

Course Syllabus

LIT 2174- Literature and Multimedia of the Holocaust SEMESTER: _____

Professor Gair

Instructor	Professor Richard A. Gair	Office: Building 8, Room 132	Office Hours
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REQUIRED TEXTS (3)

Images from the Holocaust: A Literature Anthology by Brown, Stephens and Rubin, National Textbook Company, 1996 ISBN 0844259209

A History of the Holocaust by Yehuda Bauer, Franklin Watts Publishing, 2002 Revised Edition, ISBN 0531155765

I Never Saw Another Butterfly by Hana Volavkova, Schocken Publishing, 1994, ISBN 0805210156

Holocaust Literature Resource and Study Packet (Author: Professor Gair) available in the Valencia East bookstore. This will be placed in the loose-leaf binder listed below in supplies.

NEEDED SUPPLIES:

- A one and one half (1 ½) inch loose-leaf binder for the Resource Packet
- One set of 15 tabbed dividers (Avery tab divider pages are best. The packet comes with a color coded Table of Contents cover page).
- A separate notebook or a section tabbed off in the loose-leaf for classroom note taking.
- A small journal book to make weekly journal entries of emotional reactions and thoughts related to the readings, classwork, media, etc.

COURSE DESCRIPTION:

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

Course Syllabus (cont.)

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 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
Resistance: Courageous Acts in Desperate Times
The Rescuers (Oscar Schindler and others)
Liberation: Aftermath and the Pursuit of Justice
Reflection, Remembrance and Responsibility

GOALS: The following are the major learning outcomes I would like students to be able to display by as we progress through the course.

1. **Define and discuss the concept of Genocide 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. **Distinguish the various forms of resistance and their activities.**
8. **Describe examples of rescuers and their motives.**
9. **Describe and discuss the Liberation of the concentration camps.**
10. **Analyze the lessons of the Holocaust in relation to reflection, remembrance, responsibility.**

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.

Course Syllabus (cont.)

* 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

REQUIREMENTS:

Class attendance

Weekly readings and written assignments

Classroom discussion and contributions

Viewing of course movies and videos and reactions in writing

Mid-term project

Final project

ALL WRITTEN WORK MUST BE WORD PROCESSED IN TIMES NEW ROMAN FONT, 12 POINT, AND DOUBLE SPACED. RUN SPELL CHECKER AND GRAMMAR CHECKER AS NEEDED. HANDWRITTEN WORK WILL NOT BE ACCEPTED.

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

Course Syllabus (cont.)

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.

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.

CLASS ROOM CONDUCT:

The culture of the college classroom requires individual responsibility and accountability for learning and classroom participation. Achievement in the reading process is grounded in a positive attitude and mastery of various reading strategies in order to ensure success. All students are expected to engage in classroom and out-of-class learning activities in order to show proficiency in such 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. 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. Any subsequent disruption will be processed according to Valencia Community College Code of Student Conduct procedures.

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 beeper interrupts class AND YOU WILL BE ASKED TO LEAVE.

DISCLAIMER:

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

HELPFUL RESOURCES:

- Professor Gair's web site: <http://home.cfl.rr.com/rgair> (click on the link in the navigation map for HOLOCAUST RESOURCES.
- The Holocaust Education Center, Maitland, NJ
- United States Holocaust Memorial Museum in Washington, DC- Extensive web site

Course Syllabus (cont.)

- Yad Vashem- The Holocaust Memorial and Education Center in Israel web site
- Valencia Library- Building 4

POLICIES AND PROCEDURES

You may NOT MISS MORE THAN 2 CLASSES. The attendance policy is that you may not exceed 150 minutes of missed classes. For a Tuesday-Thursday class that means that you will be dropped upon the third absence. DO NOT USE ABSENCES CARELESSLY...YOU NEVER KNOW WHEN A REAL EMERGENCY COMES UP. The attendance policy is a departmental policy and will be strictly enforced.

You are expected to be here at the beginning of class. Once I take the attendance and you are marked absent you will need to see me after class to change it if you are late.

THREE TARDIES WILL EQUAL A FULL ABSENCE.

Work Completion
and more.)

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. Work must be in your words, with appropriate citing of sources as needed. Cutting-pasting information from sources such as the Internet is strictly prohibited.

MAKE UP POLICY:

Students who are absent or tardy are responsible for contacting the instructor about the lessons and assignments missed. Make up work is only at the discretion of the instructor AND IS DUE UPON YOUR RETURN TO THE NEXT CLASS.

ONLY ONE ASSIGNMENT WILL BE ACCEPTED LATE FOR THE ENTIRE SEMESTER.

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:

Course Syllabus (cont.)

(Enter performance evaluation criteria, contribution of each of the above requirements to the final grade.)

GRADING:

Grades

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

Grade Weight Distribution

Assignments from Weekly Text Chapter Reading: Background Historical Chapters	15 %
Written Assignments: Reactions to poetry, art, memoirs, music, commentaries, survivor presentations, field trip.	15 %
Videos (movies, documentaries, survivor testimony videos): Reactions, Summaries, Study Guide Questions	20 %
Class Discussion and Contributions: Classroom discussion about the weekly readings and literature and art, music, poetry and videos is vital to properly explore this topic. EVERYONE is expected to participate, share personal reactions, thoughts and perspectives on the material.	10 %
Mid-Semester Project: You will receive an list of Holocaust books from which you will choose the one you want to read independently. You will be given a set of questions or assignment sheet to complete and turn in when you have finished the book. This is in place of a midterm. I would rather have you READ AND REACT to literature than give you a test. This is a LITERATURE course after all.	20 %
Final Project: An independent research paper on one of the major topics studied during the course. Guidelines will be give during the course. This might be independent research, a field trip you take on your own and document through a report or you may arrange to personally interview a survivor and report on your experience. You would make all the arrangements and submit the questions you plan to ask in advance. You may have an original idea about a final project you would like to do. In that case, see me and we can discuss it. It must be a college-level project of course. More details will follow. This is in place of a final exam.	20%