

## **SPRING 2016 SYLLABUS**

*Professor Richard A. Gair*

CRN # 24738

Meeting Times: Monday & Wednesday, 1:00 to 2:15

Building 6, Room 222

EAST Campus

*Office: 8-132*

*Phone: 407-582-2641*

*Cell: 609-744-6516*

*Email: [rgair@mail.valenciacollege.edu](mailto:rgair@mail.valenciacollege.edu)*

**\*\*\*\* All student email must be sent from within Blackboard from your Blackboard account. Using other email accounts will direct your email to the spam or trash bin. Please go to your app store and download and install an app named “Remind”. I will occasionally send out important announcements and reminders to the entire class or individuals with this app. The chat function will be disabled so it is simply a way of me getting important information to you quickly from anywhere. You should check it from time to time. It will not be used in place of email.**

*Course Web Site: [www.professorgair.com](http://www.professorgair.com)*

*Office Location: , East Campus 8-132*

*Office Hours:*

*Monday & Wednesday: East Campus 8-132*

*Tues. & Thurs: , East Campus 8-132*

*Friday by cell phone- 609-744-6516*

**LIT 2174- This course counts for elective credit only; it does not satisfy any Gordon Rule or Humanities requirements.**

*Professor Richard A. Gair*

*To be a bystander to horror and do nothing makes you an accomplice. You could be the next victim simply because you are different.*

*Be an UPSTANDER ?*

***Zachor*** (Hebrew for “remember” the victims.) *If we do not remember the victims then they die a second death.*

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-long lessons away from this.

**Syllabus for LIT 2174: Multimedia Literature & the Holocaust- This packet contains your syllabus and weekly or daily schedule of instructional topics, policies, due dates, required supplies, and other vital information. Kindly read it carefully and sign the syllabus acknowledgment form at the end and turn that in no later than the second class. Failure to turn that in will result in your first grade being a zero since I consider it an assignment to read the syllabus and state you have done so and are aware of its contents. Thanks for your understanding in this matter.**

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, six million times. 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 would 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 you to **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”

**Holocaust Study Abroad Trip To  
Germany, Poland & The Czech Republic- June 2016**

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. Often 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 Multimedia Literature and 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 and then make payments over several months 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 you will make it a dream come true by the time next June 2016 arrives and you are on a plane to Germany, Poland and the Czech Republic for the experience of a lifetime.



## **LET'S GO TO GERMANY, POLAND & THE CZECH REPUBLIC!!**

(Yes, I know all caps means shouting, I am SHOUTING!)

<http://www.professorgair.com/study-abroad/>

To sign up for the 2016 trip go to the above page on my web site. On top of my page is a link that takes you to the SAGE web page where you can get step-by-step directions on how to apply. First, you must go to the Business Office and pay the \$250 deposit to show you are serious. THEN go to the web site and when you fill out the online application it will ask you to scan or photograph the receipt and upload it with the application. No deposit, no application! THEN you will be eligible for the scholarship. They are limited in numbers so they will go quickly. First come first eligible for the scholarship. The amount is on the web site where you apply. Also the price of the trip as listed is flexible. If we have a large group of 15 students the price may drop some, but if airline fuel prices change drastically then they could increase. It is impossible to know this far in advance.

**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 4 by 6 inch lined 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 correct. No run on sentences, sloppy grammar or word usage and no or very few spelling, punctuation and paragraphing errors.

**The weekly Bauer chapter essays should be a half of one page in length, leaving no part of the question unaddressed.**

### **Attendance**

#### **NO SHOW Policy**

**Dear Student,**

It is my policy that "Class attendance is required beginning with the first class meeting. If you do not attend the first class meeting, you WILL be withdrawn from the class as a "no show." If you are withdrawn as a "no show," you will be financially responsible for the class and a final grade of "WN" will appear on your transcript for the course" (see Valencia College policy). Therefore, please be advised that if you have not attended the class for which you are registered by the deadline, and you have not withdrawn yourself, you will be withdrawn by your instructor on the day that starts the official NO SHOW period on the college calendar and held responsible for the financial obligation. It is your responsibility to check the Valencia College calendar to be sure you know the deadline for the current semester.

Thank you,  
Professor Richard A. Gair

### Required Texts

- *Literature Collection and Study Guide* (This is a large yellow packet with all the weekly assignments, rubrics, handouts, projects.) Purchase in the East campus bookstore and place in a 2 or 2 1/2 inch 3-ring binder with about 15 Avery style tabbed section dividers. Place one divider before each red colored section cover page. Place this syllabus in the front of the binder.
- *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. It is available in Blackboard as a PDF-PowerPoint document. Just download it and save it to your tablet or whatever device you have.
- **A subscription to Netflix for the semester is highly recommended but not required. It is also helpful to have one to Amazon prime.**
- **Supplies:**

**You will need a pack of lined 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, loose-leaf, laptop, iPad 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. Taking notes is considered as one aspect of class participation. 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:

**\*\*\*\* Reflection 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. Focus on what new knowledge you learned rather than what we did in class. An unacceptable answer is to say...we watched a video, Professor Gair talked about, etc. An acceptable answer focuses on what you learned about the topic. What new insights did you gain about the Holocaust?

