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educational background

University of Wisconsin-Madison, Madison, WI. August, 2014-July 2017
Served as Director of the Mosse/Weinstein Center for Jewish Studies. Elected by faculty vote to serve as department chair. Managed budget of over 10 million. Duties included supervising untenured faculty, framing priorities for the Center, intensive fundraising, leading alumnae activities, heading outreach programs, hosting speakers and institutes, setting timetable, managing budget, interacting with upper administration, running faculty meetings, and generally remaining positive and behaving ethically despite politics of the position and state.

University of Wisconsin-Madison, Madison, WI. September, 1999-present
As Goodman Professor of Education and Jewish Studies, teach courses on social studies methods, qualitative research, religion and public education. In Jewish Studies, teach Holocaust history, theory and representation, American Jewish identity. Promoted to Full Professor.

Stanford University, Palo Alto, CA. June 1998
Completed Doctorate of Philosophy at Stanford University School of Education, department of Curriculum and Teacher Education. Specialized in education about the Holocaust in American public high schools; independent Masters in social history of oppression; concentration in Jewish Education.

Swarthmore College, Swarthmore, Pennsylvania. June 1989
Received Bachelor of Arts Degree. Major in Art History: Minor in English. Graduated with high honors and awarded membership in Phi Beta Kappa.

books

Title: *Mystifying history: Holocaust narratives in fundamentalist schools*
Forthcoming

Examines the teaching of the Holocaust in two 8th grade classrooms, one in a charismatic evangelical Christian school, the other in a Hassidic (Lubavitcher) girls' yeshiva. Compares 'total institutions' and their teaching of atrocity vis a vis their degrees of insularity, the authority of teachers, the authority of texts and students' meaning-making.

Title: *Teaching the Holocaust*

Published by Torah Aurah Productions, Los Angeles

2007

1/Schweber cv

Co-authored with Debbie Findling, this guidebook targets teachers and administrators of Jewish schools (both congregational and day schools), refining their teaching of the Holocaust and their commemorative observances. The book includes historical background materials, specific, age-appropriate activities and pedagogical overviews of teaching dilemmas. It's a great resource (even if it has a terrible cover).

Title: *Making Sense of the Holocaust: Lessons from Classroom Practice*

Published by Teachers College Press, New York March 2004

Featuring the close examination of different narrative treatments of the Holocaust by experienced teachers working with diverse groups of students in American public high schools, the book focuses on curricular enactments within particular classroom settings and examines what students in each class learned (and didn't learn) about the Holocaust. The foreword was written by Gloria Ladson Billings, blurbs by Sam Wineburg (Professor of education and history, Stanford University), Lee Shulman (President, Carnegie Foundation for the Advancement of Teaching), Michael Berenbaum (Formerly Director of Research, U.S. Holocaust Memorial Museum).

honors, fellowships and grants

Ira and Ineva Reilly Baldwin Foundation Award 2014

Awarded one-year grant in highly competitive process to serve as Principal Investigator for collaborative web-site curriculum development project for teaching about American Indians of Wisconsin on-line. Head a team with representatives from Wisconsin Public Television, Department of Public Instruction, Madison Metropolitan School District, Continuing Education, Native educators, and Wisconsin Tribal Elders.

UW-Madison Research Award Competition 2013

Awarded research support in a highly competitive Graduate School Research Award competition to continue collecting district documents and interviewing teachers from around the state of Wisconsin about work-life conditions in the aftermath of the passage of Act 10.

Academic Field Awards: 2008-9

Two edited volumes in which chapters of mine were included were awarded best book awards. *What we know now about Jewish Education* was awarded the National Jewish Book Award (in the division of education) for 2009. And, Walter Parker's column, *Research and Practice* (which appears in *Social Education*) was awarded the Association of Educational Publishers 2009 distinguished achievement for being the best 'column or department.'

Madison Jewish Community Council Young Leadership Award: June 2008

Honored to receive a leadership award for service to the local Jewish community.

USHMM Center for Advanced Holocaust Study: January-June 2006

Awarded competitive residential fellowship at the U.S. Holocaust Memorial Museum to write up study of fundamentalist schooling practices on the Holocaust. While there, consulted with education division staff, guest lectured and ran programs for museum staff, modeling pedagogical innovations.

