Good and Evil: Ethics and Decision-Making in the Holocaust

Jewish Studies/ History 234

What have you done to us, you freedom-loving peoples, guardians of justice, defenders of the high principles of democracy and of the brotherhood of man? What have you allowed to be perpetrated against a defenseless people while you stood aside and let it bleed to death, without offering help or succor, without calling on the fiends to stop, in the language of retribution which they alone would understand? Why do you profane our pain and wrath with empty expressions of sympathy which ring like a mockery in the ears of millions of the damned in the torture house of Europe? Why have you not even supplied arms to our ghetto rebels, as you have done for partisans and underground fighters of other nations? Why did you not help us to establish contacts with them, as you have done in the case of the partisans in Greece and Yugoslavia and the underground movements elsewhere? If instead of Jews, thousands of English, Americans or Russian women, children and aged had been tortured every day, burnt to death, asphyxiated in gas chambers—would you have acted in the same way? —David Ben-Gurion, 1944

...the question of whether the Roosevelt administration did enough to rescue Jews is from a historical vantage a peculiar one. Not all victimized groups assume, as a matter of course, that America should have acted to mitigate their crucible. Until recently the Armenians, whom the Turks slaughtered mercilessly during World War I, did not raise the question of "where was America?" Neither do the Cambodians, the Ibos, the Bahais or the countless other groups who have been history's victims. Indeed the Japanese-Americans who surely have a greater and more direct claim against the American government were until recently, quite silent. But Jews do assume that the American government should have done more and they write history accordingly... The assumption that government should help prevent suffering and affirm life is an integral part of Jewish political culture... Jews simply expect, despite the punishment they have taken at the hands of government in Russia and Roumania and numerous other host nations, that governments will behave humanely. It is characteristic of a people capable of extraordinary faith or remarkable innocence.

—Henry Feingold, "Did American Jewry Do Enough During the Holocaust?"
B.G. Rudolf Lecture in Judaic Studies, Syracuse University, 1985

The chief business of twentieth-century philosophy is to reckon with twentieth-century history.
—R. G. Collingwood, in J. Glover, Humanity: A Moral History of the Twentieth Century

Events happen because they are possible. If they are possible once, they are possible again. In that sense the Holocaust is not unprecedented, but a warning for the future. —Yehuda Bauer
Jewish Studies/ History 234

Good and Evil: Ethics and Decision-Making in the Holocaust

Tu Th 1:30-2:45   King 343

shulamit.magnus@oberlin.edu
Office: Rice 310 x8529   JWST office: X58866   HIST office: 58520

Office hours: Tu Th 3-4:30 and by appointment. Office hour sign up sheet posted weekly on my door – just come by and sign in (email only for alternate time).

This course is not a survey of the destruction of European Jewry during World War II, some prior historical study of which is assumed. Rather, it focuses on the behavior of six groups in this period: German civilians; Jews; Allies; Churches; bystanders, and rescuers; and on moral considerations that influenced their behavior and decision-making.

The course foregrounds our assumptions that individuals, groups, states, and institutions should have behaved morally, or at least been influenced by ethics, empathy, or altruism in this period (and by implication, any period), and asks about the role of historical analysis in any such assessment.

It examines the effects that religious and political teachings and traditions, conscious or unconscious cultural assumptions, strategic considerations, and actual, available options, had on behavior. It does not begin with a theoretical or even practical definition of “ethics” in historical situations. Rather, we will continually ask the material and each other what we mean by this; what standard we are expecting people to have operated by and why, and how this correlates to their circumstances and actual thinking; what articulated and unexpressed standards seemed to have been operating; and how extraordinary new definitions of “ethical” emerged under the extreme circumstances of the Shoah.