### **In Class Lecture-Lesson Notes:**

**At the end of the semester I will ask you to take all your dated lecture notes in date order and place them in a folder to be handed in for a grade. I will grade them and return them during the final class when we view the film the class has chosen to watch.**

**Catalog Description of Course: MULTIMEDIA LITERATURE AND THE HOLOCAUST**

Prerequisite: ENC 1101, ENC 1101H or IDH 1110 This course explores literacy characteristics inherent in various media including (but not limited to) Holocaust- related historical text, documentary film, comics (graphic narrative), survivor narratives, pre- and post- Nazi art and contemporary major motion pictures. The examination includes critical analyses of textual, visual, syntactical, mechanical and thematic conventional similarities found in traditional textual "literature" and in the structure, syntax and language of visual media.

**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
- Maps related to the Holocaust
- 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
- Propaganda and the Hitler Youth
- The Refugee Crisis and the Persecution Years in Germany
- The Ghettos
- The Final Solution
- Other Victims
- 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 Nazis’ use of medical knowledge for evil.
9. Distinguish the various forms of resistance and their activities.
10. Describe examples of rescuers and their motives.
11. Explain how the arts can be used to express, study and reflect about the Holocaust.
12. Describe and discuss the liberation of the concentration camps.
13. Analyze the lessons of the Holocaust in relation to reflection, remembrance, and responsibility.
14. Explain the types propaganda used and their effect on the young in Nazi Germany.
15. Interpret Holocaust related maps.
16. Distinguish between the unique-universal-unprecedented nature of the Holocaust as described by

scholar Yehuda Bauer.

**Assessment (Evaluation) of Learning Outcomes:**

The course Learning Outcomes will be assessed through a variety of written reactions, reflection, 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

**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.**

**Perfect Attendance Requirement Reward:**

**If you are never late and never absent for the entire semester I will reward you. On the last day of classes, at our final meeting I will add an extra 5 (five) points on your final course average. In some cases that has made the difference between one grade and another. Only approved medically documented absences (on the day you return from the absence) will be considered as exceptions for this.**

**Starting with the 3<sup>rd</sup> missed class your final grade will be reduced by 5 points for each absence in excess of the allowed two. Use those two allowed ones very sparingly! The deduction of points will be done on the final day of the semester after all work has been graded. See details in the next paragraph.**

**As for the attendance policy your final grade will continue to be lowered by 5 points for all absences AFTER the initial two unless hospital-doctor written documentation, properly dated, naming you specifically as the one receiving the medical care is furnished upon your first class back. A death in the immediate family will be excused if it is a parent or sibling and also must be documented at the time of the absence. As always military and jury duty fall under your civic obligations and must be documented in writing in advance and the day you return with a letter from the court or your immediate commander that indicates you did actually show up and serve.**

**“Any student who arrives or leaves early in excess of 15 minutes will be charged with a full ABSENCE.” This includes the final class which is 2 ½ hours in length.  
Three Tardies = 1 Full Absence**

For fairness this will be applied evenly and will not have exceptions, which in the end only produce more problems. Kindly make your personal adjustments to conform to this policy. There will be an envelope on the front desk where you will place the work that is due that evening. Work that is graded will be on the table next to it for you to pick up. If you are late make sure you hand it in after class if I have already taken up the envelope with the rest of them.

The impact of absences can be more severe for some students. Here is an example. An International Student who is withdrawn from a course can be deported immediately. This is an immigration law, not a Valencia rule. It can also affect financial aid. As an adult you should be aware of these often little known consequences.

**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 are expected make up the movie by viewing it in the Media Center in Building 4, or online if available. If a video required a focus question at its original showing then that will be required as well. Alternately you could view it on Netflix or Amazon Prime.**

#### **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. They will get full credit. It would be wise to get a phone number of a classmate in case you have trouble reaching me for the assignments. Two assignments are permitted to be handed in LATE. They must be handed in within one week of the original due date and across the top you must print **LATE: - 20 POINTS**. After those two all assignments not turned in when due are a zero.

**Withdrawal Policy: Please check the current college calendar for these specific dates. Fill them in where there are blanks.**

Valencia has a withdrawal policy (effective Session 1-97/98) that may affect cost of classes. Through **January 19, 2016**, 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 April 1, 2016**. Per Valencia Policy 4-07 (Academic Progress, Course Attendance and Grades, and Withdrawals), a student who withdraws from class before

the **withdrawal deadline of April 1, 2016** 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 week of April 25** 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>. Other important dates are as follows:

**Final Exams Week: April 25 – May 1, 2016**

**Our Final Exam Class Period: Monday April 25, from 1:00 to 3:30. During Finals Week we meet only one time for the Final exam period designated by the college.**

**Spring Break March 7 to 13**

**Graduation: May 7, 2016**

**\*\*Check the master finals schedule on the VC web site for the day and time for each of your courses.**

### Student Counseling Services Available

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://valenciacollege.edu/studentdev/CampusInformationServices.cfm>
  - 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](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](http://valenciacollege.edu/generalcounsel/documents/Valencia_Smoke_Free_Policy_and_Procedure.pdf)

### **Formatting Written Work**

All written work must be word processed in Times New Roman font, 12 point, and double spaced with 1” margins. (This paragraph is exactly that.) Run spell checker and grammar checker as needed. Proofread a hard copy before handing it in, many errors are noted that way. **Handwritten work will not be accepted.** Valencia has provided each student with a free copy of *Microsoft Office* to install on up to 5 devices in their family. Check the Valencia web site in the Atlas section. If you are unfamiliar with how Office 365 and the Cloud drive work you should take the time to learn. It is easy to lose work if you do not know where to save it. **HINT: Always have a flash drive with you and save to it when using Valencia computers!**

**Please include a standard heading on the upper left corner of all papers as follows: Incorrect formatting will be a 10 point deduction on all papers. The sample below is in Times New Roman, 12 point font which is required.**

<p><b>Your Name</b> <b>CRN #</b> _____ <b>Date</b> _____ <b>Professor Gair</b></p> <p style="text-align: center;"><b>Name of Assignment (Centered)</b></p>
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**Do not email weekly assignments to me unless I request it!**

### **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.

If a student is or becomes during this course in need of special accommodations are prescribed by a physician then that student should present such written documentation to Professor Gair as soon as possible.

