Syllabus, Schedules, and Assignment Packet
For LIT 2174, Professor Gair,  Spring 2013, 3 credits
“Literature and Multimedia of the Holocaust”

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.
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 the past several 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 drama 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 horror 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 six million..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.

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…Hebrew for "Remember"
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 a 3 credit elective course. To be eligible for 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.

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.

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 weekly 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 weekly Bauer essays should be at MINIMUM one page in length, leaving no part of the question unaddressed.
Course Syllabus

LIT 2174 - Literature and Multimedia of the Holocaust
SEMESTER: SPRING 2013, 3 CREDITS CRN__________
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

E-mail & AOL AIM Screen Name: rgair@atlas.valenciacollege.edu
AIM Screen Name: OrlandoProf

Web Address: http://faculty.valenciacollege.edu/rgair

Fill in here:
Monday:
Tuesday:
Wednesday:
Thursday:
Friday:

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)


Holocaust Literature Resource Book (Author: Professor Gair) available in the Valencia East bookstore. This will be placed in the loose-leaf binder listed below in supplies. OPTIONAL: 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 AND AVOID THE BOOKSTORE CHARGE. I WILL MAKE IT AVAILABLE IN PDF (ADOBE ACROBAT) FORM. If you do not have a way of doing that then you should let me know and I will have a copy printed for you and you can pay the bookstore upon picking it up.

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
Course Syllabus

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. Explain the use of medical knowledge for evil committed by the Nazis.
8. Distinguish the various forms of resistance and their activities.
9. Describe examples of rescuers and their motives.
10. Describe and discuss the Liberation of the concentration camps.
11. 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.
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.

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://valenciacc.edu/generalcounsel/policydetail.cfm?RecordID=75.

CLASSES WILL NOT MEET:
January 21, 2013 Dr. Martin Luther King Holiday and March 4-10, 2013 Spring Break

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

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
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
Course Syllabus

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.

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%)
### Grade Weight Distribution

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<tr>
<th>GENOCIDE HISTORY &amp; TEXT CHAPTER ESSAY QUESTIONS:</th>
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<td><strong>Bauer Text</strong> - 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: <strong>References to Last Week’s Classes</strong>: In this paragraph give a brief summary from your class notes about the high points of the two classes from the week before. These will be due every Tuesday starting with the 2nd Tuesday of the semester. Follow the weekly schedule in this packet on pages 19, 20, 21.</td>
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<tr>
<td>and <strong>Mini Genocide Research Paper</strong> - Choose 3 other genocides in history and research the following information about each one. Include all three in one report which should be no more than 3 pages total (1 page for each genocide). MLA Format with sources cited. Electronic copy must be submitted to Safe Assign by February 6 at midnight or you will lose 20 points on the final paper.</td>
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<tr>
<td>1. Who were the perpetrators?</td>
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<td>2. Who were the victims?</td>
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<td>3. What were the reasons for the genocide? (political, class warfare, territorial, religious, racial, ideological, etc.?)</td>
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<td>4. How many victims were there?</td>
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<td>5. When did it occur? Is it still going on?</td>
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<td>6. What was the outcome?</td>
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<td>7. Any other facts you feel are relevant to the topic. <strong>Due Date: October 30</strong></td>
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<th>LITERATURE ANTHOLOGY - IMAGES &amp; BUTTERFLY:</th>
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<td>This includes weekly assignments in the <em>Images from the Holocaust: A Literature Anthology</em> text, and poems-art from <em>I Never Saw Another Butterfly</em> text. Weekly literature reactions to the Images readings are due every Thursday. <strong>See guidelines for reacting to literature</strong> (Handout # 32 on my web site). <strong>REACT-RESPOND-DO NOT JUST RETELL THE STORY.</strong> Just retelling will be graded with a 50%. Follow the weekly schedule in this packet on pages 19, 20, 21.</td>
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<th>BlackBoard: (On Line)-</th>
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<td><strong>Personal Journal</strong>: 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 by the due date. Print all entries in one file to hand in on due date. <strong>DUE DATE: MARCH 12</strong></td>
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<td><strong>You Tube Lectures</strong>: View any two video lectures on Professor Gair’s You Tube Channel (they are in Blackboard under Discussion) and write a half page summary of what new</td>
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knowledge you gained from watching it. Indicate the Lecture # and Title.

DUE DATE: FEBRUARY 21

MOVIE REACTIONS-RESPONSES: (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 minimum 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. Uprising is a movie that 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 or a response after the end of class.

