

**University of West Georgia**  
**XIDS 2100: Arts & Ideas: Special Topics: The Holocaust:**  
**Resistance and Response**  
**Section E01**  
**Fall, 2019**

## Instructor Information

Instructor:	Shelly Elman
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## Support for courses

\*Hyperlinks provided for accessibility throughout; full URLs are available at the end of the document.

[CourseDen D2L Home Page](#)

[D2L UWG Online Help](#) (8 AM – 5 PM)  
Call: 678-839-6248 or 1-855-933-8946 or  
email: [online@westga.edu](mailto:online@westga.edu)

[24/7/365 D2L Help Center](#)  
Call 1-855-772-0423

[University Bookstore](#)

[Student Services](#)

[Center for Academic Success](#)

678-839-6280

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#)

678-839-6428

[counseling@westga.edu](mailto:counseling@westga.edu)

## Course Information

### Course Description

XIDS 2100 course is an overview of the interdependent and interdevelopmental character of movements in the arts and historical/philosophical ideas. The course may be team-taught with a multivariable format which includes lecture-discussion, open discussion among the instructors, tapes, and presentations.

XIDS 2100: The Holocaust: Resistance and Response will probe the question of what it means to resist and respond to the Holocaust. Through the diverse media of theatre, film, art,

literature, politics, and history, we will examine how various communities and individuals live in the shadows and memories of the Holocaust.

## Texts, Readings, Instructional Resources, and References

### Required Text(s)

- Brecht, Bertolt. The Resistible Rise of Arturo Ui: A Gangster Spectacle. Adapted by George Tabori. New York: Samuel French, Inc. 1972.
- Lebow, Barbara. A Shayna Maidel. New York: Dramatists Play Service. 1998.
- Spiegelman, Art. Maus I: A Survivor's Tale: My Father Bleeds History. New York: Pantheon Books. 1986.
- Spiegelman, Art. Maus II: A Survivor's Tale: And Here My Troubles Began. New York: Pantheon Books. 1991.

### Required Video Viewing:

Ambulans. Produced by Matych Form Filmowych studio. Alden Films. 1961. (On Reserve in the Ingram Library; (Linked to Module 1 [Ambulance Film](#))

Beyond Milgram: Obedience and Identity. Produced by ShortCutsTV. 2016. (Linked to Module 9, Films on Demand)

Into the Arms of Strangers: Stories of the Kindertransport. Directed by Mark Jonathan Harris. Perf. Judy Dench. Warner Bros. Pictures and Sabine Films. 2000. (Linked to Module 9; On YouTube for \$2.99 at [Into the Arms of Strangers link](#) or On Reserve in the Ingram Library)

Lodz Ghetto (excerpt). Performed by Jerzy Kosinski. Directed by Kathryn Taverna and Alan Adelson. Jewish Heritage. 1989, 1992. (Linked to Module 14; [Lodz Ghetto Clip](#))

Night and Fog. Directed by Alain Renais. Argos Films. 1956. (Linked to Module 13; [Night and Fog link](#) or on reserve at the Ingram Library) Please be aware that Night and Fog contains graphic images.

The Third Reich: The Rise & Fall. Directed by Nicole Rittenmeyer & Seth Skundrick. Perf. Dan Bittner, Tony Call, Geoffrey Cantor. New Animal Productions for the History Channel. 2010. (Linked to Module 1; [The Rise and Fall of the Third Reich link](#) or on reserve at the Ingram Library)

Triumph of the Will. Directed by Leni Riefenstahl. Perf. Adolph Hitler, Josef Goebbels. Synapse films. 1935. (Linked to Module 2; [Triumph des Willens \(1935\)](#) Triumph of the Will link or on reserve at the Ingram Library)

## Course Learning Outcomes

1. Through theatre, art, literature, and video students will demonstrate an understanding and overview of Holocaust history.
2. Through theatre, art, and literature students will understand prominent Holocaust studies issues.
3. Using theatre and art students will identify various victims of Nazi policies and practices.
4. Through theatre, video, art, and literature students will understand We limits, challenges, and choices around life in the ghettos.
5. Through theatre, art, literature, and oral histories of survivors students will understand the limits, challenges and choices around life in the camps.
6. Students will develop a personal response to the Holocaust that will propel them to a current human or civil rights cause.

