

HISTORY 201 (014): THE HISTORIAN'S CRAFT: THE WEIMAR REPUBLIC AND THE RISE OF NAZISM



Potsdamer Platz, Berlin, as seen from Café Josty, ca. 1930

Course Information

Instructor: Prof. Brandon Bloch

Semester: Fall 2020

Meeting Times: Tues. & Thurs. 4-5:15 p.m.

Location: Vilas 4028

E-Mail: bjbloch@wisc.edu

Office Hours: Thurs. 1-3 p.m. or by appointment (held over BBCollaborate)

Credits: 3

Requirements: This course fulfills the History 201 requirement for the history major and the COMM-B requirement in General Education.

Course Description

The collapse of Germany's Weimar Republic (1918-1933) is perhaps the most recognizable case of democratic failure in modern history. Journalists, scholars, and pundits debate whether the U.S. and Europe are experiencing a "Weimar moment" today. But is it fair to evaluate the Weimar Republic only in light of its disastrous endpoint? Why did the Nazis come to power in 1933, and could the Nazi rise have been prevented? This seminar dives deep into the culture, society, and politics of this short-lived but momentous period in modern European history. We will explore not only the seedbeds of fascism and authoritarianism in 1920s Germany, but also reform movements that sought democratic transformations in artistic production, gender and sexuality, and the built environment. Our sources will range widely across Weimar's vibrant cultural landscape, including literature, film, fashion, journalism, music, architecture, and propaganda. One key theme will be the *contingency* of the Weimar Republic's rise and fall—understanding how the Republic's history was shaped by the actions of individuals and groups who could not fully anticipate consequences that appear evident to us in hindsight. By examining a wide range of perspectives on this complex period, students will sharpen their skills in historical thinking and communication.

Learning Goals

As a "Historian's Craft" seminar, this course focuses as much on historical content as on the skills of creative research, incisive analysis, persuasive writing, and engaging speaking. These skills are foundational to the history major, but also applicable to your other college courses and the wider world. Writing assignments will build in complexity over the semester, beginning with brief analyses of assigned readings and culminating in an original research paper. You will also be asked to give several presentations. A significant portion of our class time will be devoted to practicing the skills critical to success in the writing and speaking assignments.

By the end of the course, you will be able to:

- Explain why historical thinking involves research, analysis, and interpretation, not simply the memorization of facts
- Evaluate primary sources to answer questions about authorship, perspective, audience, context, and credibility
- Identify and compare the challenges of working with different primary source media, including propaganda, journalism, film, literature, and memoir
- Analyze works of historical scholarship to explain how historians reach their interpretations through evidence and argument

- Identify the attributes of an effective historical research question, and develop a research question related to the course themes
- Apply skills of historical research, including navigating online databases; assessing the reliability and relevance of sources; and properly using citations
- Present, both in writing and orally, an original, persuasive, and evidence-based historical argument

For a complete description of learning goals in the “Historian’s Craft” seminars, see the “Goals for HIST 201” appended at the end of the syllabus.

Course Books

Irmgard Keun, *The Artificial Silk Girl*, trans. Kathie von Ankum (New York: Other Press, 2002) [1933]. ISBN: 9781892746818.

Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 9th ed. (Boston: Bedford/St. Martin’s 2018). ISBN: 9781319113025. [OPTIONAL]

These books are available for purchase at the University Book Store or online. Keun is available as an e-book through the library catalog, but can only be downloaded by three users at once. Rampolla is an optional but useful reference guide to many of the topics we will discuss in class.

Course Requirements

*Further details on the assignments, including expectations, guidelines, and rubrics, are available on Canvas.

1. Class Participation (25%)

Discussion Participation [20%]: Because this is a discussion-based seminar, your regular attendance and engaged participation are crucial to the seminar’s success. The most productive discussions happen when classmates engage respectfully and constructively with one another’s ideas, and I will structure discussions to facilitate this dialogue. Remember that the quality of your contributions to discussions is as important as the quantity, and that asking a well-informed question counts as participation. I recognize that participation may come more easily to some than others, and am happy to meet if you would like to discuss strategies for speaking up in class. Short in-class writing exercises, including responses to your classmates’ work, will also count toward your discussion participation grade.

