

Course Syllabus

Edit



REL3603: Judaism after the Holocaust: A Focus on Elie Wiesel

Instructor Information Table



Dr. Oren Baruch Stier

Instructor Information

- Email: stiero@fiu.edu (<mailto:stiero@fiu.edu>)
- Remote Office Hours: By Appointment

Course Time Zone | Eastern Standard Time (EST). Course due dates are according to this time zone.

General Information

Course Description and Purpose

The Holocaust, the Nazi assault on European Jewry from 1933-1945, was an unprecedented historical upheaval that impacted and continues to impact Judaism and Jewish life and culture immeasurably. But the enormity of the Holocaust challenges us to grasp its wide-ranging influence. One way to distill that influence into something more manageable is through focusing on the work of Elie Wiesel. Before his death in 2016, Wiesel was surely the most well-known survivor of the Holocaust. The voice of the survivor generation, he is the author most closely associated with the Nazi assault on European Jewry. What is less known is that Wiesel published over 50 books on a wide range of subjects, including biographies of famous rabbis, essays on Biblical and Talmudic personalities, impassioned pleas on behalf of Soviet Jewry, narratives about the nascent State of Israel and the lost world of European Jewry, and more. Even after his death his voice rings out as a clarion call against injustice and inhumanity worldwide. His corpus includes novels, of course, but also plays, memoirs, liturgies, essays, and speeches. While many see him either as solely a Holocaust author or some sort of contemporary theologian, in actuality he is a multifaceted witness to the many contours of the modern Jewish experience before, during, and after the Shoah. This course utilizes a selection of Wiesel's wide-ranging published works to analyze and discuss the varieties of post-Holocaust Judaism and Jewish experience they reflect. Throughout the course, we will have the opportunity to reflect on the themes of witnessing, ethics, testimony, theology, justice, outrage, and silence, among others.

Course Goals

By the end of this course,

- Students will be familiar with and appreciate the diversity of Jewish expression after the Holocaust.
- Students will have learned about the wide impact and influence of Elie Wiesel and his writings.
- Students will have gained facility with primary source materials.
- Students will have become more empathetic.

Course Objectives

At the conclusion of the course, students will be able to...

- CO 1. Recognize a range of sources relating to the modern Jewish experience.
- CO 2. Compare first-person accounts of the Holocaust.
- CO 3. Identify and distinguish a range of trends in post-Holocaust Jewish life.
- CO 4. Differentiate prospects and problems facing Jews in the post-Holocaust era as reflected in Wiesel's writings.
- CO 5. Identify a selected work representing a key course theme.
- CO 6. Produce a short video assessing at least one aspect of the contemporary legacy of the Holocaust.

Important Information

Policies

Before starting this course, please review the following pages:

- [Policies \(https://fiu.instructure.com/courses/207125/pages/policies\)](https://fiu.instructure.com/courses/207125/pages/policies)
- [Netiquette ↗ \(https://online.fiu.edu/html/canvas/policies/\)](https://online.fiu.edu/html/canvas/policies/)
- [Technical Requirements and Skills \(https://fiu.instructure.com/courses/207125/pages/technical-requirements-and-skills\)](https://fiu.instructure.com/courses/207125/pages/technical-requirements-and-skills)
- [Accessibility and Accommodation \(https://fiu.instructure.com/courses/207125/pages/accessibility-and-accommodation\)](https://fiu.instructure.com/courses/207125/pages/accessibility-and-accommodation)
- [Panthers Care & Counseling and Psychological Services \(CAPS\) \(https://fiu.instructure.com/courses/207125/pages/panthers-care-and-counseling-and-psychological-services-caps\)](https://fiu.instructure.com/courses/207125/pages/panthers-care-and-counseling-and-psychological-services-caps)
- [Academic Misconduct Statement \(https://fiu.instructure.com/courses/207125/pages/academic-misconduct-statement\)](https://fiu.instructure.com/courses/207125/pages/academic-misconduct-statement)
- [Inclusivity Statement \(https://fiu.instructure.com/courses/207125/pages/inclusivity-statement\)](https://fiu.instructure.com/courses/207125/pages/inclusivity-statement)

Statement Regarding Academic Freedom

Academic freedom and responsibility are essential to the integrity of the University. The principles of academic freedom are integral to the conception of the University as a community of scholars engaged in the pursuit of truth and the communication of knowledge in an atmosphere of tolerance and freedom. The University serves the common good through teaching, research, scholarship/creative activities, and service. The fulfillment of these functions rests upon the preservation of the intellectual freedoms of teaching, expression, research, and debate. We affirm that academic freedom is a protected right in addition to a faculty member's constitutionally protected freedom of expression and is fundamental to the faculty member's responsibility to seek and to state truth as he/she sees it. Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

Important Information

Course Prerequisites

There are no prerequisites for this course.