## **CLASSROOM CONDUCT:**

### **Computers In Class:**

Often students prefer to take notes on a tablet or laptop. That is wonderful. What is not wonderful nor acceptable is surfing the web, checking email, working on other courses and other non-class related things. If I see that you are doing that I will require you to only take handwritten notes. Please do not sit there, in the back corner, hoping you can hide what you are doing. I will walk around class as I teach and if I see or suspect you are doing that I will call you out right there. Don't risk the embarrassment. If you are so uninterested in learning but would rather just play then stay home and take an absence. 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, actively 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 Policy**

**Cell phone interruptions such as ringing, texting, doing email, browsing the Web unrelated to the lesson and doing work from another course will result in a 10 point deduction from whatever assignments I collect that day. Sound harsh? Just don't do it and it won't be an issue...but if I see it you will forfeit those 10 points as stated. Forewarned is to be forearmed. Keep the cell phones off and out of sight and there will be no problem.**

**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.
- <http://www.professorgair.com>
- If you need help with the writing assignments you can use the Smart Thinking Tutor service found in

## Blackboard.

**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. **CITATIONS MUST BE IN MLA FORMAT.**

**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. You should have multiple ways of getting an assignment you missed due to absence. You should contact me by email at ([rgair@mail.valenciacollege.edu](mailto:rgair@mail.valenciacollege.edu), office phone-407-582-2641, Skype at Professorgair or cell phone-609-744-6516.) Leave your first and last name and the class you are in and a number to call you back. I do not live at the computer...LOL...so I will get back to you within 24 hours. You should also have the phone number of a classmate in the event you are unable to reach me or need the information sooner. If you request help then please make sure you check your email regularly for my response.**

### **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 weight chart here.

### Disclaimer About Tests

Aside from writing an acceptable response to each chapter essay question weekly, you should also have an understanding of the major events and important concepts that are in the each chapter. To this end I will often use the first 10 minutes of class to do a verbal review quiz about what was in that week's chapter. I will call on people randomly. If I see that most of the class are unable to respond and it seems like they do not know the contents of the chapter during those reviews then I will switch to written quizzes / tests about some of the chapters. That would be a quick mini-test at the start of the class while I take attendance. Tardy students would score a zero as there would be no makeup. In such a case, the question will be on the board and you will answer on the 4 by 6 index card in essay form.

### **Grading:**

**90-100 =A**

**80-89= B**

**70-79= C**

60-69= D

Below 60 = F

INC= 50% An assignment returned with the INC means it was incomplete and is a 50%. You have an opportunity to redo the assignment for a maximum grade of 80, but it must be turned in at the next class meeting. If it is not then the 50% will remain as the grade.

### Grade Weight Distribution

Details are in the study packet at the back of the Literature Collection Binder.

- Bauer Text Weekly Essays and Weekly Class Reflection 20 %
- Literature Collection Binder Section Assignments 20 %
- Blackboard: Online 2 journal entries (Week 1 and the last week) 10 %
- Movie Responses-Reactions-Focus Questions: 10 % (Start in class, complete at home if needed.)
- Midterm Survivor Testimony Paper (3 or more pages) 20 %
- Final Project: 10 choices 20 % (Contract for FINAL choice due with midterm or I select for you.)

No Exams- Assuming you are taking good notes all semester.

### LIT 2174- Literature & Multimedia of the Holocaust

The following is a tentative outline of the topics I will cover. The weekly assignments that are listed for the Bauer textbook and the Literature Collection can be found in the study guide at the end of the Literature Collection. There you will find the specific chapter questions and tasks for the worksheets in the tabbed sections of the binder.

Please bring both books to class on both days until further notice.

Weekly Assignments Due As Follows: Spring 2016 - The dates listed are the start dates of the each week. Your class may meet on Mon and Wed or Tue and Thur. You may want to make a list of those exact dates. Day 1 means Monday or Tuesday, Day 2 means Wednesday or Thursday (Depending on which section you are in.)

Each week has a series of topics that I will attempt to cover, some in greater depth than others. I also listed the related videos from which I will select to show that week.

**Reminder:** Your 2 online journal entries must They **MUST** be printed from within Blackboard to show the posting dates. One is due Week 1 and the other right before finals week.

Where you see a video listed in a lesson it means I will likely show it in class. The focus question that accompanies each video is what you should be able to articulate after viewing. That written response should be done on a lined 4 BY 6 inch index card. It will be turned in to me as you exit the room at the end of class.

When an in class video is listed the viewing question under it is answered in class on a lined 4 by 6 inch index card. It is handed in at the end of class. If not complete then you will hand it in upon arrival at our next class.

The schedule is possible to change as the pace at which we cover each topic may influence the schedule. Major changes will be issued as email addendums.

Questions for the weekly chapters in the text by Professor Yehuda Bauer are in the study guide in the back of the binder. Responses are to be a half page plus a reflection paragraph on the prior week's learning. Not including the weekly reflection will cost 20 points off the essay.

