

## Term Information

Effective Term Summer 2020

## General Information

Course Bulletin Listing/Subject Area German  
Fiscal Unit/Academic Org Germanic Languages & Lit - D0547  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3252.02  
Course Title The Holocaust in German Literature and Film  
Transcript Abbreviation HolcstLit&FilmDL  
Course Description German 3252.02 is an online version of German 3252.01. Reading, analysis, and discussion of representative works pertaining to the Holocaust from the perspective of German literature and film. Taught in English.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Always  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites  
Exclusions Not open to students with credit for 3252 or 3252.01.  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 16.0501  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

General Education course:

Literature; Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### Course goals or learning objectives/outcomes

- Students analyze, interpret and critique significant literary works.
- Through reading, discussing and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.
- Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
- Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

### Content Topic List

- The Holocaust from the perspective of German tradition
  - Literature and films pertaining to the Holocaust

### Sought Concurrence

No

## Attachments

- German 3252.02 Syllabus final.pdf: German 3252.02 Syllabus  
*(Syllabus. Owner: Miller,Natascha)*
- GE Assessment plan 3252.02 Nov 2019.pdf: German 3252.02 GE Assessment Plan  
*(GEC Course Assessment Plan. Owner: Miller,Natascha)*
- GERM 3252.02 ASC Tech checklist.pdf: German 3252.02 ASC Tech checklist  
*(Other Supporting Documentation. Owner: Miller,Natascha)*

## Comments

- Dear Garrett, could you please expedite this time-sensitive course request. We appreciate it! Merci! *(by Miller,Natascha on 11/26/2019 01:18 PM)*

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Miller,Natascha	11/26/2019 01:58 PM	Submitted for Approval
Approved	Holub,Robert Charles	11/26/2019 02:06 PM	Unit Approval
Approved	Heysel,Garett Robert	11/26/2019 02:21 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	11/26/2019 02:21 PM	ASCCAO Approval

## **German 3252.02**

### **The Holocaust in German Literature and Film • Online**

Instructor:	TBA	Call. #:	TBA
Office:	Carmen Zoom	Type:	Online • 3 Cr. Hrs.
Office Hrs.:	TBA	Contact:	TBA

#### **Course Description:**

The content of this course will focus on two related sets of questions. First, it will provide an overview of the historical events we call the Holocaust, including their pre-history and their aftermath. In doing so, it will address some questions commonly asked about these events:

What happened?

How could such a thing occur?

What was the experience of those who lived and died during its course?

This factual information will provide the necessary background for discussing how members of different disciplines in varying societies or cultures (e.g. Germans, Americans, and Israelis) answered these questions?

What capacity do humans have for evil, and for good?

Who should be held accountable for such crimes against humanity?

Is it possible to represent and share experiences that push the limits of being human? If so, are there limits to the kinds of representations people should create?

What are they?

What responsibilities do descendants of both victims and perpetrators have?

We will approach these questions by reading, discussing, interpreting and writing about literary and cinematic representations of the Holocaust and its historical causes and consequences.

#### **GE Information (Literature)**

**Goals:** Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, viewing, thinking and writing.

#### **Expected Learning Outcomes:**

1. Students analyze, interpret and critique significant literary works.
2. Through reading, discussing and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

#### **GE Information (Diversity, Global Studies)**

**Goals:** Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

## Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

## Course Description

### Course Materials (Required Texts)

The required books are available for purchase at The Ohio State Bookstore at Barnes and Noble (High St.). Audiobook versions of each required text are also available from online retailers. Mini-lectures are available as closed captioned videos and as transcripts. All films are closed captioned and available through the Secured Media Library: <https://drm.osu.edu/media/>

Klüger, Ruth. *Still Alive*. (ISBN: 1558614362)

Levi, Primo. *Survival in Auschwitz*. (ISBN: 0684826801)

Schlink, Bernhard. *The Reader*. (ISBN: 9780375707971)

Spiegelman, Art. *Maus I & II*. (ISBN: 0394747232)(0679729771)

### Course Technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

### Technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen
- For Office Hours: CarmenZoom - Text, audio and video Chat
- Collaborating in Carmenwiki
- Recording, editing and uploading video

### Necessary Equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

## **Necessary Software**

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
  - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
  - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

## **Grading and faculty response**

Your performance will be based on the completion of module discussions and quizzes, 5 video responses, two essays, and a final exam. See below for details on each category and grading scale.

