

Syllabus Details

Your one-stop shop for assignment guidelines, rubrics, and policies!

This Syllabus is Subject to Change.

All deadlines are listed in the Calendar of Learning and Teaching Activities and in BOLT's Daily Calendar Module

European History since 1650 History 126-01	
Spring 2023 Meeting Room: AAB 018 Meeting Times: 12:00-12:50 PM MWF (1200) Syllabus updated on 20 Jan 2023	Dr. Stallbaumer-Beishline Office: AAB 251 Office Phone: 570-389-4979 Email: Lstallba@commonwealthu.edu
Student Drop-in Hours Monday-Thursdays: 1:00-1:45 PM (in-person or Zoom if pre-arranged) Happy to schedule appointments outside these times as well; just contact me.	Email Etiquette: <ul style="list-style-type: none"> • Always include the topic of your email in the memo line. • Never assume that I read my email more than once a day, or that I will respond immediately when you send a message. • The lack of planning on your part does not constitute an emergency on my part.
Zoom Room for Student Drop-in Hours and if we encounter a sudden shift to remote: https://bloomu.zoom.us/j/197602557 Meeting ID: 197 602 557 Dial by your location if you run into any audio-mic problems, computer problems +1 301 715 8592 US (Germantown) +1 312 626 6799 US (Chicago) +1 646 876 9923 US (New York)	

Learning and teaching is a shared responsibility between the professor and the students.

My responsibility as the teacher is to provide expert knowledge and a stimulating environment in which to learn, identify learning goals and create learning and teaching activities to help you achieve them, and to offer timely, useful feedback on your progress as you test your competencies. Your responsibility as the learner is to always be prepared for class, successfully complete reading and writing assignments in a *timely and thoughtful manner*, become engaged with the readings and ideas generated in the classroom, and to learn, that is to create new pathways in your brain that allow you to recall lessons (including content) and apply skills that will serve you well as a citizen.

"It is the one who does the work does the learning."

~Terry Doyle, *Helping Students Learn*, 2008

"When we develop and pose a question it opens space in our brain for the answers to that question."

~Judith Boettcher, Instructional Designer

Learning Goals or Outcomes:	How the goals will be accomplished:
Students will identify and distinguish between important historical developments and movements, events, and actors	→ →

relevant to the regions and periods covered by this course.

Students will practice interpreting the past in historical context. → →

Students will interpret historical evidence (from primary and secondary sources) regarding European History since 1648. → →

Students will analyze different forms of evidence regarding to offer historical interpretations of essential questions and the Big Idea → →

Students will formulate and compose clear and logical arguments that answer significant historical questions regarding topics in European History. → →

To advance convincing historical interpretations orally and in writing that fulfill the standards of the profession.

By engaging in discussions, readings, and writing assignments.

To assess the Big Idea shaping the course: → →
The legacy of European history is ambiguous and serves as a warning against western hubris.

Communication:



All written communication is completed through your BU email address so you must access that account routinely. Any alterations to the course syllabus, meeting times, etc. will be announced as a news item in BOLT and in your university email. Please ask questions if any instruction is ever unclear. I maintain a web site on learning and teaching history: <http://facstaff.bloomu.edu/lstallba>. You will find useful tutorials about how to write history essays, reading tips, etc. In addition, I will have the most updated syllabus and calendar available there in case you are having difficulty accessing it through BOLT.



Required Text



L. M. Stallbaumer-Beishline, ***European History since 1648*** (Workbook) available for purchase at the University Store; it is listed under my last name.

The Workbook provides the Foundational Knowledge Study Guides and course readings that are regularly assigned and discussed in class. We have no textbook so taking lecture notes and attending class are crucial.



To complete the project **Four Lives in Auschwitz**, the introduction is located in the workbook, and your group reading will be distributed through BOLT.

Optional: I am providing chapters from an Open Educational Resource text on the History of Western Civilization by Christopher Brooks. These are short, readable chapters (compared to many pricey texts), that help provide context if you want to know more or feel a bit lost in lecture.

Copyright 2023 Lisa M. Stallbaumer-Beishline as to this syllabus and all lectures. During this course students are prohibited from selling notes to or being paid for taking notes by any person or commercial firm without the express written permission of the professor teaching this course. The syllabus is subject to change.

So, be sure to
look ahead at
assignments



Always read from a hard copy of the materials! Always bring the relevant pages to class.

As you contribute to discussion, you are going to be asked to share page numbers, read passages, etc.

Assessment of Student Learning

“...knowing how to read something results almost automatically from knowing why we are reading, and without some purpose, reading is an aimless activity.”

~ Katherine Gottschalk and Keith Hjortshoj



Deadlines for all assignments, quizzes, are listed in the **Class Calendar and in the Daily Calendar Module in BOLT**. Any changes made to the calendar, will be made in the Daily Calendar Module.

Attendance

You are expected to attend class in-person but you earn no points simply for being present. Consult the policies section for more information about attendance and makeup. Students should have no expectation of being able to remote in to class meetings.

Participation (Tentative: 30 points)

Participation/Engagement (approximately 40 points)

Purpose

- Develop practice advancing claims through dialogue.
- Thinking out loud to increase the potential for remembering content.
- Developing listening and speaking skills that promote career-ready competencies.