National Endowment for the Humanities: Sept 2002-August 2003

Awarded funding to host a five-week long, residential summer institute entitled, "Holocaust and Humanity in the 21st Century," for teachers to communally study issues related to the representation of atrocity and its implications for teaching. (See the Institute website at: <http://labweb.education.wisc.edu/neh/>.) Received notably outstanding reviews by teacher participants.

Mellon Foundation:

Sept 2002-June 2001

Awarded funding to conduct a year long, fully-paid teacher workshop grant for local high school history and English teachers to deepen their content knowledge by studying representations of the Holocaust and genocide. Seminar met 10 times. Glowingly evaluated.

University of Wisconsin-Madison Research Grant:

July 2001-June 2003

Granted competitive research funds to cover the costs of "Holocaust in Religious Schools" project. Funding included summer salary and graduate assistantship. One aspect of that study completed already, the other being completed currently.

The Center for the Humanities Faculty Seminar:

Sept 2001-June 2002

Awarded Mellon Foundation funding (through the Center for the Humanities) to organize seminar series for University of Wisconsin faculty and staff. Seminar series featured visiting speakers, book money for participants, pollination across disciplinary divides.

Wexner Foundation Doctoral Fellowship:

Sept 1993-June 1997

Granted full support to attend graduate school at Stanford University, which generously included tuition, living stipend, travel and research funds for four years.

Swarthmore College:

June, 1989

Graduated with High Honors and awarded membership in Phi Beta Kappa.

university service and work experience

Chair, Executive Committee of the Social Sciences Division, UW-Madison

Elected by faculty of the social sciences to serve three-year term on the so-called divisional committee. In second year, elected by that body to serve as chair. Committee makes tenure recommendations to the Provost on all cases from the social sciences — including law, economics, political science, education, community health, etc. High pressure (and high status) university committee. Led well if I do say so myself.

Cohort Head: Lead cohort of 50 certification students, alongside Cathy Compton Lily.

Place students in local schools for four consecutive semesters, oversee certification process, teach seminars with local teachers, occasionally (sadly) fail to certify students when necessary.

Executive Board Member of a huge number of committees on campus including:

Lubar Institute for the Study of the Abrahamic Religions, Department of Religious Studies, Departments of Curriculum and Instruction, Center for Jewish Studies, Center for the Humanities Institute.

Visiting Lecturer, Stanford University, Department of History

Course: Holocaust History and Representation 1999-2000

Designed and taught challenging, multi-media, 5-unit undergraduate course. Chose texts, structured interactive sessions, lectured, guided and evaluated student work. Received high ratings on student evaluations.

Director of Education, Congregation Etz Chayim, Palo Alto, California

Programs: Family, Adult and Children's Education June 1997-August 1999

Ran three, concurrent family education programs, each of which had multiple components: whole family activities, adult reading courses and kids-only classes. Created intellectually rigorous and communally stimulating activities for multi-generational groups of learners. Hired and supervised faculty; coordinated aids; maintained board; oversaw development of educational policies. (From August 1996-June 1997, designed and taught innovative, one-room schoolhouse program for this congregation.)

Instructor, Stanford University School of Education

Course: Undergraduate Honors Seminar in Education August 1996-June 1997

Prepared Stanford senior undergraduates to write Honors theses. Facilitated weekly seminar and coached students over three quarters. Tutored students to professionally present their work. Two students' theses subsequently published in peer-reviewed journals.

Teaching Assistant, Stanford University, various departments (including: Religious Studies, Jewish Studies, Literature and Humanities Program, and School of Education)

Sept 1993-June 1997

Supervising professors and courses included: Larry Cuban, History of School Reform; Arnold Eisen, Studies in American Jewry, and Modern Jewish Philosophy; John Felstiner, Imagining the Holocaust in Literature; Mary Felstiner, Holocaust history; Aron Rodrigue, Holocaust history; Philip Zimbardo, Introduction to Social Psychology

Coordinator of Educational Services, Holocaust Center of Northern California

Program: Educational Services Sept 1992-Sept 1993

Directed innovative Holocaust education programs at public, private, and parochial schools. Helped motivate, coached, and scheduled survivors to speak in schools. Worked closely with teachers, recommending methods and materials for classroom use.

selections from research and consulting

USHMM, Education Council Member

September 2016-present

Serve as member of the Council overseeing the education wing of the United States Holocaust Memorial Museum.

