

# COURSE SYLLABUS



## Jewish Prague

**Course code:** HIS 239

**Semester and year:** Fall 2017

**Day and time:** Tuesdays, 11:30-14:15

**Instructor:** Dr. Ivy Helman, Ph.D.

**Instructor contact:** ivy.helman@aauni.edu, 777 685 994

**Consultation hours:** Tuesdays, 14:30-15:30 library

<b>Credits US/ECTS</b>	3/6	<b>Level</b>	Intermediate
<b>Length</b>	15 weeks	<b>Pre-requisite</b>	None
<b>Contact hours</b>	42 hours	<b>Course type</b>	HSC, JS Elective, CEA

### 1. Course Description

This course explores Jewish life in Prague from its beginning in the tenth century to today, paying specific attention to five historical time periods: the arrival in Prague; the ghetto; the Inter-War Years; the Totalitarian states (Nazism and Communism); and modern-day life. Through seminar discussions, workshops and fieldtrips, we will examine the daily lives of the average Jew as well as those of renown in each of these respective time periods. This course focuses on the religious, cultural and political legacy of Prague's Jews in the midst of complicated and often difficult experiences of anti-Semitism.

### 2. Student Learning Outcomes

Upon completion of this course, students should be able to:

- Outline and explain the history of Jews in Prague from their arrival to today
- Analyze and access primary documentation (in translation) about Jewish Prague
- Identify the main obstacles to and primary contributions of Jews in Prague
- Name and describe Jewish Prague's major figures, events and movements.
- Creatively capture course content in an artistic final project.

### 3. Reading Material

**Required Materials** (Available on NEO unless otherwise noted)

- Ctibor Rybár, *Jewish Prague: Gloses on History and Kultur - A Guidebook*, translated by Joy Turner-Kadečková and Slavoš Kadečka, printed in Czechoslovakia. (available in library to borrow for the semester)
- Heda Magolius Kovály, *Under a Cruel Star" A Life in Prague, 1941-1968*, translated by Franci Epstein, Helen Epstein and the author, London: Granta Books, 2012. (available in library to borrow for the semester)
- "Prague: A Geographical Sketch of the Town" by J. Moscheles
- Louise Hecht, "The Beginning of Modern Jewish Historiography: Prague: A Center on the Periphery," in *Jewish History*, Vol. 19, No. 3/4 (2005), pp. 347-373.

