



The entrance and inside of the Childrens' Memorial at Yad Vashem In Jerusalem, Israel.



Yad Vashem from the Air

Syllabus, Schedules, and Assignment Packet

(Modified for Summer Term)

For LIT 2174, Professor Gair, SUMMER 2013, 3 credits

"Literature and Multimedia of the Holocaust"

CRN: 33866, Mon, Tue, Wed, Thu 11:30 AM to 12:45 PM, East Campus Building 8 Room 234

This packet contains the syllabus, policies, procedures, major assignments by week, major due dates and deadlines, suggested resources for the midterm and final project and a page for you to sign after reading it.

ALWAYS BRING THIS PACKET TO CLASS.



Course Syllabus- LIT 2174- SUMMER A- 2013

Welcome from Professor Gair,

Thank you for signing up for my Holocaust course. I say that because I am grateful that Valencia has given me the opportunity to teach this course for all these years. I am proud that it is such a popular course and that I have the privilege of teaching it. It is both an honor and a privilege to be blessed with the awesome responsibility of passing on the lessons and story of the Holocaust to you. Six million Jews and 5 million other victims of various groups lost their lives in this event we now call The Holocaust. The Jews were the primary target and only group slated for total worldwide annihilation. As the semester unfolds you will learn about the great tragedy and history around this event. You will be forced to rethink what you thought you already knew about people, mankind, hate, prejudice and the sanctity of life. You will embark on a journey that for some of you will continue for years to come. You will struggle to make sense of your new knowledge and at times find it does not make any sense at all. That sort of mental dissonance or conflict is what fuels intellectual thinking in the pursuit of knowledge. You may...no you will...be confronted with some very uncomfortable facts about your fellow human beings, your own faith, your own country and many other areas of life. Your faith may come into question, be weakened or grow as a result of this intellectual journey you are about to take. Some of the visuals you see during your study of this subject will be somewhat disturbing in nature. They will be very graphic and depict the real horrors that took place. As your guide on this journey I will do everything possible to minimize the trauma you may be exposed to, but please understand it is not possible to avoid it completely. To tell the story, to understand the story one must see some of the horrors our fellow humans have perpetrated on others. Hopefully you will take many life lasting lessons away from this.

The Holocaust requires a great deal of you emotionally if you study it seriously. At times you will feel drained by the experiences you read about that others went through. Always keep in mind that although it is a story of 6 million or more, it is a murder of a single person six million times, murdered..one person at a time. Every single person of that number was a person who like you and I, lived, breathed, dreamed of the future, loved someone, was loved by someone, had a mother, father, husband, wife, sister, brother, child or other relative. In that six million might have been the person who could have found the cure for cancer or some deadly disease. The survivors' stories will at times make you cry and feel numb as you unsuccessfully try to imagine what it must have been like to be that person. You can't understand and all the study in the world will not bear the fruit of true understanding. So what do we do? We learn to remember. We read and listen to their testimony to **remember**. We watch the videos, documentaries and full length movies that tell the stories to **remember**. The Hebrew word ZACHOR means just that **REMEMBER**. That is all the six million plus victims ask of us, to **remember** them, to **remember** their story and never let it happen again. We owe them that. We owe their memory that promise...to **remember** and to pass their story on to others so they can also **remember**.

In closing, I again say I am blessed with the task of helping to tell their story and to helping your generation to **ZACHOR**...to **REMEMBER** through my teaching. The responsibility I have been given is precious and it is what I feel I have been called to do with my life, to help **ZACHOR**. Feel free to come by my office at any time this semester and just talk, chat, probe, ask questions or just share your tears as you struggle with this most unusual subject matter. I will be there to guide you, to explain what I can, to comfort you when you are angry or sad or just confused about what you are learning.

Professor Rich Gair, MA



Zachor... "Remember"

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HOLOCAUST STUDY ABROAD TRIP TO POLAND- JUNE 2014

A word about study abroad. No doubt you have heard that each year I take a large group of students on a Holocaust Study Abroad trip to Poland. We visit several concentration camps. Usually most students are awarded a scholarship that pays for a large portion of the trip. The trip itself is an elective course for which you earn credit. To be eligible for priority to go on the trip you must complete this course, LIT 2174 Literature and Multimedia of the Holocaust. If that sounds like something you would like to be a part of then do not wait. The trip fills up very very quickly, often within less than a month!!! Get your application in early to be first on the list for the scholarships. Once you are formally accepted to the trip you will be able to stretch out the payments a bit to make the balance of the money more affordable. It is a once in a lifetime, life-altering experience that will stay with you for the rest of your life. See me as soon as possible during office hours to get more details and get signed up. You can make a down payment now and then make payments all year so that by next May you will have the trip pretty much paid for and not have to come up with a large amount at once! As long as you make periodic payments all year you will make it a dream come true by the time next June 1014 arrives and you are on a plane to Poland with me and the other students.



Why did you sign up for this course?

Please give this question some serious thought before you answer. Then write out your answer on a large index card. I will collect it at the start of class # 2.

A Note About Scholarly Work: Most of your grades will be based upon your written and oral responses to the material. This will be in the form of essays on the Bauer text, reflective analysis of the literature and other media forms and class participation. **I GIVE NO TESTS** so that means I am looking for...and expect...the highest quality of thought and expression in your written and discussion work. Your essays should explore the topic at hand in a deep, thoughtful and thorough manner. They should reflect the highest level of thought, inquiry and deep reflection. They should be well organized, clearly written and grammatically excellent. No run on sentences, sloppy grammar or word usage and no or very few spelling, punctuation and paragraphing errors. The Bauer chapter essays should be at **MINIMUM** one page in length, leaving no part of the question unaddressed.

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LIT 2174- Literature and Multimedia of the Holocaust

SEMESTER: SUMMER A 2013, 3 CREDITS CRN 33866 Professor Gair

Instructor	Professor Richard A. Gair	Office: Building 8, Room 132	Office Hours
Phones	407-582-2641 or 407-299-5000 Ext. 2641 Cell: 609-744-6516	Web Address: http://faculty.valenciacollege.edu/rgair	Fill in here: Monday: Tuesday: Wednesday: Thursday: Friday:
E-mail & AOL AIM Screen Name	rgair@atlas.valenciacollege.edu AIM Screen Name: <i>OrlandoProf</i>		

Stop by my office anytime you have something about the course you would like to discuss, ask questions about or just share your emotions related to what we are studying. Some of the material can be pretty emotional and we all need an opportunity to share and vent.

REQUIRED TEXTS (3)

- *Images from the Holocaust: A Literature Anthology* by Brown, Stephens and Rubin, National Textbook Company, 1996 ISBN 0844259209- Available in the East Campus bookstore.
- *A History of the Holocaust* by Yehuda Bauer, Franklin Watts Publishing, 2002 Revised Edition, ISBN 0531155765 Available in the East Campus bookstore.
- *I Never Saw Another Butterfly* by Hana Volavkova, Schocken Publishing, 1994, DO NOT PURCHASE THIS BOOK (Unless that is your preference). I HAVE AN E BOOK VERSION I WILL POST FOR YOU TO DOWNLOAD FROM BLACKBOARD AND SAVE TO YOUR COMPUTER, TABLET or whatever device you have.
- Holocaust Literature Resource Book (Author: Professor Gair). : **IF YOU HAVE A NETBOOK, IPAD, TABLET OR SOME LARGE SCREEN DEVICE (NOT A CELL PHONE) YOU MAY BRING THE ELECTRONIC VERSION OF THIS BINDER TO CLASS I WILL MAKE IT AVAILABLE IN PDF (ADOBE ACROBAT) FORM.**

• SUPPLIES:

You will need a pack of large index cards size 4 in by 6 in. One pack will last you the entire semester. Please use only this size card. You will also need a place where you can take good class notes during lectures, viewings of film clips, etc. A notebook, looseleaf, laptop, I Pad or some other tablet device is acceptable. **WHEN NOT TAKING NOTES YOU ARE NOT TO BE SURFING THE WEB, DOING WORK FOR OTHER CLASSES OR CHECKING EMAIL OR TEXTING. IF I SEE YOU DOING THIS I WILL GIVE YOU AN UNP (UNPREPARED) AS AN ATTENDANCE GRADE FOR THAT PERIOD. TWO (2) UNP will equal an ABSENCE.** In any case, it is extremely rude to be surfing, texting, emailing while I am instructing the class. I would not be that rude to you and expect the same in return.