Assignments for the tab sections in the Lit binder are in the study guide by week and topic. The LIT binder sections do not follow the same order as the Bauer text. Read directions carefully.

**IMPORTANT REMINDER:**

When doing the weekly tabbed sections in your binder study guide read all of the contents and handouts in that section. However, only complete in writing the ones listed with an **\*\*\*\* REQUIRED**. The other assignments and links are there for two reasons. First for more resources you might want to seek to learn more about the topic (those are the links) and the others for classroom discussion at our next class or they may be worksheet activities we will do in class as a group activity. Either way, the only part that I will collect for a grade are the ones designated as required by the **\*\*\*\* REQUIRED**.

**WEEK 1: January 11, 2016- Topics: Course overview.**

Class 1- Course Introduction, Overview- Assignments, Syllabus, Expectations, Online demo of useful web sites & Blackboard. (Yad Vashem, USHMM, Shoah, etc.) **Please bring laptop or tablet with Wi-Fi today.**

Class 2- Topics- Who is a Jew? What is a Jew? What is Judaism? Genocide- Defined, the 8/10 Stages, Unique-Universal-Unprecedented. (Professor Yehuda Bauer lectures)

**Possible Videos:** Professor Gair's Video of Poland, Polin, Image Before My Eyes, The Path to Genocide, Shtetl

**WEEK 2: January 18, 2016- Topics: Chosen People, Who are the Jews? Judaism, Antisemitism (Monday ML King Day)- No Classes- Submit Bauer Chapter 1 essay in Blackboard dropbox.**

**In Class Video- Professor Gair's video of Chmielnik, the restored synagogue-museum, Lancut,**

**DUE Class 1-** - Bauer Chapter 1 essay due and reference to class notes taken. See study packet for weekly Bauer text questions. Submit this week's essay in the Holiday Dropbox in Blackboard by 11:59 Sunday January 17. If submitted after 11:59 pm it will be a 20 point penalty and use up one of your two permitted late assignments for the semester.

**DUE Class 2-** - LITERATURE COLLECTION: TAB 1- WHO ARE THE JEWS? SHTETL LIFE- Read and highlight as needed. **See literature collection binder Tab 1.**

Other topics: Other Genocides: The Holocaust- Unique-Universal or Unprecedented. The 8/10 Stages of Genocide. Genocide Watch web site. Yehuda Bauer lecture. Raphael Lemkin and Gregory Stanton.

**Homework:** Blackboard-Topics of Study-History of Antisemitism and Jewish Life in Early Europe- View the video "The Longest Hatred". (Blackboard-Topics of Study-History of Antisemitism- Answer this question: Describe how the history of attitudes toward the Jews grew out of Christianity. Be specific. Identify measures the Nazi's implemented against the Jews that were similar to what the Church had done for centuries.) Include your personal reaction about what you learned that you did not know prior to viewing it.

**Due- next week-Class 2.**

**Reminder: Post One Journal Entry- Due Sunday January 24 at 11:59 pm in Blackboard.**

**WEEK 3: January 25, 2016 -Topics: Shtetls, Pogroms, Jewish Life Before the Shoah, Propaganda**

**In-Class Video-Image Before My Eyes, Shtetl, Outcast, Cross and Star, Triumph of the Will**

**DUE:** Class 1- Bauer Chapter 2 essay. See study packet for weekly Bauer text questions.  
In Class Video- “Image Before My Eyes” or rare family footage of life in the shtetls (USHMM web site- BlkBd)...Possible use of Professor Gair’s trip 2015.

**Viewing Question:** In spite of the poverty and poor conditions in the shtetls why did people look back on them so fondly and even return to them years later?

**DUE** Class 2- **DUE-** LITERATURE COLLECTION TAB 2- ANTISEMITISM- **Read and study but complete in writing for next class the ones with an \*\*\*\* REQUIRED. Be prepared to discuss or even do some of the others in that section in class.**

**DUE:** (See prior week.) Video- “The Longest Hatred” reaction paper.

**WEEK 4: February 1, 2016- Topics: WWI & Aftermath, Pogroms, Economic Depression**  
**In-Class Video-The Rise of the Third Reich Pt.1, World at War 1933-1938, Survivor Testimony**

**DUE** -Class 1- Bauer Chapter 3. essay due and reference to class notes taken. See study packet for weekly Bauer text questions.

In Class Video- “The Rise of the 3<sup>rd</sup> Reich”- **Viewing Question:** Describe conditions in Germany that made it possible for the Nazi party to gain power and popularity.

**DUE** Class 2- - LITERATURE COLLECTION TAB 3-LIFE IN NAZI GERMANY

**WEEK 5: February 8, 2016- Topics: Weimar Republic, Rise of Hitler & Nazis**

**In-Class Video- Frontline DVD The Rise of The Third Reich Part 1 (50min) and second class show the rest of the DVD., The Fuehrer Gives The Jews A City (or Jude Suss DVD) (clips). (Focus- Propaganda, Weimar Republic), World at War 1933-1938 on Vimeo, Olympia**

**DUE-** Class 1-Bauer Chapter- 4 essay due and reference to class notes taken. See study packet for weekly Bauer text questions.

In Class Video- Conformity discussion after viewing video: “Hitler’s Children: Seduction”

**Viewing Question:** Explain why you think German youth were so willing to go along with the demands made on them by this new society.