Group Presentation [5%]: At the beginning of the semester, we will divide into four groups, which will work together on several activities over the semester. During the seminar meetings on Oct. 1, Oct. 8, Oct. 15, and Oct. 22, one group will open the class with a presentation of no more than 15 minutes introducing the week's readings. Each group member should be allotted approximately equal speaking time. Presentations should not simply summarize these week's readings. Rather, you should aim to identify and analyze overarching themes that tie the readings together; relate the readings to previous weeks of the seminar; and raise some questions for discussion. Reading questions, which can help guide your presentation, will be distributed in advance.

2. Short Assignments (10%)

During the first part of the course, you will be asked to complete several short writing assignments of approximately one paragraph, each focusing on a discrete task (imagining the context of a primary source, summarizing and evaluating a secondary source, preparing for an in-class debate). These exercises will form the building blocks for later assignments.

3. Primary Source Responses (25%)

Discussion Board Posts [5%]: During two out of the five weeks when we discuss extended primary source readings, you will be asked post a short response (approx. 5 sentences) to the Canvas discussion board by noon on the day of class. These posts will help prepare you for class discussion, and can form the basis for your response papers (see below).

Response Papers [20%]: During the middle portion of the course, you will also be asked to write two primary source response papers of approximately 2 double-spaced pages each. You are welcome to use your discussion board posts as a basis for these papers. You will have five opportunities to complete this assignment, and will pick two out of five weeks to turn in your papers. The paper is due one week after we discuss the source in class. (See the course schedule for specific deadlines.) If you choose, you may revise one of these papers for a higher grade after receiving my feedback; the revision is due one week after the original paper.

I would recommend that you decide well in advance the two weeks in which you will submit your papers. You might take several factors into consideration: deadlines for other courses; the sources and themes that interest you most; and the value of receiving early feedback. I would not recommend waiting until the last two weeks to

submit both papers, since these short essays will help you build writing and analytical skills for the final paper.

4. Research Paper (40%)

During the final part of the course, we will shift from shared readings and discussions to individual work on a capstone assignment: a research paper of 6-7 double-spaced pages that draws on at least two primary and two secondary sources. You will have a choice of one of four topic areas, based on themes we've covered in class. For each topic area, I will provide a bibliography of online primary and secondary sources from which you can draw your research. (You are welcome to use other sources, but given the time constraints, the bibliographies I provide will help focus your research and allow you to devote more time to developing your argument and analysis.) The final paper is due at noon on Monday, Dec. 14.

We will discuss expectations for this assignment at length in class. There are also multiple intermediate assignments, which are designed to keep you on track and provide you with ongoing feedback. These include:

- One-page paper proposal and annotated bibliography (due Nov. 3)
- Provisional thesis statement (due Nov. 10)
- Outline and introductory paragraph (due Nov. 12)
- First draft (due Nov. 24)
- Peer review (due Dec. 3)
- In-class presentation, 5 mins. (Dec. 8 or 10)

Completion of the intermediate assignments will count for 5% of your course grade; the in-class presentation will count for 5%; and the final paper will count for 30%.

Grading Scale

A: 93-100

AB: 88-92

B: 83-87

BC: 78-82

C: 70-77

D: 60-69

F: Below 60

Credit Hours

The credit standard for this 3-credit course is met by an expectation of a total of 135 hours of student engagement with the course's learning activities (at least 45 hours per credit, or 9 hours per week). This includes regularly scheduled meeting times, reading, writing, group work, individual consultations with the instructor, and other student work as described in the syllabus. Since each 75-minute meeting counts for 1.5 class hours (for a total of 3 class hours per week), you should plan to allot an average of 6 hours per week outside of class for course-related activities.

Please note that while your work outside of class should average to 6 hours per week, the workload in particular weeks may amount to somewhat more or less. The schedule of response papers allows you to choose which weeks will have the heavier workload.

Attendance

Given the extraordinary circumstances of this semester, I understand the importance of a flexible attendance policy. There will be no penalty for missing class due to illness or a family emergency; but do let me know in advance if you won't be present. Of course, per university policy, please do *not* come to class if you are feeling unwell! If you are unable to attend class in person, I will work with you to find alternative ways for you to fulfill the course learning goals (for instance, uploading PowerPoint slides and lecture notes to Canvas, meeting during alternative times over BBCollaborate, or using the Discussion Board to complete in-class exercises). I will not require additional "make-up" work, beyond the regular assignments, for excused absences. If you find that the stresses of COVID-19 are making it difficult for you to engage fully in the course, please let me know as soon as possible and we can arrange a time to talk. I am committed to ensuring a continuity of learning during these challenging times.