Task

- Complete readings in advance of discussion as scheduled in the calendar.
- Evaluate and advance interpretations of documentary evidence (a.k.a. primary sources) and secondary sources (historians' interpretations).
- This will be done mostly in whole class discussions, but sometimes in groups.

Criteria:

- Points earned for each forum are based on level of engagement.
- 2 points: you are expected to contribute routinely (no magic number but I do keep a tally). Engagement is manifest when you draw upon relevant sources; you demonstrate effective listening skills by responding to classmates, yet you do not dominate the discussion. You support interpretations or questions by referencing the assigned work and credible sources. You remain engaged, alert throughout.
- 1.6 points: Minimal but relevant contributions; still informed by the readings.
- 1.2 points: Physically present, alert, but never contributes that day. (this is D-level grade)

Note: if you attend and remain alert, yet never contribute, the most that you can earn is a D-level grade in this category.

Make up: You can make up two missed discussions if these are accomplished in a timely manner of when the discussion occurred. The make up does not include pre-write submission since these are time sensitive. You compose responses, clearly informed by the readings, to the questions posed in the daily calendar. These responses should be numbered and not exceed 2 pages single-spaced.

Stuff Happens: You will drop your three lowest discussion grades (includes absences).

Online Quizzes (5 points per Quiz)

Purpose and Task

The study of history is not merely the memorization of facts, but we do need a factual foundation to help us think critically about course content and analyze primary and secondary sources. The science of learning informs the practice of quizzing. To help move information from working memory into long-term memory, we must practice retrieving that information, which will take the form of quizzes. To make the most of the learning opportunity in quizzes, you should review notes and then self-quiz using the terms, people, events listed in the **FKSG and Timelines** to test your ability to recall. Review and self-test earlier weeks. This learning technique is called spacing and interleaving, the opposite of cramming. Returning periodically to older content improves the potential for learning. If you take the quiz with notes open, I will not know, but then you lower your chances of learning this content, which could undermine your performance on the cumulative portion of the final exam. Learning the content in the quizzes should also improve your ability to complete the WTLs and contribute to discussion.

How?

- To write quiz questions, anything listed under the category of “Be familiar with” and “Need to Know” in Foundational Knowledge Study Guides FKSG are fair game, especially if it appears in lecture or is relevant to our discussion topics.
- Each quiz will be made available for approximately 72 hours and occurs about every other week.
- Quiz Timer: 10 minutes with a 5-minute grace period.
- Time limits are set to discourage students from relying heavily upon their notes and encourage you to retrieve them from your memory.
- Consult the Calendar of Learning and Teaching Activities when the quizzes open and close.
- **NO MAKEUP for missed quizzes.**
- You can drop the lowest quiz score (or non-submission); YET, if you take all six quizzes and earn at least 75% on each quiz, you will earn 3 bonus points.
- Quizzes will include any combination of matching; true/false that requires explanation; multiple choice; ordering events; fill-in-the-blank; and short answers.
- Most quizzes will offer bonus “Throw-Back Questions” that ask you to recall content from earlier quiz topics.

Quiz Topics?

- Quiz 1: FKSG Absolutist Regimes and FKSG Age of Reason
- Quiz 2: FKSG French Revolution and FKSG Industrial Revolutions

- Quiz 3: FKSG Isms of the 19th Century and Imperializers and Imperialized and FKSG Feminism in Context
- Quiz 4: FKSG World War I and Total War, Europe in the 1920s and 1930s & Making a Totalitarian Regime
- Quiz 5: FKSG Origins of World War II and FKSG Origins of the Holocaust
- Quiz 6: FKSG Europe after Catastrophe and the Iraq War

Writing to Learn (WTL) Exercises (5 points each; 40 points total)

Purpose and Task

- Writing through is thinking through, and so these informal writing assignments pose questions and ask you to support them with discussion and analysis of the evidence.
- Some questions require interpretation while others require that you demonstrate comprehension.
- These are informal writing assignments in which you respond to the questions posed and supported with discussion/analysis of the evidence. Questions listed below.
- **Informal means:**
 - Your response to the questions offers interpretations that are supported with evidence from the assigned readings.
 - Do NOT write intros or conclusions; do not get hung up on word choice, segues, or topic sentences though higher scores awarded to the more articulate responses.
- **Know your Audience?** Your responses should be written so that any intelligent person, possessing a limited understanding of the subject matter, could comprehend. In short, do not assume the reader knows the course, its content or the reading assignment. On another level, understand that the primary reader of your WTLs, me, knows what kind of sources you had at your disposal to support your interpretation.
- **To thrive on WTLs:**
 - Read and contemplate the questions in advance.
 - Read and study the assigned material keeping the questions in the back of your mind.
 - Any claim that you make, i.e. your answers to the questions, must be supported to persuade an outsider.
- **How to support your claims for questions on each WTL?**
 - Never assume the audience knows the course or the content
 - Explaining in your words combined with judicious quoting from your evidence indicates to the reader that you know what is important and how to explain it in your own words
 - When you explain, summarize, or describe an example of evidence from the readings use specific language (names, dates, terminology)
 - Corroborate with a second example
 - When questions are capable of multiple interpretations, make the reader aware that you are in some degree inferring
- **Should you cite your sources?**
 - Any idea not your own, and that is not common knowledge (stated by three or more people; routinely found in textbooks or encyclopedias) should be cited so that your work can be retraced.
 - Cite even if you are paraphrasing or summarizing.