## **Recommended Materials**

- J. Brutzkus, "Trade with Eastern Europe, 800-1200," in *The Economic History Review*, Vol. 13, No. 1/2 (1943), pp. 31-41.
- Hillel J. Kieval, "Jewish Prague, Christian Prague, and the Castle in the City's 'Golden Age,'" in *Jewish Quarterly Monthly*, Vol. 18 (2011), pp. 202-215.
- Mark Wischnitzer, "Origins of the Jewish Artisan Class in Bohemia and Moravia, 1500-1648," in *Jewish Social Studies*, Vol. 16, No. 4 (Oct. 1954), pp. 335-350.
- Jonathan I. Israel, "Central European Jewry during the Thirty Years' War," in *Central European History*, Vol. 16, No. 1 (Mar. 1983), pp. 3-30.
- F. W. Carter, "The Industrial Development of Prague 1800-1850," in *The Slavonic and East European Review*, vol. 51, No. 123 (Apr. 1973), pp. 243-275.
- Cathleen M. Giustino, "Persistent Anti-Jewish Hostility and Modern Technologies: The Entanglement of Old and New and the Radicalization of Politics in Prague around 1900," in *Historical Reflections /Réflexions Historiques*, Vol. 31, No. 3, *The Dreyfus Affair in the Twenty-First Century: A Reconsideration* (Fall 2005), pp. 351-372.
- Hillel J. Kieval, "In the Image of Hus: Refashioning Czech Judaism in Post-Emancipatory Prague," in *Modern Judaism*, Vol. 5, No. 2, *Gershom Scholem Memorial Issue* (May, 1985), pp.141-157.
- Derek Sayer, "The Language of Nationality and the Nationality of Language: Prague 1780-1920," in *Past & Present*, No. 153 (Nov., 1996), pp. 164-210.
- Hillel J. Kieval, "Death and the Nation: Ritual Murder as Political Discourse in the Czech Lands," in *Jewish History*, Vol. 10, No. 1 (Spring, 1996), pp. 75-91.
- Leon Yudkin, "Eruption of Creative Genius in Central Europe," in *European Judaism*, Vol. 47, No. 1 (Spring 2014), pp. 72-75.
- Tatjana Lichtenstein, "Jewish power and powerlessness: Prague Zionists and the Paris Peace Conference," in *East European Jewish Affairs*, Vol. 44, No. 1 (May 2014), pp. 2-20.
- Magda Veselská, "The Story of the Torah Scrolls from the Collections of the Jewish Museum in Prague after the Second World War," in *European Judaism*, Vol. 41, No. 1 (Spring 2008), pp. 113-123.
- Ruth Bondy, "Women in Theresienstadt and the Family Camp in Birkenau," in *Women in the Holocaust*, Yale University Press, 1998, pp. 310-326.
- Aimé Bonifas, "A 'Paradisiacal' Ghetto of Theresienstadt: The Impossible Mission of the International Committee of the Red Cross," in *Journal of Church and State*, vol. 34, Autumn 1992, no. 4, pp. 805-818.
- *The Fate of Jewish Prague* by Jiri Vsetecka (*On reserve in the library*)
- *Languages of Community: The Jewish Experience in the Czech Lands* by Hillel J. Kieval (*On reserve in the library*)
- *The Jews of Bohemia and Moravia: A Historical Reader* by Wilma Abeles Iggers, Káča Poláčková-Henley, Katherine Talbot (*On reserve in the library*)
- *To Tell Their Children: Jewish Communal Memory in Early Modern Prague* by Rachel L. Greenblatt (*On reserve in the library*)

## **4. Teaching methodology**

In-class time will include lectures on historical context, important events, larger themes, difficult concepts and main personalities. There will also be small-group work accessing primary and secondary sources, partnered textual analysis of primary documents and in-class large group artistic projects. The student is expected to be actively participating in all in-class methodologies, including lectures (active participation in lectures means note-taking, asking clarifying questions and responding to instructor and student queries when applicable). In addition, video clips, handouts, maps and PowerPoint presentations supplement each lecture. Occasionally, there may be reason to screen a longer in-class

video (~60 minutes) in which subsequent contextualization will take place in the form of class discussion.

In addition, students are required to bring with them to every class:

- their textbooks (when applicable);
- printed copies of required readings (when applicable) not found in the textbooks
- paper and pen with which to take notes.

**Failure to be prepared for class could be reason to exclude the student from class and the exclusion counted as an absence** (See attendance policy as to how that affects one's grades).

There are also three **required** field trips as ways of deepening what we are learning.

