"/> Sunglasses and suntan lotion |
| <input type="checkbox"/> Pocket dictionaries | <input type="checkbox"/> Swimsuit |
| <input type="checkbox"/> Portable alarm clock | <input type="checkbox"/> Towel and washcloth |
| <input type="checkbox"/> Pouch for passport and money | <input type="checkbox"/> Travellers' cheques / ATM card |
| <input type="checkbox"/> Prescription medications and over-the-counter medicines | <input type="checkbox"/> Water bottle |
| <input type="checkbox"/> Raingear and/or umbrella | |
| <input type="checkbox"/> Sanitary needs and toiletries | |

16. Itinerary

You will get an outline of the Field Study itinerary at an Orientation session (see p. 2), and a final updated version when we meet as a full group on July 25. 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 must include out-of-province coverage and benefits);
- personal 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. 7) and 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 frequently.

For a list of some of the specific items to include, see the section Checklist for the Trip on p. 7.

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 2006. 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) or 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, zł 1300) for the 26 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. 7).

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 sweat-suit). Most of the time you will be rooming with one or two other members of the group. Faculty and staff 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 in more ways than one. In addition to the technical issues, outlined below, it is important to understand that the principal focus of the group for our twenty-six days together is our common work. This does not mean you cannot call home or e-mail from time to time, but if daily or even frequent e-mail and/or phone communications with friends and loved ones is an overriding priority, then you may wish to consider whether the project is really “for you.” For this reason, we ask that students’ cell-phones not be used during the “working day,” except in cases of real urgency or if a project coordinator indicates that it is appropriate.

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.

A 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 and even for transatlantic calls, 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.

Again: The focus of communication during the Field Study is communication within the group itself.

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. Some days, however, may feel too crowded and others too relaxed.

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. As noted, this will be one of the requirements for the York students, but we think it should be part of everyone’s participation. We will talk about what makes a good journal at the orientation sessions or when we meet in Bad Urach (see also Section 9b above).

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 Field Study, 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 coordinators immediately (see also the section on Emergencies, p. 11).

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. Any students who break 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. 6.)

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. 8). 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 (but not in 2003), 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 (*Frühsommer-Meningoenzephalitis / Kleszczowe Zapalenie Mózgu*). These diseases are rare, and none of our students has 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 to dial these numbers.

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Learning from the Past
Teaching for the Future

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