

HONR-301 Honors Junior Seminar “Global Problems, Local Solutions”

**The Ignorance, Silence and Violence of
Antisemitism:
Ideas, Words and Deeds of a Genocide**

Spring 2017 | T/R 12:30 – 1:45 p.m. & via
Blackboard | Hazel Hall #1060



⌘ Faculty Information / Office Hours

Dr. Michael E. Lane, Director, The Richard A. Henson Honors Program
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Office Hours: W 2:00 – 4:00 p.m. & by appt.

⌘ Course Description (*Undergraduate Catalog*)

This discussion-based and research-intensive, interdisciplinary course provides an overview of significant problems plaguing today's planet and the advances being made toward resolution of these issues. Students will demonstrate knowledge of global politics, phenomena and processes in their cultural contexts. Students will have on- and/or off-campus co-curricular experiences that contribute to the understanding of how and to what extent solutions to world issues are approached by the US, especially at our most local levels. Topics may vary by semester. Prerequisites: HONR 101: Honors Freshman Seminar (or approved substitution for transfer students and students admitted to the Honors Program with more than 28 earned credit hours). Junior standing.

⌘ Topical Content

An interdisciplinary seminar centered on the theme of Antisemitism, this course explores constructs of Judaism and of Antisemitism in psychological, social, political, and other realms through an examination of literature, film, arts, and mass media. A service-learning component embedded into the course introduces students to- and engages them with - local, regional, state, and federal resources and partners for purposes of professional development and philanthropic service. Students' oral and written communication skills will be strengthened, critical thinking and inquiry advanced, and awareness of their diverse roles as individuals who contribute to collective efforts and enterprises. Content may vary by semester.

A deliberate effort has been made to design course materials and assessment measures in ways that are at once broad (reflecting historical, geographic, linguistic, and cultural spectra) and profound (allowing students to focus more on areas of personal/academic interest to them). Also, it should be noted that the cultural topics treated herein are presented in a non-linear (“unit-based” or “compartmentalized”) fashion in order to avoid conceiving of them as insular or unrelated entities and to demonstrate ways in which cultures interconnect in the human experience.

⌘ Course Objectives

- To acquaint students with certain of the beliefs, behaviors and values of the contemporary Jewish diaspora as evidenced in cultural practices (especially those that are faith-based, social, and/or political) and products (especially in the literary, performing and/or plastic arts);
- To introduce students to the theorization of the concepts of hatred; of fear; of xenophobia; of racism; of nationalism; of antisemitism; and to approach epistemologies of acceptance; of political activism; of human rights; and of peace;
- To better understand the origins of, deconstruct, and dispel stereotypes of Jewish communities through the systematic analysis of caricatural portrayals of Jews in today’s media of record and in popular culture (especially literature; film; television; music);
- To foster, in students, a respect for, and enduring engagement in, philanthropic efforts, to inspire them to treat altruism, civic participation, and proactive citizenship for the betterment of all as life habits.
- To encourage cooperation, partnership and teamwork in the advancement of a shared goal.

⌘ Additional Anticipated Student Learning Outcomes

By the end of HONR 301, students will also have:

- gained a greater understanding of and appreciation for cultural diversity as these are presented in the course materials, assignments, and discussions.
- demonstrated progress in their ability to articulate, in written and oral form, in both subjective (stemming from feelings and opinions) and objective (fact-based, data-driven arguments) modes of expression about sensitive and/or controversial topics.
- honed critical thinking and research skills.

⌘ Texts, Materials and Resources

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Required Readings

Integral Works :

Wiesel, Elie. *Night*. Abridged, Translated and Abridged. 1960.
Originally published as *Un di Velt Hot Geshvign*. (And the World Remained Silent.) 1956.
Zola, Emile. « J'Accuse... ! » ("I Accuse...") Letter to the
President of the French Republic; *L'Aurore*;
13 Jan. 1898.

Excerpts :

Desnos, Robert. *Corps et Biens*. (Body and Goods). 1930.
Gary, Romain. *La vie devant soi*. (The Life Before Us). 1975.