Teaching through Turmoil, Principal Investigator

Jan 2012-Jan 2013

Along with Katy Swalwell, of University of Maryland, generating data on how social studies teachers in Wisconsin approached teaching about Governor Scott Walker's so-called "Budget Repair Bill." Connecting teachers' political beliefs, activities, school, district and union contexts to in-class treatment of the bill and ensuing protests, policies and lessons. In related study, we are collecting handbooks from all school districts in

Wisconsin to see how working conditions have changed in the aftermath of bill's passage.

- Longitudinal Impact of Elementary Learning, Investigator Jan 2011-Present
Currently generating data on how an intensive learning unit for 3rd graders is remembered by students over one decade thereafter and how that learning affected subsequent learning of the same topic, in this case, the Holocaust and genocide.
- Holocaust Military Ed Project, Principal Investigator Jan 2011-2014
Investigating professional development opportunities on Holocaust education, comparing the treatments of that history as it's presented to members of military corps in Israel and US. Comparing Yad Vashem and US Holocaust Memorial Museum.
- Four Seasons Lodge, Educational Consultant June 2012-Aug 2014
Wrote curriculum on survivor memory and nostalgia for *Four Seasons Lodge*, a documentary movie.
- United States Holocaust Museum, Educational Consultant Sept 2009-Present
Serve as informal educational advisor for the education division of the USHMM. Worked closely with Dan Napolitano
- Wisconsin State Historical Museum, Consultant Jan 2007-June 2008
Aided the Museum in designing exhibit, called 'Odd Wisconsin' in which a few Holocaust-related objects were to be shown.
- Religious Schools Project, Principal Investigator Sept 2001-June 2004
Principal investigator on a study of the role of religion in shaping the teaching and learning of Holocaust history. Sites included a charismatic, Evangelical Christian middle school and an ultra-orthodox, Lubavitch, Jewish day school. Funded in part by a generous grant from the UW-Foundation Graduate Research Fund.
- British Broadcasting Company (BBC), Consultant August 2003-Jan 2005
Served as part of a task force, helping BBC launch a Holocaust documentary aired in both Britain and the United States, on all PBS stations, in conjunction with the 60th anniversary of the liberation of Auschwitz.
- Wisconsin Public Television, Educational Consultant Sept 2004-January 2005
As an extension of the BBC airing, pitched, wrote script of and appeared in a documentary on Wisconsin-based survivors of genocide. The show was delivered to all high school teachers in the state.
- United States Holocaust Memorial Museum, Consultant March 2003-present
Providing help in designing teacher education programs for the Museum; serving as keynote speaker upon request. Worked closely with Dan Napolitano, Director of Education.
- How old is old enough? Principal Investigator May 2001-June 2001
Completed research on teaching of Holocaust to young audiences (grade 3) in pursuit of empirical data to answer policy question.

Wisconsin Teacher Education Project on Holocaust

July 2000- 2005

Funded by Helen Bader Foundation and organized by the Milwaukee Jewish Council on Community Relations under Paula Simon, this teacher education project helps prepare Wisconsin teachers to teach about Holocaust. I consult on materials selection, conference structure, aid in teacher recruitment, and deliver keynote addresses to conference participants annually.

Partisans Education Foundation

June 2003- June 2005

Paid by Partisans Education Foundation to review educational publications.

invited addresses

- Schweber, S. (2018) Holocaust education in the era of Trump. Invited by US Holocaust Memorial Museum to speak as part of outreach college-level speakers' bureau.
- Schweber, S. (2014). Collaboration between Tel Aviv University and UW-Madison faculty. Tel Aviv University, Tel Aviv.
- Schweber, S. (2014). *The state of Holocaust education at the Gaza war*. Invited address to keynote International Conference for Researchers on History Education, London, England.
- Schweber, S (2013). *Reflections on Newtowne, one year out*. National Council of the Social Studies, St. Louis.
- Schweber, S. (2012). *Controversies and consistencies in Holocaust and genocide education*. Columbia University, New York (under the auspices of Jewish Foundation for the Righteous).
- Schweber, S. (2011). *Perversions of history: Visions of Holocaust history in fundamentalist schools*. University of Washington, Seattle.
- Schweber, S. (2011). *Learning to teach about the Holocaust*. Presentation to social studies teachers of New York state.
- Schweber, S. (2010). *Holocaust education: An overview of research*. United States Holocaust Memorial Museum. Washington, DC.
- Schweber, S. (2010). *Holocaust education: An overview for teachers and administrators*. Columbia University. New York City.
- Schweber, S. (2010). *Holocaust education: Controversies and consistencies*. Raul Hilberg Memorial Address. University of Vermont. Burlington. Introduced by Bernie Sanders.
- Schweber, S. (2009). *Teaching about perpetrators during the Holocaust*. Keynote address for international conference on the Holocaust, Perpetrator Research in a Global Context, hosted by the German Ministry of Education. Berlin, Germany.
- Schweber, S. (2009). *The Holocaust in Jewish American Life*. Invited address to New York University's Jewish Education Program, New York University, New York.

