

GENERAL INFORMATION

PROFESSOR INFORMATION



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COURSE DESCRIPTION AND PURPOSE

This online course is a survey of historical, ethical, and theological issues relating to the Holocaust, the systematic destruction of Jews and Jewish life by the Nazi regime during World War II. A specific focus of the course is on relations between Jews and Christians before, during, and after the Nazi era. 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. This course is also infused with material from the Wolfsonian-FIU collection, which will provide critical visual and material cultural background to and context for the rise of Nazism. The subject of the class is engaging, disturbing, and taxing: sensitivity and thoughtfulness are essential throughout!

COURSE OBJECTIVES

- Students will learn to see the Holocaust in greater historical, religious, and cultural context.
- Students will gain an understanding of classical antisemitism and its implications.
- Students will consider the roles religion plays in situations of extremity, as well as the ethical choices people make in such situations.
- Students will examine material and visual culture objects relating to the Nazi period and understand them in context.
- Students will develop critical thinking skills in close reading, reflection, and response.

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

- **Course Introduction & Before the Nazi Era:** We address the general background of the Holocaust as well as key questions and theories central to the course. We then address the historical and religious issues and events that led up to the Holocaust.
- **During the Nazi era:** We address life under the Nazi regime and in the ghettos and camps, Jewish and Christian responses, ethics, resistance, and survival.
- **After the Nazi era:** We address 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.

These modules are subdivided into individual units that you may work through at your own pace: all work within each module is due by the module end date; estimated approximate time necessary for each individual unit is noted for each unit as a helpful guide.

Success in this course is heavily dependent on consistent and regular work: I recommend you schedule and devote at least two hours per day for the duration of the summer A term to this course.

POLICIES

Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

TECHNICAL REQUIREMENTS & SKILLS

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" webpage to find out more information on this subject.

Please visit our [Technical Requirements](#) webpage for additional information.

ACCESSIBILITY AND ACCOMMODATION

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

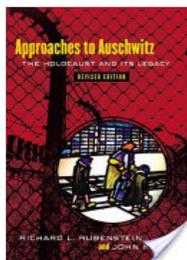
Please visit [Blackboard's Commitment Accessibility](#) webpage for more information.

For additional assistance please contact FIU's [Disability Resource Center](#).

COURSE PREREQUISITES

There are no prerequisites for this course.

TEXTBOOK



Approaches to Auschwitz

Richard L. Rubenstein, John K. Roth

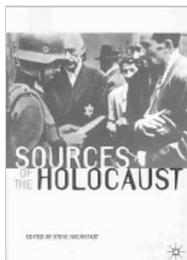
Westminster John Knox Press, 2003

ISBN-10: 0664223532

ISBN-13: 9780664223533

[Book Info](#). You may purchase your textbook online at the [FIU Bookstore](#).

Make sure you purchase this edition only!



Sources of the Holocaust

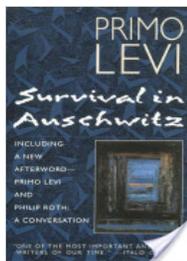
Steve Hochstadt

Palgrave MacMillan, 04/24/2004

ISBN-10: 0333963458

ISBN-13: 9780333963456

[Book Info](#). You may purchase your textbook online at the [FIU Bookstore](#).



Survival In Auschwitz

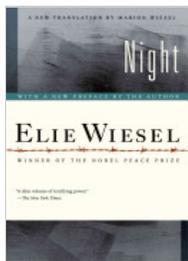
Primo Levi

Simon and Schuster, 1996

ISBN-13:9780684826806

[Book Info](#). You may purchase your textbook online at the [FIU Bookstore](#).

Chose between this book or "Night"



Night

Hill and Wang, 01/16/2006

ISBN-10: 0374500010

ISBN-13: 9780374500016

[Book Info](#). You may purchase your textbook online at the [FIU Bookstore](#).

Chose between this book or "Survival In Auschwitz." This is the required edition if selecting this book.

