Peer-Reviewed Article

OJED
OPEN JOURNALS IN EDUCATION

Volume 8, Issue 2 (2019), pp. 95-111
Journal of Interdisciplinary Studies in Education
ISSN: 2166-2681 | https://ojed.org/jise

Holocaust Lessons for the Criminal Justice Classroom

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ABSTRACT

The recent rise of anti-Semitic acts and general lack of Holocaust knowledge highlights the need to integrate Holocaust education across disciplines. An undergraduate criminology class at Queensborough Community College (QCC-CUNY) was aligned with an on-campus Holocaust center exhibit, 'Conspiracy of Goodness', focused on rescuing behaviors of the village of Le Chambon during the Holocaust. Prior to the class, students had only a rudimentary understanding of the Holocaust. During the semester students engaged with the exhibit, attended events, and completed a paper comparing and contrasting the behaviors of Le Chambon with those of Jedwabne, Poland by critically applying criminological theory. Upon course completion, students showed an increased mastery of Holocaust information and were able to critically connect historical events, criminological theories, and current events evidenced, suggesting the benefit of aligning Holocaust and criminal justice studies.

Keywords: course alignment, criminal justice, criminology, critical thinking, education, Holocaust

INTRODUCTION

The events of the Holocaust are almost three-quarters of a century old, but there is still much to be learned from the period and events it encompassed. The lessons are not simply those of historical importance, but ones that have a meaningful relevance in the present day (Gallant & Hartman, 2001), especially for criminal justice studies. The relevance is not simply in the modern usage of Holocaust images and verbiage in social, political, and cultural settings or in counteracting the "fading from memory" (Astor, 2018, Gross 2018) of the actual events. As the number of living survivors and perpetrators shrinks, firsthand accounts disappear, and the historical context which gave rise to the Holocaust and its immediate aftermath is fading (Gross, 2018), and with that the increased risk that history will not only be manipulated but may also repeat itself. It is the obligation of institutions of higher education to ensure the living lessons of the Holocaust are conveyed to students, especially those who study criminal justice. Criminal Justice students need to be particularly sensitive to these issues since they directly impact issues of violence, public policy, and legal proceedings. Criminal justice curricula by an large pays little attention to the Holocaust, despite the almost intuitive connection of historical events of the Holocaust and Nazi Germany and criminal justice theory, policy, and procedure, including, but not limited to, topics that include hate crimes, use of force, discrimination and profiling, rights of people (including incarcerated individuals), research ethics, and manipulation of the legal system. This qualitative study highlights the importance and benefits of the integration of Holocaust education as part of a criminal justice classroom and underscores the need for more research and curriculum development in the area.

LITERATURE REVIEW

Criminal justice academic literature has produced only a limited number of articles that make mention of criminological reasoning or specific criminal justice context in conjunction with the Holocaust, and even fewer of these make any mention of classroom integration. The lack of academic work on the application of Holocaust studies to criminal justice education is surprising given the frequency of which Holocaust terminology, references, and rhetoric are used concerning criminal justice issues by the public.

Current Uses of Holocaust Terminology, References, and Rhetoric?

Holocaust terminology and references are common in general discussion of worldwide events like those in sub-Saharan Africa and Europe related to religious and ethnic issues, as well as United States domestic politics and policy. Immigration policy and ICE agents have been likened to Nazis and Nazi-era politicians and politics (Lapin, 2018; McBride, 2018; Zhao, 2018). Facebook and other social media platforms have been accused of allowing Nazi and Neo-Nazi groups to promote their ideas on their forums, resulting in bans on individuals and groups, raising issues about the nature of anti-Semitism, bigotry, and free speech among other concerns (Little and Hollister, 2018; Robins-Early, 2018; Rosenberg, 2018). Recent political races have shown white supremacists, Neo-Nazis, and Holocaust deniers vocally running for local elections and garnering nontrivial portions of the popular electoral vote (Kranz, 2018). Increases in anti-Semitic incidents worldwide since 2000 (Cowan & Maitles, 2007), including the damaging and defacement of Holocaust memorials and German governmental recommendation that one's Jewishness not be displayed publicly (Schuetze, 2019), highlight the need to increase the emphasis of lessons learned from the holocaust.