**Failure to attend with the class could result in a significantly lower final grade or failure of the course.**

## 5. Course Schedule

Date	Class Agenda
<b>Class 1</b> <b>5 Sept.</b>	<b>Topic: Content 1: The City of Prague</b> <b>Description:</b> Introduction to the course, the city, the arrival of Jews to the area. Primary source reading and a brief introduction to Judaism. <b>Reading:</b> "Prague: A Geographical Sketch of the Town" by J. Moscheles <b>Assignments/deadlines:</b> Read "Prague: A Geographical Sketch of the Town" by J. Moscheles.
<b>Class 2</b> <b>12 Sept.</b>	<b>Topic: Content 2: The Early Years of Settlement to the Ghetto</b> <b>Description:</b> When, why and how did Jews come to find themselves in Prague, continuing exploration of the city in its historical context and the beginnings of the Jewish Golden Age in Prague, Rabbi Low and the Golem. <b>Reading:</b> "The Jewish Town of Prague" and "The Ghetto at the Time of Rudolph II," in <i>Jewish Prague</i> by Ctibor Rybár <i>Recommended Readings:</i> J. Brutzkus, "Trade with Eastern Europe, 800-1200," in <i>The Economic History Review</i> , Vol. 13, No. 1/2 (1943), pp. 31-41. Hillel J. Kieval, "Jewish Prague, Christian Prague, and the Castle in the City's 'Golden Age,'" in <i>Jewish Quarterly Monthly</i> , Vol. 18 (2011), pp. 202-215. <b>Assignments/deadlines:</b> Worksheet/Reflection #1 DUE.
<b>Class 3</b> <b>19 Sept.</b>	<b>Topic: Workshop: Stories and Personalities 1: Telling Our Story of Jewish Prague</b> <b>Description:</b> Begin to see Jewish Prague within the context of a larger story to be told, explore methods of storytelling through the fine arts, begin to contemplate final projects, small group work on channeling creative for the "non-creative." <b>Reading:</b> Louise Hecht, "The Beginning of Modern Jewish Historiography: Prague: A Center on the Periphery," in <i>Jewish History</i> , Vol. 19, No. 3/4 (2005), pp. 347-373. <b>Assignments/deadlines:</b> Worksheet/Reflection #2 DUE.
<b>Class 4</b> <b>26 Sept.</b>	<b>Topic: Workshop: Stories and Personalities 2: The Ghetto</b> <b>Description:</b> Creative large group project to visualize the main literary, intellectual and religious figures of the Ghetto (until the beginning of the 1700s) as well as reading and discussing some of the stories and legends of Rabbi Low and the Golem. <b>Reading:</b> "Prague Hebrew Literature," and "Golem or Myths and Legends of

	<p>the Prague Ghetto," in <i>Jewish Prague</i> by Ctibor Rybár</p> <p><b>Assignments/deadlines:</b> Worksheet/Reflection #3 DUE.</p>
<p><b>Class 5</b> <b>3 Oct.</b></p>	<p><b>Topic: Context 3: The Ghetto: Living in and Moving out</b></p> <p><b>Description:</b> Lecture on Jewish professions and living conditions from the Golden Age through 1648, including major figures of the time, in-class small group work on blood libel cases and other forms of anti-Jewish tendencies of the time specific to Prague, video and discussion on final project ideas.</p> <p><b>Reading:</b> "After the Battle of White Mountain," in <i>Jewish Prague</i> by Ctibor Rybár</p> <p><i>Recommended Readings:</i> Mark Wischnitzer, "Origins of the Jewish Artisan Class in Bohemia and Moravia, 1500-1648," in <i>Jewish Social Studies, Vol. 16, No. 4</i> (Oct. 1954), pp. 335-350. Jonathan I. Israel, "Central European Jewry during the Thirty Years' War," in <i>Central European History, Vol. 16, No. 1</i> (Mar. 1983), pp. 3-30.</p> <p><b>Assignments/deadlines:</b> Worksheet/Reflection #4 DUE.</p>
<p><b>Class 6</b> <b>10 Oct.</b></p>	<p><b>Topic: Context 4: Emancipation and the End of the Ghetto</b></p> <p><b>Description:</b> Short lectures on the lives and effects of Maria Tereza, Josef II and the flourishing of Jewish industrial endeavors and business as well as the history of emancipation and changing conditions for Prague's Jews. Partner work on primary documents from the time written by Jews and non-Jews detailing their experiences under these two historical figures, small-group introducing relevant keys themes of the age: assimilation, nationalism and Zionism.</p> <p><b>Reading:</b> "The Theresian Expulsion and the Josephian Reforms" and "Assimilation" in <i>Jewish Prague</i> by Ctibor Rybár</p> <p><i>Recommended Readings:</i> F. W. Carter, "The Industrial Development of Prague 1800-1850," in <i>The Slavonic and East European Review, vol. 51, No. 123</i> (Apr. 1973), pp. 243-275. Cathleen M. Giustino, "Persistent Anti-Jewish Hostility and Modern Technologies: The Entanglement of Old and New and the Radicalization of Politics in Prague around 1900," in <i>Historical Reflections /Réflexions Historiques, Vol. 31, No. 3, The Dreyfus Affair in the Twenty-First Century: A Reconsideration</i> (Fall 2005), pp. 351-372.</p> <p><b>Assignments/deadlines:</b> Worksheet/Reflection #5 DUE.</p>
<p><b>Class 7</b> <b>17 Oct.</b></p>	<p><b>Topic: Field Trip - Prague's City Museum</b></p> <p><b>Description:</b> Class will meet and take place at the City Museum. Final Project Proposal Worksheet handed out. DUE 1 NOV.</p> <p><b>Reading:</b> None.</p> <p><b>Assignments/deadlines:</b> Field-trip worksheet DUE AT END OF VISIT.</p>
<p><b>24 Oct.</b></p>	<p><b>Mid-term break: No Class.</b></p>
<p><b>Class 8</b> <b>31 Oct.</b></p>	<p><b>Topic: Context 5: Assimilation and Anti-Semitism</b></p> <p><b>Description:</b> Lecture covers basic history of Jews in Prague through the Inter-War Years. Information covers a more detailed history of Jewish discussions of assimilation, the rise of ritual murder trials and Prague's ghetto clearance. Small group and partner work will focus on Theodor Herzl, primary readings and the rise of Zionism as well as the development of Race Theory and its effects on Jews. Class discussion will cover what it means to be Jewish.</p> <p><b>Reading:</b> "The Turn of the 19th and 20th Centuries" and "The First Republic" in <i>Jewish Prague</i> by Ctibor Rybár</p> <p><i>Recommended Readings:</i></p>