## Course Objectives

- Week 1: Students will demonstrate knowledge of how the course will work, understanding the rubrics for answering discussion questions and writing the essays.
- Weeks 2--6: Students will learn the nature of propaganda. Students will also explore what differentiates propaganda from fact.
- Weeks 7--10: Students will gain an understanding of anti-Semitism. Students will also identify the origins of anti-Semitism.
- Weeks 11—17: Students will gain an understanding of the consequences of the Nazis rise to power by examining the ghettos, death camps, and examples of resistance.

## Core Area C Learning Outcomes:

- Students will demonstrate knowledge of the foundational concepts of artistic, intellectual, or literary achievement, adapting written communication to specific purposes and audiences.
- Students will recognize and make informed judgements about the fine, literary, or performing arts from various cultures.

## Assignments

### Course Den Discussion Questions

**150 pts**

Students will respond to the questions posted in the discussion section of Course Den **and respond to three other discussion posts in the same thread written by other students (if there are three or more questions in one module, please reply to three different people; if there are less than three questions in one module, please respond to three different people for that question)**. Discussion question posts are due at midnight the Saturday that ends each week. You may post late, but you will suffer point deductions for being late. All posts need to be respectful; the material covered in this course is emotional, therefore when responding to others we must choose our words carefully being mindful that words have meaning. Write it out, read it, and reread it before posting (writing out your answers in a separate document and then copying and pasting in the discussion post is helpful anyway in case Course Den acts up as it does on some occasions).

### Contemplative Papers

**200 pts**

Two papers, worth 100 points each will be due during the term (see course schedule for specific dates). Papers will be 3-5 pages with standard formatting (12-point font, one inch margins, double-spaced). **Papers will not be accepted if the standard formatting is altered or if the paper does not reach the minimum page requirement (3 pages)**. All papers can and should utilize the materials used in the course.

**If you use quotations or ideas from another source, you must cite it in the paper. Failure to do so is plagiarism and will result in failure of the course.** Citations should be done in MLA style only.

**Please make sure you read the grading rubric for the papers before writing them.**

**Contemplate:** to ponder or consider thoughtfully

**Ponder:** to think with painstaking care and thoroughness about something, **usually in terms of its outcome or significance.**

Choose two of the following paper assignments:

**Propaganda**—after reading about propaganda and viewing clips from *Triumph of Will*, discuss propaganda and how it was used during the Holocaust. Answer the following questions to help you with your discussion: What is the definition of propaganda (come up with your own definition based on the reading assigned; don't use a dictionary or encyclopedia definition, please)? Can propaganda be used ethically and morally? How does propaganda differ from opinion? What is propaganda's purpose? Why is it used? Remember to answer these questions in relation to how it was used during the Holocaust and World War II. Do research outside of class; you are required to have at least two outside sources.

**The Kindertransport**—after viewing *Into the Arms of Strangers* and reading about the Kindertransport, create a journal of one of the children featured in the documentary. This will be a journal from the child's point of view, not the mature adult interviewed. You will take the information gleaned from the interviews in the film, the readings from class and outside research on the Kindertransport to create a journal that reflects the experiences of one of these children. **The journal should include an introductory paragraph, dates for each entry, and a concluding paragraph.** Be sure to include details about what the journey must have been like, what it must have been like to be away from family, how the child adapted to new surroundings, etc. This means you will need to do more research than just the in class materials. You are required to have at least two outside sources.

**Obedience**—after viewing and discussing Stanley Milgram's project and after the many readings about the Holocaust in general, you will write a paper that answers the following questions or themes: 1) What are the ethics or morals involved in obedience? 2) What is the responsibility of authority or power? 3) What are the responsibilities of the person following authority? 4) What are the costs of not following authority? 5) Are there any costs to follow authority? Your paper does not have to be limited to answering just these questions; for example, you may want to discuss if Stanley Milgram's experiment itself was ethical. If, after writing you come up with issues of your own, please feel free to include them in the paper. You are required to have at least two outside sources.