College campuses have not escaped the debate on the modern applications of the Holocaust (Stancill, 2018). Students on college campuses nationwide are faced with images, symbols, and rhetoric of the Nazi era in and out of the classroom (Bauer-Wolf, 2019). Not only do students need to be prepared to face these issues on campus, but they also need to develop the ability to translate the larger and more nuanced messages of the Holocaust into their areas of academic interest and future career choices, including criminal justice and law enforcement.

The need for this educational component among college students becomes even more important considering a recently released survey commissioned by The Conference on Jewish Material Claims Against Germany (2018). The survey of 1350 American adults found that 70% of Americans believe that fewer people seem to care about the Holocaust, while at the same time 58% of respondents believed that a Holocaust could happen again. However, more significantly, this survey highlighted age gaps in responses to many of the questions asked, with those who most closely represent most of the college population, showing the least amount of Holocaust knowledge. The millennial age group was more likely than older groups to substantially underestimate the number of Jewish people who were murdered in the Holocaust (citing a number of 2 million versus 6 million), be unable to identify Auschwitz (the most notorious of all extermination camps), and attributed Hitler's rise to power to the use of force rather than through the use of the established law and procedures of the Weimar Republic (Astor, 2018).

While the specific historical context and situations that led to the Holocaust will never exist again, the process, mechanisms, causes, and practices that led up to it can and have repeated themselves. The best way to achieve the goals of the application and integration of the Holocaust themes into formal education is by integrating Holocaust-themed content into already required coursework.

The History of Holocaust Education

In the immediate aftermath of WWII, there was little in the way of Holocaust education in the United States, and what did exist was often driven by religious, specifically Christian, influence (Littell, 2014) or within the realm of private Jewish education (Ragland & Rosenstein, 2014). Only after a generation did survivors begin to break their silence and play an active role in not only telling their story but broadening the scope of Holocaust education (Littell, 2014). The publicity surrounding the Eichmann trial and the publication of the English version of *Night* by Eli Wiesel contributes to the push for Holocaust education post-1960 (Fallace, 2006).

Holocaust education has been considered a successful endeavor (Fallace, 2006; Simon, 2003). Although the degree and quality of education vary across locations, it seems that most educational institutions, especially those on the middle and high school level, have a voluntary or mandatory component of their curriculum that included Holocaust education (Simon, 2003). Studies suggest classroom education lowers attitudes and feelings of bigotry and anti-Semitism while increasing tolerance (Simon, 2003). The Holocaust in higher education has traditionally been taught within the context of history and religious or Jewish studies (Gross, 2018; Abowitz, 2002; Littell, 2014; Ragland & Rosenstein, 2014). There is little on the college level that examines the Holocaust on a wider interdisciplinary level (Abowitz, 2002; Littell, 2014). In recent years, there have been some limited attempts in psychology and sociology courses to examine the Holocaust in terms of the development of genocides, collective violence, gender, and social constructs (Gross, 2018). Application in psychology classes has found that, done appropriately, "it makes clear that as social beings, each individual and every society faces the danger of taking part in such atrocities" (Lazarus et al., 2009 p. 109). Such lessons can also hold true for criminal justice courses as well. Gross (2018) argues that currently, "the challenge is to broaden the scope of the field" (p. 13-14) crossing interdisciplinary barriers, and the integration of Holocaust education into the criminal justice classroom meets this challenge.

The Holocaust and Criminal Justice Education

History courses are requirements for almost all college students, but the need to integrate Holocaust education into criminal justice goes beyond the acquisition of historical facts and information. While acquiring information about historical events has intrinsic value, a greater and longer-lasting impact of the Holocaust is the ability of students to take the lessons of the facts and apply it to their own lives and communities correctly. As the future defenders and enforcers of law and order, criminal justice students should come away with an understanding that history and historical events are, in fact, living events that continue to have influence.