	<p>Hillel J. Kieval, "In the Image of Hus: Refashioning Czech Judaism in Post-Emancipatory Prague," in <i>Modern Judaism</i>, Vol. 5, No. 2, <i>Gershom Scholem Memorial Issue</i> (May, 1985), pp.141-157.</p> <p>Derek Sayer, "The Language of Nationality and the Nationality of Language: Prague 1780-1920," in <i>Past &amp; Present</i>, No. 153 (Nov., 1996), pp. 164-210.</p> <p>Hillel J. Kieval, "Death and the Nation: Ritual Murder as Political Discourse in the Czech Lands," in <i>Jewish History</i>, Vol. 10, No. 1 (Spring, 1996), pp. 75-91.</p> <p><b>Assignments/deadlines:</b> Final Proposal DUE, Worksheet/Reflection #6 DUE, Mandatory Proposal Presentation and Discussion with Professor (will take place in scheduled individual meetings throughout the week - time and date TBD).</p>
<b>Class 9 7 Nov.</b>	<p><b>Topic: Workshop: Stories and Personalities: Industrialists; Zionists; Musicians; Writers; and Artists</b></p> <p><b>Description:</b> Creative large group project to visualize the main literary, intellectual and religious figures of time (both Czech and German speakers), Presentation on the founding, historical background and tips for visiting the Jewish Museum in Prague</p> <p><b>Reading: Required Reading:</b>  "The Jews in Prague German Literature," in <i>Jewish Prague</i> by Ctibor Rybár</p> <p><b>Recommended Readings:</b>  Review: "Prague Hebrew Literature" in <i>Jewish Prague</i> by Ctibor Rybár  Leon Yudkin, "Eruption of Creative Genius in Central Europe," in <i>European Judaism</i>, Vol. 47, No. 1 (Spring 2014), pp. 72-75.  Tatjana Lichtenstein, "Jewish power and powerlessness: Prague Zionists and the Paris Peace Conference," in <i>East European Jewish Affairs</i>, Vol. 44, No. 1 (May 2014), pp. 2-20.</p> <p><b>Assignments/deadlines:</b> Worksheet/Reflection #7 DUE, Proposal resubmissions, edits and/or clarifying remarks (if applicable) DUE by Friday, 11 Nov.</p>
<b>Class 10 14 Nov.</b>	<p><b>Topic: Field Trip to Jewish Museum in Prague</b></p> <p><b>Description:</b> Class will meet and take place at the Jewish Museum.</p> <p><b>Reading: Required Readings:</b>  "The Jewish Museum in Prague" and "The Synagogues of the Jewish Town" in <i>Jewish Prague</i> by Ctibor Rybár</p> <p><b>Recommended Reading:</b>  Magda Veselská, "The Story of the Torah Scrolls from the Collections of the Jewish Museum in Prague after the Second World War," in <i>European Judaism</i>, Vol. 41, No. 1 (Spring 2008), pp. 113-123.</p> <p><b>Assignments/deadlines:</b> Worksheet/Reflection#8 DUE, Field trip worksheet DUE at the end of the field trip.</p>
<b>Class 11 21 Nov.</b>	<p><b>Topic: Context and Story 1: The Shoah and Heda Magolius Kovaly</b></p> <p><b>Description:</b> Lecture will present the basics of the Shoah, including a discussion of terminology and theology about the name of the event, basic facts and figures, an introduction to Terezin as a transit camp/paradisical ghetto and some of the outcomes of the Shoah. Partner work will look at primary English-speaking newspaper clippings of the day to discuss how much the world knew or didn't know about the events as well as one's responsibility on an international and individual level to such types of events. Class discussion will focus on the assigned reading.</p> <p><b>Reading:</b> Helda Magolius Kovaly's <i>Life Under a Cruel Star</i> pages 1-104.</p> <p><b>Assignments/deadlines:</b> Worksheet/Reflection #9 DUE.</p>
<b>Class 12 28 Nov.</b>	<p><b>Topic: Field Trip to Terezin</b></p> <p><b>Description:</b> REQUIRED extended field trip to Terezin (about 4-5 hours).</p> <p><b>Reading: Required Reading:</b></p>