& select passages from the *Torah, Talmud, Bible* and *Quran*

• Recommended Readings

Feature Films

24 Jours: la vérité sur l'affaire d'Ilan Halimi (25 Days). Dir. Alexandre Arcady. France; 2014; 1h50m

Everything is Illuminated. Dir. Liev Schreiber. US; 2005; 1h46m

La Haine (Hate). Dir. Mathieu Kassovitz. France; 1995; 1h38m

Madame Rosa (Film adaptation of *The Life Before Us*). Dir. Moshé Mizrahi. France. 1977; 1h45m

Schindler's List. Dir. Steven Spielberg. US; 1993; 3h15m

● Short Films / Film Clips

Art and Artists

Holocaust / WW2

. (Lithuania).
Frenkel-Frenel, Yitzhak. (Ukraine; Israel)
. (Poland) Holocaust Survivor Art
"Appell" ("Roll Call")
"Ecce Homo"
"Round Up"
Szyk, Arthur. (Poland) Political Art.
"" 1942
"" 1942



Websites

Antisemitism

www.isgap.org : Institute for the Study of Global Antisemitism and Policy

Community Partners

www.bnaiisraeleaston.org : Temple B'nai Israel (Easton, MD)

www.templebatyam-oc.org : Temple Bat Yam (Ocean Pines, MD)

Holocaust / WW2

www.holocaustremembrance.com : International Holocaust Remembrance Alliance

www.remember.org : A People's History of the Holocaust and Genocide. (art; photos; stories; books)

Judaism / Judaic Studies

- Additional course materials consist of films, websites, e-docs (.pdfs), PowerPoints, etc. on BlackBoard.
- Students must regularly access their BlackBoard course site to receive documents, announcements, reminders, and updates. Students who do not own a computer are reminded that there are multiple public computer labs on campus and are advised to become familiar with these labs and their hours of operation.
- Photocopies distributed as necessary.

⌘ **Evaluation of Performance** : Please refer to the description of each component below.

| Course Component | Total Raw Points | Percentage of Course Grade |
|---------------------------------------|------------------|----------------------------|
| Class Participation & Attendance | 200 | 20 % |
| Service Learning Components | 200 | 20 % |
| Written Exams – 2 | 200 | 20 % |
| Presentations – 2 | 100 | 10 % |
| Journal (10 entries [1 page each]) | 100 | 10 % |
| Final Project (10 pp. research paper) | 200 | 20 % |
| All Components | 1000 | 100 % |

Class Participation & Attendance

- **Regular attendance is essential to progress in this course.** To ensure that students take full advantage of the classroom environment, the following attendance policy has been adopted :
 - **Attendance will be taken at the beginning of each class session.**
 - **A student arriving to class after roll has been called will be counted as absent.**
 - **Each student is permitted two (2) unexcused absences without penalty.**

Each unexcused absence beyond the second will result in the reduction of the course grade by two (2) percentage points. (Example : A student’s overall average is 91 [A-], but s/he has 4 unexcused absences, and will, therefore, receive an 87 [B+] for the course).
 - **Serious illness, family emergencies, or conflict with a university-sponsored activity** (e.g. athletics, music groups, etc.) **may be excusable with official documentation.**
 - **Make-up policy** : Eligibility to make up work is reserved for those who supply documentation for their absence and/or have made prior arrangements to reschedule such work.
 - **Absence from class on one day does not excuse lack of preparation on the following day.**

Students are responsible for contacting the instructor (by phone or e-mail) to learn of important announcements, assignments, etc. made during their absence.
- The majority of class time will be devoted to interactive discussion of the assigned readings, films, etc. therefore, it is expected that each student be prepared by carefully completing homework prior to coming to class.

- **About participation** : Physical presence (warming a seat) does not constitute participation (sharing in the learning process). We can best achieve our goals if each student eagerly contributes to in-class discussions and activities and participates, to the extent that his/her schedule permits, in various related events.
- To encourage active and meaningful engagement in and outside of class, each student will periodically (every 3 weeks) receive an evaluation of his/her participation.
- Each of the aforementioned evaluations is based on a 40-point scale.
Thus 40 points x 5 evaluations = 200 total possible points for participation. (20 % of course grade)

Service Learning Components

DESCRIPTION HERE (Partnership Plan due 03/21)

Partial List of Potential Community / Regional Partners:
Somerset County Public Library; 11767 Beechwood St.;

Princess Anne, MD: www.somelibrary.org

Washington High School; 10902 Old Princess Anne Rd., Princess Anne, MD: www.whs.somerset.k12.md.us

