

## Cover Sheet: Request 12244

HBT3XXX

### Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Dror Abend dabend@ufl.edu
Created	1/22/2018 11:33:15 AM
Updated	3/17/2018 5:00:44 PM
Description of request	Explores trauma, genocide, and, specifically, the Jewish Holocaust through the lens of children's literature, using historical and literary approaches.

### Actions

Step	Status	Group	User	Comment	Updated
Department	Commented	CLAS - Languages, Literatures and Cultures 011686001	Dror Abend	I am adding this comment only to make sure that the request is visible (after some technical difficulties in the past).	1/22/2018
No document changes					
Department	Commented	CLAS - Languages, Literatures and Cultures 011686001	Youssef Haddad	<p>Dror - The course looks good. Just to make sure it goes through without any trouble, it needs four adjustments. The first one is very important. The rest are rather silly, but if I were you I would fix them, just in case.</p> <p>(1) Please upload rubric that will be used for Class Participation.</p> <p>(2) Please remove the colon (: ) at the beginning of the course description.</p> <p>(3) Under Rationale and Placement in Curriculum, please add 'for' to the second point to read: "It provides the skills for reading ..."</p> <p>(4) Under Course Objectives: "readership in mind" is on its own line. Please make sure it is aligned with the previous bullet.</p> <p>Once you take care of these,, I can go ahead and ask the rest of the curriculum committee for input. If the LLC committee has no comments or objections, I can then go ahead and forward it to CLAS CC.</p>	1/22/2018
No document changes					

Step	Status	Group	User	Comment	Updated
Department	Commented	CLAS - Languages, Literatures and Cultures 011686001	Dror Abend	Dear Youssef,,  I don't understand what the rubric is,; why I would need it; or where to place it. I also looked at the other proposals and saw nothing that resembles it. I don't mind cutting and pasting the file that you sent to me, but I don't even know where to paste it or what this is about. Can you explain?	1/22/2018
No document changes					
Department	Commented	CLAS - Languages, Literatures and Cultures 011686001	Dror Abend	I made the requested changes. Best. Dror.	1/22/2018
Class Participation Rubric.pdf					
Department	Approved	CLAS - Languages, Literatures and Cultures 011686001	Youssef Haddad		1/30/2018
No document changes					
College	Conditionally Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	This course is conditionally approved, with the following change requested: 1) insert a grading scale	2/23/2018
No document changes					
Department	Commented	CLAS - Languages, Literatures and Cultures 011686001	Dror Abend	Grading scale inserted.	2/24/2018
No document changes					
Department	Commented	CLAS - Languages, Literatures and Cultures 011686001	Dror Abend	The requested change was implemented on February 24. I hope that the course can be sent back to the college.	3/7/2018
No document changes					
Department	Approved	CLAS - Languages, Literatures and Cultures 011686001	Youssef Haddad		3/8/2018
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		3/17/2018
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			3/17/2018
No document changes					

Step	Status	Group	User	Comment	Updated
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

## Course|New for request 12244

### Info

**Request:** HBT3XXX

**Description of request:** Explores trauma, genocide, and, specifically, the Jewish Holocaust through the lens of children's literature, using historical and literary approaches.

**Submitter:** Dror Abend dabend@ufl.edu

**Created:** 2/24/2018 9:18:23 AM

**Form version:** 3

### Responses

**Recommended Prefix** HBT

**Course Level** 3

**Number** XXX

**Category of Instruction** Intermediate

**Lab Code** None

**Course Title** Harry Potter and the Holocaust

**Transcript Title** POTTER AND HOLOCAUST

**Degree Type** Baccalaureate

**Delivery Method(s)** On-Campus

**Co-Listing** No

**Co-Listing Explanation** N/A

**Effective Term** Earliest Available

**Effective Year** Earliest Available

**Rotating Topic?** No

**Repeatable Credit?** No

**Amount of Credit** 3

**S/U Only?** No

**Contact Type** Regularly Scheduled

**Weekly Contact Hours** 3

**Course Description** Explores trauma, genocide, and, specifically, the Jewish Holocaust through the lens of children's literature, using historical and literary approaches

**Prerequisites** LIT2000 or IUF1000

**Co-requisites** None

**Rationale and Placement in Curriculum** This course is designed to advance students' knowledge of Adolescent Dystopic Literature, The Holocaust, and the effect of the Holocaust on Post-War Culture. It provides the skills for reading critically and making the connection between history, literature and culture.