Taking Notes In Class:

I know that because I do not give actual exams some students feel they never need to take notes during my class. This is totally inaccurate and foolish thinking. When I lecture, talk, tell, explain, or whatever you care to call it about the topic of that period I am transmitting very important information to you. This is in addition to the readings you are doing. For you to get a high grade on your weekly Bauer essays you must also reference what I covered in the class session that goes with that topic, chapter, event, etc. In other words, just sitting there and not taking notes can cause you to have a lower average. At the end of each weekly essay question add a paragraph with the following heading:

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References to Last Week's Classes: In this paragraph give a brief summary from your class notes about the high points of the two classes from the week before.

COURSE DESCRIPTION:

The course will use the following types of literature to explore the topics listed:

Personal memoirs, interviews and diaries
Anthologies of literature
Essays and commentaries and stories
Reflections of survivors
Art, poetry and music produced by the victims and survivors
Video— documentaries, rare Nazi propaganda videos, Hollywood docudramas and printed matter
Children's art and poetry
Survivor presentations to the class
Possible field trip to the Holocaust Resource Center of Central Florida

Major Topics/ Concepts/ Issues

Genocide and the Holocaust
20th Century Events Leading to the Holocaust
Adolph Hitler and the Rise of the Nazi Party
The Refugee Crisis and the Persecution Years in Germany
The Ghettos
The Final Solution
Nazi Medicine
Resistance: Courageous Acts in Desperate Times
Women in the Holocaust
The Rescuers (Oscar Schindler and others)
Liberation: Aftermath and the Pursuit of Justice
Reflection, Remembrance and Responsibility
Holocaust Denial

Major Learning Outcomes:

1. Define and discuss the concept of Genocide, other genocides and human rights.
2. Cite examples of German government actions directed at the Jews before and during the Holocaust.
3. Examine the rise of Adolph Hitler and the Nazi Party.
4. Discuss the implications of the Nuremberg Laws.
5. Describe and discuss the conditions and community in the Ghettos.
6. Identify and discuss the major aspects of the Final Solution.
7. Describe the unique experience and role women had during the Holocaust.
8. Explain the use of medical knowledge for evil committed by the Nazis.
9. Distinguish the various forms of resistance and their activities.
10. Describe examples of rescuers and their motives.
11. Describe and discuss the Liberation of the concentration camps.
12. Analyze the lessons of the Holocaust in relation to reflection, remembrance, responsibility.

Assessment (Evaluation) of Learning Outcomes:

The course Learning Outcomes will be assessed through a variety of written reactions, analysis, interpretations and critical evaluations of historical content, first person narratives, film, art, poetry, monuments, memorials and survivor testimony.

CORE COMPETENCIES:

Core Competencies: Valencia faculty has defined four interrelated competencies that prepare students to succeed in the world community. In this course, through classroom lecture and discussion, group work and other learning activities, you will further develop your mastery of these core competencies.

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VALUE: make reasoned value judgments and reasonable commitments

- * Recognize values as expressed in attitudes, choices and commitments.
- * Distinguish among personal, ethical, cultural and scientific values.
- * Employ values and standards of judgment from different disciplines.
- * Evaluate your own and others' values from individual, cultural and global perspectives.
- * Articulate a considered and self-determined set of values with empathy and fair-mindedness, individually and in groups.

THINK clearly, critically, and creatively. Analyze, synthesize, integrate and evaluate in many domains of human inquiry

- * Analyze data, ideas patterns, principles, perspectives
- * Employ the facts, formulas, procedures of the discipline
- * Integrate ideas and values from different discipline
- * Draw well-supported conclusions
- * Revise conclusions consistent with new observations, interpretation, or reasons with curiosity and consistency, individually and in groups

COMMUNICATE with varied audiences using varied means

- * Identify your own strengths and need for improvement as communicator
- * Employ methods of communication appropriate to your audience and purpose
- * Evaluate the effectiveness of your own and others' communication by speaking, * listening, reading and writing, verbally, non-verbally and visually with honesty and civility in different disciplines and settings.

ACT purposefully, reflectively and responsibly

- * Apply disciplinary knowledge, skills and values to educational and career goals
- * Implement effective problem-solving, decision-making, and goal-setting strategies
- * Act effectively and appropriately in various personal and professional settings
- * Assess the effectiveness of personal behavior and choices
- * Respond to changing circumstances with courage and perseverance, individually and in groups in your personal, professional and community life

Prerequisites: This course can be used as one of your Humanities requirements. It is a level 2 (sophomore) course. You may not be enrolled in a Prep. Reading or English course at the same time. Those courses should be completed before enrolling in this course.

Students who complete this course are eligible to take LIT 2955 which is the Holocaust Study Abroad Trip. Typically that course is a trip to Poland and other Holocaust related sites. It is a 3 credit course and serves as a sequel to this course.

ATTENDANCE REQUIREMENTS:

Class attendance- ONLY TWO ABSENCES ALLOWED

THREE TARDIES WILL EQUAL A FULL ABSENCE

Starting with the 3rd missed class your final grade will be reduced by 10 points for each absence in excess of the allowed two. Use those two allowed ones very sparingly!

DO NOT MISS CLASS UNLESS IT IS A REAL EMERGENCY....SCHEDULE YOUR DOCTOR APPOINTMENTS AT OTHER TIMES JUST AS I DO. IF YOU DO USE YOUR ABSENCES AND THEN COME TO ME WITH A REAL EMERGENCY OR LEGITIMATE ABSENCE AND THEN PLEAD WITH ME I, WILL REMIND YOU THAT THE FIRST TWO MISSED CLASSES WERE NOT EMERGENCIES NOR EXCUSED. The two allowed absences are a gift to use carefully.

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DO NOT ASK ME FOR SPECIAL PERMISSION... THAT'S UNFAIR TO THE OTHER CLASSMATES.

IF YOU ARE ABSENT WHEN A VIDEO-MOVIE IS SHOWN YOU MAY MAKE UP THE MOVIE BY VIEWING IT IN THE MEDIA CENTER IN BUILDING 4. I also have many of the DVD's in my office and they can be viewed there on the small TV I have. If a video required a focus question at its original showing then that will be required as well.

WITHDRAWAL POLICY:

Valencia has a withdrawal policy (effective Session 1-97/98) that may affect cost of classes. Through Tuesday, **January 15, 2013** students will be able to drop/withdraw from any class without attempt penalty and receive a refund (They will receive a W). After that date, if students withdraw, it will count as an attempt which will affect the cost of repeat classes. The Florida Legislature passed a bill which states that for the third attempt of a college-level class, the cost will be the same as out of state tuition. The Withdrawal Deadline is **Friday, March 22, 2013**. Per Valencia Policy 4-07 (Academic Progress, Course Attendance and Grades, and Withdrawals), a student who withdraws from class before the withdrawal deadline of **Friday, March 22, 2013** will receive a grade of "W." A student is not permitted to withdraw after the withdrawal deadline. A faculty member will withdraw a student up to the beginning of the final exam period April **4, 2013** for violation of the class attendance policy. A student who is withdrawn by faculty for violation of the class attendance policy will receive a grade of "W." Any student who withdraws or is withdrawn from a class during a third or subsequent attempt in the same course will be assigned a grade of "F." For a complete policy and procedure overview on Valencia Policy 4-07 please go to: <http://valenciacollege.edu/generalcounsel/policydetail.cfm?RecordID=75>.