- Quotation marks must encase verbatim passages to signal the reader that these are not your words.
- You must authentically paraphrase, not just change every third or fifth word, and declare that you are putting the ideas into your own words.
- If you are struggling to explain the evidence in your own words, it is better to quote and cite than to word patch.
- **Cite** the source and page number parenthetically. ALWAYS make your work re-traceable for the professor. To maintain the informal nature of this assignment, you may use parenthetical citations. However, if you are a history major, please be aware that we usually follow Turabian or Chicago Manual of Style. Place the parentheses outside the punctuation and follow these directions:
 1. If you are citing **Sources** from Workbook? Provide Source Number, Page Number. It would be like this outside the punctuation. (Source 3, p. 6)
 2. If you are citing **Lecture Notes**? Stallbaumer, date of lecture. It would like this outside the punctuation. (Stallbaumer, 25 January 2023)
 3. How to cite **other** sources such as Lynn Hunt's Introduction or the survivor's accounts, The Four Lives of Auschwitz? Provide author name, title, and page number. It would like this outside the punctuation. (Lynn Hunt, The French Revolution, 3)

Blind grading reduces the halo-horn impact, that is prejudging student writing because of class encounters, etc.

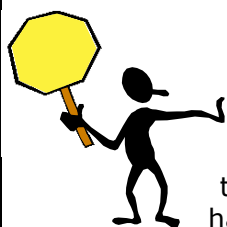


- **Details for Format:**

- Single Spaced, about 1 page in length, not to exceed 2 pages single-spaced.
- Number the questions to organize your responses.
- Font: (Typed, single-spaced, Verdana 10 point font; Calibri 11 point font; or Times New Roman 10 point font.).

- **Details for Submission:**

- Bring a hard copy to class with your name written on the back of the page so that I may grade blindly.
- **If you do not attend class, it is your responsibility to get a hard copy to me by the time that class begins.**
 - Also, upload a copy to BOLT before class begins that day as a word document (ending in .doc or .docx). This is done to reduce the potential for plagiarism and creates a backup if I misplace paper (that has only happened twice in 26 years of teaching 😊). Failure to submit to BOLT in the word document format will lead to your grade being withheld. All students have free access to Microsoft or Office 365, so even Mac/Apple users can submit a paper as a word document.



- **Reading/Grading WTLs**

- Consult the rubric below to learn about expectations.
- You get to drop your lowest Writing-to-Learn Exercises (failing to submit is recorded as a zero). **If you submit all 10 WTLs and earn at least 3.25 points on each, then you will be awarded 3 bonus points at the end of the semester.**
- **No late** assignments accepted; only hard copies are read and graded.
- **Please note:** I do not check BOLT submissions until I am ready to record grades. **So, if you only submit through BOLT, but fail to submit a hard**

copy by the deadline, I consider this as a non-submission and assign a zero.

WTL	Questions
WTL 1	<p>Responses to the questions should not simply be your sentiment but informed by "Doing History," and supporting your opinion with specifics:</p> <ol style="list-style-type: none"> 1. How might the study of history contribute to developing skills that will serve you well in any context throughout your life? 2. Given what you have read about "Doing History," identify one study skill that is your strength, and one that you can work on for this course? 3. How can history be dangerous? 4. In contemplating how historians determine significance, in your opinion, what factors do you believe are essential to determining significance? Respond and illustrate with an example from the past.
WTL 2	<ol style="list-style-type: none"> 1. Explain at least two reasons why Herbert Butterfield believes that the Scientific Revolution occurred. 2. Explain at least two reasons why Steve Shapin rejects the Scientific Revolution. 3. In looking at the criteria for determining significance, in "Doing History", what factors shaped Butterfield's and Shapin's interpretation of the Scientific Revolution? 4. Which historians puts forth a more convincing case and why?
WTL 3	<ol style="list-style-type: none"> 1. Emmanuel Chukwudi Eze, who edited <i>Race and Enlightenment</i>, originally intended the book to be entitled, "Racist Enlightenment." Given the sources that you read and the introduction, which title is more appropriate and why? Provide specific examples from the sources to support your claims. 2. Given the enlightenment views about race and racism, what is the likelihood that Enlightenment philosophers would support the end of slavery or the extension of voting rights to people of color? Explain why. 3. The Scientific Revolution and the Enlightenment are highlighted as essential turning points in European history. In looking at the criteria for determining significance, drawing upon lecture, and the sources, which event, if either, is more significant? Be sure to support your claims and explain why.
WTL 4	<ol style="list-style-type: none"> 1. What are the arguments for and against your group being extended human rights?