Criminological Theories and the Holocaust

Surprisingly, there is little in the academic literature that emphasizes the connection between the Holocaust and criminal justice. Nevertheless, Holocaust education can be applied to the concept of deviance, criminal behavior, and victimization. In general, criminology tends to focus on criminal and deviant behavior. The alignment of a criminology course with Holocaust content allows for an examination of the nature of deviance and criminality in a unique fashion. The origins of the criminal aspect of the Holocaust do not simply lie in evil or pathological individuals or groups. Criminological theories have a great deal to say about how these crimes emerged and, to a somewhat lesser degree, why people resisted. Several theories are applicable to understanding the behavior of those involved in the Holocaust, including victims, perpetrators, and bystanders. Today, Nazis, their followers, and their collaborators are seen as the ultimate representation of evil. In fact, they represent the ultimate criminal and deviant behavior. However, in their time, the behavior exhibited by these individuals was not only considered non-deviant/criminal but was considered socially desirable and acceptable. There was an expectation of conformity with behaviors that today would clearly be labeled deviant and/or criminal. Theories like neutralization theory (Sykes & Matza, 1957) can help to explain "how heinous crimes are possible, as well as how ordinary citizens can get involved with them without feeling guilty" (Neubacher, 2006, p.798) and how government entities can provide their people with neutralization tools, in a manner similar that of the Nazis, to accept policies. Cognitive dissonance and the Milgram experiments can also be used as a theoretical basis for understanding the why and how of people obeying authority (Neubacher, 2006; Russell & Gregory, 2015). These theories, and others, when examined in conjunction with the events of the Holocaust, can lead to higher-order discussions of the components of the theory and their practical applications.

Victimization and victimology can also serve as the basis for the integration of the Holocaust into the criminal justice classroom. While the

term “survivor” is commonly used to describe Jewish people who emerged from the ruins of Holocaust Europe ghettos, concentration, and extermination camps, the term survivor has specific implications similar to the application of the term in context of general criminal events, including rape and domestic violence. The term survivor can contribute to the whitewashing of Holocaust history and helps to limit or diminish the role of the Nazi government and everyday Germans. The survivor label can be seen as forcing victims to relegate their experiences to the past and encourages them to move on as if to suggest that the direct impact of the events no longer affects them to the same degree (Pinkert et al., 2013). Even the classification and label of victim brings with it many implications. Concepts of the role of the victims in their victimization and victim-blaming are prominent in Holocaust discourse, and the lessons learned from those critical discussions can be translated to the larger criminal justice educational setting.

RESEARCH METHOD

Participants

Participants were all students at Queensborough Community College (QCC), a 2-year community college part of the City University of New York (CUNY). With 504 full-time faculty and approximately 16,000 students, the QCC represents a diverse student population representing 127 nationalities and 78 different spoken languages. More than 50% of students come from families that have reported incomes of less than $25,000 annually. Many students are the educational products of the New York City public school system.

The sample used in this study included 33 QCC students, all criminal justice majors, enrolled in a three-credit criminology class in Fall 2017, as part of the requirements for their major. The majority (81.1%, n=25) of the 18 males and 15 female participants were between the ages of 18 and 20 at the time the survey was given. Most students attended class regularly, with an average attendance of 94.8% (SD = 14.19).

Data Collection

Data used for this study was collected in survey format as part of a voluntary alignment of a required introductory criminology class with an exhibit titled *Conspiracy of Goodness: How French Protestants Rescued Thousands of Jews During WWII* at the Kupferberg Holocaust Center (KHC) on campus. The exhibit told the story of the village of Le Chambon-sur-Lignon, France, that collectively saved the lives of more than 3,500 Jewish people from extermination during the Holocaust. Focusing largely on the historical, religious, and cultural context of the rescuers, the exhibit’s goal

was to understand not just the actions of the rescuers, but also their motivations. A colloquium series, including lectures, videos, and interaction with survivors, was attached to the exhibit.

Alignment Specification

Course alignment was open to all faculty across disciplines and required the inclusion of the exhibit content and theme in the coursework, participation in the colloquia series as well as one written assignment. Ten faculty aligned their course for the fall, and nine did so for the spring. The majority of course alignments were in the English department. The criminology course, a required class for all criminal justice majors, focused on in this study was the only criminal justice class that participated in the alignment and represented one of 6 sections of the class offered during the semester. Students were not aware of the alignment when they registered for the class. No student dropped the class on the first day when the alignment and extra work it entailed were revealed. The course covered basic criminological theories and included exams, textbook readings, outside reading, and writing assignments. Students were given a guided tour of the exhibit at the beginning of the semester, in addition to the events that they attended at the KHC. *Neighbors: The destruction of the Jewish community in Jedwabne, Poland* by Jan Gross (2001), was required reading, used as part of the primary writing assignment for the semester, which asked students to compare and contrast the two historical events and the people in the two communities in the context of criminological theory. Additional, outside research, in the forms of peer-reviewed journal articles, was required for the paper. The writing assignment also required that students critically discuss the potential for the emergence of similar events in modern times and to suggest ways in which criminological theory could inform prevention.