Textbook and Course Materials



THE NIGHT TRILOGY

The Night Trilogy (Required)

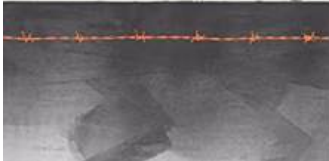
Night - Dawn - Day

Elie Wiesel

New York: Hill and Wang, 2008

ISBN-13: 978-0809073641 (\$11.99 list)

You may purchase your textbook online at the [FIU Bookstore](http://fiu.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=21551&catalogId=10001) (<http://fiu.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=21551&catalogId=10001>).



"One of the best books, a spiritual adventure as profound that it demands to be judged in terms of world literature." —*Washington Post*

A BEGGAR IN JERUSALEM

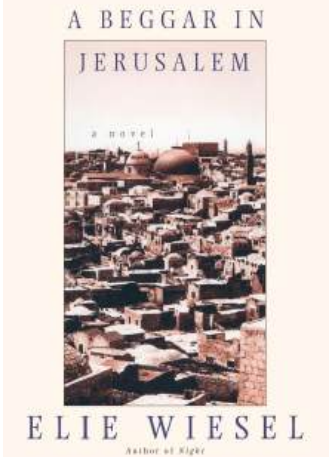
A Beggar in Jerusalem (Required)

Elie Wiesel, Trans. Lily Edelman

New York: Schocken, reprint, 1997

ISBN-13: 978-0805210521 (\$15.00 list)

You may purchase your textbook online at the [FIU Bookstore](http://fiu.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=21551&catalogId=10001) (<http://fiu.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=21551&catalogId=10001>).



The Jews of Silence

A PERSONAL REPORT ON SOVIET JEWRY

With a New Introduction by the Author

ELIE WIESEL

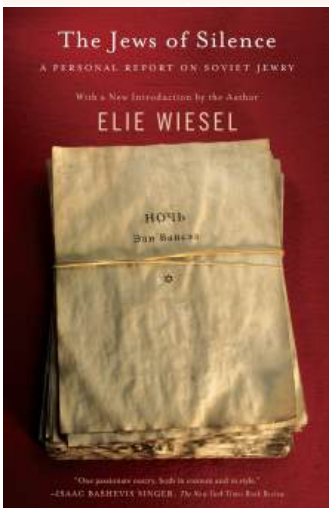
The Jews of Silence; a Personal Report on Soviet Jewry (Required)

Elie Wiesel, Trans. Neal Kozodoy

New York: Schocken paperback ed., 2011

ISBN-13: 978-0805208269 (\$14.00 list)

You may purchase your textbook online at the [FIU Bookstore](http://fiu.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=21551&catalogId=10001) (<http://fiu.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=21551&catalogId=10001>).



A selection of PDF essays, speeches, and Op-Eds will be available on Canvas

Expectations of this Course

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Students are expected to:

- **review the getting started page** located in the course modules;
- **introduce yourself to the class** during the first week by posting a self-introduction in the appropriate discussion;
- **interact** online with instructor and peers;
- **review** and follow the course calendar and weekly outlines;
- **log in** to the course at least **3 times** per week;
- **respond to messages** within **2 days**;
- **submit** assignments by the corresponding deadline.

The instructor will:

- log in to the course **at least 3 times** per week;
- respond to **messages** within **2 days**;
- grade assignments within **7 days** of the assignment deadline (excluding Sabbaths and Jewish holidays).

Course Detail

Course Communication

Communication in this course will take place via the Canvas Inbox. Check out the [Canvas Guide \(https://community.canvaslms.com/docs/DOC-10574-4212710325\)](https://community.canvaslms.com/docs/DOC-10574-4212710325) to learn how to communicate with your instructor and peers using Announcements, Discussions, and the Inbox. I will respond to all correspondences within 2 days.