- Schweber, S. (2009). *School-based religious conflicts*. Invited address to Religion and the State Annual Conference, hosted by the Lubar Institute, UW-Madison.
- Schweber, S. (2008). *Teaching about Jews to Non-Jews: The Holocaust as a Non-venue*. Keynote address for Summer Holocaust Institute at Vancouver Holocaust Museum, Canada.
- Schweber, S. (2006). *Fundamentally religious: Teaching about the Holocaust*. Keynote address for Summer Holocaust Institute for Florida Teachers, University of Florida-Gainesville.
- Schweber, S. (2006). *Simulating the Holocaust: Pros and cons*. Invited address to Jewish Foundation for the Righteous annual teacher education conference. Columbia University, New York.
- Schweber, S. (2006). *Fundamentalist funnels: Shaping the Holocaust for religious consumption*. Invited address to American Holocaust Organizations (AHO) annual conference, Washington, D.C.
- Schweber, S. (2006). *The Holocaust as a currency in educational discourse*. Presentation to the education division staff of the U.S. Holocaust Memorial Museum. Washington, D.C.
- Schweber, S. (2006). *Theoretical issues in atrocity education*. Invited address to Mandel Leadership Institute, Jerusalem, Israel.
- Schweber, S. (2005). *Teaching about the Holocaust when it's a controversial issue*. Presentation to the British National Council of Social Studies Teacher Educators. Nottingham University, Nottingham, England.
- Schweber, S. (2005). *Making sense of the Holocaust: Lessons from classroom practice*. Invited to give book talks at three Connecticut institutions of higher education: Trinity College, Fairfield University.
- Schweber, S. (2005). *Sophie Scholl: The final days*. Invited to provide an educational perspective on the newly released German film by the same name. Director of the film in attendance. Madison, Wisconsin.
- Schweber, S. (2005). *Teaching the Holocaust*. Presentation to Wisconsin state teachers participating in the U.S. Holocaust Memorial Museum annual trips.
- Schweber, S. (2003). *Old habits/new terrain: Incarnations of the 'new anti-Semitism'?* Talk presented to an invitational conference on 'new anti-Semitism.' University of Arizona, Phoenix.
- Schweber, S. (2003). *Holocaust simulations in the U.S.A. and Israel*. Invited address at Haifa University, Haifa, Israel.
- Schweber, S. (2003). *Teaching about Anne Frank*. Invited keynote and workshop for Wisconsin teachers participating in the Wisconsin Veterans' Museum conference in conjunction with their exhibit on Anne Frank and Wisconsin WWII veterans.

Schweber, S., & Irwin, R. (2002). *Especially special: Who are the 'Chosen people'?* Invited address as part of National Education Week, School of Education, University of Wisconsin-Madison.

Schweber, S. (2002). *Reflections on social scientific research in Jewish studies*. Invited address to the Board of Visitors, Program in Jewish Studies, University of Wisconsin-Madison.

select conference papers

Swalwell, K., Schweber, S., & Sinclair, K. (2015). *Fear and loathing in Wisconsin: Teaching in a de-unionized state*. Paper presented in a Teachers' Work/Teachers Union Special Interest Group session at the AERA, Annual Conference, Chicago, IL.

Sinclair, K., Swalwell, K., & Schweber, S. (2014). *'Our teacher voice is gone': The impact of de-unionization on teachers' classroom practices and work lives in post-Act 10 Wisconsin*. Paper presented at the American Anthropological Association Annual (AAA) Conference, Washington, DC.

Schweber, S., Swalwell, K., & Sinclair, K. (2014). *Act 10's aftermath: Changed working conditions, changed teaching*. Paper presented at the CUFA-NCSS Annual Conference, Boston, MA.