	<p>"The Terezin Ghetto" in <i>Jewish Prague</i> by Ctibor Rybár  Aimé Bonifas, A "Paradisiacal" Ghetto of Theresienstadt: The Impossible Mission of the International Committee of the Red Cross, in <i>Journal of Church and State</i>, vol. 34, Autumn 1992, no. 4, pp. 805-818.  <i>Recommended Readings:</i>  Ruth Bondy, "Women in Theresienstadt and the Family Camp in Birkenau," in <i>Women in the Holocaust</i>, Yale University Press, 1998, pp. 310-326.  <b>Assignments/deadlines:</b> Worksheet due when we arrive back in Prague after the trip. Worksheet/Reflection #10 DUE.</p>
<b>Class 13</b> <b>5 Dec.</b>	<p><b>Topic: Context and Story 2: Communism and Heda Magolius Kovaly</b>  <b>Description:</b> Small group/partner work on what life under communism was like based on English-speaking newspaper sources of the time, class project diving deeper into the book, covering major themes and discussion questions  <b>Reading:</b> <i>Under a Cruel Star: A Life in Prague 1941-1968</i> pages 105-192  <b>Assignments/deadlines:</b> Worksheet/Reflection #11 DUE.</p>
<b>Class 14</b> <b>12 Dec.</b>	<p><b>Topic: Final Projects Presentation during Final Exam Time Slot</b>  <b>Description:</b> Students will present their final projects in class.  <b>Reading:</b> None  <b>Assignments/deadlines:</b> Presentation, Final Project, Written Commentary and Bibliographies DUE.</p>