It will be added to the repertoire of courses that students majoring in FLL-Hebrew, minoring in Hebrew Studies, or taking a Holocaust Certificate may take

**Course Objectives** By the conclusion of the course, it is expected that students will:

- Identify primary texts and texts that either represent children and historical violence or represent violence with a young readership in mind.
- Apply in their research papers a body of critical texts on Harry Potter and the broader question of violence in children's literature
- Analyze critically the stakes of unorthodox literary and cinematic approaches to the events of the Holocaust.

**Course Textbook(s) and/or Other Assigned Reading** Barthes, Roland (1977). Rhetoric of the Image. In Image, Music, Text. Stephen

Heath, Ed. and Trans. New York: Hill and Wang. 32-51.

Cherland, Meredith (Dec 2008), "Harry's Girls: Harry Potter and the Discourse of Gender," Journal of Adolescent and Adult Literacy, Vol. 52 Issue 4.

Columbus, Chris (dir.). (2001). Harry Potter and the Sorcerer's Stone [motion picture]. Warner Bros.

——— (dir.). (2002). Harry Potter and the Chamber of Secrets [motion picture]. 1492

Pictures.

Curthoys, Ann (April 2011). "Harry Potter and Historical Consciousness: Reflections on History and Fiction", *History Australia*, vol. 8, no. 1, April 2011, pp. 7-22.

——— (September 28, 2007). "Harry Potter and the Holocaust: Reflections on History and Fiction," 6th Annual Lecture presented by the ANU Archives Program and the Friends of the Noel Butlin Archives Centre at the Australian National University. Available at:

[http://www.anu.edu.au/discoveranu/content/podcasts/harry\\_potter\\_holocaust/](http://www.anu.edu.au/discoveranu/content/podcasts/harry_potter_holocaust/)

Dickinson, Renée (Jul/Aug 2006). "Harry Potter Pedagogy," *Clearing House*, Vol. 79 No. 6.

Edgar, Andrew and Peter Sedgwick, Eds. (2002). *Cultural Theory: The Key Concepts*. New York: Routledge.

Fenollosa, Ernest (1918). *The Chinese Written Character as a Medium for Poetry*, Ed.. Ezra Pound. San Francisco: City Lights Books.

Frank, Anne (2010). *The Diary of a Young Girl*. New York: Everyman's Library.

Glanzer, Perry L. (March 2008). "Harry Potter's Provocative Moral World: Is There a Place for Good and Evil in Moral Education?" *Phi Delta Kappan*, Vol. 89 Issue 7.

Goldstein, J. L. (1995). "Realism without a Human Face." In Cohen and Prendergast, Eds. *Spectacles of Realism: Body, Gender, Genre*. Minneapolis: University of Minnesota Press. 66-89.

Golding, William (2011). *Lord of the Flies*. New York: Perigee Trade.

Jackson, Shirley (2007). *The Lottery*. Logan, IA: Perfection Learning.

Jordan, Sarah D. (Sept. 2004). "Educating Without Overwhelming: Authorial Strategies in Children's Holocaust Literature." *Children's Literature in Education*, Vol. 35, No. 3. 199-219.

Kidd, Dustin (Feb 2007). "Harry Potter and the Functions of Popular Culture," *Journal of Popular Culture*, Vol. 40 Issue 1.

Nel, Philip (April, 2008). "The Fall and Rise of Children's Literature." *American Art*. vol. 22, no. 1. 23-8.

Newell, Mike (dir.). (2005). *Harry Potter and the Goblet of Fire* [motion picture]. Warner Bros.

Orwell, George (2003). *Animal Farm*. New York: Plume.

Ramos, Ana Margarida and Rui Ramos (2011). "Ecoliteracy through Imagery: A Close Reading of Two Wordless Picture Books." *Children's Literature in Education*. Vol. 42. 325-339.

Rowling, J. K. (2010). *Harry Potter and the Goblet of Fire* [Paperback]. London: Bloomsbury.

———. (2011). *Harry Potter and the Deathly Hallows* [Paperback]. London: Bloomsbury.