DUE DATE: FEBRUARY 14

MIDTERM PAPER: NO EXAM- DUE DATE: FEBRUARY 28

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 # 37 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 # 37 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, 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 5 or 6 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 minimum 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: APRIL 16

You have 6 choices here. You can do one of the following for a final.

1. Read a book from the reading list and write a paper following the rubric supplied. (Handout # 12 on my web site)

2. View two Holocaust movies and write a critique of each 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
Course Syllabus

those guidelines. (Handout # 37)

5. Write a 6 to 8 page research paper on one aspect of the Holocaust, (see the list of possible topics here). 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. 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 6 to 8 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 three 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.

The book, 2 movies or one museum visit must be approved by me in advance. Submit your choice on an index card by JANUARY 22

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.

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.

You will receive grade report summaries every week or two. These are generated by the grading software I use. All assignments will be listed on it. A question mark means it has not been assigned yet (and may never be assigned). The entries most important are the ones with actual numbers as grades.

A zero means it was collected and graded and you never turned it in. INC means Incomplete assignment which counts as a 50%. To avoid INC make sure you read and do all parts of each assignment. If there are 3 questions to respond to in your paper then address all three in the
Course Syllabus

response, etc.

A sample report is in your Resource Guide-E-Book.

Writing Format Requirements:

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
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</table>

Holocaust Literature Suggested Reading List For Final Paper

Use the Rubric (Handout # 12 on my web site) to write your paper. A list of books and a copy of the rubric is included in the Resource Binder-E-Book. 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, 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-byline 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

A list of suggested topics can be found in your resource binder E-Book.

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.

Resource Guide Looseleaf Binder- JUST BRING THIS ON TUESDAYS ONLY. I encourage you to get the PDF electronic version from my Google Drive for free. Download it to your laptop, tablet, I Pad or other IO portable device.

The resource guide is the large packet you bought and placed in the tabbed loose-leaf binder. Be prepared to DISCUSS the material. As long as you have read the material and can participate in a brief discussion of the material. We will follow the units in order starting with Unit 1 and going on.
<table>
<thead>
<tr>
<th>Dimension</th>
<th>Evaluation Rubric for Survivor Testimony Video Analysis Midterm Project– LIT 2174, Professor Gair</th>
<th>Comment</th>
<th>Points</th>
</tr>
</thead>
</table>
| Format: 10 pts. (2 pts. Each) | • 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. |         |        |
| Thesis Statement & Support: 15 pts. (5 pts. Ea.) | • 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.) | • 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.) | • 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 Images 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.) | • 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.) | • 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.) | • 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.)
### Final Book Project Grading Rubric - Professor Gair

<table>
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<tr>
<th>Dimension</th>
<th>Description Checklist</th>
<th>Comment</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>Content:</strong> 20 pts. (2 pts. each item)</td>
<td>□ Clear focus of project - what inspired you to read this book?</td>
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<td></td>
<td>□ Grabs attention of the reader right away.</td>
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<td></td>
<td>□ Identifies significant events in the story.</td>
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<td></td>
<td>□ Describes values of the culture of the victims</td>
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<td></td>
<td>□ Describes values of the Nazi oppressors</td>
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<td>□ Describes how the book challenged you and your thinking</td>
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<td></td>
<td>□ What the book taught you about people and their actions</td>
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<td>□ What new questions the book has raised in your mind about the Holocaust</td>
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<td></td>
<td>□ Describes how the victims dealt with the oppressive conditions imposed on them</td>
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<td>□ Discusses what lessons the book can teach us for today's world</td>
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<tr>
<td><strong>Organization:</strong> 20 pts. (4 pts. each item)</td>
<td>□ Clear beginning, middle (body), ending</td>
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<td>□ Paper is easily understandable to others, writing is clear and not confusing</td>
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<td>□ Paragraphs each develop a main idea and contain supporting details</td>
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<td>□ Clear connections to what we are learning in class are made</td>
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<td>□ Wrap-up including your overall reaction to the book</td>
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<td><strong>Creativity:</strong> 20 pts. (5 pts. each item)</td>
<td>□ Expression of personal emotional reactions to specific events in the book</td>
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<td>□ Paper is clear and vivid enough to create some images for the reader</td>
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<td>□ Visually pleasing...format, photos that relate closely to the content</td>
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<td></td>
<td>□ Effort made to write in own words (not copied from book). Merely quoting the book is not okay for most of the paper.</td>
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<tr>
<td><strong>Reflection:</strong> 32 pts. (8 pts. each item)</td>
<td>□ Indicates how your view and perceptions changed as a result of reading this book (your emotional reaction)</td>
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<td>□ Indicates how this book might affected your understanding of people and what they do</td>
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<td>□ Indicates how this book might influence your future thinking, views and values in life and why you will remember this book</td>
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<td>□ Indicates how this book contributed to your understanding of diversity and the Holocaust</td>
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<tr>
<td><strong>Conventions:</strong> 8 pts. (2 pts. each item)</td>
<td>□ All grammar, spelling, punctuation are correct and special vocabulary terms are explained</td>
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<tr>
<td></td>
<td>□ Neatly presented (all word processed)</td>
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<td></td>
<td>□ Word processed in Times New Roman, 12 pt. font, double spaced</td>
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<tr>
<td></td>
<td>□ Pages neat, numbered and a cover page included</td>
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**This is a SAMPLE. If you do a book project print a fresh copy (Handout # 12 on my website) to attach to the paper.**
LIT 2174- Literature & Multimedia of the Holocaust
Weekly Assignments Due As Follows: SPRING 2013