**DUE** Class 2- - LITERATURE COLLECTION TAB 11- CHILDREN IN NAZI GERMANY- **Read and study but complete in writing for next class the ones with an ASTERIK. Be prepared to discuss or even do some of the others in that section in class.**

**In Class Video:** “*Triumph of the Will*” Take notes while viewing. This film is considered the most famous propaganda movie ever made. Focus on how scenes and people are filmed to convey the sense of Nazi power, strength, unity, superiority and the desire to go along with the crowd.

**Viewing Question:** Carefully observe how Leni Reifenstahl used camera angles, lighting, props, and framing of faces to enhance the propagandistic effects of this film. Be specific.

**WEEK 6: February 15, 2016 – Topics: Nazi Policy Toward Jews 33-38, Propaganda, Hitler Youth, Nuremberg Laws, Olympics, Kristallnacht**

**In Class Video- Swing Kids, Confessions of a Hitler Youth, The Wave**

DUE Class 1- Bauer Chapter 5 essay due and reference to class notes taken. See study packet for weekly Bauer text questions.

**In Class Video:** *The Eternal Jew*: This film is considered the most vile, disgusting and horrendous propaganda movie ever made. Begin viewing in class, optional to finish viewing at home in Blackboard-Topics of Study-Nazi Propaganda-The Eternal Jew (scroll all the way down the page).

**Viewing Question:** Describe what you think are the most absurd accusations that are made about the Jews. What will you most remember about this film years later?

DUE Class 2- LITERATURE COLLECTION TAB 4- KRISTALLNACHT: THE BEGINNING OF THE END OF EUROPEAN JEWRY- **Read and study but complete in writing for next class the ones with an \*\*\*\* REQUIRED. Be prepared to discuss or even do some of the others in that section in class.**

Intro: Jim Crow-Nazi Laws activity.

In class viewing of *The Poisonous Mushroom* (BB-Topics-Propaganda). Discussion of Nazi “education for death”. Anti-Nazi cartoons by Disney (in BB-Propaganda) or clips from DVD: *Swing Kids* or *Confessions of a Hitler Youth* (on Vimeo or in BB) video.

**Viewing Question:** Explain how the desire to “conform” influenced the German youth. Are there times that “conformity” is actually a good thing? Name one instance when you had to conform.

**WEEK 7: February 22, 2016 – Topics: German Jewry Prewar 33-38, Boycott of 33, Evian Conference, Kristallnacht, St. Louis**

**In-Class Video- Kristallnacht, One Survivor Remembers,**

DUE Class 1- Bauer Chapter 6 essay due and reference to class notes taken. See study packet for weekly Bauer text questions.

DUE You Tube Mini Lecture reaction card.

In Class Video: *The Night of the Broken Glass*

**Viewing Question:** Why do you think that many historians and Holocaust scholars refer to this event as “The beginning of the end” or a “Major turning point” in reference to the Holocaust?

**DUE Class 2- - LITERATURE COLLECTION TAB 5- THE GHETTO- Read and study but complete in writing for next class the ones with an \*\*\*\* REQUIRED. Be prepared to discuss or even do some of the others in that section in class.**

In Class Video: *One Survivor Remembers*.

**Viewing Question:** What will you most remember about Gerda's story later in life? What do you think Kurt saw in her when they first met? If you could ask Gerda one question, what would that be?

**REMINDER:**

**Midterm Survivor Project Due Second Class Meeting Of Week # 8.**

**WEEK 8: February 29, 2016- Topic: Poland Attacked, Formation of Ghettos, Judenrate, Einsatzgruppen**

**In-Class Video Clips- World at War, War & Remembrance, Holocaust Mini Series or War & Remembrance Babi Yar Scene**

DUE Class 1- Bauer Chapter 7 essay due and reference to class notes taken. See study packet for weekly Bauer text questions.

**In Class Video- War & Remembrance Babi Yar Scene & Holocaust Mini-Series- Babi Yar scene.**

**Viewing Question:** Babi Yar is one of many such massacres that took place in the Soviet territory early in the war, before the actual death camps were built. It was easily the worst massacre in respect to the number of victims (33,771). Why do you think the locals were so willing to collaborate and actually assist the Nazis (Einsatzgruppen- roving killing squads) in carrying out the massacres?

**DUE Class 2- - LITERATURE COLLECTION TAB 6- THE FINAL SOLUTION- Read and study but complete in writing for next class the ones with an ASTERIK. Be prepared to discuss or even do some of the others in that section in class.**

**Midterm Due Today- Due when attendance is called and no later. If you do not hand it in at the start of this class then it is considered late. It will then only be accepted at the very next class when I take attendance, if you have not used up both of your allowed lates. It will have a 20 point deduction for being late and will be a zero if you have no more lates to use.**

In place of a face-to-face class your assignment is to view the following video in its entirety and then write a paper addressing the following questions about it. It is available on Blackboard..

Title: *A Film Unfinished*

**Viewing Question:** What do you think was the Nazi's intention in making these films? Identify specific parts where you believe it is being staged. Why would the filmmaker show the extreme poverty as well as the people who had it good? (Your answer is of course sheer speculation as to the filmmaker's reasons, but use your insight.)