CLASSES WILL NOT MEET: MONDAY MAY 27, MEMORIAL DAY

Valencia College is interested in making sure all our students have a rewarding and successful college experience. To that purpose, Valencia students can get immediate help with issues dealing with stress, anxiety, depression, adjustment difficulties, substance abuse, time management as well as relationship problems dealing with school, home or work. BayCare Behavioral Health Student Assistance Program (SAP) services are free to all Valencia students and available 24 hours a day by calling (800) 878-5470. Free face-to-face counseling is also available.

Important Links

- o College Catalog - <http://www.valenciacollege.edu/catalog/>
- o Student Handbook - <http://valenciacollege.edu/studentdev/CampusInformationServices.cfm>
- o Policy Manual - <http://www.valenciacollege.edu/generalcounsel/>
 - Student Code of Conduct - http://valenciacollege.edu/generalcounsel/policy/default.cfm?policyID=180&volumeID_1=8&navst=0

Smoke Free Campuses

http://valenciacollege.edu/generalcounsel/documents/Valencia_Smoke_Free_Policy_and_Procedure.pdf

ALL WRITTEN WORK MUST BE WORD PROCESSED IN TIMES NEW ROMAN FONT, 12 POINT, AND DOUBLE SPACED WITH 1" MARGINS. RUN SPELL CHECKER AND GRAMMAR CHECKER AS NEEDED. PROOFREAD A HARD COPY BEFORE HANDING IT IN, MANY ERRORS ARE CAUGHT THAT WAY. HANDWRITTEN WORK WILL NOT BE ACCEPTED.

Please include a standard heading on the upper left corner of all papers as follows:

Your Name
CRN # _____
Date _____
Professor Gair

Name of Assignment (Centered)

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DO NOT EMAIL WEEKLY ASSIGNMENTS TO ME!

Special Needs – Students with Disabilities

Students with disabilities who qualify for academic accommodations must provide a notification from the Office for Students with Disabilities (OSD) and discuss specific needs with the instructor, preferably during the first two weeks of class. The Office for Students with Disabilities determines accommodations based on appropriate documentation of disabilities. The East Campus Office is located in Building 5, Room 216.

CLASSROOM CONDUCT:

The culture of the college classroom requires individual responsibility and accountability for learning and classroom participation. All students are expected to engage in classroom and out-of-class learning activities in order to show proficiency in course skills at the college level. It is therefore necessary and expected that all students will have a positive attitude toward and participate in all classroom activities in a manner that is conducive to the learning process for themselves and others. Your presence, participation, and success in this class will be viewed as a partnership in the learning process. This includes viewing videos in class, taking class notes at that time and handing in requested notes after a video is viewed. Sleeping is an automatic ZERO AND ABSENCE. If, for any reason, a student's classroom conduct interferes with the teaching process or the learning of others, the student will be requested to leave the classroom and an absence for the day will be recorded. This includes respect for everyone else, attitude and cooperation. All of these are part of the assessment I make as to your final semester grade. Any subsequent disruption will be processed according to Valencia Community College Code of Student Conduct procedures.

YOU ARE NOT TO BE DOING WORK FROM ANOTHER CLASS DURING THIS CLASS. IF YOU ARE I WILL TAKE IT AND YOU WILL BE ASKED TO LEAVE WITHOUT GETTING IT BACK.

Cell phone use, texting, doing email, browsing the Web unrelated to the lesson and doing work from another course will result in a 5 point deduction on your final course grade. Sound harsh? JUST DON'T DO IT AND IT WON'T BE AN ISSUE...BUT IF I SEE IT YOU WILL FORFEIT THOSE 5 POINTS AS STATED. FOREWARNED IS TO BE FOREARMED.

CELL PHONES, BEEPERS, AND ANY OTHER COMMUNICATION DEVICES MUST BE INACTIVE (TURNED OFF) DURING CLASS TIME. A grade of "O" will be assessed when a phone or device interrupts class AND YOU MAY BE ASKED TO LEAVE.

PLEASE- DO NOT SIT IN CLASS WITH YOUR PHONE UNDER THE DESK AND TEXTING. You can live without your cell phone for the length of the class. It is also RUDE and DISRESPECTFUL.

DISCLAIMER:

Changes in syllabus and/or schedule may be made at any time during the term by announcement of the instructor. A revised syllabus or addendum may be issued at the discretion of the instructor.

HELPFUL RESOURCES: BLACKBOARD AND MY OWN WEB SITE.

Other

- Valencia Library- Building 4
- Valencia East Library Web Site- Research portal to LINCC to many journals and databases, publications and media clips.
- Reserve collection of DVD's for this course. The college has purchased a large number of DVD's that I requested, all related to the topics we will study. They are on reserve for my classes and you may check them out for a limited period of time to do assignments.

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ACADEMIC HONESTY: Students are held responsible for adhering to academic honesty policies and the results of violating them. These are outlined in the Valencia Student Handbook. Plagiarism is one of the offenses and is seen as a serious infraction. ALL work must be in your words, with appropriate citing of sources as needed. **DO NOT COPY THE TEXT WORD FOR WORD.** Cutting-pasting information from sources such as the Internet is strictly prohibited.

STUDENT ETHICS:

Students are expected to abide by the college's honesty policy and code of conduct as stated in the catalog. Students caught cheating on assignments or tests will receive a "0" which cannot be made up. Any additional action deemed necessary will be taken at the discretion of the instructor. You are bound by the college's academic code of honor and honesty policy.

YOU MAY BE WITHDRAWN WITH A COURSE GRADE OF F IF YOU PLAGIARIZE. IN ADDITION A WRITTEN REPORT WILL GO TO THE DEAN. DO NOT RISK IT!

MAKE UP POLICY:

Students who are absent or tardy are responsible for contacting the instructor or a classmate about the lessons and assignments missed. Make up work IS **DUE UPON YOUR RETURN TO THE NEXT CLASS.**

CAMPUS INFORMATION:

Instructional Media Center (IMC)	Building 4, Room 101, Phone: ext. 2337
Learning Resources Center (LRC)	Building 4, Room 201 (2nd floor), Phone: ext. 2459
Microcomputer Learning Center	Building 4, Room 122, Phone; ext. 2430
Reading/English Computer Lab	Building 4, Room 101
Hours: Mon-Thurs.	8:00 am to 7:30 pm
	Fri. 8:00 am to 5:00 pm
	Sat. 8:00 am to 11:30 am
Testing Center	Building 4, Room 120

EVALUATION: NO TESTS OR QUIZZES...Yes, you are reading correctly.

I do not give tests or quizzes. Your grade is based upon the quality of the work you do in the areas listed in the grading chart here.

GRADING:

Grades

90 - 100	=	A
80 - 90	=	B
70 - 80	=	C
60 - 69	=	D
Below 60	=	F

**INC=
INCOMPLETE
(50%)**

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Grade Weight Distribution

<p><u>GENOCIDE HISTORY & TEXT CHAPTER ESSAY QUESTIONS:</u> Bauer Text- Each chapter in the Bauer text has one essay question you must answer. It is a question that requires thought and must be in your own words. It must be a minimum of half a page or more in length, It must be detailed and all parts of the question must be addressed. Include at the end of each essay: References to Prior Week's Classes: In this paragraph give a brief summary from your class notes about the high points of the classes from the week before.</p> <p>Mini Genocide Research Paper- Choose 2 other genocides in history and research the following information about each one. Include both in one report which should be no more than 2 pages total (1 page for each genocide). Add one page for MLA Format with sources cited. Electronic copy must be submitted to Safe Assign by May 15 at midnight or you will lose 20 points on the final paper.</p> <ol style="list-style-type: none"> 1. Who were the perpetrators? 2. Who were the victims? 3. What were the reasons for the genocide? (political, class warfare, territorial, religious, racial, ideological, etc.?) 4. How many victims were there? 5. When did it occur? Is it still going on? 6. What was the outcome? 7. Any other facts you feel are relevant to the topic. Due Date: MAY 16 	20%
<p><u>LITERATURE ANTHOLOGY- IMAGES & BUTTERFLY:</u></p> <p>This includes weekly assignments in the <i>Images from the Holocaust: A Literature Anthology</i> text, and poems-art from <i>I Never Saw Another Butterfly</i> PowerPoint E Book), See guidelines for reacting to literature (Handout # 32 on my web site). REACT-RESPOND-DO NOT JUST RETELL THE STORY. Just retelling will be graded with a 50%. Follow the weekly schedule further on in this packet.</p>	20 %
<p><u>BlackBoard: (On Line)-</u></p> <p><u>Personal Journal:</u> A personal journal must be kept in Blackboard. Use it to express your reactions, feelings, observations, thoughts and new insights related to the Holocaust. There should be at least 4 entries worth 25 points each by the due date. Print all entries in one file to hand in on due date. Post it each Friday about that week's classes and new learnings.</p> <p>DUE DATE: MAY 30</p> <p><u>You Tube Lectures:</u> View any one video lecture on Professor Gair's You Tube Channel (they are in Blackboard under Discussion) and write a half page summary of what new knowledge you gained from watching it. Indicate the Lecture # and Title.</p> <p>DUE DATE: JUNE 6</p>	10 %
<p><u>MOVIE REACTIONS-RESPONSES:</u> (In the Media Center of the Library (Building 4) there is a large collection of Holocaust DVD's that I have on reserve for the class. You are to view any 1 DVD and write a one page paper telling What the video was about. How it contributed to your knowledge of the Holocaust. What kind of video it was (documentary, Hollywood depiction of a historic event (Ex. <i>Uprising</i> is a movie that</p>	10%

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depicts the Warsaw Ghetto uprising). Describe the main focus, events, characters and it's historic contribution to Holocaust education, how well it depicted the historic event, it's educational value, and anything else you found interesting about the content or format of the video. This will also include responses to videos shown in class where I give you a viewing question and you hand in notes on an index card at the end of class. I call these Focus/Viewing Questions.

1 DVD REVIEW-DUE DATE: MAY 13

MIDTERM PAPER: NO EXAM- DUE DATE: MAY 23

20 %

Survivor Testimony: Please go to the following site:

<http://tc.usc.edu/vhiechoes/default.aspx?screen=1050>

I will place a link to the site on my web site and in Blackboard.

Here you will find 51 testimonies from survivors. They can be selected from a master list or through the various topics such as Ghetto, Resistance, etc. Each testimony is broken up into a series of parts or Tapes. They are all listed in order on the pull-down menu on that person's page. Choose one person and view all the segments for that person's testimony. There will also be a downloadable one page biographical sketch about the person. Print that and include it stapled to the front of your report, sort of like a cover. They will take a while to view and absorb so leave yourself plenty of time to view all the segments. These are all part of the Visual Shoah Foundation project which contains a total of 52,000 taped interviews. The assignment is to watch the one survivor and then write a minimum 5 page report explaining the content and analyzing it in terms of how this type of research contributes to your knowledge and understanding of the Holocaust, victimization and survival in contrast to other forms of research.

The following 7 areas are on the grading rubric which is [Handout # 38](#) on my web site. A sample rubric is included in this syllabus packet. Print up a clean copy from the web site and attach it to the midterm paper when you turn it in to me. If you go to the [Course Handouts link # 38](#) on my web site that link leads to two places., The left half opens the rubric, the right half which is all CAPS takes you to the site with all the required survivor testimonies.

1. Thesis statement: this should revolve around the idea of viewing of interviews in this format (technology) and the impact of such listening without the person, usually a victim, being there. Check your notes from prior writing courses on how to develop a Thesis Statement.
2. You might think about what you have read thus far in this class-in our *Images Anthology* which also present the cases of victims who went through the Shoah and tried to make some sense of it to you as reader.
3. Talk about the testimony: who the person is, where he or she is from in a report type of form. Yes, in this part you are giving a chronology of sorts.
4. Given your major area of interest or discipline here are the Valencia, how does the material being talked about relate to what you are studying? History, psychology,

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journalism may be logical subjects to analyze what is being said.

5. Is the testimony believable? Is it the subject's own testimony or does it sound to be derived from other sources that may have been read after the event? What is unique about the testimony?

6. Think about 3 or 4 things that you might be impelled to talk about with your friends from the story. If they would be interested, chances are it is worth writing about.

7. Conclusion: what is the value of such testimony to studying the Holocaust and History generally. What was the effect on you personally of using this form of testimony, compared to reading literature selections in the Images text or hearing from a survivor in class? Include anything else that you think has to be said, or something that may appear abnormal in the testimony--perhaps not believable.

Students are to write a 3 to 5 page critical report on the survivor testimony you view. It should include the basic information:

1. Name of survivor

2. Country of Origin

3. Summary of survival story

4. Most significant aspects

5. Analysis of how the story helps you understand the Holocaust.

FINAL PROJECT: DUE DATE: JUNE13

20%

You have 7 choices here. You can do one of the following for a final.

1. Read a book from the reading list [Handout # 7](#) and write a paper following the rubric supplied. ([Handout # 12](#) on my web site)
2. View one full length Holocaust movie and write a critique of it following the project guidelines on the handout ([Handout # 33](#) on my web site.).
3. Visit the Holocaust Education & Resource Center in Maitland write a paper following the guidelines. ([Handout # 35](#))
4. Visit the Holocaust Museum in St. Petersburg and write a paper according to those guidelines. ([Handout # 37](#))
5. Write a 4 to 5 page research paper on one aspect of the Holocaust, (see the list of possible topics here [Handout # 14](#)). The paper should follow MLA format, with a complete Works Cited page at the end and contain illustrations. You should use a minimum of 6 sources (web sites, online journals, primary and secondary sources, survivor testimony, books, etc.) Wikipedia is not an acceptable source. The paper must be submitted to Safe Assign for a

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plagiarism check before it is handed in to me. Use the online MLA Wizard and place a cover on the paper. See me in advance for topic approval. This must be a scholarly paper, citations and all! An electronic copy will be submitted in advance for a plagiarism check. This will be done through BlackBoard-Safe Assign.

6. Write a 4 to 5 page research paper about the field of genocide studies and in-depth report on one other genocide that has occurred in history. It must be a different genocide than the two you did in your earlier mini-research paper. The paper should follow MLA format, with a complete Works Cited page at the end and contain illustrations. You should use a minimum of 6 sources (web sites, online journals, primary and secondary sources, survivor testimony, books, etc.) Wikipedia is not an acceptable source. The paper must be submitted to Safe Assign for a plagiarism check before it is handed in to me. Use the online MLA Wizard and place a cover on the paper. See me in advance for topic approval.
7. Create a Multimedia slide show / video using the material and recommended format from the [CENTROPA](#) web site. Go to the [Centropa Student page](#) of the site. A PowerPoint slide show giving you a tour of the website is available in Blackboard, along with You Tube videos explaining how to create the movie project. Also there is a link that takes you to the You Tube videos that explain how to make a movie project with their website material. Often survivors are upset that they are known only as survivors, and that is how the world identifies them. They want the world to know however that the Holocaust does NOR define who they are. Just like you and everyone else, they had a rich, vibrant, happy life before the horrors. They also rebuilt their shattered lives in incredible ways after it was all over. That is what they would like us to know about them. The subject should of your presentation be the life of s person or family and tell about their life prior to and after the Holocaust. Tell how they lived, their community, their customs, family life and whatever you can about the life they had BEFORE the Holocaust. Do the same to tell about their life AFTER the Holocaust. How did they rebuild their lives? What did they do and how did they rebuild their family life and whatever else you can include about that part of their life. Between those two sections you should briefly tell what happened to them DURING the Holocaust. The MAJOR FOCUS of the paper should be life before and after the Holocaust.