## 6. Course Requirements and Assessment (with estimated workloads)

Requirements	Workload (average)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
Attendance and Class Participation	42	20%	Preparedness includes reading about the fundamentals of Prague's Jewish history, major events and personalities, themes and the diversity of Jewish life participation, bringing books and PRINTED COPIES of required material (when applicable), active listening during lectures, attentiveness to videos, small group and partner work, practice expressing one's questions, viewpoints and understandings. learn more about important dates, significant events and larger themes. Tie material together over the course of the semester, discussions of the material covered	1, 2 and 3
Weekly Assignments	30 hours	20%	Types: 1. Pre-Class Work 2. Reflection Questions Assignments will demonstrate completion of the assigned reading as well as critical thinking	1, 2 and 3

			and engagement, reflection and/or analysis of the readings in light of in-class activities, lectures, discussions, etc.	
Final Project Proposal	5 hours	5%	Complete questionnaire detailing scope of project, chosen media, basic concepts to be included, plan for completion and if applicable reasons why a it is a small group project rather than an individual project. Meet with Professor to explain project and ask questions. Respond to Professors concerns by date specified.	2 and 3
Final Project	50 hours	30%	Creatively explain course content, must be in the fine arts field and answer the basic question: what is the story of Jews in Prague?	1, 2 and 3
Commentary with Bibliographies	13 hours	15%	Detailed commentary explaining the art piece including content, symbols, reason for creation, why the chosen media, and reflections on the creative process. Complete list of sources.	1
Presentation on Final Project	2 hours prep 5-7 minutes to present	5%	Individual or small group presentations in which the final project is explained as well as motivations for creation. Address classmates' questions about the piece(s).	2
Field Trips	8 hours	10%	Have the opportunity to see where some of these historical events took place as well as explore the material record left behind by the Jews of Central Europe. Gain firsthand experience of the history we are studying outside of the classroom.	1, 2 and 3
<b>TOTAL</b>	<b>150</b>	<b>100%</b>		

\*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

## 7. Detailed Description of the Assignments

### **Weekly Assignments:**

The goal of these assignments is twofold. First, they demonstrate to the professor that the student has read, reflected on and/or critically assessed the course material. In addition,

the weekly assignments are designed specifically to help direct the student towards the creation of a final project. When completed successfully and thoroughly, the student should be well-prepared to write the final project's commentary. The student **must** complete ALL of the assignments. **Failure to do so may result in failure of the class.** Late work will be downgraded 10% for each day late.

**Pre-class work (200-300 words)**

In addition to the above-mentioned general requirements, student will be specifically assessed in the following areas:

1. Textual Analysis and Critical Thinking Skills.
2. Ability to convey understanding through writing.
3. Evidence of reading completion.
4. Quality of response.
5. Use of proper citations.

**Assessment breakdown**

<b>Assessed area</b>	<b>Percentage</b>
Critical Thinking and Textual Analysis	30%
Reading Completion, Comprehension and Understanding	30%
Quality of Response	30%
Proper Citations	10%

**Reflection Questions (~150 words)**

In addition to the above-mentioned general requirements, student will be specifically assessed in the following areas:

1. Critical thinking and evaluation of class content.
2. Assessing new knowledge and incorporating it into previous knowledge.
3. Ability to reflect and give personal opinions on larger themes and their significance.
4. Clarity of writing.

**Assessment breakdown**

<b>Assessed area</b>	<b>Percentage</b>
Critical Thinking and Evaluation	30%
Knowledge Synthesis	20%
Quality of Reflection	30%
Clarity of Writing	20%

**Final Project Proposal**

Students must complete the proposal form distributed in class by the date due. In addition the students will meet with the Professor and present their plan as well as answer any questions or respond to any concerns the Professor may have. The students' proposal process will be assessed on:

1. Ability to convey project goals.
2. Critical thinking regarding application of material to a fine arts medium.
3. Feasibility of project success and plan.



4. Well-reasoned argument for the necessity of group work (if applicable).
5. Presentation skills and clarity of responses.

