



REL 3603

Judaism after the Holocaust: A Focus on Elie Wiesel

Section: RVC

Internet/Fully Online

Fall Term 2026

Course Time Zone: Eastern Time (ET). Course due dates and times are according to this time zone.

Course Prerequisites

Course prerequisites, if any, are listed below.

Course Description

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.

Textbook and Course Materials

The Night Trilogy Night, Dawn, Day

Required/Recommended: Required

Authors: Elie Wiesel

Publisher: Farrar, Straus and Giroux

Publication Date: 2008-04-15

Copyright Date: 2008

ISBN 10: N/A

ISBN 13: 9780809073641

Chapters/Pages: N/A

A Beggar in Jerusalem

Required/Recommended: Required

Authors: Elie Wiesel

Publisher: Random House Digital Inc.

Publication Date: 2013-02-13

Copyright Date: 1997

ISBN 10: N/A

ISBN 13: 9780307833808

Chapters/Pages: N/A

The Jews of Silence

Required/Recommended: Required

Authors: Elie Wiesel

Publisher: Random House Digital Inc.

Publication Date: 2011-08-16

Copyright Date: 2011

ISBN 10: N/A

ISBN 13: 9780805242973

Chapters/Pages: N/A

Panther Book Pack

Get all required course materials for \$22 per undergrad credit hour through Panther Book Pack. You'll be charged automatically unless you opt out within 3 days after the add/drop deadline.

For more details, to compare costs, and to learn how to access your course materials, visit the [Panther Book Pack information page on FIU OneStop](#).

Student Learning Outcomes/Objectives

- 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.

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 as 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;
- **take the practice quiz** to ensure that your computer is compatible with the

learning management system, Canvas;

- **interact** online with instructor and peers;
- **review** and follow the course calendar and weekly outlines;
- **log in** to the course **3 times** per week;
- **respond** to discussions by the due date specified.
- **respond** to **emails** within **2 days**;
- **submit** assignments by the corresponding deadline.

The instructor will:

- log in to the course **3 times** per week;
- respond to **emails** within **2 days**;
- grade assignments and/or provide feedback within **7 days** of the assignment deadline (excluding Sabbaths and Jewish holidays).

Assignments & Assessments

Discussion Forums

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.

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)

Assignments/Assessments

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](#) 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.

Quizzes

In order to mitigate any issues with your computer and online assessments, it is very important that you take the Practice Quiz from each computer you will be using to take your graded quizzes and exams. Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet.

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.

Grading

Course Grades Distribution Table

Course Requirements	Number of Items	Points for Each	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	20%
Essays	3	first essay: 5 second and third essays: 10	25%
GeoStory Project	1	28	28%
Total			100%

Letter Grade Distribution Table

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

Proctored Exams

Please note that the information contained in this section applies only if your course requires a proctored exam.

Through a careful examination of this syllabus, it is the student's responsibility to determine whether this online course requires proctored exams. Please visit our [Student Proctored Exam Instructions](#) webpage for important information concerning proctored exams, proctoring centers, and important forms.

Schedule of Topics

Refer to your modules for schedule.

Course Communication

Communication in this course will take place via **the Canvas Inbox**. Check out the [Canvas Guide](#) to learn how to communicate with your instructor and peers using the Canvas Inbox.

I will respond to all correspondence within **2 days**.

Policies & Resources

Before starting this course, please review the Policies & Resources Page in Canvas, which includes comprehensive information on various University and Course Level Policies, such as:

- University Policies
- Accessibility and Accommodations
- Online Etiquette
- Technical Requirements and Skills
- Computer & Digital Literacy Skills
- Course Technology Accessibility Statements and Privacy Policies
- Academic Integrity
- Copyright Statement
- Nondiscrimination Statement
- Panthers Care & Counseling and Psychological Services (CAPS)
- Fair Use Policy

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 meetings can be accessed via the Zoom link in the course navigation menu. Once you click on the Zoom link, it will route you to join the meeting for the respective class session. You will also be able to view upcoming meetings, previous meetings that you have already joined, and meeting recordings. Before joining an actual class session:

- Reference the [Zoom Student Tutorials](#) to learn about the tool, how to access your meeting room, and share your screen.
- Access the [Zoom Test Meeting Room](#) to test out the software before joining an actual session.

If you encounter any technical difficulties, please contact the [FIU Canvas Help Team](#). Please ensure you contact support immediately upon the issue occurring.

Nondiscrimination Statement

The **Office of Civil Rights** (OCR) is responsible for ensuring that FIU maintains a workplace and learning environment free from discrimination, where current and prospective faculty, staff, and students are treated equitably. If any student, employee, or applicant has a sincere and reasonable belief that they have been discriminated against or harassed based on age, color, disability, marital status, ethnic or national origin, race, religion, retaliation, sex, or any other protected category, they can report their concerns to the OCR team through report.fiu.edu.