**Resistance**—write a paper discussing what resistance means to you. Use examples you've discovered in the readings and/or videos for class. Include in this discussion the relationship between being a bystander and resistance. what it means to be a bystander; does being a bystander have any consequences? What is the responsibility of a member of a community when s/he experiences or observes a law or rule that s/he might deem as unethical or immoral? Try to think outside the box in terms of what resistance actually means. For example, can survival be an act of resistance? You are required to have at least two outside sources.

**Bigotry**—write a paper discussing bigotry. What does bigotry mean? What have you learned about bigotry from the readings/viewings you've completed thus far in the semester? When writing the paper, you should refer directly to specific course material (online readings, text readings, video, etc.). How has the

material covered in this course affected your thoughts, views, actions on bigotry? You are required to have at least two outside sources.

A word about source material: **Online dictionaries and Wikipedia are not strong research materials and shouldn't be cited in papers.** If you are confused by a word, look it up; however, the paper(s) should reflect YOUR definition based on what you read and view, not the dictionary.com, m-w.com or Wikipedia definition. For example, the dictionary definition of propaganda is not at all adequate, especially to what we are studying.

A word about **plagiarism**: plagiarism, the act of taking someone else's words or ideas as your own (without giving credit to the original source), is a dangerous and harmful offense. Please be conscious and aware, especially when putting your final project together, when you are using quotes or ideas from other sources and make sure you cite them. Remember, even taking someone else's idea without giving credit is plagiarism. There is no magic number of changed words that will erase plagiarism.

**Extra credit opportunity: Jacques Sémelin talk on Octobr 21 in Kathy Cashen Recital Hall (Humanities building). Time TBA.**

**The syllabus is subject to change. It is the student's responsibility to make sure s/he understands the changes if any occur.**

## Grading Information and Policy

313--350pts	A
278—312	B
243-277	C
208-242	D
207-below	F

**The syllabus quiz, the week 1 assignment will be graded automatically. You must score 100% on the syllabus quiz before you can access the rest of the course – you are allowed to take the syllabus quiz multiple times.**

## Grading Rubrics

- For Discussion Questions, please see the Discussion Questions Guidelines and Grading Rubric in the Start Here Module
- For the Contemplative Essays, please see the Essay Grading Rubric in the Start Here Module

**Please see the [Common Language for Course Syllabi](#) for official information on UWG's Academic Integrity Policy. Note that I will enforce this policy.**

## Communication Rules

### Communication Rules:

- The course and its materials can be highly emotional. Please let me know early on if there are materials that you might feel you can't watch. For example, *Night and Fog* is shows graphic images of dismembered body parts; if this is too graphic, please let me know as soon as possible before the film is to be viewed.
- I request that you email me through my regular UWG email, rather than emailing me through Course Den.
- I am available during my office hours, unless I am called to a meeting. I encourage you to meet with me face-to-face to just check in, if possible. Please call to make an appointment before coming to my office, if you are traveling from off campus. If you are unable to meet with me face-to-face, please feel free to email or call me.
- I will respond to emails within three days. If I don't, please email me again.

### Network Etiquette:

Communication in an online class takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialogue collegial and professional.
- Make sure you write your discussion question answers on an MS Word document before putting it in Course Den. This way, if Course Den goes down, you still have your answer and can submit it when it is back up.

## Expected Response Times

I will primarily read discussion posts. I will ask questions if I need more clarification on a response, or if I see that the student could go a bit deeper in their response(s). Students can expect me to be in the online discussion more at the beginning of the semester, than at the end. I will be online making these checks primarily during weekdays, but I will check in once during the weekend. Online discussions will be graded within 7 days of the due date and will contain feedback on what you did well and what you can do to improve. I will make every attempt to return the contemplative essays within 7-10 days, but the amount of feedback required may extend that time.