The book, 2 movies or one museum visit must be approved by me in advance. Submit your choice on an index card by MAY 13

You will receive a list of Holocaust books from which you will choose the one you want to read independently. Most of these books are available in the library here on East campus. Only one copy of each is there so do not waste time picking your book. If you do not find it there then you will have to get it from an outside source. The library at the Holocaust Education and Resource Center next to the JCC in Maitland has over 5,600 books. Ask for Mitch Bloomer or Pam Kancher and tell them you are my student. You should be able to borrow a book from there.

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Research- Using the Valencia LINCC System

I have made a tutorial video showing you how to get started using the LINCC research service. You will find it if you click on the menu item **ONLINE RESOURCES** in Blackboard. It is the first item on the right side of the page. Under that is an item which links you to it after you see the video. The library people are also available to assist you in this. It is a resource that will serve you well in your future academic research and personal research as well. Take time to get familiar with it as soon as possible.

If any of your projects are research based this semester you must use the LINCC system for at least one of your sources. This gives you access to the "invisible web" that all the Googling you do will not find. It is a repository of academic data bases, journals and sources on how to conduct research, format your paper and citations in proper MLA format and lots more. Use the service for part of your Genocide Mini Research paper, for the research part of your final project that may require research such as the research paper on a topic you choose, the two movie analysis project which requires a little research and the Genocide research final project.

Professor Gair

Gordon Rule- This is a Gordon Rule course.

State Board of Education Rule 6A-10.030, the Gordon Rule, requires that students complete with grades of C or better 12 credit hours in designated courses in which the student is required to **demonstrate college-level writing skills through multiple assignments** and six credits of mathematics course work at the level of college algebra or higher. These courses must be completed successfully (grades of C or better) prior to the receipt of an A.A. Degree and prior to entry into the upper division of a Florida public university.

Writing Format Requirements:

ALL WRITTEN WORK MUST BE WORD PROCESSED IN DOUBLE SPACED, 12 POINT TIMES NEW ROMAN FONT, WITH 1" MARGINS. HANDWRITTEN ANSWERS WILL NOT BE ACCEPTED.

PLAN AHEAD AND PRINT EARLY. YOU NEVER KNOW WHEN A COMPUTER-PRINTER GLITCH MAY ARISE; A PRINTER RIBBON OR TONER DIES, WHICH WILL MAKE IT NECESSARY TO GET TO CAMPUS EARLY TO USE ONE OF THE MANY COMPUTERS AND PRINTERS AVAILABLE. **DO NOT EMAIL IT TO ME AS AN ALTERNATIVE...PLAN AHEAD.**

Holocaust Literature Suggested Reading List For Final Paper

Use the Rubric ([Handout # 12](#) on my web site) to write your paper. The book list is [Handout # 7](#) on my web site. Feel free to ask me about a book that is not on this list. There should be at least one copy of most of the book in the East Campus library. ** Means the book is a longer book than most and half can be read for the midterm and the second half for the final. See me for details

Quick Reference Notes For Weekly Writing About Literature (prose), Poetry, and Video and Final Exam Project Choices

To make your weekly literature responses varied try different ways of reacting from those suggested here. Analyze elements such as author background, historical context, author's motivation for writing, presence of literary techniques- irony, symbolism, imagery, author style, setting, mood and tone, character development,

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theme, inner-hidden meaning, emotions expressed, story development, most interesting part of the piece and why, etc.-

IN OTHER WORDS FOR ALL LITERATURE AND VIDEOS YOU SHOULD REACT AND ANALYZE AND NOT SIMPLY RETELL WHAT IT IS ABOUT!

A simple retelling will get a grade of 50%.

See Handout # 32 Tips for Writing About Literature on my web site.

Additionally, for poetry you might add:

Explication: line-by-line analysis and explanation of the poem.

Analysis: Examine one element such as the ones above.

Comparison-Contrast: Similarities and differences from other poems.

Metaphor-Simile-Symbolism-Imagery-Rhythm and Sound (Read poems aloud several times before you react to them.),,,,Strive for VARIETY **DO NOT MERELY RETELL THE STORY..REACT-ANALYZE-**

INTERPRET-SPECULATE-EVALUATE-CRITIQUE- IN OTHER WORDS THINK CRITICALLY.

Possible Holocaust Topics for Final Research Paper- see Handout # 14 on my web site.

MISSED WORK

If you are absent then the work you missed and the assignments given on the day you were out are due at the beginning of the class upon your return. It would be wise to get a phone number of a classmate in case you have trouble reaching me for the assignments.

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Handout # 12

Dimension	Evaluation Rubric for Survivor Testimony Video Analysis Midterm Project– LIT 2174, Professor Gair Student Name _____	Comment	Points
Format: 10 pts. (2 pts. Each) Thesis Statement & Support: 15 pts. (5 pts. Ea.)	<ul style="list-style-type: none"> Cover Sheet from Biographical Sketch Page Online Times New Roman, 12 pt. Double Space, 1 in. margins Graphic related to survivor’s personal story Introduction, Body and Conclusion Length– At least 5 pages with proper page numbering. Clearly stated thesis statement in introduction Adequate support for thesis statement in body. Restatement of thesis statement in conclusion. 		
Basic Survivor Information: 10pts. (2 pts. ea.)	<ul style="list-style-type: none"> Survivor’s full name Survivor’s country of birth Date of birth, and death (if deceased). Summary of survivor’s story– use this as an introduction to the in-depth report (the remainder of the paper goes into greater details.) Most significant aspects of this survivor’s story and why you consider them most significant. 		
Comparison to Images Text Selections 15 pts (5 pts. Ea.)	<ul style="list-style-type: none"> Describes events in the survivor’s story that are similar to a particular piece of survivor literature you have read in the Images text. Cite the specific selection. Describes themes that are present in the survivor’s story and at least one <i>Images</i> selection with a similar theme. Evaluate which method of survivor testimony (oral or written) is more effective for you as a learner. Support your evaluation with reasons. 		
Value of Video Testimony as a Form of Research. 15 pts. (5 pts. Ea.)	<ul style="list-style-type: none"> Identifies the best reasons why a student of the Holocaust should hear video testimony. How did it help you learn on a deeper level than the reading you had done up to that point.? In what ways did the testimony relate to your other studies here at Valencia? How does it relate to subjects such as journalism, history, sociology, psychology, and others? Explain the advantages of each type of testimony (oral and written) as historic documents for future learners. 		
Personal Observations, Reflections and Reactions: 25 pts. (5 pts. Ea.)	<ul style="list-style-type: none"> Explain fully how the survivor’s oral testimony affected you as a learner intellectually, emotionally, and in other ways. Describe your thoughts as you viewed the testimony and paused it to reflect and take notes. What was most significant part of the survivor’s story? What will you remember about this survivor’s testimony when you have completed this course? When you tell someone about it? What lesson did this survivor’s story teach you about life? 		
Mechanics 10 pts. (2 pts. Ea.)	<ul style="list-style-type: none"> Spelling Capitalization Grammar and word usage Paragraphing Sentence structure and variety 		

This is a SAMPLE. If you do a book project print a fresh copy (Handout # 37 on my website) to attach to the paper.)