Lectures and class discussions will emphasize such variables in decision making as chronology; location; political and religious ideology; ethnic tensions; means (money, materiel, arms, visas, means of communication and transportation); weather; topography; timing; and information and knowledge (they are not the same thing).
Although we will touch on questions of representation and historiography, these are not the focus of the course, nor are debates about the Holocaust in post-war scholarship, state policy, or opinion; Hitler or other killers-perpetrators. Time constraints prevent study of the behavior of Jews outside the Nazi orbit (US, England). However, you may choose these or other related topics not on the syllabus, as well as ones that are, for your course paper (details below).

The subject matter in this course is very trying. I urge you to arrange a system of reliable emotional support from the beginning: friends, counselors. It is reasonable and appropriate to express reactions to the material in class, even as we link those reactions to our main foci, stated above.

This course can be taken for JWST, HIST, and/or GSFS credit. Successful completion gives Wr and CD credit.

REQUIREMENTS:

This syllabus contains much essential information, for which you are responsible. Please read it through carefully now, ask me any questions. If you lose your hard copy, please view or print one from the JWST or HIST sites or our course blackboard site. You are also responsible for announcements about requirements I make in class.

ATTENDANCE is expected, will be recorded, and counts in the final grade. Please inform me if illness or emergency prevents your attendance and in particular, of any situation that impedes your ability to attend or fulfill any requirement in an ongoing way. I will do my best to work with you but can do so best if you speak with me promptly. Students who miss a class are responsible for obtaining class notes and their explanation; any handouts or announcements, from other students.

PLEASE NOTE:

1. There will be no class on 4/19 and 4/26. There will be one REQUIRED make up class, on Sun., 5/1, 11-12:15. Please plan ahead and make necessary arrangements.
2. If weather or any other circumstance should cause cancellation of a class, prepare the readings for the missed and subsequent session as usual; we will arrange a make up: stay current with the syllabus—including if you miss a session for illness/ emergency.

READING; INFORMED PARTICIPATION: All reading not listed as ("Recommended") is REQUIRED for the session for which it is assigned. Expect ca. 60 pages of reading per session, not including notes, illustrations, maps. If things are on the heavy side in one session, they will be less in another.
Class will be a combination of lecture and discussion that assumes and will not review the readings. Informed, thoughtful participation enhances everyone’s learning, is required of every member of the class, and counts heavily toward your final grade (see below).

**OBSERVATION PAPERS (OPs):** Come to class with a one-page set of observations on the readings. You may skip up to three OPs without penalty. Make a few points, informed observations; don’t report on the readings/submit notes to them, and don’t write treatises. Just sit back when you’ve finished the reading and reflect on what you take from it, and why; comment on that. Your thoughts need NOT be final or polished, you MAY use this as an opportunity to grapple with something, but comments must show engagement with the reading. OPs make your reading more productive and give you talking points for class.

Submit OPs at the end of class. I will not grade them individually but their overall quality and your consistency in submitting them will count in your final grade. Put your name; date; session number and a signed Honor Code on each. I prefer typed but readable hand-written OK. Please save your OPs, as a kind of journal of your learning and evolving thinking over the course of the semester.

**LEAD OFF PRESENTATION:**

Each student, individually or if class size mandates, with 1-2 others, will give a SHORT (5-7 minute, enforced!), lead-off presentation on one session’s readings. Think of this as a spoken version of your observation paper. Do NOT summarize/report on readings. Raise at most, three MAJOR issues; make analytical observations, links to, comparisons with other readings and situations; pose substantiated questions, challenges for the class to consider. Pace yourself, practice your delivery: 5-7 minutes go fast.

If there is more than one student leading off a session, each will have 3-4 minutes and can present at most 1-2 ideas, statements, questions. Group members must meet and discuss the presentation in advance of class to avoid repetition of points. Do NOT divvy up the reading and comment on part of it; each does the assignment as described above. I will solicit sign ups but it is each student’s responsibility to be signed up and to know if, and if so, with whom you share a leadoff, and that student’s contact information. You MAY change the date of a lead off IF another student is willing to trade, and BOTH confirm this with me.