## Class Schedule Information

<b>Week</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Topic/Activity/Reading Assignment</b>	<b>Assignment Name &amp; Due Date **</b>
1	August 14	August 17	Module 1: <ul style="list-style-type: none"> <li>Start Here</li> </ul>	Start Here Module Quiz Due August 17 at 11:59PM <ul style="list-style-type: none"> <li>You have 5 attempts to attain 100% on the quiz</li> </ul>
<b>Unit 1: Propaganda: In this section we will look at the role propaganda played in spreading Nazi ideology and forming national pride.</b>				
2	August 19	August 24	Module 2: <ul style="list-style-type: none"> <li>Read Propaganda Lecture 1</li> <li>Watch video: <i>The Third Reich: The Rise and Fall</i></li> </ul>	<i>Discussion Questions I-1 due August 24 at 11:59PM</i> <ul style="list-style-type: none"> <li><i>Responding to three of your classmates discussion answers is also due</i></li> </ul>
3	August 26	August 31	Module 3: <ul style="list-style-type: none"> <li>Read Propaganda Lecture 2</li> <li>Read Institute of Propaganda link:               <ul style="list-style-type: none"> <li>All Common Techniques &amp; Logical Fallacies</li> </ul> </li> <li>Watch Video: <i>Triumph of the Will</i></li> </ul>	<i>Discussion Questions I-2 due August 31 at 11:59PM</i> <ul style="list-style-type: none"> <li><i>Responding to three of your classmates discussion answers is also due</i></li> </ul>
4	Sept. 3	Sept. 7	Module 4: <ul style="list-style-type: none"> <li>Read Propaganda Lecture 3</li> <li>Read online articles listed and linked in Course Den</li> </ul>	<i>Discussion Questions I-3 due Sept. 7 at 11:59PM</i> <ul style="list-style-type: none"> <li><i>Responding to three of your classmates discussion answers is also due</i></li> </ul>
5	Sept. 9	Sept. 14	Module 5: <ul style="list-style-type: none"> <li>Read Propaganda Lecture 4</li> <li>Read Online Articles listed and linked in Course Den</li> </ul>	<i>Discussion Questions I-4 due Sept. 14 at 11:59PM</i> <ul style="list-style-type: none"> <li><i>Responding to three of your classmates discussion answers is also due</i></li> </ul>

<b>Week</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Topic/Activity/Reading Assignment</b>	<b>Assignment Name &amp; Due Date **</b>
6	Sept. 16	Sept. 21	Module 6: <ul style="list-style-type: none"> <li>Read Online Articles listed and linked in Course Den</li> </ul>	<i>Discussion Questions I-5 due Sept. 21 at 11:59PM</i> <ul style="list-style-type: none"> <li><i>Responding to three of your classmates discussion answers is also due</i></li> </ul>
<b>Unit 2: Nazi Appeal: In this unit, we look at accepted cultural norms and practices that influence human and historic Christian attitudes toward Jews in order to understand public compliance to Nazism.</b>				
7	Sept. 23	Sept. 28	Module 7: <ul style="list-style-type: none"> <li>Read Nazi Appeal Lecture 1</li> <li>Read online articles listed and linked in Course Den</li> <li>Watch online videos</li> </ul>	<i>Discussion Questions II-1 due Sept. 28 at 11:59PM</i> <ul style="list-style-type: none"> <li><i>Responding to three of your classmates discussion answers is also due</i></li> </ul>
8	Sept. 30	October 5	Module 8: <ul style="list-style-type: none"> <li>Read Nazi Appeal Lecture 2</li> <li>Read <i>The Resistible Rise of Arturo Ui</i> (this is a required text that is available at the bookstore or for check out in the library)</li> </ul>	<i>Discussion Questions II-2 due Oct. 5 at 11:59PM</i> <ul style="list-style-type: none"> <li><i>Responding to three of your classmates discussion answers is also due</i></li> </ul>
9	October 7	October 12	Module 9: <ul style="list-style-type: none"> <li>Read Nazi Appeal Lecture 3</li> <li>Watch online video</li> <li>Read online articles</li> </ul>	<i>Discussion Questions II-3 due October 12 at 11:59PM</i> <ul style="list-style-type: none"> <li><i>Responding to three of your classmates discussion answers is also due</i></li> </ul>
<b>The last day to withdraw with a grade 'W' is October 9</b>				
10	October 14	October 19	Module 10: <ul style="list-style-type: none"> <li>Read Online articles listed and linked in Course Den</li> </ul>	<i>Discussion Questions II-4 due October 19 at 11:59PM</i> <ul style="list-style-type: none"> <li><i>Responding to three of your classmates discussion answers is also due</i></li> </ul>