Required Reserves and Handouts:

- 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. **PDF posted on Blackboard.**
- New Testament Gospel excerpts. **PDF posted on Blackboard.**
- Steven Katz, typology of religious responses to the Holocaust. **PDF posted on Blackboard.**
- Selection of online readings/links. **DOC posted on Blackboard.**

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 **how to get started information** located in the course content
- **Introduce yourself to the class** during the first week by posting a self introduction in the appropriate discussion forum
- **Take the practice quiz** to ensure that your computer is compatible with Blackboard
- **Interact** online with instructor/s and peers
- **Review** and follow the course calendar
- Submit assignments by the corresponding deadline

COURSE DETAIL

COURSE COMMUNICATION

Communication in this course will take place via **Email**.

The Email feature is an external communication tool that allows users to send emails to users enrolled within the course. Emails are sent to the students' FIU email on record. The Email tool is located on the Course Menu, on the left side of the course webpage.

Visit our [Writing Resources](#) webpage for more information on professional writing and technical communication skills.

ASSESSMENTS

Seven quizzes (through FIU Online/Blackboard): each is designed to apply to the unit indicated; all quizzes within each module are open for the duration of the module. There will be no extensions on the quizzes. You may attempt each quiz up to three times, but the questions will vary with each attempt. It is recommended you attempt the quiz for the first time immediately after completing the relevant material; if you are not satisfied with your grade, review the material and take the quiz again. The two lowest quiz grades will be discarded, leaving 5 remaining; each of these five quizzes is worth 4% of your final grade, totaling **20% of your final grade**. **Respondus Lockdown Browser required.**

An Online Final Examination consisting of 10 paragraph-long term identifications selected from a larger list assigned randomly by Blackboard from a master list. The master list will be drawn from online lectures and the lecture powerpoints. **The Final Exam is worth 20% of your final grade. Respondus Lockdown Browser required. There will be no extensions on the Final Exam.**

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](#).

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 Online Support Services](#).

- Review the [Respondus LockDown Browser Instructions](#) on how to install, access your assessments and view your grades.
- After installing the browser, please take the Practice Quiz to familiarize yourself with the testing environment and to ensure that you have downloaded the Respondus Lockdown Browser correctly.

DISCUSSION FORUMS

Throughout the course several recorded lectures are required that deal with Nazi visual culture, as noted. At least once per module, students are required to select one item from those lectures and post about it to the Discussion Board by the deadline indicated. Additionally, students are expected to read colleagues' posts and respond to them throughout the course: **20% of your final grade. There will be no extensions on the Discussion Board Posting deadlines.**

You must create an original post before blackboard will allow you to respond to a classmates post.

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.

Criteria	Failing	Unsatisfactory	Satisfactory	Exemplary
Quantity and Timeliness	0-1 posts and/or 0-1 peer replies within required time frames 0-1 points	1-2 posts and/or 1-2 replies within required time frames 2-3 points	2-3 posts and/or 2-3 replies within required time frames 4-5 points	3+ posts and 3+ thoughtful replies within required time frames 6-7 points
Spelling and mechanics	Does not submit posts that are in complete sentences 0-1 points	Posts/replies are grammatically incorrect and have more than 2 spelling errors and/or typos. 2-3 points	Posts/replies have one or more grammatically incorrect sentences and/or two spelling errors/typos. 4-5 points	Posts contain grammatically correct, complete sentences without any spelling errors or typos. 6-7 points
Demonstrates knowledge and understanding of content within the context of the course	Post(s) and responses show no evidence of knowledge and understanding of course content within the context of the course. 0-1 points	Post(s) and responses show little evidence of knowledge and understanding of course content within the context of the course. 2-3 points	Post(s) and responses show satisfactory evidence of knowledge and understanding of course content within the context of the course. 4-5 points	Post(s) and responses show exemplary evidence of knowledge and understanding of course content within the context of the course. 6-7 points
Generates learning within the community	Posts/responses do not attempt to elicit responses and reflections from other learners and/or do not engage them 0-1 points	Posts are brief and barely attempt to elicit responses from other learners and/or replies barely engage other learners and/or do not build upon the ideas of other learners to take the discussion deeper. 2-3 points	Posts attempt to elicit responses and reflections from other learners and responses build somewhat upon the ideas of other learners to take the discussion deeper. 4-5 points	Posts elicit responses and reflections from other learners and responses build upon and integrate multiple views from other learners to take the discussion deeper. 6-7 points