Ahavat Shalom Congregation, Ocean City, MD (Orthodox)

Beth Israel Congregation, Salisbury, MD (Conservative)

Chabad-Lubavitch of the Eastern Shore, Ocean City, MD (Chabad Lubavitch)

Temple B'nai Israel (Easton, MD): www.bnaiisraeleaston.org

Temple Bat Yam (Ocean Pines, MD): www.templebatyam-oc.org

Written Exams

- Students will complete two (2) written exams, each focusing on materials treated since the previous exam.
- Exams will include a variety of short-answer questions, a selection of “micro-essays,” followed by a choice of longer essay.
- A detailed format and review guide will be provided no less than one week in advance of each exam.
- An interactive review session will be held during the class session prior to each exam.
- Exams are based on 100 points each (10%) of course grade, for a total of 200 points, or 20% of course grade.

Presentations

- In groups of 2-4, students will twice prepare 10-minute oral presentations on a topic of interest to them and relevant to the course.
- For each presentation, students will receive a grade that reflects his/her individual contributions to the group (40 points) and the group’s collaboration (10 points).
- Each presentation will :

Be designed using PowerPoint and distributed to the class **at least one class session** prior to the presentation itself. This will expedite the presentations and allow for more meaningful class discussion;

Include an audio-visual component (such as a cultural artifact, a video segment, a webpage, etc.);

Address questions to the audience to provoke discussion.

For more information, please see the Presentation evaluation rubric at the end of this syllabus.

Journals

- Students will prepare ten (10) journal entries of 1 page each (12 pt. font, double spaced, 1” margins) on various topics related to class readings, film/video viewings, discussions, websites, guest speakers, and the like. Journal entries will be assessed on a scale of 10 points. Grammatical accuracy, creativity, and (cultural) content will serve as criteria for assessment. Thus, 10 entries @ 10 pts. = 100 total possible pts., or 10% of course grade.

- A prompt detailing the topic(s) for each journal entry is provided in the “Program” below. **Develop full page; see end of syllabus for working draft**

- A “Guide to Journal Entries may be found on the last page of this syllabus. It is meant only to support your writing endeavors, not to restrict them – be creative, be insightful, be confident!

Final Project (Research Paper)

- To complement the brevity of the journals and gain practice in writing more sustained prose, students will compose a longer research essay inspired by one of their journal entries, presentations, or other topic of choice.
- Students will submit at least one draft of this project prior to the submission of the final version.
- Topics of essays must be approved in advance by the instructor.
- The expected length of the research project essays (**12 pt. font, 1” margins, double-spaced**):

| | |
|---------------------|-----------------------------|
| <u>DRAFT</u> | <u>FINAL VERSION</u> |
| 8 pages | 10 pages |

The project abstract / bibliography will account for 5 % of the course grade;
The project draft(s) will account for 10 % of the course grade; and
The project final version, another 5 %.

⌘ Miscellaneous Items

This syllabus is subject to modification at any time to better meet the needs of students and objectives of the course.

ACADEMIC INTEGRITY & APPROPRIATE BEHAVIOR

It is the instructor’s policy to actively enforce the “Student Code of Conduct” as published here: <http://www.umes.edu/Student/students.html#code> Students are asked to familiarize themselves with the university’s definition of and stance regarding academic dishonesty. In the interest of promoting a healthy and happy learning environment for all persons, students are advised that all formal university policies regarding acceptable behavior, dress, cell phone usage, etc. are in effect at all times while in class.

DISABILITY SERVICES

Students who may require exceptional classroom or evaluation environments (due to a learning disability, physical impairment, or the like) are asked to identify themselves to the instructor at the onset of the course, so that modified or alternative accommodations may be arranged.

Americans with Disabilities Act Compliance

The University of Maryland Eastern Shore assures commitment to provide access and equal opportunity to students with disabilities admitted to the University. The obligation to accommodate students with disabilities extends beyond the moral responsibility and beyond our University's commitment to fulfill the promise of access. As part of the Rehabilitation Act of 1973, Congress enacted Section 504. Section 504 provides that, "No otherwise qualified handicapped individual in the United States...shall, solely by reason of...handicap be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal Financial Assistance."