On the day of your presentation, submit a 1-2 page OUTLINE of your points and a copy of any handouts you may have prepared (e.g., maps, tables), in lieu of a regular observation paper. I will grade the individual quality of each oral presentation and outline; see me to learn this grade.
late submission of the outline, which must be typed, with your name, session number and topic, and signed Honor Code.

**OBTAINING READINGS:**

All assigned reading for the course, including that on eres, is on shelf reserve in Mudd. This is the default for obtaining reading.

Required reading NOT in books "Required for Purchase" is on ERES (jwst234).

We use books on the “Required for Purchase” list heavily; you must have your own copies. These titles have been ordered at the Bookstore; note that unsold copies are returned within a few weeks. If purchase poses an untenable burden, consider joining with one or two others to purchase and share readings. Ohio Link, the public library system, are other options, but be sure to order well in advance.

However you do it, obtaining and doing the reading for the date assigned is the responsibility of each student. Do not leave doing the reading, much less acquiring it, for the last minute. There are no excused failures to obtain reading. If illness, emergency, prevents you from doing it, see me. In such a case, if you are able to come to class, do so; see me.

Search eres several ways: by author; title; if an anthology, editor and author, etc. If you can’t find something on eres or shelf reserve, ask Reserve Room staff, preferably the Supervisor, Michael Palazzolo. Emailing me is not an effective way to get help (all I can do is email them), and will not excuse you from doing reading. Do tell me, however, of a problem your efforts do not resolve. Same for the Bookstore.

N.B.: Reading listed as “recommended” on the syllabus is precisely that. It is NOT required; not on eres.

**REQUIRED FOR PURCHASE:**

Lucy Dawidowicz, *A Holocaust Reader*
Leslie Epstein, *King of the Jews*
Yehuda Bauer, *Rethinking the Holocaust*
Sara Nomberg-Przytyk, *Auschwitz, True Tales from a Grotesque Land*
Mary Lynn Rampolla, *A Pocket Guide to Writing in History*
** There are many excellent histories of the Shoah. For reference, I suggest Leni Yahil’s encyclopedic, The Holocaust; Saul Friedlaender’s Pulitzer-prize winning two-volume, Nazi Germany and the Jews, both available in paperback and worth owning.

** WRITTEN WORK:

Two short (ca. 6 pp. each) essay assignments, at approximately one month intervals, using assigned readings and class sessions; no off syllabus sources. You MUST use primary sources. Do NOT write formal Notes or a Bibliography; rather, use abbreviated citation in the body of your essay (Yahil, 249.) Submit in hard copy only. Late submissions lose 1/3 of a grade for each day of lateness (A- becomes B+, etc.)

One 12-15 page (not including Notes, Bibliography, maps, etc.) research paper, in lieu of a final exam, due on the day and time set for the final by the Registrar. Instructors have no discretion with this date. Incompletes must be processed through the Dean of Studies office. There are no exams in this course.

You may choose a topic on the syllabus for your paper (see. p.3, above). All topics MUST have my approval before Spring Break, by which you must submit a Preliminary Title and Bibliography. Upon return from Break, you must submit a Revised Paper Topic Statement and Bibliography. See me well in advance for topic approval.

Your paper should utilize a minimum of 5 new books or the equivalent in articles (8-10 articles = book), in addition to syllabi materials. Your paper MUST use primary sources in a significant way.

Your paper must have a theme or central question and be analytical. Clear thinking and writing and substantiated argumentation (cite relevant specifics and show why they matter), are basic requirements. Your writing must be organized, coherent, and use grammatical English and correct spelling. Write simply, directly, and precisely. Avoid complicated terms or sentence structures; the use of "impact" as a verb unless you mean collision (use "affect," "influence"); and passive tense (unless you really do not know who the agent of an action). **Your writing must be self-sufficient:** clear to someone who has not taken this course and has no independent knowledge of your subject; such a person should be your imagined audience.