Sontag, Susan (1979). *On Photography*. New York: Penguin.

———. (2003). *Regarding the Pain of Others*. New York: Farrar, Straus and Giroux.

Spiegelman, Art (1993). *Maus: A Survivor's Tale*. New York: Pantheon.

Strasser, Todd (1981). *The Wave*. New York: Laurel Leaf.

Teller, Jud. (1987). "Three Jewish Boys Write to an Ancient Chinese Poet." In *The Penguin Book Modern Yiddish Verse*. Irving Howe et. al., Eds. Scranton: Viking. 655-658.

Wiesel, Elie (2006). *Night*. New York: Hill and Wang.

Yates, David (dir.). (2010). *Harry Potter and the Deathly Hallows: Part 1*. [motion picture]. Warner Bros.

——— (dir.). (2011). *Harry Potter and the Deathly Hallows: Part 2*. [motion picture]. Warner Bros.

**Weekly Schedule of Topics** Week 1: Definitions: Image, Symbol, Fetish, Romanticism, Modernism ("Imagism"), Cultural Studies

Reading Materials: Edgar ; Sedgwick, *Cultural Theory* (selections); Fenollosa, *The Chinese Written Character* (selections); Teller, "Three Jewish Boys Write to an Ancient Chinese Poet."

Week 2: Visual Imagery, Photography, and Collective Memory

Reading Materials: Barthes, "Rhetoric of the Image"; Sontag, *On Photography* (selections); Sontag, *Regarding the Pain of Others* (selections)

Week 3: Imagery in Children's Literature

Reading Materials: Nel, "The Fall and Rise of Children's Literature"; Ramos, "Ecoliteracy through Imagery: A Close Reading of Two Wordless Picture Books"; Kidd, "Harry Potter and the

Functions of Popular Culture”

Week 4: The Goblet of Fire I

Reading Materials: Rowling: The Goblet of Fire – episodes 1-12

Week 5: The Goblet of Fire II

Reading Materials: Rowling: The Goblet of Fire – episodes 13-25

Week 6: The Goblet of Fire III

Reading Materials: Rowling: The Goblet of Fire – episodes 26-37

Week 7: Harry Potter Scholarship: Gender, Education, Politics, and the Holocaust I

Reading Materials: Cherland, “Harry’s Girls: Harry Potter and the Discourse of Gender”; Dickinson, “Harry Potter Pedagogy”; Glanzer, “Harry Potter’s Provocative Moral World: Is There a Place for Good and Evil in Moral Education?”

Week 8 : Harry Potter Scholarship: Gender, Education, Politics and the Holocaust II

Reading Materials: Curthoys, “Harry Potter and the Holocaust” (audio file); Curthoys: “Harry Potter and Historical Consciousness”; Deets, “Wizarding in the Classroom: Teaching Harry Potter and Politics”; Barratt: Politics of Harry Potter, 27-59 (chapter 3) @ <http://lib.myilibrary.com/Open.aspx?id=418004>.

Week 9: Children’s Literature and the Holocaust

Reading Materials: Jordan, “Educating Without Overwhelming: Authorial Strategies in Children’s Holocaust Literature”; Goldstein, “Realism without a Human Face”; Wiesel: Night (selections); Frank: The Diary of a Young Girl (selections); Spiegelman, Maus (selections)

Week 10 : Children’s Literature and the Holocaust – inadvertent treatment

Reading Materials: Strasser, The Wave (selections); Golding, Lord of the Flies (selections); Orwell, Animal Farm (selections); Jackson, The Lottery (selections)

Week 11: The Deathly Hallows I

Reading Materials: Rowling: The Deathly Hallows – episodes 1-12

Week 12: The Deathly Hallows II

Reading Materials: Rowling: The Deathly Hallows – episodes 13-25

Week 13: The Deathly Hallows III

Reading Materials: Rowling: The Deathly Hallows – episodes 26-36 (plus epilogue)

14 : Harry Potter and the Holocaust on Film

Reading Materials: Columbus: The Sorcerer’s Stone; The Chamber of Secrets (films);

Newell: The Goblet of Fire (film); Yates, The Deathly Hallows 1 ; 2 (film).