WEEK 1: January 8 & 10
Class 1- Course Introduction, Overview- Assignments, Expectations
Class 2- Online Resources, Online Into- Yad Vashem, USHMM, Prof. Gair’s site-

WEEK 2: January 15 & 17- In-Class Video- Yehuda Bauer Lecture, The Longest Hatred
Tuesday- Bauer Chapter 1 essay due and reference to class notes taken.
Assignment: Genocides Mini Report- See page 9 or handout for due date and details.
Thursday- Literature Reactions Due- Read “I Never Saw Another Butterfly” and Introduction and back cover. Choose one poem and artwork and write an analysis / reaction to it.

WEEK 3: January 22 & 24 - In-Class Video- Image Before My Eyes, Triumph of the Will
Tuesday- Bauer Chapter 2 essay due and reference to class notes taken.
Thursday Literature Due- 4 reactions to IMAGES Chapter 1- Why Remember, The Roots, They Wanted Everyone to Know, Before the Storm.

WEEK 4: January 29 & 31 - In-Class Video-The Eternal Jew, Road to War (?)
Index card with FINAL project choice due Tuesday.
Tuesday. Bauer Chapter 3. essay due and reference to class notes taken. Other Genocides- Video
Thursday- Literature due- IMAGES- Chapter1 reactions- Kristallnacht, They Had a System.

Tuesday- - Bauer Chapter- 4 essay due and reference to class notes taken. - Conformity activity after viewing Heil Hitler...
Thursday- Literature- 4 reactions IMAGES due - Castout, The Children’s Exodus, Phomosis is Not Circumcision, Escape from Sobibor.

WEEK 6: February 12 & 14- In Class Video- Kristallnacht, One Suivivor Remembers- DVD Movie reaction due Feb. 14
Tuesday- Bauer Chapter 5 essay due and reference to class notes taken.
Thursday- Literature- IMAGES Due 4 reactions to- The Sunflower, In the Ghetto, Collection of Valuables, Volunteers.

WEEK 7: February 19 & 21 - In-Class Video- Ghetto, Unfinished Film, I’m Still Here with Salvaged Pages excerpts from I Pad projected.
Two reactions to Professor Gair’s You Tube Lectures due February 21
Tuesday- Bauer Chapter 6 essay due and reference to class notes taken.
Course Syllabus

Thursday- Literature- IMAGES- Chapter 4- 3 reactions to- Leaving the Ghetto, Warsaw in April 1943, The Lemon.

WEEK 8: February 26 & 28- In-Class Video Clips- Uprising (Clips of Vladka Meed- Map in shoe scene), Escape from Sobibor

MIDTERM SURVIVOR PROJECT DUE THURSDAY FEBRUARY 28.

Tuesday- Bauer Chapter 7 essay due and reference to class notes taken.

WEEK 9- MARCH 4 TO 10 SPRING BREAK

WEEK 10 March 12 & 14- In class Video Clips- TBA- Holocaust Art Study- Samuel Bak and David Olere BlackBoard personal journal printout due March 12.

Tuesday - Bauer Chapter 8 due and reference to class notes taken.

Thursday- Choose two poems in Butterfly book. Analyze and react to each with the accompanying artwork. Introduction of Holocaust artists/ art . Assign David Olere art analysis due Nov. 20.

WEEK 11- March 19 & 21- In-Class Video- Defiance, The Grey Zone Clips

Tuesday Bauer Chapter 9 essay due and reference to class notes taken.