### **Assessment breakdown**

<b>Assessed area</b>	<b>Percentage</b>
Critical Thinking	25%
Project Goals and Feasibility	25%
Clarity of Execution Plan (and Reasons for Group Work)	25%
Presentation Skills	25%

### ***Final Project***

Students will complete a final project that answers the question: what is the story of Prague’s Jews? This project will be in fine arts field. The following media types are acceptable: painting; film; dance; music; theater; poetry; sculpture; installation pieces; mixed media; etc. It is due during the course’s scheduled final exam period and is in lieu of a traditional exam. There is also detailed rubric for the entire project process at the end of the syllabus.

Students will be assessed on:

1. Critical thinking on the relationship between the content and the chosen medium.
2. How well the project reflects the proposal (with agreed changes).
3. Degree of originality and creativity.
4. Accuracy of information.
5. Effort and percent completed (but not talent).
6. Depth and breathe of understanding portrayed.
7. How well does the project answer the question: what is the story of Prague’s Jews?

### **Assessment breakdown**

<b>Assessed area</b>	<b>Percentage</b>
Critical Thinking	25%
Degree of Originality and Creativity	25%
Accuracy of Information, Depth/Breathe of Content	25%
Effort	15%
Reflection of Proposal	10%

### ***Commentary with Bibliographies***

The student will complete a 750 to 1000-word commentary on their final project, describing the story of Prague’s Jews that they wanted to convey as well as how s/he has conveyed it through the chosen media. It will reflect on the process of creation as well as a thorough explanation of symbols (if applicable). In addition, the student must provide two complete bibliography for both their commentary as well as the final project. Citations may be in whichever format (MLA, APA, Chicago, etc.) the student wishes as long as it follows a format and is consistent. It must be printed out and submitted in class with the project. It must also be uploaded onto NEO before the last class.

The student will be assessed on:

1. Ability to tell the story.

2. Critical thinking relating the chosen media to the content of the course.
3. Accuracy of information.
4. Clarity of writing and explanation of symbols.
5. Proper citations.
6. Proper format and full bibliographies (one for Final Project, one for Commentary).

**Assessment breakdown**

Assessed area	Percentage
Critical Thinking	25%
Story Telling and Accuracy of Information	20%
Clarity of Explanations and Writing	20%
Proper Citations	20%
Full and Correct Bibliographies	15%

***Presentations***

The student will complete a 5 to 7 minute presentation on their final project. The presentation should include a thorough explanation of their project, its significance, its story as well as the motivating factors for the chosen media.

The student will be assessed on:

1. Critical thinking regarding the relationship between the project and course content.
2. Preparation.
3. Presentation Skills and clarity of thoughts and statements.
4. Ability to answer questions from students.
5. Meets time requirement.

**Assessment breakdown**

Assessed area	Percentage
Critical Thinking	30%
Preparation	20%
Presentation Skills and Clarity of Thoughts	30%
Time Requirement	20%

***Field-Trips***

Throughout the semester there will be three class field-trips. We will be going as a class to the Jewish Museum of Prague, Prague’s City Museum, and Terezín. During the field-trip, the students will be required to complete a worksheet.

Students will be assessed on:

- a. Level of active engagement with the exhibits and presented material
- b. Ability to think critically in order to draw connections between course work and site information (as demonstrated on worksheet)
- c. Understanding the context and significance of the site (as demonstrated on worksheet)

**Assessment breakdown**

Assessed area	Percentage
Attendance	Required

Active Engagement	30%
Context and Significance	20%
Critical Thinking	50%

## **8. General Requirements and School Policies**

### ***General requirements***

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules available in the Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

### ***Electronic communication and submission***

The university and instructors shall only use students' university email address for communication. It is strongly recommended that any email communication between students and instructors take place in NEO LMS.

Each e-mail sent to an instructor that is about a new topic (meaning not a reply to an original email) shall have a new and clearly stated subject and shall have the course code in the subject, for example: "COM101-1 Mid-term Exam. Question".

All electronic submissions are carried out through NEO LMS. No substantial pieces of writing (especially take home exams and essays) can be submitted outside of NEO LMS.

### ***Attendance***

Attendance is required.