### **Quizzes (20%)**

There will be a graded quiz at the end of each module to test your knowledge and understanding of the materials. In addition, there will be not-graded self-check quizzes after each lecture component designed to assist you in checking your mastery of the lecture material.

### **Discussions (10%)**

Discussions will be based on central themes that arise from a module's lecture, reading(s), and film materials. These discussions are designed to help you reflect upon your own viewpoint as well as engage with your classmates' perspectives. It is expected that you post at least 4 times per week with substantial content (not parroting, adulating, but providing a perspective) to receive full credit.

### **Video Responses & Peer Review (15%)**

You will be responsible for recording and uploading video responses approximately every two weeks (weeks 3, 5, 7, 11, and 13) and for reviewing/evaluating the responses of two peers. Video response prompts are designed to encourage you to critically explore how the social and historical impact of individuals, events, and ideas are relevant to your world today.

### **Essays (25%)**

There will be two short writing assignments to provide you the opportunity to analyze the texts discussed in class, both relating them to the cultural contexts discussed in the course and reflecting on their own, culturally specific response.

### **Final Exam: (30%)**

The final exam will be an online exam requiring you to use Proctorio and will include sections of multiple choice, matching, short answer, and an essay question to evaluate your retention and engagement with the core elements of the course.

## Late Assignments:

Assignments that are uploaded late will be deducted 5% for each day they are overdue for up to five days. After this point, a zero will be assigned. Accommodations can be made with appropriate documentation.

Distribution		Grading Scale		
Quizzes	(20%)	A	93-100%	C+ 78-79%
Discussions	(10%)	A-	90-92%	C 73-77%
Video Responses	(15%)	B+	88-89%	C- 70-72%
Essays	(25%)	B	83-87%	D 63-69%
Final Exam	(30%)	B-	80-82%	E 0-62%

## Faculty feedback and response time

### Grading and Feedback

For weekly assignments, you can generally expect feedback within **7 days**.

### E-mail

I will reply to e-mails within **24 hours Monday through Friday (excepting holidays)**.

### Discussion board

I will check and reply to messages in the discussion boards every **24 hours Monday through Friday (excepting holidays)**.

## Attendance, participation, and discussions

### Student participation requirements

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST ONCE PER WEEK**  
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Participating in discussion forums: 4+ TIMES PER WEEK**  
As participation, each week you can expect to post at least four times as part of our substantive class discussion on the week's topics.

- **Office hours: OPTIONAL**

Office hours are held live for students who would like to meet with me. If you cannot talk during my regularly scheduled office hour, please contact me to arrange an alternate meeting time.

## Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Miscommunication occurs easily online.
- **Citing your sources:** When we have discussions, please cite your sources to back up what you say. (For course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Other course policies

### Policies for this online course

- **Quizzes and exams:** You must complete the graded quizzes and final exam by yourself, without any external help or communication.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In the essays, you should follow MLA style to cite the ideas and words of your research sources
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

## Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

# Semester Plan

Modules are to be completed weekly and consist of readings/films

3 mini-lectures  
3 ungraded self-check quizzes  
1 discussion question  
1 end-of-module quiz

Video responses due on weeks 3, 5, 7, 11, 13

Essays due on weeks 8, 15

Weekly topics and specific assignments are indicated below.

## **Week 1-Introduction to Holocaust Studies**

Read: *Black Earth* (PDF)  
‘One Year in Treblinka’ (PDF)  
Film: *Night and Fog* (1955)

## **Week 2 – Precursors to the Holocaust**

Read: Topography of Terror (Excerpt PDF)  
Klemperer’s Diaries (Excerpt PDF)  
Adler - *The Journey* (Excerpt PDF)  
Film: *Shoah* (First Era, Part One - 1985)

## **Week 3- Life and Death in Auschwitz**

Read: Levi (Preface, Ch.1-6)  
Film: *Son of Saul* (2015)  
Due: *Video Response - “Why Study the Holocaust?”*

## **Week 4 – The Cost of Survival**

Read: Levi (Ch.7-14)  
Film: *The Last Days* (1998)

## **Week 5 – A Shift in Perspective**

Read: Levi (Ch. 15-17)  
Kluger (Ch. 1-4)  
Film: *Schindler's List* (1993)  
Due: *Video Response – “Survival”*