Thursday- Literature IMAGES Chapter 5, 2 reactions due- Man’s Search for Meaning, This Way to the Gas Ladies and Gentlemen.

WEEK 12: March 26 & 28- In-Class Video- Nazi Medicine & Out of the Ashes Clips

Reaction paper to one full length DVD in library due Thursday Nov. 8.

Tuesday- Bauer Chapter 10 essay due and reference to class notes taken. IN CLASS YOU TUBE CLIP- Babi Yar Scene from War & Remembrance

Thursday- Due IMAGES 3 reactions to- There Were Those, Jews Go Back to the Grave, Silence and a Starry Night.

WEEK 13: April 2 & 4 - Video- Survivor Testimony- RUTH BRAND, OVADIA BARUCH, HANNAH BAR YESHA

Tuesday- Bauer Chapter 11 essay due and reference to class notes taken. - Ruth Brand DVD Testimony Survivor Testimony- Ovadia Baruch or Hannah Bar Yesha DVD


WEEK 14: April 9 & 11- Possible Topics: Women in the Holocaust, Denial, Life After The Holocaust, Children of Survivors. Nuremberg DVD

4 or more BlackBoard personal journal entries printed as one file due April 11- Print them all as one long document.

Tuesday- Bauer Chapter 12 essay due and reference to class notes taken. Analysis of Samuel Bak’s (Icon of Loss) or David Olere’s artwork.
Course Syllabus

Thursday- Survivor testimony- Helen Greenspun will hopefully visit our class and tell us her story.

WEEK 15: April 16 & 18- In-Class Video- Hollywood & the Holocaust- Part 1 & 2 (2 classes)

Tuesday- Bauer Chapter 13 & 14 essay due and reference to class notes taken.

Thursday- IMAGES- 5 Reactions due- Tell Them I Was There, Survivor, Children of the Holocaust, Esther, Babi Yar. Babi Yar is a very deep and difficult poem. It is best read several times and out loud and discussed with a classmate before writing.

FINAL PROJECT DUE- TUESDAY APRIL 16

WEEK 16- April 23 & 25 - FINALS WEEK- See College-wide calendar for exact date and time. We meet one time this week at the designated final exam period. A full length Holocaust movie will be shown for the 2 ½ hour period. The class will vote on the choices. At the end of the class you will be asked to turn in one 4 by 6 index card describing the value that film contributes to Holocaust education or to your personal knowledge of the Holocaust.

FINAL EXAM SCHEDULE:

<table>
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<tr>
<th>DAY-</th>
<th>DATE-</th>
<th>TIME-</th>
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ATTENDANCE AT THE FINAL EXAM FOR ALL 2 ½ HOURS IS MANDATORY. FAILURE TO BE PRESENT FOR THE ENTIRE PERIOD WILL RESULT IN A 10 POINT DEDUCTION FROM YOUR FINAL AVERAGE.

Bauer Text Essay Questions for Each Chapter Due - Every Tuesday - 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.

- 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.
Course Syllabus

- 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 Weekly IMAGES Readings- DUE THURSDAYS
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 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. These are all due on Thursdays as your weekly assignment schedule shows. 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
**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**
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.

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
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.
Course Syllabus

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.
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. ______DUE: Every Tuesday- Bauer Chapter Essay questions every Tuesday. One chapter per week.
   Check off as completed.
   Chapters _____1, ____2, _____3, _____4, _____5, _____6, _____7, _____8, _____9, _____10, _____11, _____12, _____13, _____14

2. ______ DUE: Every Thursday- Images Text- Reaction to assigned selections due every Thursday as indicated.

3. ______DUE: JANUARY 17- Reaction to one Butterfly poem and artwork.

4. ______ DUE: JANUARY 22- Submit index card with choice of final project from the 5 offered.

5. ______ DUE: FEBRUARY 7- Other Genocides Mini Report

6. ______ DUE: FEBRUARY 14 - Reaction paper to one DVD movie from reserve collection in Media Center.

7. ______ DUE: FEBRUARY 21- Two Professor Gair You Tube Lecture reactions. See Discussions section in BlackBoard.

8. ______ DUE FEBRUARY 28- Midterm Paper-5 page 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. ______ DUE: MARCH 12 - 4 or more personal journal entries from BlackBoard printed as one file.

10. ______DUE: MACRH 14- reaction to two Butterfly poems and artwork.
11. ______ DUE: APRIL 16- Final project- Choose one of the 6 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!

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.
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________________
Student Syllabus Acknowledgement for
Professor Gair’s LIT 2174, FALL 2012 (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.

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