<b>Week</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Topic/Activity/Reading Assignment</b>	<b>Assignment Name &amp; Due Date **</b>
<b>Unit 3: Results: Through various media, we will consider the result of the Nazi rise to power by looking at life in the ghettos, the death camps, life in hiding, and at other examples of resistance.</b>				
11	October 21	October 26	Module 11: <ul style="list-style-type: none"> <li>Read online articles listed and linked in Course Den</li> <li>Watch video: <i>Into the Arms of Strangers</i> (online cost: \$2.99-\$3.99)</li> </ul>	<i>Discussion Questions III-1 due October 26 at 11:59PM</i> <ul style="list-style-type: none"> <li><i>Responding to three of your classmates discussion answers is also due</i></li> </ul> <i>Contemplative Paper #1 due in dropbox by 11:59pm on Oct. 26</i>
<b>Extra Credit Opportunity: Jacques Sémelin, author of three books on the Holocaust, will give a talk on October 21, time TBA, in the Kathy Cashen Recital Hall in the Humanities Bldg. Ask me about this.</b>				
12	October 28	Nov. 2	Module 12: <ul style="list-style-type: none"> <li>Read <i>A Shayna Maidel</i> (this is not online; must purchase this text)</li> <li>No online reading</li> </ul>	<i>Discussion Questions III-2 due Nov. 2 at 11:59PM</i> <ul style="list-style-type: none"> <li><i>Responding to three of your classmates discussion answers is also due</i></li> </ul>
13	Nov. 4	Nov. 9	Module 13: <ul style="list-style-type: none"> <li>Read Results Lecture 1: Ghetto Resistance and the Camps</li> <li>Watch Videos (warning: graphic content)</li> <li>Read online articles listed and linked in Course Den</li> </ul>	<i>Discussion Questions III-3 due Nov. 9 at 11:59PM</i> <ul style="list-style-type: none"> <li><i>Responding to three of your classmates discussion answers is also due</i></li> </ul>
14	Nov. 11	Nov. 16	Module 14: <ul style="list-style-type: none"> <li>Read Results Lecture 2: Hero or Collaborator</li> <li>View Video: Lodz Ghetto excerpt</li> <li>Read online articles listed and linked in Course Den</li> </ul>	<i>Discussion Questions III-4 due Nov. 16 at 11:59PM</i> <ul style="list-style-type: none"> <li><i>Responding to three of your classmates discussion answers is also due</i></li> <li><b><i>Contemplative Paper #2 due in dropbox by 11:59pm on Nov. 16</i></b></li> </ul>

<b>Week</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Topic/Activity/Reading Assignment</b>	<b>Assignment Name &amp; Due Date **</b>
15	Nov. 18	Nov. 22	Module 15: <ul style="list-style-type: none"> <li>Read <i>Maus I: A Survivor's Tale: My Father Bleeds History</i> (this is a required text that can be purchased or rented at the bookstore)</li> </ul>	Discussion Questions III-5 due Nov. 22 at 11:59PM <ul style="list-style-type: none"> <li>Responding to three of your classmates discussion answers is also due</li> </ul>
16	Nov. 25	Nov. 30	<b>Thanksgiving Break No Class</b>	
17	Dec. 2	Dec. 7	Module 16: <ul style="list-style-type: none"> <li>Read <i>Maus II: And Here My Troubles Began</i> (this is a required text that can be purchased or rented at the bookstore)</li> </ul>	<i>Discussion Questions III-6 due Dec. 7 at 11:59PM</i> <ul style="list-style-type: none"> <li><i>Responding to three of your classmates discussion answers is also due</i></li> </ul> <b>No Late work accepted after Dec. 11.</b>

**\*\*Note:** All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of Course Den.

### Late work policy:

I will not accept late work unless there is a valid reason for it being late. A valid reason is one that is provable (for example, if there is a family emergency, I must see some evidence of this emergency). Because the campus offers a number of computer labs, explanations such as loss of internet, or your computer not working will not be accepted. Excused late work must be completed no more than three days after its initial deadline.