Late Work

The pandemic also forces us to rethink our approach to deadlines and late work. With this in mind, the following policy will apply:

If you are unable to meet an assigned deadline due to illness, family obligations, or because pandemic-related circumstances have put you behind in this or other courses, please let me know as soon as possible and we can work out a plan for you to get caught up. The schedule of group presentations and response papers is designed to allow you to choose in advance which weeks will require more work. Keeping this in mind as you plan out your semester can help you stay on track.

In cases of repeated, unexcused late work, I reserve the right to apply a deduction to late assignments out of fairness to other class members. Typically this deduction will be 3 points (out of 100) per day late.

Please note that I am not able to accept any written work for this course after Friday, Dec. 18, the final day of the exam period. Incomplete grades can only be granted to students who are unable to complete the final paper due to “illness or other unusual and substantiated cause beyond their control.” For the university policy, see: <https://registrar.wisc.edu/incompletes/>.

Academic Integrity

The exchange of ideas is at the core of academic inquiry, and you are welcome to discuss the course material with your classmates. However, all work that you submit for a grade should reflect your own thinking and writing, and adhere to proper citation practices in the discipline of history. Passing off another person’s words or ideas as your own is not only unfair to your peers; it is also theft of the author’s intellectual work, shutting out their voice from the academic conversation.

In my experience, violations of academic integrity tend to have two causes: either a) lack of awareness about citation standards, or b) procrastination, followed by panic. I have designed the course to mitigate against both of these factors. We will have ongoing discussions about appropriate citation practices; if you’re unsure in a particular case, don’t hesitate to ask. I have also implemented flexibility and scaffolding in the assignment due dates. If you are worried about not finishing an assignment as a deadline approaches, please email me! We can always work out solutions to help improve your organization, and it’s much better to accept a late penalty (or turn in less than perfect work) than to cheat. If you plagiarize (and be assured that I will catch it—it’s really not difficult), then I have to deal with the case as a disciplinary infraction rather than a learning opportunity. Serious academic misconduct must be reported to the Office of Student Conduct & Community Standards.¹

Technology

Please come prepared to class with a laptop or other device that will allow you to access the Internet. Due to social distancing requirements, certain in-class discussion activities may need to take place online, even when we are all present in the classroom. It goes without saying that

¹ I have developed these thoughts on academic dishonesty with reference to: Kevin Gannon, “How to Create a Syllabus: Advice Guide,” *The Chronicle of Higher Education*, accessed July 14, 2020, <https://www.chronicle.com/interactives/advice-syllabus>.

laptops should be used for course purposes only (referencing readings, taking notes, and participating in online discussions).

If you face challenges accessing the technology necessary to succeed in this course, please reach out as soon as possible. This is especially important given the need to move the course online after Thanksgiving, possibly earlier.

Accessibility

I am committed to ensuring that all students receive equal access to the course materials and equitable opportunities to achieve the course learning goals. If you experience or anticipate any challenges related to the format, materials, or requirements of this course, please let me know as soon as possible. I am happy to explore a range of options for removing barriers to your learning. If you have a disability, or think you may have a disability, you may also wish to work with the McBurney Disability Resource Center (<https://mcburney.wisc.edu/>) to discuss accessibility in this and other courses, including possibilities for official accommodations. All communications regarding accessibility will remain confidential.

A Note on Sources

Studying history involves discussion of complex themes including race, empire, gender, sexuality, class, religion, and national identity, among others. In class discussions, it is crucial that we remain respectful of one another's viewpoints and the wide range of backgrounds and experiences represented in the classroom. During the first class meetings, we will establish collective discussion norms that will guide us over the semester. In general, if you disagree with a classmate (and debate and disagreement are encouraged!), then be sure to direct your comments at the idea, not the person. It is often helpful to summarize a peer's idea before disagreeing, to ensure you have really understood it. Please do not hesitate to meet with me if you have concerns about particular aspects of the course content.

Additional Resources

UW-Madison and the History Department make available a wide range of resources to foster your academic success and personal wellbeing. It's a good idea to familiarize (or re-familiarize) yourself with the following, especially in light of the uncertainties we face this semester:

Writing Center

<http://www.writing.wisc.edu/>

Offers individual consultations, workshops, and online guides on all aspects of academic writing.