	<ul style="list-style-type: none"> <input type="checkbox"/> Write 2 separate paragraphs, one is labeled "For" and the other "Against." <input type="checkbox"/> The first paragraph will summarize the <u>best evidence</u> that you can give FOR, or in support of, the statement. (what is best is a judgment call) <input type="checkbox"/> The second paragraph will summarize the <u>best evidence</u> that you can give AGAINST the statement. (what is best is a judgment call) <input type="checkbox"/> Include convincing evidence; each statement in favor or against should have at least one if not two corroborating examples or evidence. <input type="checkbox"/> Do not just identify the evidence; <u>explain</u> how the evidence you present supports or undermines the statement. <input type="checkbox"/> Show me what you know! Be as detailed as possible, with as much balance between the two sides as the statement permits. <input type="checkbox"/> You are not being asked to take a stand on the issue, just show that you understand the arguments for and against about extending human rights to either Group A (Religious Minorities and Questionable Professions), Group B (Free Blacks and Slaves), Group C (Women). <input type="checkbox"/> Write legibly in complete sentences. <p>2. In considering the positions taken by all participants (Groups A, B, C), what do you learn about the similarities and differences between the proponents and opponents to the expansion of the Declaration of Rights of Man and Citizen?</p>
WTL 5	<ol style="list-style-type: none"> 1. What were the motives of the imperializers? 2. Writing in the 1970s, French sociologist Jacques Ellul rebuked westerner intellectuals who entertained the "silly attitude . . . [of] hating their own world and then illogically exalting all other civilizations." While he admits that western powers did not always live up to their ideals, he argued that they made one contribution to the world. He wrote: "The whole of the modern world, for better or for worse, is following a western model; no one imposed it on others, they have adopted it themselves, and enthusiastically." How would Kumalo and Naoroji respond to this statement (careful, it is more complex than you realize)? 3. In contemplating the eras and events that we have studied thus far and drawing upon what criteria we might use to determine significance, explain which event or era is most significant and why.
WTL 6	<ol style="list-style-type: none"> 1. What do Mary Astell, Mary Wollstonecraft, Harriet Taylor Mill, and Emmeline Pankhurst believe is the cause of women's oppression? Be sure to make note of differences and similarities. 2. What are their solutions to ending oppression? Be careful not to oversimplify or overgeneralize across time. 3. How does the context in which each author lived, and her own experiences shape her perceptions of obstacles and resolutions?
WTL 7	<ol style="list-style-type: none"> 1. Given what you learned from lecture, excerpts from Brian Orend, the Hague Convention, and the documentary evidence presented on the PowerPoint Slides about the July Crisis and just cause for war, analyze to what extent, if any, did each of these countries abide by just cause: <ul style="list-style-type: none"> o Austria-Hungary, o Serbia, o Germany, and o Russia <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: 200px;"> Remember: multiple criteria should be met to label an action as abiding by "just cause" and you should corroborate. </div>

	2. Were some countries more responsible for the outbreak of war than others?
WTL 8	<ol style="list-style-type: none"> 1. Where do we see aspirations for totalitarianism in <u>each</u> source? Explain how your example illustrates totalitarian tendencies. 2. Why would the Nazis prefer to win over all Germans rather than control them? 3. Drawing upon lecture notes and sources, why would the Germans find totalitarianism appealing?
WTL 9	<ol style="list-style-type: none"> 1. Summarize the "wrong war" thesis advanced by the documentary, <i>The Nazis a Warning from History, the Wrong War</i>. 2. What do the documents that we study reveal about Hitler's perceptions of the British and the potential for war against the British? 3. Does the textual evidence support or refute the "wrong war" thesis advanced by the documentary? Support your response by analyzing and comparing the evidence to the documentary film.
WTL 10	<ol style="list-style-type: none"> 1. Some historians believe that the final solution was intended at least from the beginning of the war in Europe, still others would say from the time Hitler developed into an anti-Semite in his youth. Other historians believe that the decision was made in incremental steps as the Nazis "Jewish problem" increased in numbers with the German acquisition of territory between 1939-1942. Which interpretation appears more convincing given the evidence? 2. In thinking about potential decisions-makers in the origins of the decision to exterminate European Jews, how important was Hitler in comparison to other leading Nazis?

WTL Rubric		(updated 8 January 2023)
5 Points	<input type="checkbox"/> Fully answers the questions. <input type="checkbox"/> Student understands text, context, and subtext; evident in word specificity, dates, details. <input type="checkbox"/> Supports response to each question with <u>two pieces</u> of corroborating examples that are best evidence. <input type="checkbox"/> Does not ignore evidence that could undermine response to question. <input type="checkbox"/> Accurately interprets and represents the sources (room for minor errors). <input type="checkbox"/> Qualitatively superior as evident in word choice, use of details, articulation <input type="checkbox"/> Sophisticated, creative, highly plausible response to the question(s). <ul style="list-style-type: none"> • Uses multiples sources, when available to respond to questions. • Uses source introductions or lecture to help determine context or subtext but avoids depending on these to respond. • Notices that some sources might be more reliable or relevant in response (conversely avoids using every single document simply because they are there) • Integrates author or title of quotation into discussion of evidence • Does not just report on text to support interpretation but names sources within WTL <input type="checkbox"/> An outsider, without knowledge of material, would be persuaded. <input type="checkbox"/> Use of details, dates, names shows mastery of context (probably making connections between foundational knowledge study guides and sources) <input type="checkbox"/> Incorporates and explains quotations to help reader visualize and to persuade.	For a passing grade of 3 points or higher: <input type="checkbox"/> Avoids inauthentic paraphrasing or plagiarism. <input type="checkbox"/> Cites ideas not their own <input type="checkbox"/> Cites quotations, paraphrases not their own and not conventional knowledge. <input type="checkbox"/> Places verbatim passages into quotation marks and cites
4 points	<input type="checkbox"/> Same as above but articulation cannot be described as excellent though ideas are clearly expressed.	