On July 26, 1990, the Americans with Disabilities Act (ADA) was enacted. The ADA (updated expansion of Section 504) reinforces the concept of reasonable accommodations in education and mandates greater

access to employment transportation and public accommodations. Thus, the University of Maryland Eastern Shore is charged with the responsibility of assuring that meaningful access and opportunity to students with disabilities be provided to maximize not only their academic potential, but social and extracurricular activities as well. (p. 43: <http://www.umes.edu/Student/SH.pdf>)
View the University's Disability Statement here: <http://www.umes.edu/sbt/DS.pdf>

⌘ Program

| MODULE 1: INTRODUCTIONS... | | | | |
|-----------------------------------|---|-----------------------------------------------------------------------------------------------------------------|----------------------------|------------------------------------------------------------------------------------|
| JANUARY | | CONTEXT(S) | PREPARATION | PRODUCT(S) |
| 31 | T | Introduction to the course and to one another Useful terms & working definitions | DISCUSSION | Pre-course assessment (survey) In-class writing |
| FEBRUARY | | | | |
| 02 | R | Parameters & Protocol: Establishing comfort and preserving respect in controversial inquiry and conversation | READINGS DISCUSSION | Journal 1 Due: "Defining the self": Word Cloud Exercise |

| MODULE 2: JUDAISM AND JEWISH IDENTITY | | | | |
|----------------------------------------------|---|-------------------|----------------------------|------------------------------------------------------------------------------------------------|
| FEBRUARY | | CONTEXT(S) | PREPARATION | PRODUCT(S) |
| 07 | T | | READINGS DISCUSSION | <u>Overview of Judaism:</u> Student-designed PowerPoint (each will select a topic/theme) |

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|----|---|--|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| 09 | R | | <p>READINGS</p> <p>DISCUSSION</p> | <p>Journal 2 Due: Contributions of Jews to Society (detailed biographical portrait from selected list)</p> |
| 14 | T | | <p>READINGS</p> <p>DISCUSSION</p> | |

| MODULE 3: FEAR, HATRED AND PREJUDICE | | | | |
|---------------------------------------------|---|---------------------------------------------------------------------------------------------------|-----------------------------------|------------------------------------------------------------------------------------------|
| FEBRUARY | | CONTEXT(S) | PREPARATION | PRODUCT(S) |
| 16 | R | Epistemologies and theorizations of fear, hatred, discrimination, xenophobia and social injustice | <p>READINGS</p> <p>DISCUSSION</p> | |
| 21 | T | | <p>READINGS</p> <p>DISCUSSION</p> | |
| 23 | R | | <p>READINGS</p> <p>DISCUSSION</p> | <p>Journal 3 Due: Reactions to readings on fear, hate and bigotry</p> |

| MODULE 4: ANTISEMITISM: THE HATE THAT DARE NOT SPEAK ITS NAME | | | | |
|----------------------------------------------------------------------|---|---------------------------------------------------------------------------------------|----------------------------------------------------|-------------------|
| FEBRUARY | | CONTEXT(S) | PREPARATION | PRODUCT(S) |
| 28 | T | Overview of three types/phases of historic antisemitism (religion; race; nationalism) | <p>READINGS</p> <p>Wiesel, Elie. <i>Night</i>.</p> | |

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|--------------|------------|------------------------------------------------------------------------------|----------------------------|------------------------------------------------------------------------------------------------------------|
| | | The silence surrounding antisemitism Ideas; Words; Deeds | DISCUSSION | |
| MARCH | | | | |
| 02 | R | | READINGS DISCUSSION | Journal #4: Literary Analysis. Respond to one of the literary texts covered thus far in the course. |
| 04 | SAT | CLASS TRIP TO UNITED STATES HOLOCAUST MEMORIAL MUSEUM, WASHINGTON, DC | | |
| 07 | T | | READINGS DISCUSSION | Journal #5: Reaction to visit to Holocaust Museum Review for Exam # 1 |
| 09 | R | | | EXAM # 1 |

13-17 M-F Spring Break – no classes in session

| MODULE 5: MANIFESTATIONS OF ANTISEMITISM IN LITERATURE | | | | |
|---------------------------------------------------------------|---|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| MARCH | | CONTEXT(S) | PREPARATION | PRODUCT(S) |
| 21 | T | | READINGS DISCUSSION | Service-Learning Partnership Plan |
| 23 | R | Origins (w/ focus on medieval and renaissance): Antisemitism anchored in religion | READINGS Selections: <i>Torah, Talmud, Bible</i> and <i>Quran</i> Jean Racine, <i>Bérénice</i> (excerpt) « Hugh of Lincoln, the Jew's Daughter » (song) <i>Esther: The Star Queen</i> (musical) | Journal #6: Reaction to Art / Artist - 1 |