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LIT 2174 "Holocaust Literature" **Final Book** Project Grading Rubric- Professor Gair
 Student Name: _____ CRN: _____ Book Title _____

Dimension	Description Checklist	Comment	Points
Content: 20 pts. (2 pts. each item) Plainly Descriptive	<input type="checkbox"/> Clear focus of project- what inspired you to read this book? <input type="checkbox"/> Grabs attention of the reader right away. <input type="checkbox"/> Identifies significant events in the story. <input type="checkbox"/> Describes values of the culture of the victims <input type="checkbox"/> Describes values of the Nazi oppressors <input type="checkbox"/> Describes how the book challenged you and your thinking <input type="checkbox"/> What the book taught you about people and their actions <input type="checkbox"/> What new questions the book has raised in your mind about the Holocaust <input type="checkbox"/> Describes how the victims dealt with the oppressive conditions imposed on them <input type="checkbox"/> Discusses what lessons the book can teach us for today's world		
Organization: 20 pts. (4 pts. each item)	<input type="checkbox"/> Clear beginning, middle (body), ending <input type="checkbox"/> Paper is easily understandable to others, writing is clear and not confusing <input type="checkbox"/> Paragraphs each develop a main idea and contain supporting details <input type="checkbox"/> Clear connections to what we are learning in class are made <input type="checkbox"/> Wrap-up including your overall reaction to the book		
Creativity: 20 pts. (5 pts. each item)	<input type="checkbox"/> Expression of personal emotional reactions to specific events in the book <input type="checkbox"/> Paper is clear and vivid enough to create some images for the reader <input type="checkbox"/> Visually pleasing...format, photos that relate closely to the content <input type="checkbox"/> Effort made to write in own words (not copied from book). Merely quoting the book is not okay for most of the paper.		
Reflection: 32 pts. (8 pts. each item) Deeply Reflective	<input type="checkbox"/> Indicates how your view and perceptions changed as a result of reading this book (your emotional reaction) <input type="checkbox"/> Indicates how this book might affected your understanding of people and what they do <input type="checkbox"/> Indicates how this book might influence your future thinking, views and values in life and why you will remember this book <input type="checkbox"/> Indicates how this book contributed to your understanding of diversity and the Holocaust		
Conventions: 8 pts. (2 pts. each item)	<input type="checkbox"/> All grammar, spelling, punctuation are correct and special vocabulary terms are explained <input type="checkbox"/> Neatly presented (all word processed) <input type="checkbox"/> Word processed in Times New Roman, 12 pt. font, double spaced <input type="checkbox"/> Pages neat, numbered and a cover page included		

This is a SAMPLE. If you do a book project print a fresh copy (Handout # 12 on my website) to attach to the paper.)

PLAGIARISM OF ANY KIND WILL BE CONSIDERED A SERIOUS INFRACTION OF ACADEMIC HONESTY.

Course Syllabus

LIT 2174- Literature & Multimedia of the Holocaust **Weekly Assignments Due As Follows: SUMMER A 2013**

WEEK 1: May 6, 7, 8, 9- Bauer Ch. 1- Who Are The Jews? & Ch. 2-, Liberalism, Emancipation, Antisemitism

WEEK'S TOPICS: Introductory Lesson: Online Resources, Prof. Gair's Web Site, USING LINCC, Genocide: The Holocaust- Unique-Universal or Unprecedented. The 8 Stages of Genocide. Genocide Watch web site. Yehuda Bauer lectures. Raphael Lempkin and Gregory Stanton, History of Antisemitism- Factors Leading to Auschwitz Graphic Map,

WEEK'S POSSIBLE VIDEOS: Bauer Lectures on Genocide, The Longest Hatred, Image Before My Eyes, Eternal Jew, Propaganda PowerPoint

May 6- Course Introduction, Overview- Assignments, Expectations-

May 7- Ch, 1 – Who Are The Jews? Bauer Essay **Due**

May 8- **IMAGES-** Literature **Due-** 2 reactions of Butterfly Poems and art,- Continue video sources on Christian anti-Semitism over the centuries,

May 9- Ch. 2- Liberalism, Emancipation, Antisemitism- Bauer Essay **Due**

WEEK 2: May 13, 14, 15, 16- Bauer Ch. 3- WWI and Its Aftermath & Ch. 4- The Weimar Republic

WEEK'S TOPICS: Treaty of Versailles, Political State of Germany, Jewish Life in Germany, Worldwide Depression, Rise of Hitler, Propaganda, Nuremberg Laws, Deportations, Kristallnacht, Poetry & Art in Butterfly Book, Evian Conference, Holocaust Documents,

WEEK'S POSSIBLE VIDEOS: Triumph of the Will, Olympia, A Film Unfinished , The Wave, One Survivor Remembers, Outcast, PowerPoint: Propaganda, A Hell Worse Than War clips (Rawanda)

May 13- 1 DVD review **Due**

May 14- Ch. 3- Bauer Essay **Due**

May 15- - Literature Poetry & Art- **Due** 2 reactions-Butterfly-poem study, USHMM ID Cards-Booklets: Adopt a Victim and share with class.

May 16- Ch. 4- Bauer Essay Due, Genocide Mini Paper **Due**

WEEK 3: May 20, 21, 22, 23- Bauer. Ch. 5- The Evolution of Nazi Jewish Policy, 1933-1938 & Ch. 6- German Jewry In The Prewar Era, 1933-1938

WEEK'S TOPICS: Jewish Life in Europe, The Nuremberg Laws, The Einsatzgruppen: Mobile Killing Squads, Babi Yar, Ordinary Men, The Evian Conference, Emigration,

WEEK'S POSSIBLE VIDEOS: Kristallnacht 1938, Hiel Hitler: Confessions of a Nazi Youth (assign groups and questions), The Wave, Holocaust Mini-series excerpts.

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May 20- **IMAGES-** Literature-Responses **Due** 3 -Before The Storm, Kristallnacht, They Had A System, Class group activity about Hiel Hitler Video

May 21- Ch. 5- Bauer Essay Due

May 22- **IMAGES-**. Literature- **IMAGES** responses **due-** Why Remember, The Roots, They Wanted Everyone To Know

May 23- Ch. 6- Bauer Essay **Due**, MIDTERM SURVIVOR TESTIMONY PAPER DUE

WEEK 4: (No Class on the 27th Memorial Day) May 28, 29, 30- Bauer Ch. 7- Poland: The Seige Begins

WEEK'S TOPICS: Deportation- Camp Life, Wannsee Conference, Holocaust Art- David Olere Analysis, Sam Bak, Nazi Medicine, Women, Choiceless Choices, PowerPoint: Yes, They Did Fight Back: Jewish Resistance During the Holocaust

WEEK'S POSSIBLE VIDEOS: Holocaust Mini Series Excerpts, War and Remembrance Excerpts, The Night of Broken Glass, Uprising- Vladka-Shoe-map smuggling scene.

May 28- **IMAGES** Literature- 4 reactions **due-** Castout, Children's Exodus, Phimosis Is Not A Circumcision, Escape From Sobibor

May 29- Ch. 7- Bauer Essay **Due**

May 30- 4 BlackBoard Journal Entries **Due**, **IMAGES** responses- Castout, The Children's Exodus, Phimosis Is Not A Circumcision, Escape From Sobibor

WEEK 5: June 3, 4, 5, 6- Bauer. Ch. 8- Life In The Ghettoes & Ch. 9- The Final Solution

WEEK'S TOPICS: Judenrate, Other Victims, Euthanasia, Slide Show of My Trips to the Camps, Partisans, Resistance, Hollywood, Rescue, Holocaust Memorials and Monuments, Museums

WEEK'S POSSIBLE VIDEOS: Ambulance, War and Remembrance Clips (Babi Yar, Arrival in Auschwitz), Ghetto, Terezin, Fuhrer Gives the Jews a City, Border Street, The Pianist, Nazi Medicine, Out of the Ashes, Wannsee Conference, Conspiracy

June 3- Ch.8- Bauer Essay **Due**

June 4- **IMAGES- Due-** reaction to 4 selections- In The Ghetto, Collection of Valuables, Volunteers, Leaving The Ghetto

June 5- Ch. 9- Bauer Essay **Due**

June 6- 1 You Tube Lecture Reaction **Due**, **IMAGES** responses due- 4 Survival in Auschwitz, Terezin, Man's Search for Meaning, The Shawl (a very deep and hard to understand story...read it slowly and carefully. Look for metaphors and symbolism.)