Week 15: Student response and discussion

Week 16: Conclusion

**Links and Policies** Attendance and make-ups

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu> . Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at

<https://evaluations.ufl.edu/results/>

Class Demeanor

Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conducthonor-code/> ) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Accommodations

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then

provide this documentation to the Instructor when requesting accommodation. For more information see <http://www.dso.ufl.edu/drc>.

#### Resources Available for Students

#### HEALTH AND WELLNESS

U Matter, We Care: [umatter@ufl.edu](mailto:umatter@ufl.edu); 392-1575

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx> ; 392-1575

Sexual Assault Recovery Services (SARS): Student Health Care Center; 392-1161

University Police Department: <http://www.police.ufl.edu/> ; 392-1111 (911 for emergencies)

#### ACADEMIC RESOURCES

E-learning technical support: [Learningsupport@ufl.edu](mailto:Learningsupport@ufl.edu); <https://lss.at.ufl.edu/help.shtml> ; 352-392-4357 (opt. 2)

- Career Resource Center: Reitz Union; <http://www.crc.ufl.edu/> ; 392-1601

- Library Support: <http://cms.uflib.ufl.edu/ask>

- Teaching Center: Broward Hall; 392-2010 or 392-6420

- Writing Studio: 302 Tigert Hall; <http://writing.ufl.edu/writing-studio/> ; 846-1138

**Grading Scheme** Class Participation (10%): Since a major aspect of this course is class and group discussion, you should be prepared to participate in these discussions each class day. This means you should have read the assigned reading and thought about them. You need to actively engage with your classmates, contribute your own original ideas, discuss classmates' ideas, and have a positive impact on the class discussion. A rubric will be used in the evaluation process, distributed separately.

Weekly assignments (10%): Students will be asked to prepare weekly creative and/or group assignments. These assignments will vary in nature and may include poetry composition, comparisons with popular culture, or group activities. Details of the week's assignment will be provided during Thursday's class to be completed for the following week. Grades for these assignments will be based on student preparation and performance of specific task in class.

Written Assignments (20%): There will be three short individual written assignments. In these assignments students will be asked to respond to a short text or an article that will later be discussed in class. These assignments will be 2 pages in length. For due dates please see course calendar.

Midterm Paper (30%) Each student will choose, in consultation with the instructor, a paper topic that addresses some of the topics and texts discussed in class.

Final Paper (30%): Each student will choose, in consultation with the instructor, a paper topic that addresses some of the topics and texts that are discussed in class.

#### Grading Scale

100-93 A A - 4.0

90- 92 A- A- - 3.67

87- 89 B+ B+- 3.33

83- 86 B B - 3.0

80-82 B- B- - 2.67

77-79 C+ C+ -2.33

73-76 C C - 2.0

70-72 C- C- - 1.67

67-69 D+ D+ -1.33

**Instructor(s)** TBD

**Participation grading rubric**

<b>Participation/ Engagement</b>	25 points always came prepared to class and actively participated in all discussions and activities	21 points usually came prepared and participated in discussions without being called on	17 points showed some preparation for class, but needed more to fully participate	13 points showed little preparation for class	9 points showed no preparation for class	4 points did not attend enough classes or did not demonstrate sufficient participation for evaluation	_____/25
<b>Respect/ Attention</b>	25 points always listened attentively when others spoke; took initiative in discussions and promoted ongoing dialogue about the ideas under discussion; asked questions if uncertain	18 points listened attentively when others spoke; contributed to ongoing dialogue about the ideas under discussion	17 points occasionally inattentive to class discussion; participated briefly in discussions if called on, but was more passively attentive than active	13 points distracted, inattentive, or disengaged from class activities and discussions	9 points mostly inattentive to class discussions, the instructor, and peers	4 points did not attend enough classes or did not demonstrate sufficient participation for evaluation	_____/25
<b>Impact on class</b>	25 points actively made a positive impact on the class	18 points made a positive, although quiet and passive contribution to the class	17 points neutral impact on class process	13 points participated minimally in classroom activities; negative impact on class process	9 points failed to contribute to the class a/o detracted from the class with her/his negative attitude	4 points did not attend enough classes or did not demonstrate sufficient participation for evaluation	_____/25
<b>TOTAL</b>							_____/75
<b>COMMENTS</b>							