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| | | | <p>“Rahel la Ferosa”/ The Jewess of Toledo (epic poem; Spain) William Shakespeare, <i>The Merchant of Venice</i> (Shylock; excerpts)</p> <p>DISCUSSION</p> | |
| 28 | T | X? (w/ focus on early modern period - 18 th century □ WW2): Antisemitism anchored in race/ethnicity/biology | <p>READINGS Emile Zola, “J’Accuse...!” Sylvia Plath, “Daddy”</p> <p>DISCUSSION</p> | Group Presentations 1 Groups A & B |
| 30 | R | Contemporary Antisemitism (w/ focus on Antisemitism anchored in Jewish peoplehood/ nationalism/Zionism) | <p>READINGS</p> <p>DISCUSSION</p> | Group Presentations 1 Groups C & D Journal #7: Literary Analysis. Respond to one of the literary texts covered thus far in the course. |

| MODULE 6: THE PORTRAYAL OF JEWS IN POPULAR CULTURE | | | | |
|-----------------------------------------------------------|---|-------------------|-----------------------------------|------------------------------------------------------|
| APRIL | | CONTEXT(S) | PREPARATION | PRODUCT(S) |
| 04 | T | | <p>READINGS</p> <p>DISCUSSION</p> | |
| 06 | R | | <p>READINGS</p> <p>DISCUSSION</p> | Final Project Abstract |
| 11 | T | | <p>READINGS</p> <p>DISCUSSION</p> | Journal #8: Reaction to selected feature film |
| 13 | R | | <p>READINGS</p> | Final Project Bibliography |

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| | | | DISCUSSION | |

| 18 | T | <p>Authors who equate their personal suffering with the Holocaust (Plath)</p> <p>Authors who falsely identify as Holocaust survivors (Defonseca)</p> <p>Conspiracy theories/theorists who posit that the Holocaust was an historic hoax “invented” by Jews. (Nodisinfo)</p> <p>Antisemitic propaganda – counterfeit/forged documents (Golovinski)</p> | <p>READINGS</p> <p>Defonseca, Misha. <i>Misha: A Mémoire of the Holocaust Years</i>. (excerpts)</p> <p>Plath, Sylvia. “Daddy” (poem)</p> <p>“Fraudsters invented Holocaust survival stories to steal £26m from Nazis' real victims” The Daily Mail. 10 Nov. 2010.</p> <p>“Holocaust is a Complete Fraud – Proof” Nodisinfo. 18 Jan. 2015.</p> <p>Discussion</p> | <p>Group Presentations 2</p> <p>Groups A & B</p> |
|----|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| 20 | R | | <p>READINGS</p> <p>Golovinski, Matvei. <i>The Protocols of the Elders of Zion</i> (excerpts)</p> <p>DISCUSSION</p> | <p>Journal #9: Reaction to portrayal of Jews in popular culture</p> <p>Group Presentations 2</p> |

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| | | | | Groups C & D |

| MODULE 7: THE LOCAL CONDITION: US, MARYLAND, DELMARVA, UMES | | | | |
|--------------------------------------------------------------------|---|-------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| APRIL | | CONTEXT(S) | PREPARATION | PRODUCT(S) |
| 18 | T | | READINGS DISCUSSION | Group Presentations 2 Groups A & B |
| 20 | R | | READINGS DISCUSSION | Journal #9: Reaction to portrayal of Jews in popular culture Group Presentations 2 Groups C & D |
| 25 | T | | READINGS DISCUSSION | |
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| MODULE 8: BREAKING THE SILENCE: PARTNERSHIPS FOR PEACE | | | | |
|---------------------------------------------------------------|---|-------------------|------------------------|----------------------------|
| APRIL | | CONTEXT(S) | PREPARATION | PRODUCT(S) |
| 27 | R | | READINGS DISCUSSION | Final Project Draft |
| MAY | | | | |
| 02 | T | | READINGS DISCUSSION | |

| | | | | |
|----|---|--------------------------------------------------------------------|------------------------|-------------------------------------------------------------------------------|
| 04 | R | | READINGS DISCUSSION | Journal #10: Reflections on Service Learning contributions |
| 09 | T | Conclusion of Course | | Post-assessment (survey) Review for Exam #2 |
| 12 | F | DATE/TIME TO BE CONFIRMED AS ACADEMIC CALENDAR IS PUBLISHED | | EXAM #2 Final Project Edited |