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WEEK 6: June 10, 11, 12, 13- Bauer Ch. 10- West European Jewry, 1940-1944 & Ch. 11- Resistance, & Ch. 12- Rescue

WEEK'S TOPICS: Rescue, Righteous Among The Nations, Upstanders, Bystanders, Collaborators, Liberation

WEEK'S POSSIBLE VIDEOS: Warsaw Uprising, Escape from Sobibor, Defiance, The Gray Zone, Sophie Scholl, Resistance, Schindler's List, Courage To Care, America and the Holocaust, Liberation, Prof. Gair's Tour of Mauthausen or Ravensbruck, Nuremberg Trials

June 10- Ch. 10 AND Ch. 11- Bauer Essays **Due**

June 11- **IMAGES-** Literature 4 reactions **due-** There Were Those..., Jews Go Back to the Grave, , Starry Night, Warsaw Ghetto Uprising

June 12- Ch. 12- Bauer Essay **Due**

June 13- **FINAL PROJECT DUE, ALSO IMAGES** Literature 4 reactions **due-** Tell Them I Was There, Children of the Holocaust, Esther, Babi Yar

WEEK 7: Monday June 17- FINAL-LAST CLASS- Bauer Ch. 13- The Last Years of the Holocaust, 1943-1945 & Ch. 14- Aftermath and Revival

WEEK'S TOPICS: Nuremberg Trials, Survivor Testimony- Helen Greenspun

WEEK'S POSSIBLE VIDEOS: Ruth Brand, As Seen Through These Eyes, Full length feature film for final class. We will vote on which one we view.

June 17- **LAST CLASS-** Ch. 13 AND Ch. 14- Bauer Essays **Due**

ATTENDANCE AT THE FINAL EXAM FOR ALL 2 ½ HOURS IS MANDATORY. FAILURE TO BE PRESENT FOR THE ENTIRE PERIOD WILL RESULT IN AN F IN THE ENTIRE COURSE.

Bauer Text Essay Questions- see due dates above.

DO NOT COPY WORD FOR WORD FROM THE TEXT-THAT'S PLAGIARISM AND WILL RECEIVE AN ZERO.

- **Chapter 1- essay question - What relationship do you see between the official policies towards the Jews and the actions taken against them? How did this influence the actions of the Jews (their response)? At the end include a summary of last week's class lessons.**
- **Chapter 2- essay question -Define anti-Semitism. What were some of the false beliefs and rumors that existed towards the Jews? How did this relate to the rise of anti-Semitism? At the end include a summary of last week's class lessons.**

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- Chapter 3 essay Question– Describe the progression of attitudes and policies towards Jews from World War I to 1933. At the end include a summary of last week’s class lessons.
- Chapter 4 essay question - Describe the relationship between Hitler’s Nazi ideology and the treatment of the Jews. At the end include a summary of last week’s class lessons.
- Chapter 5 essay question- Summarize the gradual evolution and result of the Nazi policy towards Jews during 1933-1938. At the end include a summary of last week’s class lessons.
- Chapter 6 essay question- Identify the reasons Jews wanted to emigrate and the various obstacles they faced to emigrate. At the end include a summary of last week’s class lessons.
- Chapter 7 essay question- Distinguish between each ghetto and its conditions and leaders. How were they similar and how were they different? (compare and contrast) Describe each ghetto in detail. Do not skip a ghetto, do all that are described in the text for full credit. At the end include a summary of last week’s class lessons.
- Chapter 8 essay question- - Summarize the conditions in the various ghettos and what restrictions they had on the Jews. Tell how the Jews resisted these restrictions. At the end include a summary of last week’s class lessons.
- Chapter 9 essay question- Describe the “Final Solution” and the steps the Nazis took to implement it. When and where was it “finalized” ? At the end include a summary of last week’s class lessons.
- Chapter 10 essay question- Western European Jewry, 1940-1944 essay question- Describe what was happening in the individual countries of Western Europe during this time period. At the end include a summary of last week’s class lessons.
- Chapter 11 essay question-- Describe at least 3 specific instances of armed resistance by Jews in the camps and ghettos. At the end include a summary of last week’s class lessons.
- Chapter 12 essay question- Describe the various attempts and failed attempts of rescuing Europe’s Jews. What is the Avenue of the Righteous? Where is it located? What is the purpose of it? What were the attitudes of the major world powers? At the end include a summary of last week’s class lessons.
- Chapter 13 essay question- Do you think another Holocaust is possible? Fully explain your reasons. At the end include a summary of last week’s class lessons.
- Chapter 14 essay question- Write a paper summarizing what lessons you have learned from reading this book. Explain how those lessons and new knowledge can be used to create a better world. Are these lessons relevant to today? Is study of the Holocaust relevant to today’s world? How or how not? At the end include a summary of last week’s class lessons.

Questions for IMAGES Anthology Text Readings- See due dates above.

As each IMAGES selection of literature is read you should be prepared to write a response to the following questions. Where there are multiple questions about the same selection you must

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answer each one as they are often connected in some way. Length is not as important as content here. No need to be very lengthy but make sure you address each point in the questions fully. All responses are word processed with the formal Valencia heading required. Spelling, punctuation, grammar and format will all count. **IF A WEEK ASSIGNMENT HAS SELECTIONS TO READ AND THERE IS NO QUESTION HERE YOU SHOULD WRITE A PERSONAL REACTION WITH THE NEW INSIGHTS YOU GAINED FROM READING IT.**

Assigned Literature Readings from IMAGES book:

Why Remember

Write an initial response to the question posed by the title or the selection, "Why Remember?" As you read other selections in this anthology, add to and revise your initial response. On page 6, Meltzer asks the question, Can it (the Holocaust) be understood by those who have come after? What do you think about this issue?

The Roots

When, and under what conditions, did the term anti-Semitism appear for the first time? What was significant about this new term? How did Hitler use the historical tradition of anti-Semitism to establish his power?

They Wanted Everyone to Know

Select one of the acts of persecution against the Jews in Germany. Imagine that you were living during that time witnessed what occurred. Protest the action by writing either a newspaper editorial or a letter to the editor.

Before the Storm

What were the factors that Plant (the author) identify as contributing to the unrest in Germany after WW I? How were the Nazis able to use the postwar social unrest to its advantage?

Kristallnacht

Kristallnacht was both physically and psychologically destructive. Describe the psychological terror such an event could produce. Why do you think that the events of Kristallnacht had such a far reaching impact on the fate of the Jewish people in Germany and then later in the countries occupied by Germany?

They Had a System

Look up the literary term "irony." Now fully describe how irony is used throughout the poem. Be specific. Is the title a form of "irony"?

Castout

Describe what you think the expression "castout" implies. Describe why the narrator of this poem said "it would have been / easier for me to die . . ." How do you think the narrator will regain a sense of her identity?

The Children's Exodus

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In writing, compare and contrast the "personal" in stanza IV with the "impersonal" in stanza V. How does the narrator react to the parents' decision to send their children away? Describe how you feel about her reaction,

Collection of Valuables

Describe whether you think the Jews should have given up their valuables.

Volunteers and Leaving the Ghetto

Describe the "irony" of the concept "voluntary surrender" in ghetto life under the Nazi occupation. Describe the conditions that led some Jews to "voluntarily" surrender for deportation. How does the ending of "Volunteers" affected you when you read it. What were your feelings and reactions?

Warsaw in April 1943

Why is this poem dedicated to the memory of a woman? Describe why the poet alludes only indirectly to the uprising. What does the phrase "The account is clear" mean?

The Lemon

Describe why Ervin wants the lemon. Describe the decisions Ervin has to make. Do you think Ervin makes the right choices? Explain your position.

Survival in Auschwitz

Describe an incident or scene from this selection that had a strong impact on you. Can you explain why it affected you as it did? Describe Levi's description and interpretation of how people act when they are condemned to death.

Terezin

What marks the difference between childhood and adulthood in this poem? What does the poet wish could happen? What images and emotions does this poem evoke for you?

Stars

Describe why Michael and his cousin promised each other that they would stay together. What impact do you think this promise had on their ability to survive?

