REL 3194

The Holocaust

Section: U01

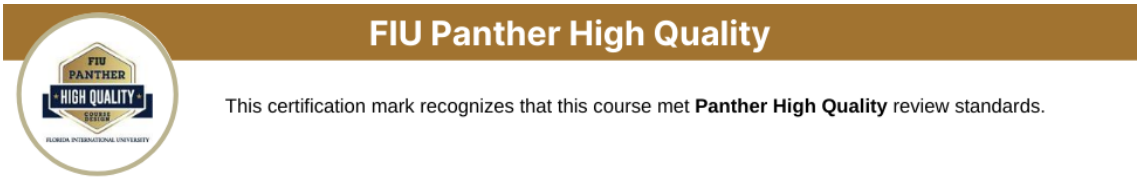
Hybrid/Certified

Spring Term 2027

Course Meeting Information

Class meets on Tuesdays from 12:30-1:45pm in SIPA 1, room 503.

Course Awards



Course Time Zone | Eastern Time (ET). Course due dates are

according to this time zone.

Professor Information

Dr. Oren B. Stier

Roles: Primary Instructor

Email: use Canvas Inbox

Phone: N/A

Office Hours: Tuesdays: 11am-12 noon and 3-4pm; by appointment (including zoom) throughout the week.

Office Location: SIPA I 514

Website: https://religion.fiu.edu/people/faculty/oren.stier.html

Department or Academic Unit: Religious Studies

Additional Notes

https://sipa.fiu.edu/hgsp/index.html

Course Prerequisites

Course prerequisites, if any, are listed below.

Course Description

The Holocaust, the systematic destruction of Jews and Jewish life by the Nazi regime prior to and during World War II, was a watershed event in human history that irrevocably impacted

our thinking about humanity, including but not limited to how we reflect on religion, war, society, ethics, morality, culture, and more. The Holocaust was an assault on Jews, Judaism, and Jewish identity, but it was more than that as well; learning about the Holocaust, its causes, and its legacies, teaches us much about the world in which we live today. In light of recent increases in antisemitism, hate speech, and racially motivated violence, understanding the past and its impact on the present has become even more essential.

This hybrid, "flipped-classroom" course aims to answer many questions people have about the Holocaust—not only what it was, but what led to it and how the world dealt with its aftermath. A specific focus of the course is on relations between Jews and Christians before, during, and after the Nazi era, across time and space in regions such as the Middle East, Europe, and the US. This is not a class on the history of the Holocaust itself, though a basic familiarity with the facts of the Nazi assault on Jewry will be necessary. Students without such a background may wish to read any one of a number of works on Holocaust history on their own to supplement their knowledge (extra credit may be available).

This class is also infused with material from The Wolfsonian-FIU collection, which provides critical visual and material cultural background to and context for the rise of Nazism: a clear understanding of the power of images and visual branding is critical for comprehending Nazi ideology.

The subject of the course is engaging, disturbing, and taxing: sensitivity and thoughtfulness are essential throughout! Since

this is a hybrid course, much of the coursework is done outside of the classroom at the student's own pace on a week-to-week basis (the week runs Monday-Sunday). We meet in person once a week on Tuesdays for class discussions and active learning exercises that put each week's materials in context and provide forums for questions, comments, review and engagement.

This is a Discipline-specific, Global Learning course that counts toward your FIU Global Learning graduation requirement.

Textbook and Course Materials

Approaches to Auschwitz: The Holocaust and Its Legacy

Required/Recommended: Required

Authors: Rubenstein, Richard L.

Publisher: Westminster John Knox Press

Publication Date: 2003-01-01

Copyright Date: 2003

ISBN 10: N/A

ISBN 13: 9780664223533

Notes: If purchasing this book, ensure it is the 2003 revised edition. This book is also available electronically via the FIU Libraries.

Chapters/Pages: ALL

Night

Required/Recommended: Required

Authors: Wiesel, Elie

Publisher: Hill and Wang, a division of Farrar, Straus and Giroux

Publication Date: 2006-01-16

Copyright Date: 2006

ISBN 10: N/A

ISBN 13: 9780374500016

Notes: You must use only this 2006 edition.

