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FLORIDA INTERNATIONAL UNIVERSITY

REL 3194: The Holocaust

Spring 2019 Hybrid course (1/2 online, 1/2 in-person)

Face-to-face class meetings on Fridays

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Course Orientation:

Description: This hybrid, “flipped-classroom” 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 prior to and during World War II. 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 will provide critical visual and material cultural background to and context for the rise of Nazism. The subject of the course is engaging, disturbing, and taxing: sensitivity and thoughtfulness are essential throughout! Since this is a flipped-classroom format course, much of the coursework will be done outside of lecture, all at the student’s own pace on a week-to-week basis (the week runs Monday-Sunday). We will meet once a week on Fridays for class discussions and active learning exercises that put each week’s materials in context and provide forums for questions, comments and review.

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

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 use the 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.

Global Learning Outcomes:

- Students will be able to identify the complex interconnections among historical, religious, social, political, and cultural factors that led to the Holocaust (Global Awareness).
- Students will be able to analyze from several perspectives the experiences of people involved in the Holocaust (Global Perspective).
- Students will reflect on and respond to the legacies of the Holocaust and its global impact in the present and their own lives (Global Engagement).

The course is divided into **four** parts.

- *Introduction*: We discuss the general background of the Holocaust as well as key questions and theories central to the course (week 1).
- *Before the Nazi Era*: We discuss the historical and religious issues and events that led up to the Holocaust (weeks 2-4).
- *During the Nazi era*: We discuss life under the Nazi regime and in the ghettos and camps, Jewish and Christian responses, ethics, resistance, and survival (weeks 5-11).
- *After the Nazi era*: 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 12-15).

Texts:

Required Books:

- Richard L. Rubenstein and John K. Roth, *Approaches to Auschwitz: The Holocaust and Its Legacy*, revised ed. (Louisville: John Knox Press, 2003). ISBN 0806642953. **Make sure you purchase this edition only!**
- Steve Hochstadt, ed., *Sources of the Holocaust* (NY: Praeger Publishers, 2004). ISBN 9780333963456.
- Primo Levi, *Survival in Auschwitz: The Nazi Assault on Humanity* (trans. Stuart Woolf) (NY: Touchstone Books, 1996). ISBN 9780684826806.
- Elie Wiesel, *Night*, rev. ed. (NY: Hill and Wang, 2006). ISBN 9780374500016. **This is the required edition.**

Additional Required Readings:

- Franklin H. Littell, *The Crucifixion of the Jews: The Failure of Christians to Understand the Jewish Experience* (NY: Harper and Row, 1978; reprint Macon, GA: Mercer University Press, 1996), excerpts. **PDF posted on Canvas.**
- New Testament Gospel excerpts. **PDF posted on Canvas.**
- Steven Katz, typology of religious responses to the Holocaust. **PDF posted on Canvas.**
- Selection of online readings/links. **DOC posted on Canvas.**

Assignments and grading: All students will complete the following:

Several quizzes (through FIU Online/Canvas): the material covered in each quiz is indicated in the course schedule; each quiz is meant to be taken at the end of the week in which it appears; quizzes close on Sundays at 11:59 pm to allow sufficient time to learn the material and for multiple attempts. (Quiz #1 will be open an extra week to accommodate late registrants.) **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 lectures; 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. The *lowest quiz grade* will be discarded, leaving six quizzes remaining that apply to the final course grade; each remaining quiz is worth 4% of your final grade; totaling **24% of your final course grade. Respondus Lockdown Browser is required for the quizzes.**