Survey

The 13-question survey was administered via the Blackboard online learning management site for the course during the first week of the class. Since students come from a variety of educational and cultural background and "students often bring considerable prior information about the Holocaust to their study of the events, with much of the knowledge being inaccurate or incomplete" (Lindquist, 2013 p. 32), it was deemed necessary to access students' baseline knowledge and understanding of the Holocaust at the beginning of the class to ensure the success of the alignment. The survey's open-ended response format questions were developed initially to solely assess students' baseline knowledge of the causes, events, and aftermath of the Holocaust as well as their understanding and awareness of Nazi

sympathies and sentiments today so that appropriate background and supporting material could be provided to students.

Writing Assignment

Students were required to submit a 6-8 page final paper that counted for 25% of their overall grade. The assignment instructed students to briefly describe what they had learned about the events that had taken place in Le Chambon and Jedwabne and use a single criminological theory of their choosing covered during the semester to explain the events. They were instructed to compare and contrast the events in the context of the theory as well as provide a critical critique of the theory itself and examine if their theory could be used to explain other similar events and how the theory could be used as a foundation to develop prevention and intervention strategies for such events. Papers were graded on several criteria, including writing style and the ability to adhere to the rules of the assignment as well as how well the assignment met specific learning outcomes, with learning outcomes accounting for 75% of the grade given. The learning outcomes of the assignment sought to assess students' understanding of criminological theory and its practical application as well as assess the amount and accuracy of the Holocaust knowledge they had acquired over the semester and their ability to think critically about an issue related to the Holocaust. Specifically, it sought to determine if some of the misconceptions and inaccuracies indicated in the survey responses provided at the beginning of the semester had changed. This was evaluated by examining students' presentation of the factual events in their paper, as well as the arguments made in critical thought aspects. The grades on the final paper reflected this evaluation and were included in the data used for this study.

Post Course Evaluations

Post-course evaluations, completed by students confidentially using a scantron-like format as part of the institution's general course evaluation process that occurs in all courses in every discipline during each semester on the last week of class, were also included in the data. The forms are standard forms used institution-wide. The forms also contain a comment section which was examined for specific references to the alignment.

RESULTS

Analysis of the Survey

Thirty-three surveys, representing all students enrolled in the course, were downloaded from Blackboard. Open-ended responses were examined

for common responses and themes and coded accordingly. The surveys contained no missing data. The coded data were analyzed using SPSS. Basic descriptive and correlational analyses were completed. An advanced statistical analysis was limited by the small sample size.

Overall, the survey found (see Table 1) that while most students understood that Hitler and the Nazis were responsible for the Holocaust and that Jewish people were targeted, their understanding of the events was surprisingly superficial and incomplete as indicated by their vague or incomplete responses. Lindquist (2013) found that generally students had a tendency to divide victims of the Holocaust into two groups: those who were targeted for who they were and could not change (ex. Jewish, handicapped, etc.) and those who were targeted for their actions or what they stood for (ex. Jehovah's Witness and homosexuals). This sample appeared to focus almost exclusively on the former group, with few students showing an understanding of the broader spectrum of Nazi policy. Analysis of the questions aimed at assessing students' understanding of the cause and antecedents to the holocaust further supported the notion that they possessed only a very rudimentary understanding of the issues involved. The majority (51.5%, n=17) suggested it was the Nazi's specific dislike of the Jewish people and their belief that Jewish people were the cause of all the nation's problems that primarily caused the Holocaust. Ideas of racial superiority (21.2, n=7) were the second-most cited reason for the Holocaust. It became clear that many students did not understand the process by which Hitler was elected into power and how the government was used to support Nazi policies.