	<input type="checkbox"/> Student comprehends text and context; evident in word specificity and use of dates suggests. <input type="checkbox"/> Struggling with subtext. <input type="checkbox"/> Corroborates but an insider would be aware of better evidence. <input type="checkbox"/> Knowledgeable comprehension of sources, but not corroborating with the best evidence (from an insider's perspective) and suggesting a struggle. <input type="checkbox"/> Does not ignore contrary evidence but treats all evidence as equally reliable and relevant (this criteria does not always apply). <input type="checkbox"/> May misrepresent or misinterpret sources in isolated places that suggest a bit of struggle. <input type="checkbox"/> An outside reader would be persuaded but might have a question or two. <input type="checkbox"/> Might incorporate quotations to help reader visualize but not with regularity or best evidence.	
3.5 points	<input type="checkbox"/> An outside reader might struggle because in isolated places details are lacking or evidence not wholly convincing or fully developed (an insider can tease out meaning). <input type="checkbox"/> Answers all the questions but might ignore <input type="checkbox"/> contrary evidence or <input type="checkbox"/> obvious evidence or <input type="checkbox"/> not fully explain what the evidence proves. <input type="checkbox"/> Comprehends text but may struggle with context and/or subtext. <input type="checkbox"/> Misrepresents or misinterprets sources that suggest isolated struggles. <input type="checkbox"/> Periodically lacking specificity in word choice, terminology, not anchoring with dates (perhaps a sign they are winging it without reviewing lecture notes or introductions?) <input type="checkbox"/> Does not consistently identify or distinguish sources by naming authors or identifying source. <input type="checkbox"/> Responds in an informative manner, but minimally supports or corroborates. <input type="checkbox"/> Responds to questions but not evenly suggesting that student has not fully mastered the content. <input type="checkbox"/> Overgeneralizes or oversimplifies from the sources. <input type="checkbox"/> Some claims might need clarification/elaboration; reader has questions. <input type="checkbox"/> Word choice is competent but too vague for an outsider to comprehend.	
3.0 points or lower (not all may apply)	<input type="checkbox"/> Identifies, describes, summarizes evidence but does not explain how it supports response to question. <input type="checkbox"/> Offers answers to the questions but does not support with evidence giving the appearance of empty claims. <input type="checkbox"/> Misrepresents or misinterprets suggesting major struggles, difficulties in student's reading comprehension. <input type="checkbox"/> Even an insider with knowledge is struggling to comprehend; an outsider is lost. <input type="checkbox"/> Does not respond to the question(s) posed. <input type="checkbox"/> Lacking specificity in word choice, terminology, not anchoring with dates (clearly not consulting lecture notes or introductions). <input type="checkbox"/> Response does not appear informed by the readings. <input type="checkbox"/> Struggling with text, context, and subtext. <input type="checkbox"/> Regurgitating ideas brought up in class, not informed by the readings. <input type="checkbox"/> Response is informed by introductions or lectures, and not a reading of the assigned sources. <input type="checkbox"/> Stringing together quotations. <input type="checkbox"/> Incoherent. <input type="checkbox"/> Fails to use assigned sources.	<p>Fails to</p> <input type="checkbox"/> Cite ideas not their own. <input type="checkbox"/> Cite quotations, paraphrases not their own and not conventional knowledge. <input type="checkbox"/> Place verbatim passages into quotation marks. <p>Engages in</p> <input type="checkbox"/> inauthentic paraphrasing <input type="checkbox"/> or plagiarism.

One Life in Auschwitz: Museum Exhibit (10 points)

You are an intern at the United States Holocaust Memorial Museum, and you have been assigned to a forthcoming exhibition: "The Lives of Auschwitz." You and several other interns have each been assigned a memoir written by an Auschwitz inmate. You have been told to identify and summarize at least three experiences, events, or themes that epitomize that memoirist's time in Auschwitz, that can teach audiences about the inner workings of this

concentration camp and killing center, or that provide lessons about human nature. Each of the three experiences, themes, or events that you believed should be highlighted, must be accompanied with one quotation that can be incorporated into the exhibit. (Be sure to cite page numbers.) What you write must be comprehensible to an audience that has no familiarity with the memoir, but it does not have to be polished prose. Remember we are at an informal stage here in the project. Don't worry about biographical sketches; the Director of Interns and the project director will take on this task. The Intern Director depends upon your ability to focus on the essentials and not necessarily the first event that you encounter.

NO LATE WORK ACCEPTED because our in-class discussion depends upon you sharing this content to your classmates who have not read the material. You all will need this information for all four lives to prepare for the final exam.