**Spring Break March 7**

**WEEK 9- March 7, 2016– Topic: Life in the Ghettos, Warsaw, Emanuel Ringleblum In class Video Clips- The Wall, The Wall, Theresenstadt: The Fuhrer Give the Jews a Town.**

**The title of the video is Fragments of Jewish Life in Poland Project- Chapter 1- My Visit to Lodz & Chelmno” and the link is as follows:**

<https://vimeo.com/album/3516403/video/136516397>

1. What were your impressions of what Lodz looks like today in comparison to how it looked in the first 13 minutes of the video which is archival footage?
2. What did you think was the most memorable part of the video? What stands out in your mind mostly?
3. Discuss the importance of my visit to the Lodz Jewish Cemetery. What can we learn from such a visit?

**Possible Videos: Professor Gair’s video of the Lodz & Warsaw Ghettos**

DUE Class 1- Bauer Chapter 8 due and reference to class notes taken. See study packet for weekly Bauer text questions.

DUE Class 2- - LITERATURE COLLECTION TAB 14- POETRY, ART, MUSIC, MEMORIALS AS AGENTS OF MEMORY- **Read and study but complete in writing for next class the ones with an \*\*\*\* REQUIRED. Be prepared to discuss or even do some of the others in that section in class.**

\*\*\*\*Video response essay on the Lodz Ghetto due.

**WEEK 10- March 14, 2016 – Topic: The Final Solution, Babi Yar, Invasion of Russia, Wannsee Conference, Euthanasia, Gas Vans, 6 Major Death Camps, Einsatzgruppen In-Class Video- Nazi Medicine, Out of the Ashes, Mengele**

**Possible Videos: Professor Gair’s videos of Chelmno, Belzec, Sobibor, Auschwitz**

DUE Class 1- Bauer Chapter 9 essay due and reference to class notes taken. See study packet for weekly Bauer text questions.

**Topics: OTHER VICTIMS:** Homosexuals, Jehovah’s Witnesses, Gypsies-Roma-Sinti, Handicapped, Catholics, Dissenters.

In Class Video- *Wannsee Conference or Conspiracy*

**Viewing Question:** Why do you think that Heydrich did not want a written record of this meeting since the Nazi high command agreed generally that the Jews must be eliminated from the German sphere of influence and then the rest of the world? How does he use “euphemistic” language to sort of cover what the real intent was?

**DUE Class 2- - LITERATURE COLLECTION TAB 6 THE FINAL**

**SOLUTION- Read and study but complete in writing for next class the ones with an \*\*\*\* REQUIRED. Be prepared to discuss or even do some of the others in that section in class.**

In Class Video- *Nazi Medicine, Lecture by Dr. Grodin, Forgiving Dr. Mengele*

**Viewing Question:** Describe what new knowledge you gained about the Nazi's use or misuse of medical knowledge and skills. What surprised you the most?

**WEEK 11: March 21, 2016- Topic: Western Europe's Jews 40-44, France, Jewish Policy in France, Belgium, Holland, Music & Art Study**

**Art Study Slides of David Olere & other artists.**

**Holocaust Art Study- Samuel Bak and David Olere. (Focus- Music & art as expressions of the Holocaust experience)**

DUE Class 1- Bauer Chapter 10 essay due and reference to class notes taken. See study packet for weekly Bauer text questions.

**IN CLASS YOU TUBE CLIP-** Dan Curtis Interview Making of War & Remembrance.

**Viewing Question:** As a filmmaker what moral, strategic and emotional issues did Dan Curtis face when deciding to film Babi Yar so graphically? Do you think he made the right decision? Why or why not?

**DUE Class 2- LITERATURE COLLECTION TAB 8- PERPETRATORS AND COLLABORATORS AND BYSTANDERS- Read and study but complete in writing for next class the ones with an \*\*\*\* REQUIRED. Be prepared to discuss or even do some of the others in that section in class.**

**Lesson: Music & Art:** -In Class Art Analysis / David Olere- Music Interpretation- Rap Song- *Never Again, Sounds of Silence, Outside a Small Circle of Friends*

**Blackboard- Topics of Study: Holocaust Music-** Listen to the lyrics to the three songs listed above. Tell how they relate to our study of the Holocaust. Listen to each at least two times to get the gist of the message in each. (Hints: "Never Again" was written by a rapper who found out at age 30 what the tattoos on his grandpa's arm were from. He had been in Auschwitz. The song "*Outside a Small Circle of Friends*" talks about a particular incident that made headline news in 1964 about the Kitty Genovese murder in Kew Gardens, NY. The singer was so angry about the incident he wrote this "protest" song. What is he "protesting?" (Suggestion: Google the case first.) Last, the song "Sounds of Silence" talks about people's indifference to poverty and crime and other ills in society. How do both songs relate to our study of the Holocaust and the world that kept silent as over 6 million Jews and 5 million other victims were slaughtered?

**Blackboard-Topics of Study- Holocaust Art-** View the PowerPoint slides of the work by David Olere. Make sure to read the first slides that give his background. Select three of the slides and answer the questions I have placed on those slides. Make sure your answers each have the title of the slide you selected.

Finish this entire assignment as one- entitled –The Holocaust Through Music and Art. Respond to the music first and then skip a line and write your art responses.

**WEEK 12: March 28, 2016-Topic: Types of Resistance, Choiceless Choices, Warsaw Ghetto Uprising, Bialystock/Vilna rebellions, Sobibor, Auschwitz Uprising, The White Rose, Partisans**

**In-Class Video- Video- Survivor Testimony- RUTH BRAND, OVADIA BARUCH, HANNAH BAR YESHA, Uprising, The Wall, Defiance, Gray Zone, Sophie Scholl**

**DUE** Class 1- Bauer Chapter 11 essay due and reference to class notes taken. See study packet for weekly Bauer text questions.