## Expectations of Students

### Course Structure:

The online discussions are a central part of this course where we will explore the concepts introduced in the weekly reading and video assignments. The online discussions will occasionally require outside research, personal introspection, cooperative learning, and/or additional reading. The online discussions will involve active learning in which you will apply what you have been learning to situations or case studies. You are required to answer the discussion questions **and** reply to the answers to three of your peers. Replies should not just be "I agree with you" or a repeat of what your classmate wrote. Instead, replies should be considered a part of a conversation. Please see samples of good replies to discussion questions.

The grading rubric for the online discussions as well as the grading rubric for the Contemplative Essays are found in the Start Here module. Also in the Start Here Module is an introduction to me; I'm asking you to be introspective and open, so I include my introduction to do the same.

### **Additional Comments:**

As stated throughout this syllabus, there will be videos and reading material that will be difficult to watch. They may contain emotional triggers, or graphic material, or both. Please be forewarned and please be conscientious in discussing this with me privately. The Holocaust can't be taught without delving into this material, please understand that.

## **Course and UWG Policies**

### **Attendance Policy:**

In order to distribute Title IV funding (federal student aid), student attendance verification is required. For this online class, students are required to post in the online discussion during week 1, to be considered as attending class. Students who do not post to the introductory discussions in week 1 module may be dropped from the class for non-attendance. Students who add classes during drop/add are responsible for ensuring that they are verified as being in attendance by contacting the course instructor and participating in the online discussion.

### **Americans with Disabilities Act Statement:**

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Disability](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

For more information on the Americans with Disabilities Act, UWG Email, Credit Hour, and UWG Honor Code policies as well as information on Academic Tutoring, Student Services, and Technical Requirements, Privacy Policy, and Accessibility Statements, please see the [Common Language for Syllabus](#) document.

I strongly recommend that students make an electronic copy of everything submitted to me via the dropbox.

## **Additional Support Information**

### **Technical Support**

Technical support for Course Den, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

### **Center for Academic Success**

The [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated

collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at [678-839-6280](tel:678-839-6280). Our email address is [cas@westga.edu](mailto:cas@westga.edu).

## Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in Course Den under Resources in the navigation bar.

## Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

## Full URL Support for Courses

- **CourseDen D2L Home Page**  
<https://westga.view.usg.edu/>
- **D2L UWG Online Help** (8 AM – 5 PM)  
<http://uwgonline.westga.edu/students.php>  
[online@westga.edu](mailto:online@westga.edu)
- **24/7/365 D2L Help Center**  
<https://d2lhelp.view.usg.edu/>
- **University Bookstore**  
<http://www.bookstore.westga.edu/>
- **Common Language for Course Syllabi**  
<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>
- **UWG Cares**  
<http://www.westga.edu/UWGCares/>
- **Center for Disability**  
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services**  
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**  
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**  
<https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**  
<http://www.westga.edu/library/>
- **Proctored Exams**  
<http://uwgonline.westga.edu/exams.php#student>
- **Student Services**  
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology**  
<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>

## Full URL Videos for Course

- ***Ambulans*** (English translation: Ambulance)  
<https://www.youtube.com/watch?v=5MtEADqMADY>
- ***Into the Arms of Strangers: Stories of the Kindertransport***

<https://www.youtube.com/watch?v=OMZx6Lf1R-4>

- **Lodz Ghetto Excerpt**  
<https://vimeo.com/49738084>
- **Night and Fog**  
<https://vimeo.com/189672641>
- **Obedience**  
<https://www.youtube.com/watch?v=wdUu3u9Web4>
- **The Rise and Fall of the Third Reich**  
<http://topdocumentaryfilms.com/third-reich-rise-and-fall/>
- **Triumph of the Will**  
<https://www.youtube.com/watch?v=GHS2coAzLJ8>