History Lab

<http://go.wisc.edu/hlab>

A resource center for undergraduates in history courses staffed by experienced graduate students, who are available to assist you with researching and writing history papers. You can sign up online for an individual consultation at any stage of the writing process.

Greater University Tutoring Services

<https://guts.wisc.edu/>

Study skills support and peer tutoring across academic subjects (now offered online).

McBurney Disability Resource Center

<https://mcburney.wisc.edu/>

The McBurney Center has also compiled a helpful FAQ on accessibility in response to COVID-19:

<https://mcburney.wisc.edu/resources/faq-for-virtual-learning-and-accessibility-covid-19/>

Mental Health Services

<https://www.uhs.wisc.edu/mental-health/>

Resources on Sexual Assault and Domestic Violence

UW-Madison is committed to fostering a safe, productive learning environment and offers a variety of resources for students impacted by sexual assault, sexual harassment, dating violence, domestic violence, and stalking. The Dean of Students Office has compiled a comprehensive guide to resources on and off campus, including both confidential resources and options for reporting: <https://doso.students.wisc.edu/report-an-issue/sexual-assault-dating-and-domestic-violence/>.

Course Schedule

Assignments are due by the beginning of class on the date listed, unless otherwise indicated. Guidelines and rubrics for all assignments are available on Canvas (under the “Assignments” tab, as well as in the relevant Modules). Assignments should be uploaded (as .doc, .docx, or .pdf files) to Canvas.

All readings are available as pdf documents on Canvas, or as online library resources. See the “Modules” tab for week-by-week links to readings and assignments.

DATE/THEME	READING	ASSIGNMENT
Sept. 3: Course Introduction		– Complete the Course Orientation Module
UNIT I: CREATING THE WEIMAR REPUBLIC		
Sept. 8: World War I & the German Revolution	– “Spartacus Manifesto” (1918) – Heinrich Mann, “The Meaning and Idea of the Revolution” (1919)	– Short assignment #1: Primary Source Identification: due Sept. 8 at noon
Sept. 10: Legacies of Defeat	– Richard Bessel, “The Legacy of the First World War and Weimar Politics” (1993)	
Sept. 15: Forging Democracy	– “The Constitution of the German Republic” (1918) – Excerpts from Party Platforms (1919-22)	– Short assignment #2: Rhetorical Précis (Bessel) – Individual meetings on learning and writing goals this week
Sept. 17: National Assembly: Debate		– Short assignment #3: Opening Statements for Debate

Sept. 22: Weimar as a Post- Imperial Society	<ul style="list-style-type: none"> – Julia Roos, “‘Huns’ and Other ‘Barbarians’: A Movie Ban and the Dilemmas of 1920s German Propaganda against French Colonial Troops” (2014) 	<ul style="list-style-type: none"> – Short assignment #4: Secondary Source Evaluation (Roos)
Sept. 24: Political Violence in the Early Weimar Republic	<ul style="list-style-type: none"> – Adolf Bartels, “The Struggle of the Age” (1920) – Adolf Hitler, “Reestablishing the National Socialist German Workers Party” (1925) 	<ul style="list-style-type: none"> – Discussion Board Post due Sept. 24 at noon [COMPLETE 2/5]
UNIT II: WEIMAR MODERNITIES		
Sept. 29: The Avant-Garde and Modernist Culture		
Oct. 1: Life in the Metropolis	<ul style="list-style-type: none"> – Josef Roth, <i>What I Saw: Reports from Berlin, 1920-1933</i>, pp. 23-27, 31-39, 63-68, 97-103, 119-123, 171-175, 189-198 	<ul style="list-style-type: none"> – Response Paper (Hitler) [COMPLETE 2/5] – Discussion Board Post due Oct. 1 at noon [COMPLETE 2/5] – Group #1 Presentation
Oct. 6: Honing your Research Skills		
Oct. 8: Cinema and Mass Culture	<ul style="list-style-type: none"> – WATCH: G. W. Pabst, dir., <i>The Threepenny Opera</i> (1931) 	<ul style="list-style-type: none"> – Response Paper (Roth) [COMPLETE 2/5] – Discussion Board Post due Oct. 8 at noon [COMPLETE 2/5] – Group #2 Presentation