Schweber, S. & Swalwell, K. (2014). *An update on Wisconsin's teaching force: The thin line between at-will employees and despair*. Conference paper presented at CUFA, Boston, Mass.

Schweber, S. (2014). *The role of religion in student learning: An investigation into identity*. CUFA, Boston, Massachusetts.

Schweber, S. (2013). *The state of Holocaust education at the national level*. Strassler Center for the Study of Holocaust and Genocide, Clark University, Worcester, Massachusetts.

Schweber, S. & Swalwell, K. (2013). *The Death of Collective Bargaining: Analyzing Changes in Teachers' Handbooks after Wisconsin's Act 10 Legislation*. AERA, San Francisco, California.

Schweber, S. & Swalwell, K. (2012). *Teaching through turmoil: A study of classroom practices amidst political upheaval*. Conference paper presented at CUFA, Seattle, Washington.

Schweber, S. (2012). *Holocaust Education Remembered: The Long-term Impacts of an Elementary Education Experience*. Conference paper presented at Lessons & Legacies conference. Northwestern University.

Schweber, S. (2009). *Religion and the state: The place of education*. Conference paper presented at the Religion and the State conference.

Schweber, S. (2008). *Controversies surrounding the teaching of religion within the elementary public school curriculum*. Presented at CUFA.

Schweber, S. (2008). *Notes on passing as an insider at the U. S. Holocaust Memorial Museum*. Presented at CUFA.

- Schweber, S. (2006). *Reflections on 'It's all an illusion': Understanding backlash*. Invited paper presented at the American Educational Research Association annual meeting, Presidential paper session.
- Schweber, S. (2005). *Recent research on Holocaust education: A review*. Paper presented to the National Council of Social Studies Teachers. St. Louis, Missouri.
- Schweber, S. (2005). *Considerations for qualitative research in religious institutions*. Paper presented to the Council of University Faculty Association (CUFA, which serves as the faculty division of the National Council of Social Studies). St. Louis, Missouri.
- Schweber, S. (2005). *The war in Iraq as a case of competing curricular narratives: Moral implications and educational import*. Put together this interactive symposium. Annual meeting of the American Educational Research Association. Montreal, Canada.
- Schweber, S. (2004). *Veiled meanings: The Holocaust as taught at a Lubavitch Girls' Yeshiva*. Paper presented to the annual conference of the Association for Jewish Studies, Chicago, Illinois.
- Schweber, S. (2004). Book signing session. Annual Meeting of the American Educational Research Association. San Diego, California.
- Schweber, S. (2003). *Fundamentally 9/11*. As part of a symposium entitled "Learners' historical consciousness of political conflicts past and present." American Educational Research Association annual conference. New Orleans, Louisiana.
- Schweber, S. (2003). *Learning to remember history*. Annual Western Humanities Meeting, 'Memory, Material and Meaning.' Salt Lake City, Nevada.
- Schweber, S. (2002). *On the representation of Jews in a fundamentalist Christian school*. Paper presented to the annual conference of the Association for Jewish Studies, Los Angeles, CA.
- Schweber, S. (2002). *"What happened to their pets?": Third graders encounter the Holocaust*. Paper presented at the annual meeting of the American Educational Researchers' Association, New Orleans, Louisiana.

publications

- Schweber, S. (2019) A foreword on inheritance: difficult history in difficult times. In Gross, M. & Terra, L. (ed.s) *Teaching and learning the difficult past: Comparative perspectives*. London & New York, Routledge Press.
- Schweber, S. & Resenly, I. (2018). Curricular imprints or the presence of curricular pasts: A study of one third grader's Holocaust education 12 years later. In Szejmann, C.C., Cowan, P. & Griffiths, J. (eds.) *A Primary or Secondary Concern: Holocaust Education in Schools in the 21st Century*. London, Palgrave MacMillan.