This level of clarity and control in writing requires drafts and revision. **This course has a Writing Tutor assigned to us, I will discuss her role and your work with her in class. You should also read and comment**
on one another’s work; if you get information or an idea from someone in this way, just cite it as you would any other source and you will have adhered to the Honor Code.

The research paper (but not other required writing) must have Notes and a Bibliography using the conventions laid out in Rampolla: REQUIRED.

The following are other recommended GUIDES TO STYLE:

William Strunk, Jr. and E.B. White, The Elements of Style
Howard S. Becker, Writing for Social Scientists
Jules Benjamin, A Student's Guide to History (a guide to reading history, even note taking and oral presentations, and to research and writing skills).

HONOR CODE:

This course, as all at Oberlin, operates under the College Honor Code, for whose provisions students are responsible. College rules require a signed declaration of the Honor Code on all written work to be graded. For citation questions or other aspects of the HC, see the HC webpage and Committee members; Mudd reference staff; me.

Grading will be assessed as follows:

participation: 33% (of which the lead off presentation and outline write-up are 12%)
midterm: 33%
research paper: 34%

Welcome to the course. I look forward to studying with you.

Shulamit Magnus
Oberlin College
Spring, 2011
Jewish Studies/ History 234

Good and Evil: Ethics and Decision-Making in the Holocaust

1. Introductory: Subject; Approaches  2/8

Terms:

Good; evil; ethics; history

Jews; "non-Jews;" "Aryans;" "Germans;" "Nazis"

"Holocaust;" "Final Solution;" "Shoah;" "War Against the Jews;" "extermination;" "annihilation;" anti-Semitism; "antisemitism;" "Jew-hatred;" "Judeophobia;" "genocide;" "ethnic cleansing"

Small and full group discussion: the quotes at the beginning of this syllabus.

Survey of European Jewry in the thirties: who were Europe’s Jews? Tables: Mendes-Flohr/Reinharz

* To brush up on historical background, basic events, chronology, terms, for 1933-45, I suggest:

Deborah Dwork and Robert Jan van Pelt, Holocaust: A History, or David M. Crowe, The Holocaust: Roots, History, and Aftermath

and for a review of the whole period in ca. 150 pages:

Frank McDonough, Hitler and Nazi Germany, or even more briefly, focusing on policies to Jews,

Peter Neville, The Holocaust -- For major reference works, see above, with “Required for Purchase.”

2. History and Mystification; Choice in Extremis, Possibilities for Good  2/10
Please look over the syllabus and come to next class with three sessions you’d like to lead off on so we can start making assignments. I’ll do my best to honor your preferences, if possible. Should you drop the course, please let me know so we can reassign the leadoff session.


Jacob Katz, "Was the Holocaust Predictable?" Commentary, May, 1975, 41-48; reprinted in Marrus, ed. The Nazi Holocaust, (see above), v.1, pp.118-137


3. "Ordinary Germans" in the 30s: Voters; Opponents of Nazis  2/15

Sarah Gordon, Hitler, Germans, and the "Jewish Question", chps. 2, pp.50-90 (Recommended: chps. 6-7)

Ian Kershaw, Hitler, the Germans, and the Final Solution, chp. 6, pp. 139-150 (3pp. of this are Notes)

PHOTOS in:

Gerhard Schoenberner, The Yellow Star, pp.7-32 and

Paul Garson, Album of the Damned, Snapshots from the Third Reich, cover, pp.3-12

While these photos/ pages should be on eres, the visual quality will be mediocre; when they are assigned, please make every effort to see the books, on shelf reserve.