## **Week 6 – A Girlhood Remembered**

Read: Kluger (Ch. 5-15, Part 2, Ghetto)  
Film: *Europa Europa* (1990)

## **Week 7 – Issues of Identity**

Read: Kluger (Part 2, Death Camp – Germany; Escape)  
Film: *The Pianist* (2002)  
Due: *Video Response – “Childhood”*

## **Week 8 – A Precarious Freedom**

Read: Kluger (Part 4: New York, Epilogue)  
Sachs and Celan (PDF)  
Film: *Aftermath* (2012)



*Due:* Essay One – “A Dignified Life”

**Week 10 – The Past is Present**

Read: Spiegelman Maus I  
Film: *Operation Finale* (2018)

**Week 11 – The Second Generation**

Read: Spiegelman Maus II  
Film: *The Flat* (2011)  
*Due:* Video Response – “Trauma”

**Week 12 – Avoidance and Confrontation**

Read: Schlink (Part I)  
Film: *The Woman in Gold* (2015)

**Week 13 – Generational Conflict**

Read: Schlink (Part II)  
Film: *Hannah Arendt* (2012)  
*Due:* Video Response – “Guilt”

**Week 14 – Passing Judgment**

Read: Schlink (Part III)  
Film: *The Reader* (2009)

**Week 15 – Memorialization, Empathy and Action**

Read: Collected Articles (PDF)  
Film: *Denial* (2016)  
*Due:* Essay Two – “Generations and Justice”

**Week 16 – Course Review**

**Final Exam**

## **University Policies and Resources**

### **Learner Support**

#### **Student Academic Services**

For information about academic services available to help students succeed in their learning and coursework, visit <http://advising.osu.edu/welcome.shtml>

#### **Student Services**

For information on other student services supporting student success on OSU’s main campus, please visit <http://ssc.osu.edu>

#### **Disability services**

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform

the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

### **Ohio State's academic integrity policy**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

### **Statement on title IX**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

**German 3252.02 (Distance Learning)**

**Literature**

<b>GE Expected Learning Outcomes</b>	<b><u>Methods of Assessment</u></b> <i>*Direct methods are required. Additional Indirect methods are encouraged.</i>	<b>Level of student achievement expected for the GE ELO.</b> <i>(i.e. define percentage of students achieving a specified score)</i>	<b>What is the process that will be used to review the data and propose modifications, if necessary, related to the GE expected learning outcomes?</b>
<p><b><u>ELO 1</u></b></p> <p>Students analyze, interpret, and critique significant literary works.</p>	<p>Direct: A rubric will be used to assess student essays for one assignment (essay or final exam). See Appendix A for rubric and Appendix D for sample questions.</p> <p>Indirect: Students will complete the department Student Evaluation of Instruction, which includes a question measuring student perception of the course's success in meeting this ELO. See Appendix C.</p>	<p>75% of students will achieve a rating of "meets standard" or better on the two relevant direct assessment rubric items.</p> <p>75% of students will indicate on the course survey that they "agree" or "strongly agree" that the course addresses this ELO.</p>	<p>The course instructors and the undergraduate studies committee will review the results of the assessment to determine if course modifications are necessary to meet GE expected learning outcomes.</p>
<p><b><u>ELO 2</u></b></p> <p>Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.</p>	<p>Direct: A rubric will be used to assess student essays for one assignment (essay or final exam). See Appendix A and Appendix D for sample questions.</p> <p>Indirect: Students will complete the department Student Evaluation of Instruction, which includes a question measuring student perception of the course's success in meeting this ELO. See Appendix C.</p>	<p>75% of students will achieve a rating of "meets standard" or better on the two relevant direct assessment rubric items.</p> <p>75% of students will indicate on the course survey that they "agree" or "strongly agree" that the course addresses this ELO</p>	