Chapters/Pages: ALL

Sources of the Holocaust

Required/Recommended: Required

Authors: Hochstadt, Steve

Publisher: Bloomsbury Academic

Publication Date: 2023-01-26

Copyright Date: 2023

ISBN 10: N/A

ISBN 13: 9781350328075

Notes: If purchasing this book, ensure it is the 2003 revised edition. This book is also available electronically via the FIU Libraries.

Chapters/Pages: ALL

Survival in Auschwitz: The Nazi Assault on Humanity

Required/Recommended: Required

Authors: Levi, Primo

Publisher: Collier Books

Publication Date: 1961

Copyright Date: 1961

ISBN 10: N/A

ISBN 13: 9780684826806

Chapters/Pages: ALL

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.

Readings, Materials, and Open Educational Resources (OER)

***Additional Required Readings provided via Canvas**:*

- Franklin H. Littell, *The Crucifixion of the Jews: The Failure of Christians to Understand the Jewish Experience* (NY: Harper and Row, 1975; reprint Macon, GA: Mercer

University Press, 1996), excerpts.

- New Testament Gospel excerpts.
- Steven Katz, typology of religious responses to the Holocaust.
- Selection of online readings/links.

Student Learning Outcomes/Objectives

- Examine the Holocaust in historical, religious, and cultural contexts.
- Recognize prejudice, intolerance, and hate and formulate a concrete action plan in response.
- Describe long-standing causes and lingering effects of the Holocaust and antisemitism and relate them to today's world.
- Examine your own biases, learn to overcome them, take time to become more self-aware, and demonstrate that self-awareness.
- Decipher textual, verbal, and visual examples of Holocaust propaganda, correlating them to contemporary examples, and prepare to combat them.
- Identify the complex interconnections among historical,

religious, social, political, and cultural factors that led to the Holocaust (GL)

- Analyze from several perspectives the experiences of people involved in the Holocaust (GL)
- Reflect on and respond to the legacies of the Holocaust and its global impact in the present and their own lives (GL)

Expectations of this Course

This is a hybrid course: much the course work will be conducted online through asynchronous weekly assignments. Expectations for performance in a hybrid course are the same for a traditional course. In fact, hybrid 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 at least **3 times** per week;
- **Respond** to **emails** 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 **emails** within **48 hours** (not counting Sabbaths and Jewish holidays);
- **Grade** and/or **provide feedback** on assignments within **7 days** of the deadline.

Course Communication

Communication in this course will take place via the Canvas Inbox. Check out the Canvas Conversations Tutorial or Canvas Guide to learn how to communicate with your instructor and peers using Announcements, Discussions, and the Inbox. I will respond to all correspondences within 48 hours (not counting Sabbaths and Jewish holidays).

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
- Core Principles of This Course
- Nondiscrimination Statement
- Panthers Care & Counseling and Psychological Services (CAPS)
- Fair Use Policy

Assignments & Assessments

*The course is divided into **five** modules.*

- ***Module 0**: Welcome, Orientation, and Introduction*: We discuss the general background of the Holocaust as well

as key questions and theories central to the course (week 1).

- ***Module 1****: Before the Nazi Era:* We discuss the historical and religious issues and events that led up to the Holocaust (weeks 2-4).
- ***Module 2****: Nazism and the "Final Solution:"* We discuss life under the Nazi regime and in the ghettos and camps (weeks 5-8).
- ***Module 3****: The End of WWII: Ethics and Experience*: We discuss Jewish and Christian responses to the Holocaust and issues relating to ethics, resistance, and survival (weeks 9-11).
- ***Module 4****: After the Nazi Era: Reflecting on the Holocaust:* We discuss liberation, survivor "guilt" and silence, life in the aftermath, Christian and Jewish theological responses, the moral legacy of the Holocaust, and contemporary remembrance issues and activities (weeks 12-14).