Leadoff:

4. German Churches in the 30s  2/17

Gordon, chp.8, pp.246-262
Robert Eriksen and Susannah Heschel, eds., *Betrayal: German Churches and the Holocaust*, p.1-4 only, and chap. 6, Kenneth Barnes, “Dietrich Bonhoeffer and Hitler’s Persecution of the Jews,” p.110-128

P. Mendes-Flohr and J. Reinhart, eds., *The Jew in the Modern World, A Documentary History*, (SECOND edition), pp. 642, 645 (bottom)- 656 (be sure to read the Notes to documents)


Leadoff:

5. German Jewish Responses  

Saul Friedlaender, *Nazi Germany and the Jews, The Years of Persecution*, v.1, chp.2, pp.41-72

Marion Kaplan, *Between Dignity and Despair: Jewish Life in Nazi Germany*, chp. 2, pp.50-73

Mendes-Flohr, Reinhart, pp.640-641, 643-644

Lucy Dawidowicz, *A Holocaust Reader*, pp.155-164 (Recommended: pp.143-170)

Leadoff:

6. The November Pogrom; September 1939-Spring 1941: Nazi Policy, Jewish Responses  

Friedlaender, *Nazi Germany*, v. 1, chp. 9, pp.269-274 only; v.2 (Nazi Germany, *The Years of Extermination*), chp.1 pp.3-48 only (N.B.: reading is in vols. 1 AND 2 of Friedlaender)

David Crowe, *The Holocaust*, chp. 5, pp. 149-150 only (chronology), 158-172 only

MAPS: Nazi-occupied Poland: D. Crowe, *The Holocaust*, p.163 and L. Yahil, *The Holocaust*, p.146. Please print and bring these maps to class for this and next sessions; locate places as you read: Warsaw; Lodz; Lublin, etc.

Schoenbener, *The Yellow Star*, pp.33-54 (this is visuals; not reading)
(Recommended: Kaplan, chp.5, pp.119-144; David M. Crowe, The Holocaust, chp. 5, pp.158-188; Saul Friedlaender, Nazi Germany and the Jews, The Years of Extermination, Part One, chps. 1-2, pp. 3-127)

**Leadoff:**

**FIRST ESSAY ASSIGNMENT:** Using syllabus readings and class for sessions 1-9, write an essay of 5-6 typed, double-spaced pages on any aspect or case of ethics and decision making, or a comparison of several. Your essay MUST use assigned primary source/s. DUE EITHER FRI. 3/11 by 4PM or MON. 3/14 by NOON, submit under my office door. **Use no off-syllabus sources.**

**7. Poland: Ghettos, Judenraete  3/1**

Lucy Dawidowicz, The War Against the Jews, chps.10-11, pp.197-241

Leni Yahil, The Holocaust, chp. 6, pp.159-171 only

Dawidowicz, A Holocaust Reader, pp.171-181

Schoenberner, The Yellow Star, pp.55-92 (visuals, not reading)

(Recommended: The Yad Vashem Encyclopedia of the Ghettos During the Holocaust; Philip Friedman, Roads to Extermination-- much on the ghettos, including social conflict, and on heads of various Judenraete); Leni Yahil, The Holocaust, chp.7, pp. 186-214; Raul Hilberg, Documents of Destruction, chp. 10, pp.38-42)

**Leadoff:**

**8. Judenraete: Ethics in Extremis: The Case of Lodz  3/3**

Locate Lodz on map in Yahil; bring map to class.

Leslie Epstein, King of the Jews, is an historical novel, based on the experience of the Jews in the Lodz ghetto under its Judenrat head, Mordechai Chaim Rumkowski, called Trumpelman in the novel. **REQUIRED for today's class are chps. 2-5, which in the Avon paperback (1979), are pp.30-149 (read on otherwise as you wish).**
Leadoff:

**9. Ethics and Decision Making: Ghetto and Judenrat in Warsaw; Vilna; Bialystok**

Locate these cities on the map in Yahil and bring to class


MAP of the Warsaw ghetto in Hilberg et. al., eds., *The Warsaw Diary*—unnumbered, double-page map just before p. 1.