Table 1: Summary of Key Survey Findings

Variable	n	%
Studied the Holocaust in a formal education setting in the past	26	78.79
Read the Diary of Anne Frank	14	42.42
Possibly the Holocaust never happened	1	3.03
Don't know/unsure if Holocaust ever happened	4	12.12
Did not include word Jew(ish) when describing the Holocaust	27	81.81
Include the word genocide in describing the Holocaust	10	30.30
Included the word extermination in describing the Holocaust	3	9.09
Included words mass murder/murder in describing the Holocaust	6	18.18
Include the word kill or killed in describing the Holocaust	11	33.33
Made mention of victim groups other than Jews	4	12.12
Unsure about who was responsible for the Holocaust	1	3.03
Indicated that around 6 million Jews were killed in the Holocaust	21	63.63
Believed there are still Nazis today	25	75.75

Indicated Nazis are the same or similar as white supremist	21	63.63
Something to the Holocaust could occur again was very likely	6	18.18
Something to the Holocaust could occur again was very unlikely	11	33.33

Despite the students' beliefs that an event similar to the holocaust was not very likely to occur again, an overwhelming majority, 75.75% (n=25), indicated that there are still Nazis today. The majority of students made some mention of the current political situation in the United States, including current presidential policies related to immigration, as well as local political concerns when responding to the existence of Nazis, Neo-Nazis, and white supremacists in the United States today. Students also cited many current issues, including racism, police abuse of force, and ensuring constitutional rights (including freedom of speech) as part of their responses to these questions.

Analysis of the Writing Assignment

Students were required to submit two drafts of their papers, which were given extensive feedback by the instructor as well as a final draft that was graded. Three students submitted no work related to the assignment. Twenty-one students submitted completed final versions of the writing assignment. Nine students submitted drafts of their papers but never submitted a final version of their paper to be graded for an assortment of reasons, with the majority of those students having trouble addressing issues on their drafts related to successful theory integration and the appropriate level of understanding required for the alignment.

The theories applied for the final papers included all theories covered during the semester. Each theory covered was used by at least one student. The most popular among the theories utilized included rational choice theory, followed by the various social process theories. Nineteen of the 21 students who submitted their final paper received a grade of A or A- and the other two received grades of B+. The grading rubric assigned points for general writing and organization skills, as well as demonstration of comprehension and application of the events of the exhibit and the additional reading as well as the application of theoretical concepts of the criminological theories in a constructive and critical manner. All final versions successfully addressed all aspects of the final paper assignment as well thoroughly addressed the theory selected, its application, and the specific learning objective of the alignment.

Analysis of the Post Course Evaluations

As part of the general post-course evaluation, students ranked the class as highly informative and educational. All students endorsed that they would recommend this course with its specific Holocaust theme alignment to other students. In the comments section, several students stated that they felt

the integration and alignment of the Holocaust themes brought a reality to the class that is often missing from courses. They also noted that it forced them to think about criminological theory in a way previous criminal justice classes had not. While students appeared to have a somewhat limited knowledge of the Holocaust prior to the class, the majority of students indicated that they gained not only criminal justice knowledge but also general historical knowledge. Anecdotally, by the end of the semester, students were able to address the key concepts of the alignment, including factual information about the Holocaust and its impact in a confident and critical manner. In addition, students began to think about the issues in broader terms, including references to other genocides worldwide and other historical events like slavery in in-class discussions and writings. Perhaps the greatest endorsement for the success of the alignment was that 12 of the students from the section of Criminology opted to register for the spring semester class in Correction and Sentencing knowing in advance knowing it would be aligned with the same project and taught by the same professor.

DISCUSSION AND CONCLUSIONS

The survey highlighted what appears to be a lack of overall Holocaust education. While students may be aware of the basic facts and events, the finer nuances and larger implications of the events and their continuing impact seem to be lost on them. The job of educators is to ensure that this disconnect is rectified and that the larger lesson of the Holocaust and its outcomes should be emphasized. The responses to the survey in this class were used to ensure that students were provided with adequate supplemental background information. They were also used to ensure that the criminological theories covered in lectures during the semester would focus on making the appropriate connection to meet the learning objectives of the course and the alignment. The broader need for the integration of Holocaust education on a college level among this population and in the criminal justice education setting is strongly suggested by the results of the survey.

Integrating Holocaust Education into the Classroom- The Broader Context

While this course alignment was built on a unique opportunity that was campus-specific, the approach and lessons learned from this alignment can and should be applied across institutional settings. While other institutions may not have the benefit of a Holocaust Center on campus and the resources that come along with it, individual professors and departments, especially those who teach criminal justice, should make sure the important

lessons of the Holocaust for the field are not lost. With a little extra effort and planning, integration can be successful and beneficial to all.