- In Class Video-Ruth Brand DVD Testimony- I shot this video in person when Ruth told her story at Yad Vashem. The remainder can be seen on my Vimeo Channel.

<http://vimeo.com/channels/professorgair/63017002>

**Viewing Question:** Describe how Ruth demonstrated resistance against the Nazis. What stood out the most about Ruth's testimony.

Survivor Testimony- Ovadia Baruch or Hannah Bar Yesha DVD

Class 2- PowerPoint: "Yes, We Did Fight Back: Resistance During the Holocaust"

In Class Video: *The Wall*

**Viewing Question:** Describe how the filmmaker used music, lighting, slow motion and other cinema techniques to make the video more realistic. Be specific.

**DUE- LITERATURE COLLECTION TAB 7 RESISTANCE- Read and study but complete in writing for next class the ones with an ASTERIK. Be prepared to discuss or even do some of the others in that section in class.**

*If you have not used your two late assignments for the semester you may not submit any after class 1 of this week. No exceptions.*

**WEEK 13: April 4, 2016 -** Topics: Rescue (Schindler, Wallenberg, Winton, Sugahara, Le Chambon, Danish Boats, Kindertransport, Sturma, Jan Karski), Kielce Pogrom of 1946, Women in the Holocaust,

In-Class Video-Wallenberg, Schindler's List, Le Chambon, Weapons of the Spirit, Liberation of Auschwitz

**DUE** Class 1- Bauer Chapter 12 essay due and reference to class notes taken. See study packet for weekly Bauer text questions.

(LAST DAY FOR LATES)

**Viewing Question:** Describe why in your opinion these rescuers were willing to risk their safety, life and maybe that of their own family to save people they did not know. What does that tell you about them as people?

**Lecture:** Women in the Holocaust- Suggested Reading Reference Literature Collection Tab 12- Women in Nazi Germany Please read through the handouts in this section before class.

In Class Possible Video Clip: *Out of the Ashes*

**Viewing Question:** Describe your feelings as you watched Dr. Perl attempt to describe her role in Auschwitz to the Immigration Board. What was their attitude?

**DUE Class 2- LITERATURE COLLECTION TAB 8 RESCUE AND NON-JEWISH RESISTANCE- Read and study but complete in writing for next class the ones with an \*\*\*\* **REQUIRED.** Be prepared to discuss or even do some of the others in that section in class.**

**Live Survivor testimony????-** Helen Greenspun will hopefully visit our class and tell us her story. Or view online. OR Video Clips of Saviors: *Oscar Schindler, Sugahra, Wallenberg, Into the Arms of Strangers.*

**Possible: Reader's Theater of Play- *Women In Auschwitz***

#### **WEEK 14: April 11, 2016- In-Class Video- LIBERATION of camps**

**DUE Class 1- Bauer Chapter 13 & 14 essay due and reference to class notes taken. See study packet for weekly Bauer text questions.**

**Turn in as one assignment in one file.** Label and leave space between each chapter answer.

In Class Video: Liberation Footage

**DUE Class 2- LITERATURE COLLECTION TAB 9-SURVIVORS AND LIBERATORS**

**Video: "Start in class and finish for homework- View "The Long Way Home" (Netflix).**

**Viewing Question:** Chronicle the events that occurred between liberation and the historic establishment of the state of Israel on May 14, 1948. What obstacles did survivors face upon liberation? Why was it so compelling for many of them to go to Eretz Israel and re-establish their ancient biblical homeland at this time in history? (After all, they had been praying for this for 2000 years since their exile from Palestine.) What obstacles did they face in establishing the State of Israel and obstacles did they face right after its creation?

**Final Project Due- First class meeting of Week 15- No lates accepted.**

**WEEK 15: April 18, 2016- Topic: Liberation of the Camps, War Criminal Trials, Life After the Shoah: The Next Generation: Children of Survivors, Lifelong Trauma in Survivors.**

**TOPIC: The Holocaust on Screen**

**DUE Class 1- Final Project Due. NO late finals accepted. Plan to get it in to me even if you are absent! Have a reliable classmate bring it to me if you are absent. You can earn an extra five points on the final by turning it in one week early (the first class of week 14).**

**In-Class Video- *Imaginary Witness: Hollywood & The Holocaust* (2 classes to view and discuss)**

This documentary takes a close look at the relationship that anti-Semitism and the Holocaust have with Hollywood. It is also a preview of the kind of work we will do in the new course being offered "The Holocaust in Cinema & Television."

Viewing Question: What must a filmmaker consider when they decide to make a Holocaust film? Are there limits to what should be depicted graphically? Explain. What are the challenges a film maker faces in directing a film about this subject?

**DUE Class 2- LITERATURE COLLECTION TAB 13 WAR CRIMES TRIALS**

**AND**

**DUE TAB 15- - LITERATURE COLLECTION- READ TAB 15- BUILDING NEW LIVES AND THE NEXT GENERATION-** Read and study but complete in writing for next class the ones with an **\*\*\*\* REQUIRED**. Be prepared to discuss or even do some of the others in that section in class.