Sequence of Modules/Major Topics and Percentages of Final Grade:

- Course Orientation: Tools and Techniques for Success (3% total)
- Introductory Materials: Judaism between the World Wars: An Overview (4% total)
- Elie Wiesel: Background and Biography (2% total)
- Testimonies from Sighet (9% total)
- From Sighet to the Shoah I (6% total)
- From Sighet to the Shoah II (21% total)
- Israel: Dawn of a New Era? (2% total)
- Jerusalem and the "Miracle" of 1967 (5% total)
- America: Living with the Presence of the Past (3% total)
- Moral Witness and the Challenges of Memory I: The Soviet Union and the Jews of Silence (5% total)
- Moral Witness and the Challenges of Memory II: Notable Speeches (5% total)
- Beyond Night: Reflections on the Impact and Legacy of the Holocaust (11% total)
- On Jews and Judaism: Religious and Theological Reflections (4% total)
- Reflections: Elie Wiesel and Post-Holocaust Jewry (10% total)
- Conclusions: Judaism in the 21st Century (10% total)

Assessments/Assignments:

There are two general categories of assessments/assignments in this course; some are low-stakes, formative assessments for which points are generally awarded for completion of a task or series of tasks, and some are higher-stakes, summative assessments that are evaluated and graded according to a set of rubrics. This course includes four different types of assignments as follows, plus a GeoStory Project performed mostly on iWitness, an external website:

PlayPosit Videos

- **PlayPosit** Videos: These are interactive videos using the PlayPosit tool, which interjects informational pauses and quizzes into online video content; students must read through these informational panels and correctly answer all quiz questions in order to complete each video and attain one completion point per video. All 12 **PlayPosit** Videos are **formative** assessments; each one

is worth 1% of your final grade.

Journal Entries


- **Journal Entries:** These are text box entries that are read only by me: while they will be introduced by reflective prompts, students may actually write anything they wish for these journal entries; they are an opportunity to tell me about your experiences in the course without judgment or evaluation. There are 4 required **Journal Entries**; each one is worth 2% of your final grade (graded on a pass/fail basis: 2% if you do the assignment, 0 if you don't), and all four are **formative** assessments.

Discussion

- **Discussions:** There are written and video-recorded **Discussion** posts in the course encompassing both categories of assessment: The first video **Discussion** is formative and requires students to introduce themselves, and students will receive 2 completion points for it. Throughout the course, there are 3 written **Discussions**: in each case, students will respond to a prompt with a post and will reply to others' posts; these will be graded according to a rubric and are summative; they are each worth 5% of the final grade. Finally, as a concluding project, all students will produce a short video edited from a selected Holocaust survivor testimony (the same testimony used for the IWitness **GeoStory** project (see below) and then share that video in a zoom-recorded video **Discussion** post that will comment on the video and assess the legacy of the Holocaust ; this summative project will be graded according to a rubric and is worth 10% of the final grade.

Essays

- **Essays:** There are three required **Essays** in the course, as indicated below; the first two, worth 5% and 10% of the final grade respectively, are evaluations of two assigned books by Wiesel; the third essay, worth 10% of the final grade, is a final thematic essay based on course themes: students will select from a list of topics and associated readings. All **Essays** will be graded according to a rubric and are summative.

In addition, all students will complete the IWitness **GeoStory activity**: this activity spans three weeks of the course and will mostly be completed on the **IWitness**  (<https://iwitness.usc.edu/sfi/About.aspx>) platform; altogether it is worth 28% of the final grade. It includes both formative and summative components: summative components include a written summary of a Holocaust survivor testimony worth 5% of the final grade and assessed according to a rubric, as well as some written portions of the **GeoStory activity** itself worth another 5%; the remainder of the **GeoStory activity** is formative and requires students to use IWitness's online tools to create an annotated timeline that includes clips of survivor testimony identified by the students.

In sum, 40% of the course grade is based on non-evaluative, formative activities that must be completed and 60% of the course grade depends on evaluative, summative assignments that assess student learning and command of course content.