Benefits of Integration

Studies show that lessons learned from the Holocaust in the classroom setting are generally retained by students beyond the classroom although the more contemporary aspects may be lost over time (Cowan & Maitles, 2007), suggesting the need to continually reinforce them across disciplines. Higher education allows for the examination of the complexity of the Holocaust and its associated issues in a more comprehensive and critical manner that is less practical in secondary education (Gross, 2018), which tends to focus on the acquisition of information, while higher education focuses on critical analysis and application. Higher education settings allow for significant discussion of topics, including those deemed more controversial. While the expectation that Holocaust education will somehow eradicate anti-Semitism, racism, genocide, and similar atrocities is naive, Holocaust education can contribute to the understanding of human rights issues, issues of stereotyping and scapegoating, as well as presentations and use of power in the local, national, and global context (Cowan & Maitles, 2007). Most significantly for criminal justice students, it will serve to sustain the values of the American criminal justice system as well as reinforce the need for advocacy and justice with respect to prejudice and racism in our system. For criminal justice students, many of whom will enter positions of authority and power, it helps to highlight the negative impact of abuses of power as well as highlight their need as individuals, and collectively, to not present apathy when confronted with abuse.

Considerations and Recommendations for Classroom Integration

Those attempting integration of Holocaust content into their classrooms must be aware of, and take into consideration, certain factors for the integration to be fully effective. These include universalization of Holocaust education, victims of the Holocaust, and responsibility for the events of the Holocaust. The educators' understanding of these issues is key to ensuring the proper message is conveyed to students in the most effective manner.

Universalization of Holocaust Education

The universalization of Holocaust education focuses on the use of the Holocaust as a vehicle to teach broader issues of global citizenship, human rights, and anti-racism (Gross, 2018), often with the goal of creating better future world citizens (Fallace, 2006). It relies on the notion that while the

Holocaust was focused on and specifically aimed at the Jewish people, it is an example of genocide, and as such, is subject to the possibility of repeated genocide (Gross, 2018). It further argues that the Holocaust was not an accident of German or European history but a product of a modern, rational, enlightened, and cultured society (Neubacher, 2006) allowing the Holocaust to be used as a case study in a broader pedagogic approach that can be applied on a local and global level. This approach originates in the works of Theodor Adorno, Hannah Arendt, and Stanley Milgram (Gross, 2018; Russell & Gregory, 2015), which focused on how ordinary Germans could be turned into those who killed innocent Jewish civilians (Abowitz, 2002). The works Eli Wiesel, Yehuda Bauer, Steven Spielberg (Shoah Project) as well as the opening of several Holocaust museums in the late 20th century further contributed to this process (Gross, 2018). It culminated with the United Nation's adoption of International Day of Commemoration for Victims of the Holocaust in 2005 and the subsequent development of the UNESCO Holocaust education division. These works contributed to the notion of the Holocaust was not just the ultimate perpetuation of evil in modern times but the symbol of criminality with lessons to be learned from its history as well as lessons for the future of mankind and the world. While broadening the scope of Holocaust education in this way "guarantees the future and meaning of Holocaust education" (Gross, 2018, p. 6), there is also the potential to marginalize the Jewish aspect of the events and "there is a long-standing tension between universalizing and isolating the Holocaust as historical event" (Nesfield, 2015, p. 45). The universalization message may diminish the responsibility of those involved in that it lends to possible normalization and can lead to "soft" denial, including the absolution of the involvement of certain groups and countries (Gross, 2018). While there is no question that Nazi Germany, as a political and governmental entity, is responsible for the Holocaust, the role and collaboration of governments of occupied countries (Santora, 2018) and the average citizen in those countries, and the responses of unoccupied countries is more contentious. The terms victims, martyr, hero, and survivor have been used to describe the Jewish targets of Nazi policy. The choice of descriptive terms sends a message not only about the Jewish people, themselves, but other groups targeted by the Nazis. The terminology contributes to recent discussion of who the "real" victims were, with some more recent works arguing that even the German people themselves were victims (Gross, 2018). While the Nazis targeted other groups, including Gypsies, Jehovah's Witnesses, and homosexuals, the historical record indicates their victimization differed from that of Jewish people (Gross, 2018). The key to applying themes of the Holocaust to a classroom setting is to establish a balance. The development of events needs to be understood in

the context of Jewish history and the anti-Semitic traditions of the European continent but also with the understanding that while anti-Semitism is unique to Jewish people, racism and hatred of the "other" are universal phenomena. There is also the need to present the Holocaust in terms of not just political and state actions, but in terms of the experiences of the individuals on all sides.