ASSIGNMENTS

Two essays, to be submitted to turnitin.com via Blackboard (no separate turnitin registration required) of about 850-1000 words per essay; each is worth **20% of your final grade**. Essays may be turned in up to the last day of class with no penalty.

- Review the detailed [Turnitin Instructions](#) on how to submit your assignments and how to review the Grademark comments (feedback) from your professor.

Criteria	Failing	Unsatisfactory	Satisfactory	Exemplary
Structure/ Organization	Essay lacks structure/organization 0-1 points	The information appears to be disorganized or barely organized. 2-3 points	Information is organized with some or mostly well-constructed paragraphs and some overall structure. 4-5 points	Information is very organized with well-constructed paragraphs and overall structure. 6-7 points
Style & Mechanics	Numerous grammatical, spelling, and/or punctuation errors; poorly written. 0-1 points	Many grammatical, spelling, or punctuation errors; some awkward writing. 2-3 points	Few/almost no grammatical, spelling or punctuation errors; readable style. 4-5 points	No grammatical, spelling or punctuation errors; clear and compelling writing style. 6-7 points
Quality of Argument/ Fulfills Assignment	Essay has nothing to do with the assigned topic. 0-1 points	Essay has little to do with the assigned topic and/or relates somewhat to the assignment. 2-3 points	Essay relates to the assigned topic and/or fulfills most of the terms of the assignment. 4-5 points	Essay clearly relates to the assigned topic and fulfills the terms of the assignment. 6-7 points
Content/ Documentation	No evidence student has completed assigned readings and lectures. 0-1 points	Scant evidence student has completed assigned readings/lectures; many or some sources are not accurately documented. 2-3 points	Evidence student has completed assigned readings/lectures; many or most sources are accurately documented. 4-5 points	Exemplary evidence student has completed assigned readings/lectures; all sources are accurately documented in proper format. 6-7 points

GRADING

Course Requirements	Number of Items	Weight
Quizzes (7)	5 (2 lowest grades will be dropped)	20%
Essays	2	40%
Final Exam	1	20%
Discussion Board Posts and Replies	3+	20%
Total	10	100%

NA

GRADING CRITERIA

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 above and converted to final letter grades for the course.

Letter/Range	Description
98 - 100 A+ 93 - 97 A 90 - 92 A-	"As" are awarded for excellent to exceptional work, free of technical and stylistic errors, showing sustained thought and engagement with the material on an appropriate but impressive academic level.
88 - 89 B+ 83 - 87 B 80 - 82 B-	"Bs" are awarded for good to very good work, with some occasional errors, but nonetheless clearly indicating a good grasp of the material and assigned task.
78 - 79 C+ 73 - 77 C 70 - 72 C-	"Cs" are awarded for average to above average work, meeting minimal standards but marked with errors, and exposing gaps in student performance and/or fulfillment of the assignment.
68 - 69 D+ 63 - 67 D 60 - 62 D-	"Ds" are awarded for barely passing to below average work, usually riddled with errors and seriously deficient in fulfilling the assignment.
< 60 F	"Fs" are awarded for unacceptable work.