GUIDE TO JOURNAL ENTRIES

Objective:

The purpose of the journal is to explore your own standpoint vis-à-vis the issues that we encounter in the various linguistic/cultural (con-)texts throughout this course. For this reason, the focus of entries should be **reaction**, **NOT retelling**. Do not merely summarize the plot of a film, recapitulate a text's argument, describe the object in question, or paraphrase our guest speakers' presentations.

Try to limit the scope of your writing to a specific element – one episode of a story, one historical event's evolution, one especially poignant question, etc.

The style may be casual; feel free to use writing as a **process**. This means that your ideas need not be clearly outlined before you begin to write; instead, use the entries as a sounding-board for your thoughts and feelings about the subject. It is, however, essential that you arrive at some succinct conclusion before the process may be considered complete.

Key Reminders:

Each submission will be assessed on a scale of **10 possible points** (10 % of course grade).

Each entry should be **at least one type-written page in length** (1" margins; 12-point font = ~ 200 words).

Entries must be **double-spaced** to allow for instructor's comments.

Journals must be submitted via BlackBoard **in Word®** prior to the end of the class day on which they are due.

Remember **always to cite references**, ideas, and citations that you have used or borrowed.

Journal Content:

To assist you in articulating ideas that evidence critical thought, the instructor has developed the following list of elements that a successful entry might include :

1) A specific (con)textual reference. As stated above, do not write vague summaries or thematic syntheses. The more specific the element you've chosen to react to, the more detailed your exposition of that point will be.

2) A personal connection. You've chosen to write about one particular statement / occurrence / object... Explain and justify your choice of this element over the multitudinous alternatives available. Try to include an anecdote, experience, belief, opinion, conviction, etc. that illustrates a link between you as the "reader" and the (con-)text.

3) An extra-textual consideration. Consider the ramifications of the (con-)text to the world beyond the object at hand. If, for example, we are reading a piece that appears historically

demarcated, explain how things have / have not evolved over time. If you're discussing a text, what was the author's motivation? What are the functions / merits / faults / etc. of the object you've chosen to discuss?

4) An inter-textual consideration. Many of the issues raised by one "text" overlap and reappear in others. You should attempt whenever possible to make connections between two or more texts of the program. Learning to always think comparatively will facilitate your class participation, your performance on exams, etc.

| JOURNAL PROMPTS | | | | |
|-----------------|----------|---|------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| # | DUE DATE | | TOPIC / PROMPT | NEED TO DEVELOP MORE GUIDING POINTS |
| 01 | 02/02 | R | Defining the "Self": Word-Cloud Exercise | See full instructions below this table |
| 02 | 02/09 | R | Contributions of Jews to Society | Detailed biographical portrait from selected list |
| 03 | 02/23 | R | Reaction: readings on fear, hate, bigotry | |
| 04 | 03/02 | R | Literary Analysis - 1 | Respond to / engage with one of the literary texts covered thus far in the course. |
| 05 | 03/07 | T | Reaction: The Holocaust Museum | What did you experience, learn, feel during the class visit to the Holocaust Museum? |
| 06 | 03/23 | R | Reaction to Art / Artist – 1 | Select one of the artworks presented and react to it |
| 07 | 03/30 | R | Literary Analysis – 2 | Respond to / engage with one of the literary texts covered thus far in the course. |
| 08 | 04/11 | T | Reaction to selected feature film | |
| 09 | 04/20 | R | Reaction to portrayal of Jews in popular culture (in selected tv clip) | |
| 10 | 05/04 | R | Reflections on Service Learning contributions | |

HONR 301 | Journal #1

Defining the "Self": Creating your personal WordCloud

- 1) TYPE YOUR FULL NAME IN CAPS
- 2) Create a list (one word/expression per line) of words and expressions that you and others use to describe you:

- * Define yourself. What words do you associate with yourself?
- * Project yourself. How do others view you?