Yahil, chp. 7, pp.214-224 only

Dwork and van Pelt, chp. 9, pp.239-255 only


Leadoff:


Crowe, chp. 6, pp.191-192 (chronology), 196-210

MAP: Operation Barbarossa, in Crowe, p.193

Friedlaender, v.2, chp. 4, and first few pp. of chp 5, pp.197-256, 261-263

Schoenberner, *The Yellow Star*, pp.93-122 ( visuals, not reading)
* Reminder (see details, above, p.6): you must get approval for your paper topic and submit a statement of your topic and preliminary Bibliography by Spring Break. Sign up for office hour time now (not via email), sheets on my office door weekly. No topic consultation by email.

Once you have even the general area of your paper (e.g., Judenraete; rescuers), make an appointment with a research librarian in Mudd for help locating sources effectively. They are busy; set appointment now.

FIRST ESSAY ASSIGNMENT: DUE EITHER 3/11 by 4PM OR MON. 3/14 BY NOON your choice

Leadoff:

11. Deportation to Mass, Industrialized Murder  3/15

Crowe, chp. 7, pp.225-279

Dawidowicz, Holocaust Reader, pp.296-316

Leadoff:


MAP in Yahil: Location of camps in Third Reich and Nazi-occupied Europe (unnumbered, would be pp. 358-359). Please print and bring to this and next classes.

Dwork and van Pelt, chp. 11, pp.285-315
Primo Levy, Survival In Auschwitz. Author’s Preface, The Journey, On the Bottom, Initiation (there are many editions of this book, with different pagination. In the Collier/ Macmillan pb ed., this reading is pp.5-36).

Schoenberner, The Yellow Star, pp.159-199 (visuals, not reading)

Leadoff:

13. Truth and Grotesqueness: Morality in the Concentration Camps  3/22

* Paper topic statement and Preliminary Bibliography due by next class
Sara Nomberg-Przytyk, *Auschwitz, True Tales From a Grotesque Land*, Translator’s Foreward and pp.3-57, 72-78, 83-93, 98-99

**Leadoff:**

**14. Morality in the Concentration Camps**

Nechama Tec, *Resilience and Courage: Women, Men, and the Holocaust*, chp. 5, pp. 119-204 (*this chapter is about 25 pages beyond our usual length of reading per session. If you can only do 60pp., do that).*


**Leadoff:**

**SECOND ESSAY ASSIGNMENT:** same as the first— but using material for sessions 10-18 to discuss any aspect of ethics and decision making in 5-6 typed, double-spaced pages. DUE MON. 4/11 BY NOON.

**SPRING BREAK** 3/28-4/3

**REMEMDER:** Revised Statement of Paper Topic and Bibliography due upon return from Break. For this, you should have identified and skinned sources—including primary sources—and be able to state a basic topic and a methodology for your paper (is it historiographical? comparative? focus on one country; one group?blur)

**And heads up:** Viewing of Claude Lanzmann’s film, "Shoah," and one short but crucial article, will be the assignment for two sessions upon return from Break. “Shoah” is long (9+ hours, solely of interviews), and emotionally difficult viewing; you may wish to reserve a copy from a public library and start viewing during break. Take notes for OPs; discussion.

**15, 16. Victims; Bystanders: Lanzmann’s “Shoah”: “If He Cuts Himself, Does It Hurt Me?”**

4/5, 4/7

**REVISED STATEMENT OF PAPER TOPIC/ BIBLIOGRAPHY DUE IN CLASS on 4/5**
Viewing Claudia Lanzmann's film, "Shoah," on reserve, is the main assignment for these two sessions.

The only reading is:

Gordon Horowitz, “Places Far Away, Places Very Near: Mathausen, the Camps of the Shoah, and the Bystanders,” in Michael Berenbaum and Abraham Peck, eds., *The Holocaust and History*, pp. 409-420 (two of these pages are Notes).