Late Policy

All Written Assignments are due in Canvas by 11:59pm on **Saturdays** at the conclusion of each module unless otherwise indicated. **As a courtesy, all** assignments will stay open for 24 hours, one day past the posted due date, to allow for late submissions with no late penalty. *This grace period will not be extended.* Students who are unable to submit assignments by the conclusion of the grace period, for any reason, must contact the instructor prior to the deadline; late assignments will be accepted on a case-by-case basis, with a penalty, at the discretion of the instructor.













Zoom Video Conference

Zoom is a video conference tool that you can use to interact with your professor and fellow students by sharing screens, chatting, broadcasting live video/audio, and taking part in other interactive online activities.

Zoom Test Meeting Room  (<https://zoom.us/test>)

Use this link to access the Zoom Test Meeting Room. This meeting room is available to test out the software before joining an actual session.

Reference the provided links to access Zoom student tutorials to learn about the tool, how to access your meeting room, and share your screen.

- [Download Zoom](https://zoom.us/support/download)  [_](https://zoom.us/support/download).
- [Login to Zoom through Desktop Application](https://zoom.us/download)  [\)](https://zoom.us/download)
- [Enable and Test Audio & Webcam](https://support.zoom.us/hc/en-us/articles/201362283-How-Do-I-Join-or-Test-My-Computer-Audio-)  [_](https://support.zoom.us/hc/en-us/articles/201362283-How-Do-I-Join-or-Test-My-Computer-Audio-).
- [Schedule a meeting](https://support.zoom.us/hc/en-us/articles/201362413-How-Do-I-Schedule-Meetings-)  [\)](https://support.zoom.us/hc/en-us/articles/201362413-How-Do-I-Schedule-Meetings-) or [Join a Zoom meeting.](https://support.zoom.us/hc/en-us/articles/201362193-How-Do-I-Join-A-Meeting-)  [\)](https://support.zoom.us/hc/en-us/articles/201362193-How-Do-I-Join-A-Meeting-)
- [Invite others to join meeting.](https://support.zoom.us/hc/en-us/articles/201362183)  [\)](https://support.zoom.us/hc/en-us/articles/201362183)
- [Chat \(Professors\) - Students look at attendees section for instructions](https://support.zoom.us/hc/en-us/articles/205761999-Webinar-Chat)  [_](https://support.zoom.us/hc/en-us/articles/205761999-Webinar-Chat).
- [Share My Screen](https://support.zoom.us/hc/en-us/articles/201362153-How-Do-I-Share-My-Screen-)  [_](https://support.zoom.us/hc/en-us/articles/201362153-How-Do-I-Share-My-Screen-).
- [Record a Local Zoom meeting.](https://support.zoom.us/hc/en-us/articles/201362473-How-do-I-record-a-meeting-)  [\)](https://support.zoom.us/hc/en-us/articles/201362473-How-do-I-record-a-meeting-)
- [Host Control in Meetings.](https://support.zoom.us/hc/en-us/articles/201362603-Who-Is-The-Host-Of-The-Meeting-)  [\)](https://support.zoom.us/hc/en-us/articles/201362603-Who-Is-The-Host-Of-The-Meeting-)
- [Getting Started with iOS.](https://support.zoom.us/hc/en-us/articles/201362993-Getting-Started-with-iOS)  [\)](https://support.zoom.us/hc/en-us/articles/201362993-Getting-Started-with-iOS)
- [Getting Started with Android.](https://support.zoom.us/hc/en-us/articles/200942759-Getting-Started-with-Android)  [\)](https://support.zoom.us/hc/en-us/articles/200942759-Getting-Started-with-Android)

Grading

Course Grades Distribution Table

Course Requirements	Number of Items	Percentage for Each	Total Weight
PlayPosit Videos	12	1	12%
Journal Entries	4	2	8%
Discussion: Video Introduction	1	2	2%
Discussion: Written Discussions	3	5	15%
Discussion: GeoStory Project Video Discussion	1	10	10%
Essays	3	first essay: 5 second and third essays: 10	25%
GeoStory Project	1	28	28%
Total			100%

Letter Grade Distribution Table

Letter	Range%	Letter	Range%	Letter	Range%
A	93 or above	B	83 - 87	C	70 - 76
A-	90 - 92	B-	80 - 82	D	60 - 69
B+	88 - 89	C+	77 - 79	F	59 or less