

Revision of Class Calendar (distributed on 23 March 2016)

Consult original syllabus for assignment guidelines.

If classes are canceled because of road conditions, blimps knocking out power, bad weather, etc., **I will use BOLT and your school email accounts** to announce any changes that must be made to the syllabus. If in doubt, please do not hesitate to contact me.

Class Calendar	
This Class Calendar is Subject to Change and Assignments Are Subject to Revision	
Except for <i>The Pianist</i>, all reading materials for this class are in BOLT→Content	
Date	Schedule of Readings, Class Meetings, Assignments, and Goals
Mon, 21 Mar	<p>Continue Preview and Discussion: <i>Miracle at Midnight</i></p> <ul style="list-style-type: none"> • I missed class and asked you to watch the film. <p>Finish watching the film, <i>Miracle at Midnight</i>, through BOLT Content (we were about thirty minutes into the film), complete the Ticket Out and bring to class on Wednesday. Answer the following question in addition to the Ticket Out: would you recommend <i>Miracle at Midnight</i> to a family friendly audience? Explain why.</p>
Between classes do the following	<ul style="list-style-type: none"> <input type="checkbox"/> Study the films in preparation for your Dear PTO assignment (<i>Miracle at Midnight</i> and one film from group 1 and one film from group 2). <input type="checkbox"/> Find and read reviews of the films to gain additional insight into their potential merits or weaknesses. <input type="checkbox"/> Find news stories about the production of the family friendly films that will help you contemplate recommendations. <input type="checkbox"/> Review lecture notes about “family friendly films” to refresh your memory about cognitive development and determining age appropriate material, etc. <input type="checkbox"/> Schedule and meet with me about writing Dear PTO
Wed, 23 Mar	<p>Lecture: Heroes and Villains in Holocaust films</p>
Between classes do the following	<ul style="list-style-type: none"> <input type="checkbox"/> Be working on Dear PTO <input type="checkbox"/> Schedule and meet with me about writing Dear PTO
Mon, 28 Mar	<p>Discuss and Participation</p> <ul style="list-style-type: none"> • Writing challenges in writing Dear PTO Questions about the assignment
Between classes do the following	<ul style="list-style-type: none"> <input type="checkbox"/> Be working on Dear PTO <input type="checkbox"/> Schedule and meet with me about writing Dear PTO
Wed, 30 Mar	<p>Lecture: Auschwitz in Historical context</p>
Between classes do the following	<ul style="list-style-type: none"> <input type="checkbox"/> Be working on Dear PTO <input type="checkbox"/> Schedule and meet with me about writing Dear PTO

Mon, 4 Apr	Preview and Discuss: Begin preview of <i>Schindler's List</i>
Between classes do the following	<input type="checkbox"/> Submit Dear PTO to BOLT Dropbox by the beginning of class, Wednesday, 6 April; Bring a Hard Copy to class that I can read and grade blindly <input type="checkbox"/> Finish watching the first half of <i>Schindler's List</i> available in BOLT → Movies on your own time (try to use a large computer screen or TV monitor)
Wed, 6 Apr	Preview: Last 1 ¼ hours of <i>Schindler's List</i>
Between classes do the following	<input type="checkbox"/> Read and Study Mietek Pemper's Account of the "THE List" <input type="checkbox"/> Be working on film review 3.
Mon, 11 Apr	Discussion: <ol style="list-style-type: none"> How does Pemper's account compare to Spielberg's portrayal? How reliable is Pemper's account? Was Schindler a hero? What do the differences reveal about filmmaker's choices?
Between classes do the following	<input type="checkbox"/> Submit Film Review #3 to BOLT Dropbox by the beginning of class on Monday, 11 April; Bring a hard copy to class that I can read and grade blindly.
Wed, 13 Apr	Begin Preview of <i>Out of the Ashes</i> <ol style="list-style-type: none"> Sargent chose to approach the timeline of events through flashbacks. How does that influence your viewing experience? What do you anticipate are major themes or lessons that the filmmaker wants to convey?
Between classes do the following	<input type="checkbox"/> Submit Memos to Directors #3 to BOLT Dropbox by the beginning of class, Monday, 18 April; Bring a hard copy to class that I can read and grade blindly
Mon, 18 Apr	Finish Preview and Discuss <i>Out of the Ashes</i> <ol style="list-style-type: none"> What is Joseph Sargent's goal for making this Showtime film? How does the story that Sargent tells compare to events revealed in the memoir excerpts? What is the filmmaker's challenge in exploring the strange moral universe of Auschwitz? How does Perl come to terms with the tragic choices that confronted her at Auschwitz?
Between classes do the following	<input type="checkbox"/> Read and Study the Following: <input type="checkbox"/> Miklos Nyiszli, <i>Auschwitz: A Doctor's Eyewitness Account</i> (memoir excerpts)
Wed, 20 Apr	Discussion: <ol style="list-style-type: none"> How does Nyiszli remember Auschwitz? How does he explain his survival? What does he note about the Sonderkommando, the uprising, and his role in it? How did his experience and means of recalling compare to Perl? <p>Group Work: Creating Storyboards for what is most essential for a movie inspired by Nyiszli's memoir.</p>

Between classes do the following	<input type="checkbox"/> Read and Study the Following: <input type="checkbox"/> Newspaper Clippings for <i>The Grey Zone</i> after you have completed the memoir excerpts <input type="checkbox"/> Submit Memos to Directors #4 to BOLT Dropbox by the beginning of class, Monday, 25 April; Bring a hard copy to class that I can read and grade blindly
Mon, 25 Apr	Film Preview & Discussion: <i>The Grey Zone</i> 1. How does Tim Blake Nelson's portrayal of Sonderkommando 12 compare to Miklos Nyszli's memoir account? 2. Is it possible to portray or explore the murderous, inhumane events of Auschwitz and be commercially successful?
Between classes do the following	<input type="checkbox"/> Be pondering the Grey Zone and your impressions thus far.
Wed, 27 Apr	Finish Preview and Discussion: <i>The Grey Zone</i> 1. How does Tim Blake Nelson's portrayal of Sonderkommando 12 compare to Miklos Nyszli's memoir account? 2. Is it possible to portray or explore the murderous, inhumane events of Auschwitz and be commercially successful?
Between classes do the following	<input type="checkbox"/> Be studying for the final.
Mon, 2 May	Tentative: Discussion: What is the best Holocaust film that you have "read" this semester? Or this may be an opportunity to take the final exam depending upon a class ballot.
Final Exam Friday, 6 May, 2:45-4:45 PM Alternatively: students can take the final in the other section which is scheduled at 12:30, Tuesday, 3 May in room G31.	In class Final Exam Cumulative (up to 10 points) There may be an "objective" portion to test your recall of content in lectures and film terms, and to test your recall of major historical events referenced in the readings and movies. Essay (20 points) You are in the Holocaust Museum and looking knowingly at Holocaust films, discussing them with a friend. A stranger approaches you and solicits your advice: "Could you recommend which Holocaust films s/he might want to purchase and watch?" You offer the following advice given the films that you have watched (minimally you must discuss all of the films that we watched in class and the two required outside) and given what you know about how well Hollywood portrays the Holocaust.