You must have viewed at least half (4-5 hours) of “Shoah” for 4/5 and all of it for 4/7.

We will discuss arrangements for group viewing of the film, imperative given its length (and I think, its content); no individual may check out the College copy. You may be able to get other copies (from public library system); feel free to do so but I urge you to view with supportive others, not alone.

Lead off presenters: treat the film (and the Horowitz article) as our assigned text. OPs as usual.

Lead off (4/5):

Leadoff (4/7):

* SECOND ESSAY ASSIGNMENT DUE MON. 4/11 BY NOON. You MAY submit earlier.

17. France and the Holocaust; Rescuers in France 4/12

Dwork and van Pelt, pp. 232-238 only (Recommended: Yahil, pp. 431-435)

Susan Zuccotti, "Surviving the Holocaust: the Situation in France," in Michael Berenbaum and Abraham Peck, eds. *The Holocaust and History*, pp. 492-509 (5 pp. of this are Notes)


Schoenbemer, *The Yellow Star*, pp. 123-158 (visuals, not reading)

Lead off:

18. Rescuers, continued 4/14
Hallie, chps. 6-7, pp.139-200

NO CLASS 4/19


"...Even my first feeble efforts to help the Jews back in the Radom ghetto could have brought me a bullet in the head; I knew I could only be killed once, and as the saying went, I might as well be hanged for a sheep as for a lamb." — Irene Gut Opdyke, In My Hands: Memories of a Holocaust Rescuer

Yehuda Bauer and Nechama Tec selections in Deborah Dwork, ed., Voices and Views, A History of the Holocaust, pp.541-544, 547-551 only

Necahma Tec, "Reflections on Rescuers;" Eva Fogelman, "The Rescuer Self," Samuel Oliner, "Rescuers of Jews During the Holocaust: A Portrait of Moral Courage," in Berenbaum and Peck, eds., The Holocaust and History, pp.651-690 (a fair number these pages are Notes)

Gay Block and Malka Drucker, Rescuers: Portraits of Moral Courage in the Holocaust, pp.52-61, 98-105, 149-152, 163-179, 192-196 (good number of these pages are photos; do try to see the book, on shelf reserve)
(Recommended: Nechama Tec, Dry Tears, and In the Lion's Den; Irene Opdyke, In My Hands)

Leadoff:

NO CLASS 4/26  MAKEUP CLASS ON 5/1, 11-12:15-- REQUIRED


Yahil, The Holocaust, chps. 19-20 (selections), pp.543-593, 600-606 only

Dawidowicz, Reader, pp.316-327 (Bund appeal to Polish Government in Exile; the Europa scheme)

Leadoff:

* Make up class 5/1 11-12:15


Schoenberner, *The Yellow Star,* pp.200-226 (visuals, not reading)

22. **Resistance**  

5/3


Yehuda Bauer, *Rethinking the Holocaust,* chps. 6-7, pp.119-166


Leadoff:

23. **The Pope, Vatican**  

5/5

Susan Zucotti, *Under His Very Windows,* Introduction (section), chps.11, 17 (selection), 19, Conclusion, pp.1-6 only, 150-170, 259-264, 276-290, 300-326 (recommended: chp. 10)


(Recommended: Y. Bauer, *Rethinking the Holocaust*, chp. 10, pp.213-241)

Leadoff:

25. The US; Course Conclusions  5/12

Henry Feingold, *Bearing Witness*, chps. 5, 13, pp.73- 93, 255-276 (Recommended: chp. 9, pp.183-201)

Yahil, *The Holocaust*, pp.651-660


Schoenberner, *The Yellow Star*, pp.227-267 (visuals, not reading)

In class: sound tape from survivors at the liberation of Bergen Belsen

Leadoff:

Everyone: Please think back over the course; take a look at your OPs, and think of three main impressions, conclusions, that you take from our study; how your thinking has evolved; what you have learned.