**Diversity: Global Studies**

<b>GE Expected Learning Outcomes</b>	<b><u>Methods of Assessment</u></b> <i>*Direct methods are required. Additional Indirect methods are encouraged.</i>	<b>Level of student achievement expected for the GE ELO.</b> <i>(i.e. define percentage of students achieving a specified score)</i>	<b>What is the process that will be used to review the data and propose modifications, if necessary, related to the GE expected learning outcomes?</b>
<p><b><u>ELO 1</u></b></p> <p>Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world’s nations, peoples and cultures outside the U.S.</p>	<p>Direct: A rubric will be used to assess student responses to a weekly discussion question or video response. See Appendix B for rubric and Appendix D for sample questions .</p> <p>Indirect: Students will complete the department Student Evaluation of Instruction, which includes a question measuring student perception of the course’s success in meeting this ELO. See Appendix C.</p>	<p>75% of students will achieve a rating of “meets standard” or better on the direct assessment rubric.</p> <p>75% of students will indicate on the course survey that they “agree” or “strongly agree” that the course addresses this ELO.</p>	<p>The course instructors and the undergraduate studies committee will review the results of the assessment to determine if course modifications are necessary to meet GE expected learning outcomes.</p>
<p><b><u>ELO 2</u></b></p> <p>Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.</p>	<p>Direct: A rubric will be used to assess student responses to a weekly discussion question. See Appendix B for rubric and Appendix D for sample questions.</p> <p>Indirect: Students will complete the department Student Evaluation of Instruction, which includes a question measuring student</p>	<p>75% of students will achieve a rating of “meets standard” or better on the direct assessment rubric.</p> <p>75% of students will indicate on the course survey that they “agree” or “strongly agree” that the course addresses this ELO.</p>	

	perception of the course's success in meeting this ELO. See Appendix C.		
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**Appendix A:** Direct measure: Rubrics to be used to assess essay and short-answer responses for Literature.

<p>Critical Interpretation of Text: ELO 1</p> <p><i>Student discusses their interpretation and understanding of the texts in terms of plot, structure, setting and form.</i></p>	<p>Exceeds Expectations - consistent focus, critical thought, teaches reader, thought-provoking and original</p>	<p>Meets Standard - interpretation is clear, but general/obvious; interpretation often at surface level; Discussion and ideas are interesting</p>	<p>Near Standard - misreads or vague, discussion wanders or unfocused, generalities and summary</p>	<p>Below Standard - illogical or misrepresents text, simplistic/unfocused discussion, sweeping generalizations</p>
<p>Understanding/Reflecting on Social Values: ELO 2</p>	<p>Exceeds Expectations - clear/logical argumentation and identification of social values/constructs expressed in text, thorough/critical discussion of these values in the context of the assignment</p>	<p>Meets Standard - argumentation is clear, though identification is less specific, reflection is often at the surface level but acknowledges differences/similarities to one's own values, discussion of values in the context of the assignment</p>	<p>Near Standard - vague or misinterpretation of values; reflection is superficial, discussion disregards the context of the assignment</p>	<p>Below Standard - argumentation/identification of values does not represent values in the texts, reflection/understanding is lacking, disregards the prompt.</p>
<p>Discussion/Analysis of Aesthetic Qualities: ELO 1</p>	<p>Exceeds Expectations - Identifies and discusses key stylistic elements critically and clearly, demonstrates understanding of the aesthetic effects and their impact on reception.</p>	<p>Meets Standard - identifies and discusses key stylistic elements; discussion is general/obvious, general discussion of the aesthetic effects and their impact.</p>	<p>Near Standard - identifies and discusses stylistic elements, discussion is superficial, vague and the aesthetic effects focused upon are irrelevant to the discussion of the text.</p>	<p>Below Standard - fails to identify relevant stylistic elements, unclear how these aesthetic effects are relevant to the discussion.</p>

**Appendix B:** Direct measure: Rubrics to be used to assess responses to exam or essay questions for Diversity: Global Studies ELOs.

	1 Exceeds standard	2 Meets Standard	3 Nearly meets standard	4 Does not meet standard
<i>Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.</i>	Response shows nuanced understanding of how the events of the Holocaust or responses to it relate to an aspect of a culture affected by the Holocaust (e.g. Jewish, German, Israeli, Polish)	Response shows general understanding of how the events of the Holocaust or responses to it relate to an aspect of a culture affected by the Holocaust (e.g. Jewish, German, Israeli, Polish)	Response shows some knowledge of how the events of the Holocaust or responses to it relate to an aspect of a culture affected by the Holocaust (e.g. Jewish, German, Israeli, Polish); response may show a lack of knowledge about the culture or generalize U.S. cultural forces to foreign culture	Response shows little to no knowledge of an aspect of a culture affected by the Holocaust (e.g. Jewish, German, Israeli, Polish); Response may show generalization of U.S. cultural forces to foreign culture
<i>Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.</i>	Response shows insightful reflection about the relationship between national or international cultures of Holocaust remembrance and student's understanding of the Holocaust	Response shows substantial reflection about the relationship between national or international cultures of Holocaust remembrance and student's understanding of the Holocaust	Response indicates an attempt to reflect on the relationship between national or international cultures of Holocaust remembrance and student's understanding of the Holocaust; may show knowledge of cultures of remembrance but have difficulty connecting this knowledge to personal attitudes; or, may suggest difficulty in recognizing the cultural specificity of their own views	Response shows little attempt or ability to reflect on the relationship between national or international cultures of Holocaust remembrance and student's own views. May show both deficits listed in #3 or severe deficit in one area.