2. **A take-home essay exam** on the “Jewish Question” of about 1000 words, to be submitted to turnitin.com via Canvas (no separate turnitin registration required), concludes Part II of the course and is due by 11:59pm on Feb. 3. It is worth **10% of your final course grade and will be graded according to the Essay Rubric (Global Awareness assessment)**. Additional instructions will be provided.
3. **A class dialogue and comparative essay assignment** on human relationships during the Holocaust of about 1500 words, to be submitted to turnitin.com via Canvas (no separate turnitin registration required), concludes Part III of the course and is due by 11:59pm on Mar. 31. The entire assignment is worth **15% of your final course grade; the essay portion will be graded according to the Essay Rubric (Global Perspective assessment)**. Additional instructions will be provided.
4. **Visual Culture Blog:** The course includes two required special recorded lectures dealing with Visual Culture and the Holocaust (plus a third optional recorded lecture); students will view these lectures and then post to the Visual Culture Blog at least three times over the course of the semester, as indicated in the course calendar; students must also reply at least three times to student colleagues’ blog posts, all by the indicated deadlines. The entire Visual Culture Blog is worth **15% of your final course grade and will be graded according to the Blog Rubric (Global Engagement assessment)**. **There will be no extensions on the Visual Culture Blog final deadline, and failure to post by the interim deadlines will result in reduced scores on the rubric.**
5. **A Final Examination** during the scheduled Final Exam time block (probably 4/26, but check my.fiu) consisting of a series of paragraph-long term identifications, based on a pre-distributed study guide. **The Final Exam is worth 21% of your final course grade.** Additional instructions will be provided.
6. **Class attendance and participation:** 12% of your final course grade.
7. **Evidence of attendance in at least one outside Holocaust-related lecture, film, or event:** a schedule of FIU’s 3rd annual Holocaust & Genocide Awareness Week and other available events will be posted and due by 11:59pm April 21; **3% of your final course grade (GL co-curricular activity)**; additionally, there will be opportunities to add up to 3% more in extra credit points—see below.

Grading Criteria:

All student work is 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.

90-100	A+	“A+” 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.
80-89	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.
83-87	B	
80-82	B-	“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.
77-79	C+	
70-76	C	“Ds” are awarded for barely passing to below average work, usually riddled with errors and seriously deficient in fulfilling the assignment.
60-69	D	
< 60	F	“Fs” are awarded for unacceptable work.

Course Regulations and Expectations:

- READINGS must be completed and ONLINE LECTURES viewed during the week they are assigned, prior to class discussions. Careful preparation of readings and attention to lectures are essential for comprehension, participation, and overall performance!
- POLICIES ON DUE DATES:
 - *Online quizzes* are designed to be attempted after class on each Friday of the week indicated in the class schedule but remain open through the weekend to accommodate students who may have missed material during the preceding week; all quizzes close at 11:59 pm on Sundays unless otherwise noted and **will not be re-opened** for any reason; quizzes can always be attempted early if the student will not have internet access over the weekend the quiz is due. Students not completing quizzes by closing time will receive a zero for that quiz. Reminder: The lowest quiz score out of the seven required will be dropped from the final grade calculation.
 - *The Visual Culture Blog* is a cumulative assignment in three parts: failure to meet its interim deadlines will result in lower rubric scores, and the final closing date will not be extended for any reason.
 - The *Take-Home Essay Exam* and the *Comparative Essay Assignment* will remain open past the due date but will be penalized **one half letter grade** (five points) for each *day* late, or part thereof, up to a *maximum* 25-point deduction. Students failing to submit either assignment by the last class meeting on April 11 will receive a grade of 0 for that assignment.
- 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 common knowledge, 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://www.guides.fiu.edu/plagiarism>.
- ATTENDANCE AND PUNCTUALITY in weekly class meetings are required and expected. Tardiness or disruption will be noted, and repeated tardiness will negatively impact the student's attendance grade; the professor reserves the right to refuse entry to students arriving late. The CLASS PARTICIPATION grade will be scored as follows (the professor reserves the right to modify the score based on his assessment of class participation):

Attendance (# of Fridays marked present)	Grade range (out of 12)
11+	12
10	10-11
9+	8-9
8+	6-7
<8	0

- 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. You may either write a 2-3 page essay about the outside event you attended to meet the requirement outlined above, or you may attend and write about a different event; either must be pre-approved. Further guidelines will be provided. *Extra credit essays are due no later than April 19.* No exceptions to this deadline will be permitted.