Oct. 13: Bodies, Sexualities, and the “New Woman”		
Oct. 15: The “New Woman” in Literature	– Irmgard Keun, <i>The Artificial Silk Girl</i> (1932), pp. 1-122	– Response Paper (<i>Threepenny Opera</i>) [COMPLETE 2/5] – Discussion Board Post due Oct. 15 at noon [COMPLETE 2/5] – Group #3 Presentation
UNIT III: REVOLUTION FROM THE RIGHT		
Oct. 20: The Depression and the Rise of the Nazis		
Oct. 22: German Society and the Nazi “Seizure of Power”	– Sebastian Haffner, <i>Defying Hitler: A Memoir</i> (1939), pp. 3-71, 85-94	– Response Paper (Keun) [COMPLETE 2/5] – Discussion Board Post due Oct. 22 at noon [COMPLETE 2/5] – Group #4 Presentation
Oct. 27: Crafting an Effective Research Proposal and Bibliography		– Come to class prepared with an idea for a research question (no submission)
Oct. 29: Debate: (Why) did Weimar Fail?		– Response Paper (Haffner) [COMPLETE 2/5]

UNIT IV: RESEARCH PAPERS

Nov. 3: Peer Workshop	CLASS ONLINE	– Proposal (1 p.) and annotated bibliography for final paper
Nov. 5: Individual Meetings	NO CLASS; sign up for a time to meet with me on Nov. 5 or 6 to discuss your paper proposal	– (Optional) revised proposal & bibliography due by meeting with me (Nov. 5-6)
Nov. 10: Writing Workshop (Intros & Outlines)		– Bring provisional thesis statement to class
Nov. 12: Peer Workshop	CLASS ONLINE	– Outline and draft of introductory paragraph for final paper
Nov. 17: Writing Workshop (Source Analysis)		
Nov. 19: Concluding Discussion		
Nov. 24: Writing Workshop (Revisions)	CLASS ONLINE	– First draft of final paper
Nov. 26: Thanksgiving	NO CLASS: THANKSGIVING	
Dec. 1: Peer Workshop	CLASS ONLINE; read your group members' drafts in advance	– Peer review worksheet

Dec. 3: Individual Meetings	NO CLASS; sign up for a time to meet with me to discuss your draft	
Dec. 8: Project Presentations	CLASS ONLINE	– In class: 5-minute presentations on final papers
Dec. 10: Project Presentations	CLASS ONLINE	– In class: 5-minute presentations on final papers

FINAL PAPER DUE MON. DEC. 14 AT NOON

APPENDIX: Goals for HIST 201 – “The Historian’s Craft”

Approved by Undergraduate Council, December 8, 2010

The “Historian’s Craft” courses offer an opportunity to experience the excitement and rewards of doing original historical research and conveying the results of that work to others. Through engagement with locally available or on-line archival materials, the courses encourage undergraduates to become historical detectives who can define important historical questions, collect and analyze evidence, present original conclusions, and contribute to ongoing discussions—the skills we have defined as central to the history major.

Upon successful completion of this course, students will be prepared to undertake substantial historical research and writing in a variety of courses, including the HIST 600 seminar. Specific goals for this course include learning to:

1. Ask Questions: develop the habit of asking questions, including questions that may generate new directions for historical research.

- Develop historical questions through engagement with primary sources, secondary literature, and/or broader ethical, theoretical, or political questions.
- Ask historical questions to guide individual research.
- Pose questions to prompt productive group discussion.

2. Find Sources: learn the logic of footnotes, bibliographies, search engines, libraries, and archives, and consult them to identify and locate source materials.

- Identify the purposes, limitations, authorities, and parameters of various search engines available both through the library and on the world-wide web.
- Take advantage of the range of library resources, including personnel.
- Locate printed materials, digital materials, and other objects.
- Be aware of, and able to use, interlibrary loan.

3. Evaluate Sources: determine the perspective, credibility, and utility of source materials.

- Distinguish between primary and secondary material for a particular topic.
- Determine, to the extent possible, conditions of production and preservation.
- Consider the placement of sources in relation to other kinds of documents and objects.
- Identify the perspective or authorial stance of a source.
- Summarize an argument presented in a text.
- Distinguish between the content of a source and its meaning in relation to a particular question.

4. Develop and Present an Argument: use sources appropriately to create, modify, and support tentative conclusions and new questions.

- Write a strong, clear thesis statement.
- Revise and rewrite a thesis statement based on additional research or analysis.
- Identify the parts of an argument necessary to support a thesis convincingly.
- Cite, paraphrase, and quote evidence appropriately to support each part of an argument.