**Appendix C:** Indirect measure: Portion of departmental student course survey relevant to GE assessment

• **Diversity—Global Studies:**

Please select the response that best reflects your experience in this course.

	Strongly agree	Agree	Disagree	Strongly disagree
<b>As a result of this course I....</b>				
. . . understand some of the political, economic, cultural, physical, social and philosophical aspects of a German-speaking country.				
. . . have thought about how international diversity shapes my attitudes and values as a global citizen.				

*Please feel free to explain your answers:*

• **Literature:**

	Strongly agree	Agree	Disagree	Strongly disagree
<b>As a result of this course, I . . .</b>				
. . . have learned to analyze, interpret, and appreciate significant literary works.				
. . . have reflected on the ways that my values both resemble and differ from the values of people in other times and places.				
. . . have learned to understand ways in which historical, social, and political context impact the form and the meaning of literary texts.				

*Please feel free to explain your answers:*



## Appendix D: Sample questions

### Sample essay questions for Literature ELOs:

In discussing many of the books and films this quarter, I have talked explicitly about the kind of relationship between past and present they assert or imply. Compare *at least two* texts' presentation of this relationship. What kind of understanding of the relationship between past and present do the **content and form** of these texts impart?

Many of our readings, films, and discussions this semester have touched on the way that the Holocaust or its aftereffects have marked the identities of the people it affected (survivors, perpetrators, witnesses, and their descendants). In other words, the Holocaust has affected the way they understand and/or define themselves and their loved ones. Compare *at least two* texts' presentation of the Holocaust's effect on identity. How do the **content and form** of these texts show or communicate this effect?

### Sample discussion questions or video response prompts for Global Diversity ELOs:

Give an overview of the historical development of the persecution of Jews in Nazi Germany. How does knowing this history affect your understanding of how/why genocide can occur?

What are three different terms that are used to refer to the historical events that Americans usually call the Holocaust? (*Holocaust* is one of the three terms I'm looking for.) What are their cultural and historical origins, and what benefits or problems are attached to each? Which term would you use, and why?

Describe the phases of German postwar engagement with the Holocaust. How do these compare to American engagement with the topic?

What is a Musselman/Muselmann [Muslim]? Why is this figure so important to Levi? What does the term tell us about the cultural attitudes of many Jews in the camps?

Those who experienced the Holocaust directly, whether as perpetrators or victims, *remember* it (even if those memories can be problematic). Later generations have to approach it differently. Discuss the German, Israeli, and Polish practices of commemoration since 2000 that we read about in news articles. Why do later generations remember this way? What conflicts or potential problems do these modes of remembrance/commemoration raise?

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course:** German 3252.02

**Instructor:** TBA

**Summary:** Representations of the Holocaust in German Literature and Film

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> <li>Streaming Media Library</li> <li>CarmenZoom</li> <li>CarmenWiki</li> <li>Office 365</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>CarmenWiki</li> <li>Carmen Discussion boards</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All are available for free via OSU site license
6.4 The course technologies are current.	X			All are web based and updated regularly
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No third party tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8Help are provided
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			Add statement a listed below
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			Add statement b listed below
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			Add statement c listed below
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			Links to OSU accessibility policies for these tools need to be included.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Please include statement on how to access different versions of the course materials.
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web

				browser
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**Reviewer Information**

- Date reviewed: 11/14/2019
- Reviewed by: Ian Anderson

**Notes: Please remove all references to CarmenConnect and instead refer to it as CarmenZoom. Please add dates to the course weekly schedule. I strongly suggest using the ASC distance learning syllabus template guide as it will take care of most of these issues and also provide the students with a consistent syllabus look and feel.**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.  
<http://advising.osu.edu/welcome.shtml>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.