- Schweber, S. (2018). What we can learn about learning from Holocaust education. In Levison, J. & Kress, J. (ed.s) *Advancing the learning agenda in Jewish education*. Academic Studies Press.
- Swalwell, K., Schweber, S., Sinclair, K., Gallagher, J., & Schirmer, E. (2017). "Our teacher voice is gone": The impact of de-unionization on teachers' work lives in post Act-10 Wisconsin. [Special issue. Policy to practice and back again: How policy influences teacher practice and how teachers influence policy.] *Peabody Journal of Education*.
- Swalwell, K. & Schweber, S. (2016). Teaching through turmoil: Social studies teachers & local controversial events. *Theory and Research in Social Education*, 44(3), 283-315. (AR: <15%)
- Schweber, S. (2014). Barton, K., James, J., and Schweber, S., ed.s, *Fishing below the surface: Understanding the role of religion in student learning*, in *Religion in the classroom: Dilemmas for democratic education*. Routledge Press.
- Schweber, S. (2014). In Theoharris, G., ed. *On the high wire: Education professors walk between work and parenting*. Syracuse University Press.
- Schweber, S. (2012). "Notes on passing as an insider at the United States Holocaust Museum," In Trofanenko, B. (Ed.). *Museums as Sites of Social Education*, Routledge Press.
- Schweber, S. (2011). "Shoah Education." *International Handbook of Jewish Education*. Ed.s Lisa Grant & Alex Pomson, New York: Springer.
- Schweber, S. (2010). "Holocaust fatigue in teaching today," In Parker, W. (Ed.). *Social Studies Today: Research and Practice*. New York: Routledge Press, 151-165.
- Schweber, S. (2010). "Education," In Hayes, P. & Roth, J. (Ed.s). *Oxford Handbook of Holocaust Studies*. Oxford, England: Oxford University Press.
- Schweber, S. (2009). "Teaching about Perpetrators: A plea." *Forum 21 European Journal on Child and Youth Policy*. (In French, German, and Russian, this publication goes to all education directors of European Union countries.)
- Schweber, S. (2009). "Holocaust Education," In Goodman, R. & Flexner, P., & Bloomberg, L. D. (Ed.s). *What we know now about Jewish education*, Los Angeles: Torah Aurah Productions.

Tenure granted

- Schweber, S. (2008). "What happened to their pets?': Third graders encounter the Holocaust." *Teachers College Record*.
- Schweber, S. (2007). "'Here there is no why': Holocaust education at a Lubavitch girls' yeshiva." *Jewish Social Studies*.

- Schweber, S. & Findling, D. (2007). *Teaching the Holocaust*. A textbook for teaching about the Holocaust in Jewish schools. Los Angeles, CA: Torah Aura.
- Schweber, S. (2006). "Donning wigs, divining feelings and other dilemmas of doing research in religious school contexts." *Qualitative Inquiry*, 12(6).
- Schweber, S. (2006). "Donning wigs, divining feelings and other dilemmas of doing research in religious school contexts." Reprinted in Barton, K. (Ed.), *Research methods in social studies education: contemporary issues and perspectives*. Greenwich, CT: Information Age Publishing, p. 111-137.
- Schweber, S. (2006). 'Holocaust fatigue' in teaching today. Solicited, peer-reviewed article for the column, 'Research into Practice' in the prestigious social studies teachers' journal, *Social Education*, 7(1), p. 44-50.
- Schweber, S. (2006). "Fundamentally 9/11: The mechanics of collective memory in a fundamentalist Christian school." *American Journal of Education*, 112(3), p. 392-417.
- Schweber, S. (2006). "'Breaking down barriers' or 'building strong Christians': Reflexive affirmation and the abnegation of history." *Theory and Research in Social Education*, 34(1), p. 9-33.
- Schweber, S. (2005). It's all an illusion. *Chronicle of Higher Education*. Reprinted in the *Atlanta Journal Constitution*.
- Schweber, S. (2004). *Making sense of the Holocaust: Lessons from classroom practice*. New York: Teachers College Press.
- Schweber, S. & Irwin, R. (2003). "'Especially special': Learning about Jews in a fundamentalist Christian school," *Teachers College Record*, 105(9), p. 1693-1719.
- Schweber, S. (2003). "Simulating Survival." *Curriculum Inquiry*, 33(2), p. 139-188. (This article was chosen as a 'featured article' such that a member of the journal's editorial board wrote a critique of it, and I was asked to write a rejoinder in response.)
- Schweber, S. (2003). "Rejoinder to Miriam Ben-Peretz." *Curriculum Inquiry*, 33(2), 199-206.
- Schweber, S. (1999). "Victimized Again? The Representation of Jews in Holocaust Units." *Journal of Jewish Education*, 65(1&2), 42-59.