Who are you? Who are you not? What do you (not) like?
 Be as complete, open and candid as you are comfortable being.
 Do share personal information, but **do not** feel obligated to reveal secrets that you're not prepared to share.
 Do include positive (affirming), negative (insulting) and factual (neutral) descriptors.

Include characteristics/traits related to your identity in various categories: Who are you physically; intellectually; spiritually; politically; emotionally; socially?

For compound words/phrases, use hyphens (-) to separate words (*pizza-munching*) or, alternatively, run them together into one word (*studentathlete*).

Ideally, **your list will contain ~100 items (no fewer than 50!)**. Be thorough!

- 3) Now, go to www.wordle.net
 You must have Java enabled on your computer or the Flash plug-in won't work.
 Google Chrome sometimes glitches; try using Firefox or Explorer.
- 4) Click "Create"
- 5) Cut and Paste your list from Word into the field.
- 6) Click "Go"

Your WordCloud should be generated at this time. Proof-read it to see if you need to make adjustments to your list in Word. Edit as necessary.

- 7) You can play with the reformatting – change some of the editing options (round/square lettering; font; color palette; etc.). When you like the lay-out, save the image as a .PNG.
- 8) Email your WordCloud to Dr. Lane (melane@umes.edu) and/or upload it to the course BlackBoard site.

PRESENTATIONS - EVALUATION RUBRIC

HONR

301

(50 total possible points)

Score

| | |
|----------|--------|
| Student: | Topic: |
|----------|--------|

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|---------------------------------------------------------------------------------------------|
| I. (Uploaded) Presentation Format / Design / Content / Conformity to Parameters (15) |
|---------------------------------------------------------------------------------------------|

| | | | |
|------------------------------------------|-------------------------------------------------------------------|-------------|--|
| Timely Submission | <i>Submitted on time for upload to BlackBoard course site</i> | 3 | |
| Appropriate Length (# of slides) | <i>10-20 slides, including Title, ?s, Overview, Credits, etc.</i> | 3 | |
| Organization / Clarity | <i>Clearly organized; evident transitions</i> | 3 | |
| Opening Questions to Audience | <i>Relevant; Creative; Provocative/controversial...</i> | 1 | |
| Text / Image / Video | <i>Balanced use</i> | 1 | |
| Bibliography Format / Credits | <i>Ethically responsible / Fair usage; formatted; thorough</i> | 2 | |
| Aesthetic Aspects | <i>Appealing; Visually-Friendly; etc.</i> | 1 | |
| Editorial Effort | <i>Typo / Grammar flaw-free; etc.</i> | 1 | |
| II. Research | | (15) | |
| Mastery of Material | <i>Evidenced in all aspects of the presentation</i> | 5 | |
| Thoroughness of Research | <i>Diversity of Approach? Acknowledges Limitations? Etc.</i> | 5 | |
| Use/# of Reputable References | <i>Variety of sources (not all internet...); etc.</i> | 3 | |
| Ability to Respond to Queries | <i>Primarily in Q&A period</i> | 2 | |
| III. Delivery | | (10) | |
| Less Read / More “Performed” | <i>Restricted use of notes or reading from screen</i> | 2 | |
| Inclusion of New Information | <i>Anecdotal, enhancing, supplemental information</i> | 2 | |
| Eye Contact | <i>Inclusion of all audience members; confidence</i> | 1 | |
| Volume / Projection / Elocution | <i>Easily heard; modulated pace/pitch; (semi-formal) register</i> | 1 | |
| Poise / Posture | <i>Facing audience; confidence; any unusual “tics”?</i> | 1 | |
| Dynamism / Enthusiasm | <i>Exhibits passion for topic; humor? Gestures?</i> | 1 | |
| Appropriate Length | <i>Respects the ~10 minute presentation timeframe</i> | 1 | |
| Audience Engagement | <i>Elicits response / queries from audience; responds to them</i> | 1 | |
| IV. Collaboration (if applicable) | | (10) | |

| | | | |
|-----------------------------------|-----------------------------------------------------------------|----|--|
| Division of Work / Accountability | <i>Delegation of partner responsibilities clearly set forth</i> | 10 | |
|-----------------------------------|-----------------------------------------------------------------|----|--|

Strengths:

Recommendations