Submission Details:

- Bring a hard copy to class with your name written on the back of the page so that I may grade blindly.
- Also, upload a copy to BOLT before class begins that day as a word document (ending in .doc or .docx). Failure to submit to BOLT in the word document will lead to your grade being withheld. All students have access to Office 365 or Microsoft, so everyone including Mac/Apple users will be able to submit a word document.
- Single Spaced
- Font: (Typed, single-spaced, Verdana 10 point font; Calibri 11 point font; or Times New Roman 10 point font.).

The project director has provided a partial example from the memoir by Primo Levi, *Survival in Auschwitz*. Note that she records page numbers in parenthesis. In this example, I have identified a single theme and supported it with examples. I would still need to write about either two more themes, experiences, or events to give the director enough material with which to work.

SAMPLE

Theme 1: How did inmates make it from day to day? This a theme that Primo Levi discusses in several parts of his memoir. For example, upon arriving at the camp and suffering humiliation, he does not believe this proved he had a "will to survive," just that he was not capable of realizing what complete unhappiness was because it is not in our nature, so he could not comprehend that he should just stop living right there and then. (17) Levi expresses himself more clearly when he writes about a "good day" thankful that wintery conditions have passed though they are still hungry. Levi calls this the "law of perspective." (73) He illustrates this more clearly in a later chapter when he describes being cold and wet in November 1944, but relieved because it was not windy so that his clothes would not turn to ice. He writes, "Strange, how in some way one always has the impression of being fortunate, how some chance happening, perhaps infinitesimal, stops us crossing the threshold of despair and allows us to live." (131) Is this hope? [Note: I quoted the source because I struggled with how to phrase it in my own words.]

Potential Quotation for Exhibit

"For human nature is such that grief and pain – even simultaneously suffered do not add up as a whole in our consciousness, but hide, the lesser behind the great, according to a definite law of perspective. It is providential and is our means of surviving in the camp. And this is the reason why so often in free life one hears it said that man is never content. In fact it is not a question of a human incapacity for a state of absolute happiness, but of an ever-insufficient knowledge of the complex nature of the state of unhappiness; ... if the most immediate cause of stress comes to an end, you are grievously amazed to see that another one lies behind; and in reality a whole series of others." (73)

Rubric for Four Lives in Auschwitz Museum Exhibit (updated 8 January 2023)	
9-10 points	<input type="checkbox"/> Does not get lost or overwhelmed by the traumatic details. <input type="checkbox"/> Reveals understanding of text, context, and subtext. <input type="checkbox"/> Choices will shed light on the inner workings of Auschwitz and/or <input type="checkbox"/> Choices will shed light on lessons about human nature. <input type="checkbox"/> Able to recognize at least one major theme. <input type="checkbox"/> Choices reflect a deep reading of the memoir. <input type="checkbox"/> Articulate word choice, just the right amount of detail, and clearly written. <input type="checkbox"/> An insider will find your quotations represent best evidence. <input type="checkbox"/> The Intern Director will have no questions on what you identified as essential. <input type="checkbox"/> No evidence of plagiarism or inauthentic paraphrasing. <input type="checkbox"/> Follows assignment guidelines.
8 point range	<input type="checkbox"/> Still not getting overwhelmed by the traumatic details but you may struggle a bit with relating to inner workings of Auschwitz or human nature. <input type="checkbox"/> Choices reflect an ability to recognize what is important to the memoirist but may not be made wholly relevant to a visitor to the museum. <input type="checkbox"/> Word choice and amount of detail suggests a comprehension of text, but struggling with context or subtext. <input type="checkbox"/> An insider might question if your quotations (or at least all three) are the best evidence or most representative. <input type="checkbox"/> The Intern Director will have a question or two on what you identified as essential but likes what you bring to the table. <input type="checkbox"/> No evidence of plagiarism or inauthentic paraphrasing <input type="checkbox"/> Follows assignment guidelines
7 point range	<input type="checkbox"/> You are getting lost in the details of the traumatic events, but you are knowledgeable about the text. <input type="checkbox"/> Word choice, articulation, details mentioned suggest you may need to consult with others to clarify what is happening, but still you have read the material (e.g. misuse of terms). <input type="checkbox"/> An insider will definitely question if the quotations that you want to highlight are the best choices. <input type="checkbox"/> The Intern Director will have questions and suggest you work with a fellow intern in more depth. <input type="checkbox"/> No evidence of plagiarism or inauthentic paraphrasing. <input type="checkbox"/> Follows assignment guidelines.
6 point range	<input type="checkbox"/> Fulfills minimally the assignment and does not plagiarize or inauthentically paraphrase. <input type="checkbox"/> Intern director will question if you completed the readings or if you contemplated the readings.

Cumulative Final Exam (Tentative: 40 points)

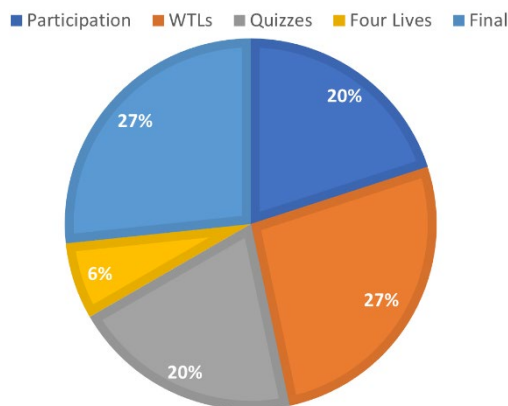
Cumulative finals may seem like torture. Yet, they have the potential to contribute to learning. They create an opportunity to pull many ideas together into a more coherent whole. So,

your final will have three parts: Essay, an objective portion, and paragraph-length responses to questions that are posed near the end of the semester.

