

**JENNIFER RICH**

**CURRICULUM VITAE**

**EDUCATION**

Ed.D., Teacher Leadership, Rutgers	2016
MS.Ed., Reading and Literacy, Bank Street College of Education	2003
B.A., English, Elementary Education, Muhlenberg College	1999

**ACADEMIC APPOINTMENTS**

<i>Assistant Professor</i> Department of Sociology and Anthropology Rowan University, Glassboro, NJ	2019 - Present
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<i>Director</i> Rowan Center for Holocaust and Genocide Studies	2019-Present
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Department of Interdisciplinary and Inclusive Education Rowan University, Glassboro, NJ	2016-2019
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<i>Director of Research and Education,</i> Rowan Center for Holocaust and Genocide Studies	2015 - 2019
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<i>Instructor</i> Department of Interdisciplinary and Inclusive Education Rowan University, Glassboro, NJ	2014 - 2016
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<i>Adjunct Assistant Professor</i> School of Education Rider University, Lawrenceville, NJ	2012 - 2014
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<i>Adjunct Assistant Professor</i> College of Education Bank Street College of Education, New York, NY	2004 - 2005
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**K-12 TEACHING EXPERIENCE**

<i>Literacy Coach</i> Bristol Township Public Schools, Bristol, PA	2012 – 2013
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*Reading Specialist*  
Private Practice, NJ

2005 – 2012

*Elementary School Teacher*  
New York City Public Schools, New York, NY

1999 – 2005

### **TEACHING EXPERIENCE**

- Sociology of Education
- Comparative Education
- Sociology of the Holocaust
- The American Response to the Holocaust
- American Studies for the Classroom
- The Holocaust in History and Memory
- Principles and Pedagogies
- Principles and Pedagogies Seminar: Elementary Education
- Honors Principles and Pedagogies
- Clinical Practice Supervision
- Honors Clinical Practice Seminar
- Curriculum and Assessment in the Elementary Classroom
- Teaching in Learning Communities I
- Teaching in Learning Communities II
- Emergent Literacy
- Emergent Reading
- College Reading
- Teaching Reading, Writing, and Language Arts K-3
- Writing in the Elementary Grades

### **PUBLICATIONS**

#### **Book**

Rich, J. *Keepers of Memory: The Holocaust and Transgenerational Identity*. Lexington Books. (forthcoming, November 15, 2019)

*Keepers of Memory* focuses on the ways in which society remembers the Holocaust, and how and in what ways this remembering affects individuals, particularly the descendants of survivors, today. I argue that the transmission of memory shapes the ways in which the second and third generations live and work and, more broadly, the ways in which society commemorates and memorializes the Holocaust. Through a series of interviews

with the children and grandchildren of Holocaust survivors, I explore topics that include intersecting professional and personal identities, the value of education, and how stories of survival become stories of either empowerment or trauma. These interviews are held side-by-side with memoirs written by members of the second and third generations, considering the ways in which memoir offers a different avenue for understanding inherited memory. When considering these primary sources together, they form a compelling picture of the promises and pitfalls of memory, and point to implications for memory and commemoration in the coming generations.

### **Peer Reviewed Articles**

Rich, J. (2019). *A review of Holocaust education texts*. Journal of Jewish Education (forthcoming).

Rich, J. & Percy, M. *A Categorical Analysis of Holocaust Curricula as Models of Historical Empathy*. American Educational Research Journal (forthcoming).

Rich, J. (2019). “*It led to great advances in science:*” *What teacher candidates know about the Holocaust*. The Social Studies.

Rich, J & Percy, M. (2019). “*The Boy in the Striped Pajamas Changed My Life:*” *A Critical Analysis of a Film Depiction of the Holocaust*. The Social Studies

Rich, J. (2018). *The Haunting Past: A Consideration of Second and Third Generation Memoirs*. Holocaust Studies

Rich, J. (2017) Book review of *The Holocaust Across Generations: Trauma and its Inheritance Among Descendants of Survivors*, by Janet Jacobs. Holocaust Studies.

### **Public Scholarship**

Rich, J. (2019). *Teachers need to talk to students about impeachment and President Trump — here’s how*. Hechinger Report.

Rich, J. (2019). *Extremist beliefs can change from dialogue, as I’ve learned interviewing alt-right students*. The Philadelphia Inquirer.

Rich, J. (2019). *Talking about Charlottesville with alt-right students*. The Conversation.

Rich, J. (2019). *Do our divided schools look like a scene out of ‘Mean Girls’ — or a slide into white nationalism?* Hechinger Report.

Rich, J. (2019). *I was an expert witness against a teacher who taught students to question the Holocaust*. The Conversation.

Rich, J. (2019). *The difficult discussions about gun violence that we can't afford not to have*. Hechinger Report.

Rich, J. (2019). *Digital technology offers new ways to teach lessons from the Holocaust*. The Conversation.