Availability of Resources

The establishing of competency in and development of material as the basis for integration and the integration itself can be an overwhelming task. Several highly reputable resources can help facilitate the process.

1. Education Institutions: An educators' own institution, particularly the history department, is an invaluable source of support, especially in locating primary and secondary sources of information on Holocaust-related topics. Depending on the educational institution, there may even be the opportunity for interdisciplinary collaboration for formal coursework.
2. Museum and Archives: Many of these institutions have websites that are kept updated with primary sources, including testimonial and video footage, and secondary sources on the Holocaust in general, as well as their current and past exhibits focusing of wide-ranging Holocaust issues including firsthand accounts, deniers, resistance, and complicity. These sites also provide extensive resource lists, including reading and video lists with age and grade level recommendations for most. They may even provide educational material including lesson plans. Current exhibits may provide a source for formal and informal alignment for criminal justice classes with physical or virtual tours. Some noteworthy institutions include the United States Holocaust Museum Memorial, Yad Vashem, the Museum of the Jewish Heritage, the Shoah Foundation, the Holocaust Teachers Resource Center, Centre for Holocaust Education, Holocaust Education Foundation, Midwest Center for Holocaust Education, and the Simon Wiesenthal Center.

Criminal Justice educators can use these sources to integrate topics such as the rise of Nazis to power, the Nazi manipulation of the legal system and law, the role of law enforcement in Nazi Germany— including the use of Jewish police, the Nuremberg trials related to the concepts of rule of law, ethical behavior of law enforcement and the judiciary, research ethics, corruption, philosophies of punishment, definitions of criminality, accountability, deviance, and conformity. The integration is only limited by the ingenuity of the educators.

IMPLICATIONS

Limitation and Future Research

The most significant limitation of this study is the small sample size that does not allow for more comprehensive statistical analysis resulting in this study being primarily a descriptive exploratory study. The inclusion of only a single class section also restricts discussion about the benefits of such alignment, including long term benefits. Students registered for the class prior to knowledge about the alignment does help to mitigate issues that might arise from students self-selecting into a Holocaust aligned class because of previous experiences or interest. The evolution of the data collection, from a simple exercise, not one of formal data collection, although organic, limits the information that was collected. Follow-up studies need to expand on the exploratory nature of this study and include larger samples of students and more sections of the course. The inclusion of non-aligned comparative course sections would also be beneficial, as well as a comparison between criminal justice and non-criminal justice majors. Expansion of the survey tool to obtain more participant demographics and knowledge is also warranted to provide increased data for a fuller, more meaningful analysis. The findings of this study strongly suggest that follow-up studies will show continued support for the integration of Holocaust studies into the criminal justice classroom as well provide insight into the short- and long-term benefits.

Conclusion

The origins of this article were based on a unique campus-specific opportunity for a limited number of students, but the lesson learned from the experience points to the need to expand the basic concept of the integration of historical lessons, in this case the lessons of the Holocaust, into a broader context in the college setting. Critical thinking among college students demands that they examine the link between historical events and modern-day rhetoric and symbols that appear in everyday culture, politics, and the criminal justice system. Educators, including those in criminal justice, need to continue to think more ‘outside the box’ in order to create more extensive interdisciplinary approaches to their subject matter. The integration of Holocaust material should be undertaken across campus and include larger numbers of students. The effects of this integration should be assessed in a more formal systematic manner using larger numbers of students across a variety of criminal justice settings to assess gain in overall knowledge and criminal justice knowledge as well as the impact of such integrations on the attitudes of these students to the extended world around them, the treatment of others, as well as the moral and ethical aspects of the criminal justice system.

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Manuscript submitted: ***September 3, 2019***
Manuscript revised: ***October 23, 2019***
Accepted for publication: ***November 12, 2019***