- **Essay:** The legacy of European history is ambiguous and serves as a warning against western hubris. Out of the events that we studied, which three are most significant and why? (worth 10 points)
- Objective portion that could be a combination of ordering events, multiple choice, matching, short answer, fill-in-the-blank about foundational knowledge generated from studying documents, knowing their context, and listening to lectures. (between 15-20 Points)
- Paragraph length response to questions from between 5-10 points):
 - Four Lives in Auschwitz (content shared from the Jigsaw activity)
 - European Identify and the Iraq War

I am pondering the option of a crib sheet in which you make notes about significant events.

GRADE DISTRIBUTION



Grading Scale

Grades are earned and not based on "effort"; the letter grade communicates a level of competency:
 excellent (A range);
 above average (B range);
 average (C range);
 below average (D range);
 and unacceptable (F range). Total points are determined at the end of the semester (the points will approximately add up to 150). A letter grade will be based on the percentage of total points earned. I try to update your grades regularly in BOLT.

A Range

A 94-100%
 A- 90-93%

B Range

B+ 87-89%
 B 84-86%
 B- 80-83%

C Range

C+ 77-79%
 C 74-76%
 C- 70-73%

D Range

D+ 67-69%
 D 60-66%

F Range

F 0-59%

Need help with writing? YouTube Videos on a variety of topics.

Keeping it lively

[Writing a Thesis](#)
(4:43)

[Writing Lively Sentences](#) (5:08)

All about Paragraphs

[Writing Paragraphs: A Definition](#) (1:59)

[Writing Paragraphs: Unity and Coherency](#) (1:49)

[Writing Paragraphs: Seques](#) (1:26)

[Writing Paragraphs: Proving Claims](#) (1:49)

Citing & Quoting

[Citing Sources](#)
(2:45)

[Quotations: When and How](#) (4:31)

[Quotations: Framing](#) (1:44)

History Writing Conventions

[Epistemology and Writing Conventions](#) (1:27)

[Writing Conventions: Avoid First Person](#) (1:56)

[Writing Conventions: Personal Pronouns](#) (0:40)

[Writing Conventions: Past Tense](#) (1:26)

[Writing Paragraph:
Concluding a Paragraph](#)
(0:37)

[Writing Paragraphs:
Proofreading](#) (1:18)

[Writing Paragraph:
Diagnosing Problems](#)
(3:23)

[Writing Conventions: Avoid
Vernacular](#) (2:36)

[Writing Conventions:
Sweeping Generalizations](#)
(0:49)

[Writing Conventions: Global
Statements](#) (1:15)



Policies

Technology Requirements & Policies

- The most reliable internet browsers are Google Chrome and Mozilla Firefox. If you struggle accessing material through one browser, try a different one.
- Be sure you routinely update internet browsers and other apps.
- High-speed internet (no dial up). Be aware that wireless connections can be slower.
- You know how and are able to access all course materials from BOLT.
- **Use Microsoft Word** to upload all written work to BOLT or to me (i.e. file extension is a .doc or .docx).
- Every student has access to **Office 365 or Microsoft** through the University – Even Mac users!



Mobile Technology Policy

Put your cell phone in silent mode upon beginning class and squirrel it away somewhere so you won't be tempted to check your phone. Leaving class to answer your phone or text a message is an inappropriate use of class time.

If you bring a laptop, please have a G-rated screen saver.

If you have either a laptop or tablet, or other mobile device, close all apps and alerts, so you will not be tempted to multi-task. Distractions are not conducive to learning.

Consequences? You may be asked to leave the class if you are found to be violating the above policies. You will be asked not to bring your laptop to class or to leave if you are making inappropriate use of your laptop or mobile device.

COVID 19 and the Safety of All:

We have largely returned to "normal," and most people now do not wear masks. I am urging students to exercise caution. At the least, if you have symptoms that might be COVID, yet you have tested negative, wear a mask while in class, cover your coughs and sneezes with your elbow, and sanitize your hands frequently. In general, if you are not well, especially if you are running a fever, no matter the reason, it's best to take a sick day and follow course make-up policies. Just email in advance to let me know. I am not asking for documentation.

More generally, follow university policy with respect to masks and hygiene. I urge everyone to get vaccinated not just for COVID but also the Flu.

You are expected to be familiar with the following university policies:

Copyright 2023 Lisa M. Stallbaumer-Beishline as to this syllabus and all lectures. During this course students are prohibited from selling notes to or being paid for taking notes by any person or commercial firm without the express written permission of the professor teaching this course. The syllabus is subject to change.