Surveys

There are 2 surveys for the course. These are Entrance and Exit questionnaires that are meant to help me (and you!) gauge what you know (not what you can look up)! Survey assignments are graded based on completion and are worth

2% of the overall course grade.

Assessments

Quizzes

Students will complete **5 quizzes**. Each quiz consists of 10 multiple-choice and true/false questions. You will have 10 minutes to complete each quiz and 3 attempts, with the highest score kept as the final grade. The material covered in each quiz is indicated in the course calendar.

Each quiz is meant to be taken at the end of the week in which it appears to allow sufficient time to learn the material and for multiple attempts. (Quiz #1 will be open an extra week to accommodate late registrations.) **There will be no extensions on the quizzes**. It is recommended you attempt the quiz for the first time soon after completing the week's readings and videos; if you are not satisfied with your grade, review the material and take it again over the weekend. You may attempt each quiz up to three times, but the questions will vary with each attempt.

Quizzes are automatically graded and results are available immediately upon completion. *The lowest quiz grade will be discarded, and the four remaining quizzes will apply to the final course grade.* Each remaining quiz is worth 2% of your final grade; totaling **8% of your final course grade.**

Note: Respondus Lockdown Browser is required for all

assessments. For more info, read How to Take a Quiz with the Respondus Lockdown Browser.

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. It is your responsibility to make sure your computer meets the minimum hardware requirements.

All assessments will auto-submit when (1) the timer runs out OR (2) the closing date/time is reached, **whichever happens first**. For example, if a quiz has a closing time of 5:00 pm but the student begins the exam at 4:55 pm, the student will only have 5 minutes to complete the quiz.

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact FIU Canvas Help Team.

Perusall Assignments

Perusall is a social annotation platform that allows you to comment on text as you read. In this course, we will be using Perusall to collaboratively read and annotate multiple readings. First, you will have a 1-point "Making the Most of Learning with Perusall" assignment that will teach you how to use the tool. Then, you will have three assignments worth 2% each in which you and your peers will collectively annotate course readings.

Journal Reflections

Every student will keep a class journal, using a standard composition book. There will be 9 Journal Reflection assignments, usually completed during class meetings. These are opportunities to reflect on course readings, lectures, videos, and other required materials and to tell me about your experiences in the course. As formative assessments, they help build understanding and demand less evaluation than the summative assessments in the course.

In order to receive full credit for each Journal Reflection, you must **write at least a paragraph** (minimum **6** sentences) in response to the assignment prompt and you must **include at least one properly cited quotation** from the assigned reading to which the prompt refers or other appropriate evidence you completed the assigned materials. Partial or no credit for each Journal Reflection may also be awarded, based on the quality of the response and its adherence to these guidelines.

Visual Culture Discussions

The course includes 3 required special recorded lectures addressing Visual Culture and the Holocaust: students will view these lectures and post to the three distinct Visual Culture Discussions (VCDs) over the course of the semester, as indicated in the course calendar. There are three sequential, numbered VCDs; each VCD lasts for a three week period, and students are expected to post and reply multiple times in each

numbered VCD. The entire Visual Culture Discussions assignment category is worth **20% of your final course grade (6% each for VCD 1 and 2 and 8% for VCD 3) and will be graded according to the Discussion Rubric *(Global Engagement assessment)*. There will be no extensions on the Visual Culture Discussions final deadline, and failure to post by the interim deadlines will result in reduced scores on the rubric.**

Review the rubric attached to the discussion boards for further details. Grades will be available within 7 days of the closing due date for each VCD.

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.

Midterm Essay: What Is the Jewish Question?

An in-class midterm essay on the "Jewish Question" concludes Module 1. It is worth **10% of your final course grade and will be graded according to the Essay Rubric *(Global Awareness assessment)***.

Review the assignment description and rubric attached to the assignment for further details. Grades will be available within 7 days of the due date.

Quotation Analysis Assignment

An in-class assignment on human relationships during the Holocaust, utilizing quotations from the two assigned survivor memoirs, concludes Module 3 of the course . The entire assignment is worth **5% of your final course grade and will be graded according to a Rubric *(Global Perspective assessment)***.