Rich, J. (2019). *Arizona risks failing its students in trying to limit teachers' speech*. Hechinger Report.

Rich, J. (2018). *To combat anti-Semitism, we need more education*. The Philadelphia Inquirer.

Rich, J. (2018). *When do we talk about the migrant caravan? Now*. Hechinger Report.

Rich, J. (2018). *Teachable moments from the Pittsburgh shooting*. Hechinger Report.

Rich, J. (2018). *Mister Rogers' voice of reason in the tumultuous '60s still rings true*. Hechinger Report.

Rich, J. (2018). *When Sexual Assault Allegations Hit the News, How to Talk to Students*. Education Week.

Rich, J. (2018). *Betsy DeVos' slippery slope of religion, ethnicity and race*. Hechinger Report.

Rich, J. (2018). *How I Talk to My White Preservice Teachers About Diversity*. Education Week.

Rich, J. (2018). *Confessions of a white teacher in an urban school: "I hadn't a clue" – what I learned the hard way my rookie year*. Hechinger Report.

Rich, J. (2018). *What white students still need to understand about white supremacy, a year after Charlottesville*. Hechinger Report.

Rich, J. (2018). *The trauma never ends for children separated from their families — Holocaust research shows it can last for generations*. Hechinger Report.

Rich, J. (2018). *The importance of difficult conversations in U.S. classrooms: Teaching about the migrant crisis*. Hechinger Report.

Rich, J. (2018). *Schools must equip students to navigate alt-right websites that push fake news*. The Conversation.

Rich, J. (2018). *A Second Grader Once Pointed a Gun at Me. I'm Glad I wasn't Armed.* The Washington Post.

### **OTHER PUBLIC SCHOLARSHIP**

Steyerl, H. (2019). *DRILL!*. New York City Park Armory.

Bohanon, M. (2019). *Histories of Hate: Holocaust, Slavery Education Can Empower Students — If Taught Responsibly.* DiversityIs.

Lowe, C. (2019). *Pleasantville school leading the way on black-history curriculum.* Press of Atlantic City.

Rich, J. (2019). “Teaching the Holocaust.” *Constant Wonder.* BYU Radio, Sirius XM.

Rich, J. (as cited in Strauss, V.) (2019). *Teachers are told not to get ‘political’ in the classroom. What does that actually mean?.* The Washington Post.

Rich, J. (2018). “The migrant caravan at the U.S. border.” *The Brief,* ANews.

Rich, J. (2018). “How to talk to students about politically charged issues.” *Class Dismissed Podcast.*

O’Donnell, G. (2018). *Opportunities and Approaches to Facilitating Conversations About Sexual Assault in K-12 Classrooms.* DiversityIS.

Rich, J. (2018). “After synagogue massacre, how should parents talk to their children?” *The Takeaway.* National Public Radio.

Rosales, J. (2018). *Teaching the Hard History Behind Today’s News.* NEA Magazine.

Rich, J. (as cited in Strauss, V.) (2018). *The mistake I made with my students after Charlottesville — and why we still need to talk about white supremacy in school a year later.* The Washington Post.

Rich, J. (as cited in Strauss, V.) (2018) *How to have the hard conversation with kids about migration at the US border.* The Washington Post.

Rich, J. *Violence in Schools and Society.* The Atlantic Summit on Education, May, 2018.

### **WORKS IN PROGRESS**

#### **Books**

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Rich, J. *Hard Talk: Reimagining Politics in the Classroom*.

*Hard Talk: Reimagining Politics in the Classroom* considers how teachers can radically reimagine education by talking about fraught and complex issues in more open, direct, and inclusive ways. Drawing on data from a range of settings, *Hard Talk* closely examines how and when complicated conversations take place in classrooms, schools, and communities, and brings the voices of students to life. It argues that in order for education to serve as a force of social change, educational systems themselves must first change in ways large and small – revisioning curriculum and expanding the ways in which teachers are evaluated – to insist upon political conversations in classrooms. Through a close examination of hot-button issues, *Hard Talk* examines what students know, and how to approach these subjects in ways that are political and nuanced, and also realistic. The failure to link education, politics, and current affairs is a major gap in our classrooms that will ultimately inhibit young people’s ability to address and solve the large social issues of their time, and disable them from becoming active citizens in a participatory democracy.

Rich, J. *Deplorables on Campus*.

*Deplorables on Campus* focuses on the growing and increasingly vocal population of far right, or white nationalist, college students, their experiences, and solutions to engage them in meaningful and authentic debate. Through a large-scale survey of college students, interviews, and case studies about students who identify as far right, this book begins by building understanding of who these students are, how the university structure supports and alienates them, and what can be done to better bridge the gaps in identity politics.