Academic Integrity

Academic dishonesty includes cheating, plagiarism, fabrication, misrepresenting circumstances, impersonation, obtaining an unfair advantage, aiding and abetting of academic dishonesty, falsification of records and official documents, and unauthorized access to computerized academic or administrative records or systems. For detailed definitions of these examples of academic dishonesty, consult Bloomsburg University's: <https://www.bloomu.edu/prp-3512-academic-integrity-policy>

Student Code of Conduct

<https://www.bloomu.edu/documents/student-code-conduct>

Student Disruptive Behavior Policy

<https://www.bloomu.edu/prp-3881-student-disruptive-behavior-policy>

University Attendance Policy

<https://www.bloomu.edu/prp-3506-class-attendance-policy>

Dr. Stallbaumer's Attendance and Assignment Deadlines' Policies

- ✘ Regular in-person classroom attendance is expected.
- ✘ An absence is excused if you have a varsity sports event, religious holy days, military and military reserve activity, illness.
- ✘ An absence is excused if you suspect that you may have COVID, or if you suspect having been exposed to COVID and must quarantine.
- ✘ I will not be asking for documentation for excused absences. It creates a burden for students to get the documentation, and because I hope that every student will behave honorably. **Falsely representing** your absence is a violation of academic integrity.
- ✘ There is no makeup for unexcused absences; examples include but not limited to court dates, sleeping-in, studying for other classes, leaving campus early or arriving late because of ride-sharing, family vacations, etc. In short, activities within your control that prompt you to choose to skip class.
- ✘ It is the **student's responsibility** to contact the professor to make up work promptly. **Do not wait until the next class meeting.**
- ✘ **Deadlines for written work.** You are required to turn in your assignments on time, unless you have an excused absence as defined in the policies above. Late work will only be accepted within 24 hours of the deadline. **You will only receive half credit of the grade that you would have earned for any late work.**
- ✘ You should always keep an electronic "mail trail" that indicates you have submitted your assignments to the BOLT Coursework → Assignment Submission Folder.
- ✘ You should always have backup copies of your files, so you do not lose your work.

In case of a pivot to Remote:

- ✘ Class meetings will be moved to online synchronous sessions during our scheduled time. If a lecture was scheduled, you will be asked to watch recordings and be prepared to discuss during the synchronous session. If a discussion was scheduled, this will simply be moved to Zoom.

- ✘ Content will be laid out in BOLT modules in easy-to-follow steps and mirror the course calendar. Any revisions will be updated through the Daily Calendar module content and announced through “Announcements” and Email.
- ✘ Assignments will be submitted through BOLT only.
- ✘ Students will need to make sure that they can meet the technology needs of remote instruction.
- ✘ Andrus Library will still be open, and services will be adapted to the circumstances.
- ✘ As some of us know from experience, a pivot can be disruptive to our lives. Knowing this, I need students to share with me any struggles that they face in completing their course work. Your struggles might be technical (no computer, weak internet), emotional, or financial. You might face food insecurity or be de-housed. Please know that in many of these situations, the university can provide support.

[Food Assistance](#), [Counseling and Human Development](#), [Husky Success](#), which allows you to request help, are just three of the major ways the university can help students who struggle, pandemic or no pandemic.

Need Help with Study Skills and Writing?



BU's Writing and Literacy Engagement Studio (WALES) Support for Writing and Reading

The Writing and Literacy Engagement Studio (WALES), supports students on all three campuses in their growth as writers and readers. We enjoy easing the writing process for all students from any background working in any major. We also enjoy helping students develop strategies for reading and making sense of texts and course material. Students set the agenda for each appointment—whether they're concerned about their reading material, about getting started on a writing project, about improving clarity, grammar, organization, or citations, or about any other aspect of reading, writing, or the English language. Our diverse group of WALES Consultants represent a variety of majors and share the common goal of working with students to develop skills and strategies that help them grow as readers and writers.

WALES will be open in BAKELESS 206 and also available online via ZOOM.

To make a WALES appointment, either come to BCH 206 or use your Huskies email to contact wales@bloomu.edu. You might also be able to just drop in to BCH 206 and work with the first available consultant, often immediately.

Please see the WALES website <https://www.bloomu.edu/offices-directory/writing-and-literacy-engagement-studio-wales>

Hours

WALES Consultants can work in person or via Zoom during most of our hours, but night and weekend hours are available only via Zoom.

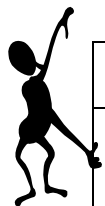
Saturdays and Sundays (Zoom only) 7:00 pm to 11:00 pm

Mondays - Thursdays (in person or via Zoom) 10:00 am to 9:00 pm
(Zoom only) from 9:00 pm to 11:00 pm

Fridays (In person or via Zoom) 10:00 am to 3:30 pm

University Learning Center (formerly Tutorial Services):

If you feel you need extra help to improve your academic performance in this or any of your courses, please consider reaching out to the University Learning Center. The Learning Center offers peer tutoring, supplemental learning, and academic coaching at no



charge to Bloomsburg University students. The ULC office is located in Warren Student Services Center, Room 119.

University Disability Services

- Any students eligible for classroom accommodations are invited to meet with me to discuss their concerns and to present their disclosure forms from the University Disability Services.
- Our university provides reasonable accommodations to students who have documented disabilities. If you have a documented disability that requires academic accommodations and are not registered with the University Disability Services, please contact this office in the Warren Student Services Center as soon as possible to establish your eligibility.