September 1944

Write a short paper Describing how images of weather are used in this poem

The Shawl

This story is from a book by the same name. In this short story, Cynthia Ozick describes how, in the face of all the brutality, a mother protects her infant daughter from the Nazis. This story of support and betrayal includes graphic and difficult material. I suggest you read it slowly, pausing often to think deeply about what events take place, the context in which they occur and why they occur.

Describe the emotions that this selection evokes in you . What does the author mean when she says of Magda , "You could think she was one of their babies"(page 257). Describe the symbolism of the shawl.

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A Living Torch

Describe the emotions that this selection evoked in you.

Man's Search for Meaning

Describe how Frankl transcended the conditions of the concentration camp to find a way to survive spiritually. Describe the impact that nature seemed to have on Frankl. Describe the symbolism of the bird in the last sentence of this selection.

This Way to the Gas Ladies and Gentlemen

Write a paper comparing Borowski's portrayal of life in the camps with the portrayals in the other selections in this chapter. Write about your reaction to the following statement from this selection: "It is the camp law: people going to their death must be deceived to the very end. This is the only permissible form of charity."(page 283)

Jews Go Back to the Grave

Write a short essay explaining the title of this selection and how death gave birth to life.

Silence, and A Starry Night

Describe the mood of this poem and how the poet creates it. Given the traditional life that most women lived during this period, Describe the significance of women as resistance fighters as described in this poem.

What Happened that Day

Describe in writing the images and emotions that this poem evokes in you.

The Mosaic Artist's Apprentice

Write a comparison of Jacob's mother with the parents in "What Happened That Day"

Schindler's Legacy

Explain whether you would describe Schindler as a hero or as a self-serving opportunist. Are these terms mutually exclusive? Write two descriptions of Schindler, one from the perspective of a Jew who survived because of him and the other from the perspective of a German official outwitted by him.

I Gambled on What Mattered Most

Describe the impressions you get about Hannah Senesh's life from her letters. Discuss how the poem "Blessed Is the Match" might be seen as analogous to Senesh's life. Discuss whether Senesh's decision to go back to Hungary was a reasoned one.

Tell Them I Was There

Adler poses the question: "Where was man?" (page 523) How would you answer this question, not only about the Holocaust but also about other horrific acts of hatred and destruction?

Survivor

What is the symbolism in the dream? Discuss the changes the survivor undergoes in this poem.

Children of the Holocaust

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Write a short paper describing the issues that were continuing to trouble the children of Holocaust survivors. Choose a short passage from this selection that made an impact on you. Write about its significance to you.

Esther

What experiences did Esther have after the war that demonstrate that prejudice and discrimination against Jews did not end with the war?

Babi Yar

What images does this poem evoke for you? Describe the significance of the massacre at Babi Yar and its place in history now, more than fifty-five years after it occurred. The poet was a Russian but not a Jew. Describe why you think he felt compelled to write a poem about Babi Yar.

LATE ASSIGNMENTS:

YOU MAY HAND IN TWO (2) ASSIGNMENTS LATE. THEY CAN BE TURNED IN UP TO ONE WEEK LATE AND YOU MUST PRINT THE “**WORD LATE-20 PTS**” ACROSS THE TOP WITH THE ORIGINAL DUE DATE NEXT TO IT. IT WILL LOSE 20 POINTS FOR BEING LATE. AFTER THE ONE WEEK IT IS CONSIDERED A ZERO.

THIS DOES NOT COUNT FOR THE MIDTERM OR FINAL PROJECT. THEY MUST BE IN ON TIME

AND WILL NOT BE ACCEPTED LATE AT ALL. **They are due at the official time that class starts, not**

later as you arrive late because you are off printing it somewhere right before class. PLAN AHEAD.

DVD Titles in Media Center on Reserve for Assignments- Tell them you are in LIT 2174-Professor Gair’s Holocaust Class. This list of DVD’s is in your Resource Binder E-Book. They can be checked out for a few days to complete assignments or for general use in your quest for knowledge.

Course Syllabus- LIT 2174- SUMMER A- 2013

Summary of Semester Assignments in Checklist Form for Easy Tracking

Suggestion: Use this as a simple checklist to see what you have completed and what you still have due. Add the due dates from the earlier section of weekly assignments.

1. _____ Bauer Chapter Essay questions. Check off as completed.

Chapters _____1, _____2, _____3, _____4, _____5, _____6, _____7, _____8, _____9, _____10, _____11,
_____12, _____13, _____14

2. _____ Images- Reaction to assigned selections..

3. _____ Reaction to one Butterfly poem and artwork.

4. _____ Submit index card with choice of final project from the 7 offered.

5. _____ Other Genocides Mini Report

6. _____ Reaction paper to one DVD movie from reserve collection in Media Center.

7. _____ One Professor Gair You Tube Lecture reactions. See Discussions section in BlackBoard.

8. _____ Midterm Paper-paper on Shoah Foundation survivor testimony. Attach rubric Handout # 37 from my web site for evaluation. DUE WHEN I TAKE ATTENDANCE- NO EXCEPTIONS...NO LATE ARRIVALS...NO EXCUSES EXCEPTED!

9. _____ **4 or more** personal journal entries from BlackBoard printed as one file.

10. _____ Reaction to two Butterfly poems and artwork.

11. _____ **Final** project- Choose one of the 7 projects offered in the syllabus. If choosing number 1 then attach the rubric, Handout # 14 from my web site. DUE WHEN I TAKE ATTENDANCE- NO EXCEPTIONS...NO LATE ARRIVALS...NO EXCUSES EXCEPTED!

Course Syllabus- LIT 2174- SUMMER A- 2013

Reminder: Assignments are due the day you return from an absence. Make sure you have a classmate bring in the Midterm or Final Project if for some strange reason you are absent that day. I will NOT take it late, THAT MEANS BE ON TIME AND TURN IT IN AT THE START OF CLASS.

Some last reminders..

- **No Cell Phones**
- **No Texting, No Emailing, No Web Surfing Unrelated to Class**
- **No Doing Other Courses' Work in Class**
- **3 Tardies= 1 Absent**
- **2 Absences= The 10 points off final grade for each absence after the two allowed.**
- **Plagiarism= F and Possible Withdrawal**
- **2 Late Assignments Limit with 20 pts. Off On Each Due within 1 week of original due date.**

Course Syllabus- LIT 2174- SUMMER A- 2013

Student Syllabus Acknowledgement for

Professor Gair's LIT 2174, SUMMER A 2013 (Student Copy-Keep this.)

I _____ have read this entire syllabus carefully at least one time during the first week of the course. My signature below indicates that I have read it AND am fully aware of the course requirements, expectations and policies regarding attendance, grading policies, tardiness, late assignments, weekly responsibilities, classroom attitude, and anything else that will contribute to my success or atmosphere of the class. I also understand that successful completion of this course will make me eligible to sign up for the Holocaust Study Abroad Trip (LIT 2955) which is a 3 credit course and will take place in June 2013. I understand that this syllabus serves as a contract between the professor and me, but is subject to written changes which I will then receive as an addendum.

Student Signature _____ Date _____

Course Syllabus- LIT 2174- SUMMER A- 2013

Student Syllabus Acknowledgement for

Professor Gair's LIT 2174, SUMMER A 2013 (Turn this signed copy in at the second class.)

I _____ have read this entire syllabus carefully at least one time during the first week of the course. My signature below indicates that I have read it AND am fully aware of the course requirements, expectations and policies regarding attendance, grading policies, tardiness, late assignments, weekly responsibilities, classroom attitude, and anything else that will contribute to my success or atmosphere of the class. I also understand that successful completion of this course will make me eligible to sign up for the Holocaust Study Abroad Trip (LIT 2955) which is a 3 credit course and will take place in June 2013. I understand that this syllabus serves as a contract between the professor and me, but is subject to written changes which I will then receive as an addendum.

Student Signature _____ Date _____