Review the assignment description and rubric attached to the assignment for further details. Grades will be available within 7 days of the due date.

Final Exam:

There will be a final exam during Finals Week that is worth **20% of the final course grade**.

Class Attendance and Participation:

The professor will assess each student's class attendance and participation, totaling **10% of the final course grade**.

Grading

All student work will be assigned numerical grades, corresponding to the following letter grades, according to the criteria below. Final grades will be calculated according to the percentages outlined below and converted to final letter grades

for the course.

Course Grades Distribution Table

Course Requirements	**Number of Items**	**Points for Each**	**Total Points Available**	**Weight %**
Surveys	2	1	2	2%
Quizzes (lowest score dropped)	4 out of 5	10	40	8%
Midterm Essay: What Is the Jewish Question?	1	100	100	10%
Quotation Analysis Assignment	6	1	6	5%
Visual Culture Discussions	3	varies	20	20%
Journal Reflections	9	2	18	18%
Perusall Assignments	4	varies	7	7%

Course Requirements	Number of Items	Points for Each	Total Points Available	Weight %
Final Exam	1	100	100	20%
Class Attendance & Participation	13	1	10	10%
Total	**28**	**N/A**	**179**	**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

Letter	Range%	Letter	Range%	Letter	Range%
B+	88 - 89	C+	77 - 79	F	59 or less

Course Regulations and Expectations

- **Readings** must be completed and **online lectures** viewed during the week they are assigned.
    - Careful preparation of readings and attention to lectures are essential for comprehension, participation, and overall performance!
- Policies on **due dates**:
    - **All assignments are due by 11:59 pm on Fridays unless otherwise noted**.
        - *As a **courtesy**, all assignments remain open for a 24-hour grace period* to accommodate late submissions, technical difficulties, and the like; assignments close at 11:59 pm on Saturdays. *Students wishing to submit any assignment after the end of the grace period for any reason must contact the professor and explain their request.*
        - Online quizzes are designed to be attempted

after completing the assigned readings and viewing videos each week as indicated in the course calendar. I recommend students attempt each quiz for the first time early in the week it is assigned. *Each quiz may be attempted up to three times*(questions vary with each attempt).

- *Reminder: The **lowest** quiz score out of the seven required quizzes will be dropped from the final grade calculation.*

- **You are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the Code of Student Conduct.**
  Plagiarism and any and all forms of academic dishonesty will not be tolerated. Plagiarism is stealing someone else's words or original ideas. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and/or unacknowledged collaboration on any work, or the presentation of someone else's work, is plagiarism.
  - **Plagiarism** occurs in the following forms: (1) uncredited quotations (including words copied from elsewhere but not bracketed by quotation marks and quotations without proper citations and

documentation) and (2) uncredited paraphrases.

- Content generated by an Artificial Intelligence third-party service or site (**AI-generated content**) is another form of plagiarism. Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism.
- To avoid plagiarism, students must properly cite the source material and must refrain from using AI-generated content. Only commonly known facts and concepts, general material learned in the course of research and study, and students' original ideas do not require citation. Students found violating standards risk receiving a grade of 0 on the assignment in question, may fail the course, and may be reported directly to the Office of Academic Affairs.
- If you are unsure about whether something may be plagiarism or another form of academic dishonesty, please reach out to me to discuss it as soon as

possible.
    - For useful guidelines, go to the Plagiarism Prevention section on the FIU Library's website.
- FIU's Center for Excellence in Writing offers free services. Take advantage of them!
- **Extra Credit** for pre-approved writing activities *may* be available for the diligent student. Further guidelines will be provided if extra credit opportunities become available.
    - *Extra credit essays, if available, are due no later than the last day of regular classes.*

Schedule of Topics

For the Schedule of Topics, please refer to the individual Modules.

This Syllabus/Schedule is an outline of the course and is subject to change at the instructor's discretion with written notice.

Academic Freedom Statement

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.

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.