**Due class lecture notes in dated order.**

**Finish viewing and discussion of *Hollywood and the Holocaust*. Turn in viewing question response.**

**Week 16: April 25 Finals Week- Classes only meet one time this week according to the master final exam schedule on the VC web site.**

See College-wide calendar for exact date and time assigned to your class section. Fill in the date and time in the space provided below. We meet one time this week during that 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. That will be considered your Final. *Failure to show will result in an F in the course.*

***Extra Credit:*** *What if you reach the Week 13 of the semester and realize your average is less than you hoped it would be? What can you do to hopefully bring it up? If you enjoy viewing films then this is for you. Assuming you have **done all the assigned** literature readings listed in the syllabus and you still need to bring the grade up, do the following. For each selection from **full length films listed** write a one page **minimum** reaction-reflection paper. Less than a full page will earn a lower grade. A well-done paper (well written, no major spelling, grammar or sentence structure errors) could earn a score of 100. **You must make specific references to the***

***particular scenes and events and how they are portrayed. You should not simply take a summary of it from an online source. Your paper should refer to very specific scenes, characters, the actions they take, how the film ties in to what you have studied in the course so far. Since I have seen every one of these multiple times you should take notes as I will also ask you to discuss the film's content with me during a short face to face conference during office hours. You may choose from the following list: Schindler's List, One Day in Auschwitz, The Last Train to Auschwitz, The Pawnbroker, Sophie's Choice, Judgment at Nuremberg (the version with Spencer Tracey), To Be Or Not To Be, The Great Dictator (Charlie Chaplain), Eichmann, Bunker, G-d on Trial, Kapo, In Darkness, The Grey Zone, Escape from Sobibor, The Diary of Anne Frank, Valkyre, Into the Arms of Strangers, Ship of Fools, The House of Rothchild, The Fuhrer Gives the Jews a City, Voyage of the Damned, Night Will Fall, A Journey into the Holocaust, Pope Pius XII and the Holocaust: A Hand of Peace, The Goebbels Experiment, Sarah's Key, Goering's Last Secret, Korczak, The Search for Mengele, Spark Among the Ashes, Nicky's Family, Hitler's Killing Machine, The Rape of Europa.***

*If you choose this option there is a deadline for handing them all in at the same time. I need time to read and grade each one. Take the reaction-reflection paper for each one and put them all in a folder with a cover indicating how many extra films you have reviewed. Hand it in as **one** package. Each paper will earn a 100% if it meets the criteria of college-level writing. That means you could get a few more grades of 100 into your average. **However, I must have the entire packet turned in to me at the first class meeting of Week 13 of the course. Look at the above schedule and you will see that is the week of April 4, 2016, and no later.***

**Final Exam Period Monday April 25, 1 to 3:30**

**Reminder: Assignments are due the day you return from an absence. Make sure you have a classmate bring in the 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 Allowed= Then 5 points off the final grade for each absence after the two allowed.**
- **Plagiarism= F and Possible Withdrawal**
- **2 Late Assignments Limit with 20 pts. off and due within 1 week of original due date. When submitting it, write across the top of the page LATE -20 PTS. I will check you off as using your allowed lates up to two, after that they will be a zero. This does not apply to the FINAL project. See the MIDTERM policy elsewhere in this syllabus.**

The assignments listed in this packet are for your organizational benefit. The specifics about the text readings, questions for the texts, projects and details of the midterm and final project choices are in the Assignment, Handout, Rubrics and Study Guide packet. This is available on my web site on the Holocaust Resources page of the site in the Handouts section on the bottom of the page and in Blackboard. You will also find many other helpful handouts that will help you in your course work. When you select which of the FINAL projects you are doing please fill in the contract here and turn it to me on the day the midterm is due. If you do not then I will select one of the options for you. **Read the final project handouts first online.** Once you decide which one then go to the handout list and download and print the handout that describes all the details of the project. Follow all the directions and guidelines carefully because I will evaluate the project with a copy of the handout in front of me. If you need someone to look it over then take it to the Writing Center in Building 4 for assistance. You may also use SmartThinking, the online tutoring service we provide in Blackboard.

**Writing Center in Building 4:**

During the course you will do a great deal of writing, in lieu of tests, to demonstrate your knowledge and understanding. If you see you are getting papers back with lower grades because I have circled and annotated the paper indicating many errors (spelling, capitalization, punctuation, grammar, awkward sentences, sentence fragments, usage, etc.) you should bring your writing to the Writing Center for help in the area you are most weak. They will send me a report telling me you were there for assistance. I view that very favorably. It is a smart student who sees he or she has a weakness and seeks help. When you do that you will probably find yourself starting to get higher grades on the written assignments.

**Important Valencia College Dates:**

**Day 1 of classes: January 11**

**Refund Deadline: January 20**

**Deadline for Students to withdraw for a W: March 27**

**Deadline for Teacher to Withdraw Student for W: April 26**

**Finals Week: April 27-May 3**

**Please fill in the form below, cut at the dotted line and turn in to Professor Gair by class number 2.**

**Student Syllabus Acknowledgement for**

**Professor Gair's LIT 2174, Spring 2016, Keep the top copy for yourself. Due class # 2.**

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, type of credit earned, 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 2016.

I understand that this syllabus serves as a contract between Professor Gair and myself, but is subject to written changes which I will then receive as an addendum.

Student Signature \_\_\_\_\_ CRN# \_\_\_\_\_ Date \_\_\_\_\_

Please sign the top and bottom copies. Remove the bottom copy and hand in at class 2. The top is your reminder about what you agreed to do.

**If you have a particular name or nickname you want me to call you then kindly write that down on the copy of this contract you turn in so I can note it in my attendance roster.**

**Nickname or Preferred Name:**

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