## **Projects**

PI: Jennifer Rich; *Teaching and Learning about the Holocaust through Virtual Reality*  
Through a collaboration with the United States Holocaust Memorial Museum and the Rowan University Virtual Reality Lab, this project aims to reshape the landscape of Holocaust education. By developing innovative ways to use virtual reality, our project team will create a virtual Warsaw Ghetto, highlighting the Ringleblum Archive and the voices of Warsaw prisoners as they wrote in real-time. Upon completion, this virtual experience will be housed at Rowan University and the USHMM, and will be available for classroom use across the country.

## **PRESENTATIONS AND CONFERENCE PAPERS**

Rich, J. and Dack, M. *The Holocaust through Virtual Reality*. The Future of Holocaust Memory, September, 2019.

Rich, J. *Teaching and Learning about Antisemitism*. American Sociological Association, August, 2019.

Rich, J. and Blanck, E. *Exploring Hard Histories with Teacher Candidates*. Eastern American Studies Conference, March, 2019.

Rich, J. *The Failure of Sympathetic Thinking*. Lessons and Legacies, November, 2018.

Rich, J. *"It led to great advances in science:" What teacher candidates know about the Holocaust.* Millersville University Conference on the Holocaust and Genocide, April, 2018.

Rich, J. *"Leaving 'The Days' Behind Us:" What Members of the Third Generation Say about Holocaust Remembrance Days.* Annual Scholars Conference on the Holocaust and the Church, March, 2018.

Rich, J. *Intersecting Identities: Members of the Second and Third Generations and their Personal and Professional Paths.* Midwest Jewish Studies Association. Detroit, Michigan. October, 2017.

Rich, J. *Third Generation Narratives.* International Autobiography Conference. London, England. June, 2017.

Rich, J. *Transgenerational Holocaust Memory and Teacher Identity: An Auto-Ethnographic Study.* Penn Ethnography Conference. Philadelphia, Pennsylvania. February, 2017.

#### **INVITED LECTURES**

Rich, J. *Revising the Holocaust.* Villanova University, January 2020.

Rich, J. **Scholar in Residence**, Florida Gulf Coast University, September 15-18, 2019.

Rich, J. *Keepers of Memory: The Holocaust and Transgenerational Identity.* The Princeton Jewish Center, May, 2019.

Rich, J. *Facilitating Difficult Conversations with Teens.* B'Nai Brit Youth Organization Staff Conference, January, 2019.

Rich, J. *Exploring the Complicated Past... and Present.* South Jersey Holocaust Coalition, Fall 2018.

Rich, J. *The Holocaust, Racism, and Antibias Education.* Northern Arizona University, June, 2018.

Rich, J. *Who Owns a History?: Memory and Possession of the Past.* Florida Gulf Coast University. September, 2017.

#### **GRANTS AND FELLOWSHIPS RECEIVED**

**July 2019**, Advanced funding to develop, implement, and evaluate a virtual reality module for teaching and learning about the Holocaust

**August 2019-May 2020, HITE Advanced Funding**, Awarded to investigate the efficacy of

using virtual reality to teach and learn about the Holocaust

**June 2019, Rowan Seed Funding**, Awarded to investigate politically right-leaning college students

**June 2019, Holocaust Institute of Teacher Education**, United States Holocaust Memorial Museum and AACTE Fellowship

**January 2017, Jack and Anita Hess Faculty Seminar**, United States Holocaust Memorial Museum, Gender and Sexuality in the Holocaust

**August 2016 - May 2017, HITE Advanced Funding**, Awarded to investigate appropriate pedagogies for Holocaust education with teacher candidates

**June 2016, Holocaust Institute of Teacher Education**, United States Holocaust Memorial Museum and AACTE Fellowship

**May 2016, Rowan Seed Funding**, Awarded to investigate Rowan Center for Holocaust and Genocide Studies efficacy, and Rowan University teacher candidate knowledge of Holocaust content and pedagogy

#### **EQUITY CONSULTING**

- Hopewell Valley Regional School District, New Jersey
- Shelby County School District, Tennessee
- Johnstone Elementary School, Vineland, New Jersey
- Bristol Township School District, Pennsylvania

#### **HONORS AND AWARDS**

- Rowan University Wall of Fame for Teaching, 2017
- Rowan Seed Funding grant 2016-7

#### **PROFESSIONAL MEMBERSHIPS**

American Educational Researcher Association (AERA)

- Moral Development and Education SIG
- Biographical and Documentary Research SIG
- Narrative Inquiry SIG
- Conflict Resolution and Violence Prevention SIG



- Critical Educators for Social Justice SIG

International Association of Genocide Scholars (IAGS)

Midwest Jewish Studies Association (MJSA)

Literacy Research Association (LRA)

**PROFESSIONAL SERVICE**

Expert Witness, *Ali v. Woodbridge* Board of Education

Member, Coalition for Holocaust, Genocide, and Human Rights Education in Higher Education  
(United States Holocaust Memorial Museum)

Reviewer for *The New Educator*, a peer-reviewed, scholarly journal

Reviewer for *Contemporary Jewry*, a peer-reviewed, scholarly journal.