Schedule of Lecture/Discussion Topics and Readings (subject to change):

Part I	Introduction
Week 1 (Jan. 7-13)	<p>Orientation; What is the Holocaust? What's in a name?</p> <p>Read:</p> <ul style="list-style-type: none">• Browse the textbooks• Review the syllabus• Rubenstein & Roth, pp. ix-22• Hochstadt, pp. 1-6. <p>View:</p> <ul style="list-style-type: none">• <i>Online Lecture 1: What is the Holocaust?</i>• <i>Video: "The Cross and the Star: Jews, Christianity, and the Holocaust,"</i> a film by John J. Michalek (NY: First Run Features, 1992).<ul style="list-style-type: none">○ Available for streaming on <i>Amazon</i> or at GL 5th floor reserve desk (call # BM645.H6 C7 1992 or NVS 567)○ NOTE: 2nd of two features — make sure to watch the correct film! <p>Activity:</p> <ul style="list-style-type: none">• Class Discussion on 1/11: Class orientation and video screening• Online quiz #1 on "The Cross and the Star" (remains open until end of week 2)
Part II	Before the Nazis
Week 2 (Jan. 14-20)	<p>Judaism and Early Christianity</p> <p>Read:</p> <ul style="list-style-type: none">• Rubenstein & Roth, pp. 25-47• Hochstadt, pp. 7-21• Gospel excerpts (.pdf). <p>View:</p> <ul style="list-style-type: none">• <i>Online Lecture 2: The Jew as Outsider</i> <p>Activity:</p> <ul style="list-style-type: none">• Class Discussion on 1/18: Why Study the Holocaust?• Online quiz #2 on Introductory Readings (R&R, ix-47; Hochstadt, 1-21)

Week 3 Antisemitism
(Jan. 21-27) **NOTE: FIU's Holocaust & Genocide Awareness Week begins 1/27 (tent.)**
Read:

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

View:

- *Online Lecture 3: Christian Antisemitism from the Gospels to the Enlightenment*
- *Visual Culture Lecture #1: Antisemitism in Europe, Dr. Francis X. X. X., Senior Librarian, Wolfsonian-FIU*

Activity:

- **Class Discussion on 1/25: Antisemitism and other Harms**
- **Online quiz #3 on Littell .pdf and Hochstadt, pp. 22-35**
- **Visual Culture Blog, Part 1 (1st post due by 2/10)**

Week 4 The Failure of Emancipation and the Rise of Nazism
(Jan. 28-Feb. 3) **NOTE: FIU's Holocaust & Genocide Awareness Week concludes 2/1 (tent.)**
Read:

- Rubenstein & Roth, pp. 71-117

View:

- *Online Lecture 4: The Jewish Question*

Activity:

- **Class Discussion on 2/1 Exam Review**
- **Take-Home Essay Exam due by Feb. 3**

Part III During the Nazi Era

Week 5 Towards The Final Solution
(Feb. 4-10)

Read:

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

View:

- *Online Lecture 5: Towards the "Final Solution"*
- *Online Lecture 6: Kristallnacht & The St. Louis*
- **OPTIONAL: Online Lecture: The 75th Anniversary of the Voyage of the St. Louis Panel Discussion at the JMOF-FIU**

Activity:

- **Class Discussion on 2/8: "Rational" Antisemitism**
- **Online quiz #4 on Hochstadt, pp. 36-84**
- **Visual Culture Blog, Part 1 (1st post due by 2/10)**

Week 6 The Final Solution
(Feb. 11-17)

Read:

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

View:

- *Online Lecture 7: War and the "Final Solution" to the Jewish Question*

Activity:

- **Class Discussion on 2/15: The "Final Solution:" Genocide as State Policy**
 - **Online quiz #5 on Hochstadt, pp. 85-178**
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Week 7 Industrialized Murder

(Feb. 18-24)

Readings:

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

View:

- Online Lecture 8: The Mechanics of Murder

Activity:

- **Special Class Lecture on 2/22 (tent.):** 2019 Fishman Scholar-in-Residence
- **Visual Culture Blog, Part 1** (at least one reply; part 1 closes 2/24)

Week 8 Propaganda & Visual Culture

(Feb. 25-Mar. 3)

Read:

- Review Visual Culture Lecture #1 PDF
- Online Exhibition, "Race and Visual Culture under National Socialism"

View:

- Visual Culture Lecture #2: Race and Visual Culture under National Socialism

Activity:

- **Class Discussion on 3/1:** Nazi Propaganda: Branding the Holocaust
- **Visual Culture Blog, Part 2** (2nd post due by 3/3)

Week 9 The End of World War II

(Mar. 4-10)

Read:

- Rubenstein & Roth, pp. 214-217

View:

- Online Lecture 9: Victims, Resisters, Survivors

Activity:

- **Class Discussion on 3/8:** Resistance vs. Complicity: Revisiting Hannah Arendt
- **Visual Culture Blog, Part 2** (at least one reply due by 3/10)

Week 10 "Life" During the Holocaust

(Mar. 18-24)

Read:

- Wiesel, *Night*

View:

- Online Lecture 10: The Jewish Experience: Elie Wiesel (part I)
- Online Lecture 11: The Jewish Experience: Elie Wiesel (part II)

Activity:

- **Class Discussion on 3/22:** Why is This Night Different?
- **Begin Online Dialogue for Comparative Essay Assignment**
- **Visual Culture Blog, Part 3** (3rd post due by 3/31)

Week 11 Survival in Auschwitz

(Mar. 25-Mar. 31)

Read:

- Levi, *Survival in Auschwitz*

View:

- Online Lecture 12: The Jewish Experience: Primo Levi

Activity:

- **Class Discussion on 3/29:** Ethics during the Holocaust
 - **Conclude Online Dialogue for Comparative Essay Assignment**
 - **Comparative Essay Assignment due by 11:59 pm, Sunday, 3/31**
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Part IV After the Nazi Era

Week 12 Testimony

(Apr. 1-7) **Reading:**

- 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 for streaming on *YouTube* (<https://www.youtube.com/watch?v=leqkGOqyWMI>) or at GL 5 floor reserve desk (call # RESAV 170.2)
- **OPTIONAL:** Visual Culture Lecture #3: Branding the Nazis

Activity:

- **Class Discussion on 4/5:** Testimony
 - **Online quiz #6 on "Witness" and Hochstadt, pp. 222-25**
 - **Visual Culture Blog, Part 3** (at least one reply due by 4/7)
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Week 13 Theology

(Apr. 8-14)

Read:

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

View:

- **Online Lecture 13:** A Broken Covenant?
- **Online Lecture 14:** God after Auschwitz

Activity:

- **Class Discussion on 4/11:** Holocaust Theology?
 - **Visual Culture Blog:** (final posts and at least one new reply) **closes on 4/14**
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Week 14 Ethics after the Holocaust

(Apr. 15-21)

Read:

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

View:

- **Online Lecture 15:** Ending Auschwitz

Activity:

- **Class Discussion on 4/19:** Final Exam Review
 - **Submit evidence of attendance at outside event** (and any Extra Credit essays) **by 4/21**
 - **Online quiz #7 on Online** (see above) and **Final Readings (R&R, pp. 249-90 and 327-77; Hochstadt, pp. 255-99)**
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Week 15 **Final Exam: during assigned final exam time block (likely on 4/26, but check**

(Apr. 22-27) **my.fiu)**

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