

AJU Mission Statement

Learning and Scholarship: We believe in the principle of Torah – learning as an intellectual and inspirational endeavor – that embraces both academic scholarship and the efforts of all Jews to explore their shared heritage through the formal and informal study of Judaism and the other great civilizations of the world.

Culture: We acknowledge that Judaism is a flourishing civilization with a culture that is fundamental to modern Jewish identity. We strive to advance that culture by encouraging artistic endeavor in all of its many forms.

Ethics: We recognize that ethics is the language of Judaism and its most important link to the world at large.

Leadership: We understand that the future of Jewish life depends on the careful preparation of dedicated and impassioned individuals who are called to leadership.

Peoplehood: We are a pluralistic institution that embraces diversity within Judaism and values the contributions of all groups to the growth of Jewish Civilization.

Students with Disabilities

American Jewish University is committed to assisting our students with documented disabilities to have a successful career at AJU. Contact the Office of Student Affairs to request accommodations and begin the documentation process. (See Enhancing Accessibility and/or AJU website for complete policy.)

Standards of Academic Integrity

The Honor Code of American Jewish University was written by a committee of undergraduate and graduate students, faculty and administrators. Under the Honor Code, students have a two-fold obligation: individually, they must not violate the code, and as a community, they are responsible to see that suspected violations are reported. Academic Dishonesty includes, but is not limited, to the following definitions:

A. Examination Behavior: Unless expressly permitted by the instructor, the use of external assistance during an exam shall be considered academically dishonest. Inappropriate exam behavior includes but is not limited to: (1) communicating with anyone in any way during an exam, (2) copying material from another student's exam, (3) allowing a student to copy from one's exam, (4) using unauthorized notes, calculators, or other sources of unauthorized assistance.

B. Fabrication: Any intentional falsification, invention of data, or citation in an academic exercise will be considered to be academic dishonesty. Fabrication involves but is not limited to: (1) inventing or altering data for a laboratory experiment or field project, (2) padding a bibliography of a term paper or research paper with sources one did not utilize, (3) resubmitting returned and corrected academic work under the pretense of grader evaluation error when, in fact, the work has been altered from its original form.

C. Plagiarism: Plagiarism is the appropriation and subsequent passing off of another's ideas or words as one's own. If the words or ideas of another are used, acknowledgement of the original source must be made through recognized referencing practices. Use of another's ideas or words must be properly acknowledged as follows:

(1) Direct Quotation: Any use of direct quotation must be acknowledged by footnote citation and by either quotation marks or proper indentation and spacing.

(2) Paraphrase: If another's ideas are borrowed in whole or in part and are merely recast in the student's own words, proper acknowledgement must, nonetheless, be made. A footnote or proper internal citation must follow the paraphrased material.

D. Other Types of Academic Dishonesty: Other forms of academic dishonesty include, but are not limited to:

(1) Submitting a paper written by or obtained from another person.

(2) Using a paper or essay in more than one class without the instructors' expressed permission.

(3) Obtaining a copy of an examination in advance without the knowledge and consent of the instructor.

(4) Altering academic records outside of official institutional procedures.

(5) Using another person to complete academic assignments such as homework, take-home exams or using another person posing as oneself to take classroom examinations.

Holocaust

Hailey Dilman, MA

Syllabus – JST 253

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Reading List:

Elie Wiesel, *The Night Trilogy*
Michael Berenbaum, *The World Must Know*
John K. Roth and Michael Berenbaum eds. *The Holocaust: Religious and Philosophical Implications*
Christopher Browning, *Ordinary Men*
Primo Levi, *Survival in Auschwitz*
Carol Rittner and John K. Roth: *Different Voices: Women and the Holocaust*
Jan K. Gross, *Neighbors*
Saul Friedlander, *Nazi Germany and the Jews 1939-1945: Years of Extermination*
Michael Berenbaum and Abraham Peck, *The Holocaust and History: The Known, the Unknown, the Dispute and the Reexamined*

The History of the Holocaust:

Read: Michael Berenbaum, *The World Must Know*

Who Were the Killers?

Read: Christopher Browning, *Ordinary Men*
Jan K. Gross, *Neighbors*
Rittner and Roth, *Different Voices*, pp. 270-286.
Berenbaum and Peck, *The Holocaust*, pp. 153-187, Part 5

Life Inside the Camps:

Read: Primo Levi, *Survival in Auschwitz*
Elie Wiesel, *Night*
Ritner and Roth, *Different Voices*, pp. 40-149
Roth and Berenbaum, *The Holocaust*, pp. 156-234

Rescuers and Resistance:

Read: Berenbaum and Peck, *The Holocaust and History*, Part 9 ad 10.
Roth and Berenbaum, pp. 137-156.

The Journey Back and Implications of the Holocaust

Read: Wiesel, *Dawn and Day*
Roth and Berenbaum. Part Three Where is God Now?

Requirements:

Requirements will be established as part of the social contract between the instructor and the class, the professor will make a proposal for evaluation and agreement by the class.