The student is expected to come to every lecture fully prepared. This includes having read the assigned material and bringing printed copies of it to class. The student must stay engaged (and awake) in lecture, in-class videos and break-outs groups (when applicable). Note-taking is expected; computers will not be allowed. Cell phones and computers should remain turned off and out of sight.

I take class attendance very seriously and so does Anglo-American University. Class is not only an opportunity to learn new things, but also: an opportunity to learn more about yourself and your classmates, an occasion for the professor to provide some clarification and insight, an experience in which you can improve your ability to express your views and the knowledge you have and the chance to learn from your peers, who may have thought about the same information in a slightly different manner than yourself.

Attendance is expected at each and every class and field trip. Given the pace and expectations for this class, the student may have two absences. Each and every absence after the two absences will lower the student's final grade by 5 percentage points.

### ***Absence excuse and make-up options***

The Professor **does not** distinguish between excused and unexcused absences. However, in the case of a familial or medical emergency the following applies: should the student be absent from a class for relevant reasons (illness, serious family matters), s/he needs to submit an Absence Excuse Form supplemented with documents proving the reasons for absence to the Assistant Dean. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if they submit an Absence Excuse Form along with the finalized add/drop form. The form and documents must be submitted within one week of absence.

If possible, it is recommended to inform the instructor about the absence in advance. Students whose absence has been excused by the Dean are entitled to make up exams they missed provided that the nature of the exam allows for a make-up. The students are responsible for contacting their instructor within one week from the date the absence was excused, and for making arrangements with the instructor about make-up options as necessary.

### ***Unexcused absences***

The Professor does not distinguish between excused and unexcused absences.

### ***Late work***

See relevant penalties under the Assignment section.

### ***Electronic devices***

May not be used in class. Phones, computers and all other electronic devices must be turned off and be out of sight for the duration of class. Failure to abide by this policy affects the student's participation grade and may result in being asked to leave class which will result in an absence.

***Eating*** is not allowed during classes.

### ***Cheating and disruptive behavior***

If a student engages in disruptive or other conduct unsuitable for a classroom environment of an institution of learning, the instructor may require the student to withdraw from the room for the duration of the activity or for the day and shall report the behavior to the Dean.

Students engaging in behavior which is suggestive of cheating (e.g. whispering or passing notes) will, at a minimum, be warned. In the case of continued misbehavior the student will be expelled from the exam and the exam will be marked as failed.

### ***Plagiarism and Academic Tutoring Center***

Plagiarism is "the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work." (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin's White Paper 'The Plagiarism Spectrum' (available at <http://go.turnitin.com/paper/plagiarism-spectrum>) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another's work, word-for-word, as one's own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.
3. FIND-REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.
5. RECYCLE: The act of borrowing generously from one's own previous work without citation; To self plagiarize.
6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.

7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.
8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources
9. AGGREGATOR: The "Aggregator" includes proper citation, but the paper contains almost no original work.
10. RE-TWEET: This paper includes proper citation, but relies too closely on the text's original wording and/or structure.

As the minimum policy the types of plagiarism from 1 through 8 results in the failing grade from the assignment and must be reported to the Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, students are encouraged to consult their papers with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: <http://atc.simplybook.me/sheduler/manage/event/1/>.

### ***Students with disabilities***

Students with disabilities are asked to contact their instructor as soon as possible to discuss reasonable accommodation.

## **1. 9. Grading Scale**

Letter Grade	Percentage*	Description
A	95 - 100	Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A-	90 - 94	
B+	87 - 89	Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83 - 86	
B-	80 - 82	
C+	77 - 79	Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work.
C	73 - 76	
C-	70 - 72	
D+	65 - 69	Poor. The student has shown some understanding of the material and subject matter covered during the course. The student's work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60 - 64	
F	0 - 59	Fail. The student has not succeeded in mastering the subject matter covered in the course.

\* Decimals should be rounded to the nearest whole number.

**Prepared by and when:** Dr. Ivy Helman, Ph.D., 22 June 2017

**Approved by and when:** William F. Eddleston, July 2017