5. Plan Further Research: draw upon preliminary research to develop a plan for further investigation.

- Write a research proposal, including a tentative argument, plan for research, annotated bibliography, and abstract.
- Identify the contribution of an argument to existing scholarship.

6. Communicate Findings Effectively: make formal and informal, written and oral presentations tailored to specific audiences.

- Write a clearly argued, formal academic paper, using appropriate style and bibliographic apparatus.
- Deliver a concise, effective, formal verbal presentation with appropriate supporting material.
- Contribute constructively to discussion, whether proposing or responding to an idea.

Appendix: Instructional Information During COVID-19

UW-Madison is actively implementing measures to protect the safety, health and well-being of all students and instructors, particularly during the COVID-19 pandemic. Preserving the health of our campus community will be a broadly shared responsibility. In order to provide students and instructors with a safe, in-person learning environment, students and instructors have a shared role in adhering to the following protocols while in instructional spaces. More details about these protocols are available at the [Instructional Continuity website](#) and are aligned with broader campus health and safety protocols, outlined on the university's [Smart Restart website](#).

Face Covering Guidelines (for in-person instruction)

While on campus all employees and students are required to [correctly wear](#) appropriate and properly fitting [face coverings](#) while present in any campus building (or outdoors when physical distancing is not possible) unless working alone in a laboratory or office space.

Quarantine and Isolation (for remote and in-person instruction)

Every effort should be made to accommodate the academic progress of students who may become ill or be asked to isolate or quarantine. It is essential for students to have the confidence that their progress and grade will not be put at risk by staying out of class because they are experiencing possible-COVID19 related symptoms or are required to quarantine. It is encouraged that instructors plan for this event with highly flexible course plans that utilize content delivery via Canvas and reserve in-person activities for participation and discussion.

If a student becomes ill and needs to suspend or reduce their class participation, then the student should consider dropping the course or the instructor may need to engage the student whether the conditions of an incomplete grade are likely. While flexibility is greatly encouraged, this does not imply that work towards achievement of course learning goals and engagement in activities is optional.

Instructor Notification: Student Tests Positive for COVID-19

Instructors of *only* in-person courses will receive notification from University Health Services of a positive case within their classroom. The notification **will not** identify the individual but will alert the instructor that “an individual in your course has tested positive for COVID-19.” Specific directions will be included reminding instructors **not** to share the information with others in class to preserve Protective Health Information (PHI) and the contact tracing system. Unless the instructor hears from the contact tracers, there is no reason to believe that the instructor or others have had close contact to necessitate isolation for quarantine. See further campus guidance on [test results and what to do if you test positive for COVID-19](#).

Other In-person Instructional Requirements

- Practice physical distancing (staying at least six feet apart from others), in both indoor and outdoor spaces, including when entering and exiting building and instructional spaces.
- Monitor symptoms using the [COVID-19 Symptom Tracker](#) daily and, if symptoms exist, stay home and immediately get tested. Free testing is available to the entire campus community including students. Find more [information on testing](#) including on-campus testing locations, getting test results and what to do if you test positive for COVID-19.
- Follow specific guidance on classroom seating and furniture use. “Sit Here Signs” will be placed in classrooms to indicate where students should sit, as well as floor decals to indicate where furniture should be placed and remain.
- Limit the sharing of materials (papers, books, writing utensils, calculators, etc.) with others in class. Any materials brought to class must be taken with you when leaving the classroom.
- Food and beverages are not allowed in instructional spaces. For students who may need access to food or beverages during class (e.g., medical condition, other accommodation or circumstance) may do so while wearing face coverings. If this will be a reoccurring situation, students should discuss their on-going need with their instructor.
- Carefully observe and follow health and safety signs posted inside and outside the classroom
- Course start and stop times are not staggered. At their discretion, instructors may start or end class a few minutes off schedule to avoid congestion in the halls.

Additionally, students should:

- Clean desks and seats before and after class with the provided classroom supplies and wipe off hands with disinfectant wipes. The provided cleaning supplies will be safe for skin contact; gloves are not needed. See [guidance for cleaning classrooms](#).
- Exit the classroom as quickly as possible to allow the next section to transition in safely
- Be aware of and sensitive to others around you, particularly those who may be struggling or having difficulties.