COURSE CALENDAR

COURSE REGULATIONS AND EXPECTATIONS

- **READINGS** must be completed during the week they are assigned, prior to class discussions. Careful preparation of readings is essential for comprehension, participation, and overall performance!
- **DUE DATES:**
 1. **Quizzes the Final Exam** all have firm deadlines and will not be re-opened except in cases of documented emergency.
 2. **Discussion Board postings** have firm deadlines and will not be re-opened for any reason.
 3. The **Two Essays** have recommended due dates but will be accepted until 11:59pm on the last day of class, 6/20, with no penalty.
- **PLAGIARISM** and any and all forms of academic dishonesty will not be tolerated. Plagiarism is stealing someone else's words or original ideas. Plagiarism occurs in two 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. In both cases, to avoid plagiarism, students must properly cite the source material. 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 will fail the course and will be reported directly to the Office of Academic Affairs. For useful guidelines, go to the **Plagiarism Prevention** section on the FIU Library's website: <http://libguides.fiu.edu/plagiarism>.
- **FIU's CENTER FOR EXCELLENCE IN WRITING** offers free services. Take advantage of them! See <http://writingcenter.fiu.edu/>
- **EXTRA CREDIT** is always available for the diligent student. For this course, there is only one options for extra credit: You may write a 500-1000 word essay on either the Wiesel or Levi book, whichever one you did not select for Essay #2. You must inform the professor you will be doing so, and you will then receive specific instructions. You will receive up to 3 points added to your final grade according to the following rubric. Due no later than 6/20. No exceptions to this deadline will be permitted.

MODULE WEEKLY SCHEDULE

Module I - Course Introduction & Before the Nazi Era

May 12th - May 25th

Unit 1: Orientation; What is the Holocaust? What's in a name? (Approximately 2 hours of work)

Read:

- Review the syllabus
- Rubenstein & Roth, pp. ix-22
- Hochstadt, pp. 1-6.

View:

- Online Lecture 1: What is the Holocaust?
- PDF of Lecture Powerpoint (to download/follow along/make notes)
- Video: "The Cross and the Star: Jews, Christians, and the Holocaust," a film by John J. Michalezyk (NY: First Run Features, 1992).
 - Available on Netflix or at GL 5th floor reserve desk (call # BM645.H6 C76 1992 or NVS 567) NOTE: This is the 2nd of two features—*make sure to watch the correct film!*

Due:

- Online quiz #S1: The Cross and the Star

Unit 2: Judaism and Early Christianity (Approximately 2 hours of work)

Read:

- Rubenstein & Roth, pp. 25-47
- Hochstadt, pp. 7-21
- Gospel excerpts (.pdf).

View:

- Online Lecture 2: The Jew as Outsider
- PDF of Lecture Powerpoint (to download/follow along/make notes)

Due:

- Online quiz #S2: Introductory Readings (R&R, pp. ix-47; H., pp. 1-21)

Unit 3: Antisemitism (Approximately 2 hours of work)

Read:

- Rubenstein & Roth, pp. 49-70
- Littell, pp. 24-43 (.pdf)
- Hochstadt, pp. 22-35

View:

- Online Lecture 3: Christian Antisemitism from the Gospels to the Enlightenment
- PDF of Lecture Powerpoint (to download/follow along/make notes)

Due:

- Online quiz #S3: Littell .pdf and Hochstadt, pp. 22-35

Unit 4: The Failure of Emancipation and the Rise of Nazism (Approximately 5 hours of work)

Read:

- Rubenstein & Roth, pp. 71-117

View:

- Online Lecture 4: The Jewish Question
- PDF of Lecture Powerpoint (to download/follow along/make notes)
- Visual Culture Lecture #1: Antisemitism in Europe, Francis. X. Luca, Senior Librarian, Wolfsonian-FIU

Due:

- Discussion Board Post #1: select an item from Dr. Luca's lecture and post about it; due by Sun. 5/25
- Essay #1 suggested due by Sun. 5/25

Module II - During the Nazi Era

May 26 - June 8

Unit 5: Towards The Final Solution (Approximately 3 hours of work)

Read:

- Rubenstein & Roth, pp. 121-142
- Hochstadt, pp. 36-84

View:

- Online Lecture 5: Towards the "Final Solution"
- PDF of Lecture Powerpoint (to download/follow along/make notes)
- Online Lecture 6: Kristallnacht & The St. Louis
- PDF of Lecture Powerpoint (to download/follow along/make notes)

Due:

- Online quiz #S4: Hochstadt, pp. 36-84

Unit 6: The Final Solution (Approximately 3 hours of work)

Read:

- Rubenstein & Roth, pp. 143-166
- Hochstadt, pp. 85-178

View:

- Online Lecture 7: War and the "Final Solution" to the Jewish Question
- PDF of Lecture Powerpoint (to download/follow along/make notes)

Due:

- Online quiz #S5: Hochstadt, pp. 85-178

Unit 7: Industrialized Murder (Approximately 2 hours of work)

Read:

- Rubenstein & Roth, pp. 167-213
- Hochstadt, pp. 179-221

View:

- Online Lecture 8: The Mechanics of Murder
- PDF of Lecture Powerpoint (to download/follow along/make notes)

Unit 8: Propaganda (Approximately 2 hours of work)

View:

- Visual Culture Lecture #2: Race and Visual Culture under National Socialism
- Online Exhibition, "Race and Visual Culture under National Socialism"

Due:

- Discussion Board Post #2: select an item from Dr. Stier's lecture on "Race and Visual Culture under National Socialism or from the Online Exhibition and post about it; due by Sun., 6/8

Unit 9: The End of World War II (Approximately 2 hours of work)

Read:

- Rubenstein & Roth, pp. 217-247

View:

- Online Lecture 9: Victims, Resisters, Survivors
- PDF of Lecture Powerpoint (to download/follow along/make notes)

Unit 10: “Life” and “Survival” During the Holocaust (Approximately 6 hours of work)

Read:

- Either Wiesel OR Levi

View:

- Online Lecture 10: The Jewish Experience: Elie Wiesel (part I)
- PDF of Lecture Powerpoint (to download/follow along/make notes)
- Online Lecture 11: The Jewish Experience: Elie Wiesel (part II)
- PDF of Lecture Powerpoint (to download/follow along/make notes)
- Special Online Lecture: Dr. Alan Rosen, Yad Vashem, Jerusalem (optional)
- Online Lecture 12: The Jewish Experience: Primo Levi
- PDF of Lecture Powerpoint (to download/follow along/make notes)

Due:

- Essay #2, suggested due by Sun. 6/8

Module III - After the Nazi Era

June 9 - June 20

Unit 11: Testimony (Approximately 2 hours)

Read:

- Hochstadt, pp. 222-54

View:

- Video: “Witness: Voices from the Holocaust,” a production of Stories To Remember in association with the Fortunoff Video Archive for Holocaust Testimonies, Yale University (NY: Joshua M. Greene Productions, 1999). Available on YouTube or at GL 5th floor reserve desk (call # RESAV 170.2)

Due:

- Online quiz #S6: “Witness” and Hochstadt, pp. 222-254.

Unit 12: Theology (Approximately 3 hours)

Read:

- Rubenstein & Roth, pp. 249-290; 327-354
- Katz typology

View:

- Online Lecture 13: A Broken Covenant?
- PDF of Lecture Powerpoint (to download/follow along/make notes)
- Online Lecture 14: God after Auschwitz
- PDF of Lecture Powerpoint (to download/follow along/make notes)

Unit 13: Ethics after the Holocaust and Course Conclusions (Approximately 6 hours)

Read:

- Rubenstein & Roth, pp. 355-377.
- Hochstadt, pp. 255-99
- Online readings (.doc with links posted in Blackboard)

View:

- Online Lecture 15: Ending Auschwitz
- PDF of Lecture Powerpoint (to download/follow along/make notes)
- Visual Culture Lecture #3: Branding the Nazis, Steve Heller, School of Visual Arts

Due:

- Online quiz #S7: Online and Final Readings (R&R, pp. 249-90 and 327-77; H., pp. 255-99)
- Discussion Board Post #3: select an item from Mr. Heller's lecture and post about it; due by Fri, 6/20
- Term Identification Exam & Remaining Essays, due by Fri, 6/20

THIS syllabus outlines everything you need to know for this course. Please make sure you have read it through carefully.