

**SENIOR SEMINAR
Political Science 4399**

Dr. Arnold Leder

Department Of Political Science/Texas State University

<http://www.polisci.txstate.edu/>

The online version of this syllabus can be accessed @

<http://www.arnoldleder.com/4399.htm>

For links to web syllabi for other courses taught by Dr Leder see:

<http://www.arnoldleder.com/>

Office: ELA 335

Office Hours: TBA & by appointment

University Academic Calendar

http://www.txstate.edu/registrar/Academic_cal_all.htm

Texas State University Final Exam

Schedule<http://www.txstate.edu/registrar/final.htm#fall>

Selected Web Resources For Texas State University

[Texas State University Library](#)

[Locating Periodicals @ Texas State University Library](#)

Selected Web Resources For Political Science

[Portals to the World Home Page \(Library of Congress\)](#)

[Internet Political Science Resources-Extensive University Links/University Of Michigan](#)

[The WWW Virtual Library:International Affairs Resources](#)

[The Ultimate Political Science Links Page](#)

Web Resources For The Shoah/Holocaust-Links To Many Websites

Including: Yad Vashem @ <http://www.yadvashem.org/>

United States Holocaust Memorial Museum @ <http://www.ushmm.org/>

The Jewish Virtual Library/The Holocaust

<http://www.jewishvirtuallibrary.org/jsource/holo.html>

OVERVIEW OF COURSE

Course Title:
THE SHOAH (THE HOLOCAUST)

[Holocaust Photo Link: Jewish Boy With Hands Up Faces German Stormtroopers/Warsaw Ghetto Uprising-April-May 1943](http://fcit.coedu.usf.edu/holocaust/gallery/46199.htm)
<http://fcit.coedu.usf.edu/holocaust/gallery/46199.htm>
and <http://www.deathcamps.org/occupation/gunpoint.html>

Holocaust photo of Rozel (age 7) and Kayla Sarah (age 6) Scheinfeld, who perished in Auschwitz in May, 1944. Their mother, Hananya Scheinfeld, also perished in Auschwitz.

http://www1.yadvashem.org/remembrance/yom_hazicaron/photo9.html

For additional photos, see:

http://www1.yadvashem.org/remembrance/yom_hazicaron/photo.html

[Holocaust Photo Link: Execution Of Jewish Woman & Child \(1942\)](http://www.jewishvirtuallibrary.org/jsource/Holocaust/Ivangorod.html)
<http://www.jewishvirtuallibrary.org/jsource/Holocaust/Ivangorod.html>

Oyfn Pripetshik (On the Hearth) A well known Yiddish lullaby.

<http://www.ibiblio.org/yiddish/songs/pripetshek/frontp.html>

This well-known Yiddish lullaby, by [Mark Warshawsky \(1848-1907\)](#) describes a rabbi teaching a group of kindergarten-aged boys the Yiddish alphabet. It is symbolic of the Jewish tradition of studying Torah, the Five Books of Moses, as well as the passing down of heritage from one generation to another. This lullaby is sung by a children's chorus in a segment of Schindler's List.

The words to this lullaby are:

Oh, the fire burns in the fire place, and the room has heat.
And the rabbi teaches all the little ones all their ABCs;
And the rabbi teaches all the little ones, all their ABCs.
See now, little ones, listen children, don't forget it, please.
Say it once for me and say it once again, All your ABCs.

Avraham Fried sings Oyfn Pripetshik

<http://www.youtube.com/watch?v=OLfUUft1Wp4&search=Yiddish%20music>

Topics

- [I. The Shoah \(The Holocaust\): Terms, Thoughts, & Images](#)
- [II. SurvivingThe Holocaust](#)
- [III. German Perpetrators And Jewish Victims](#)
- [IV. Polish Perpetrators And Jewish Victims](#)
- [V. Why Bulgaria's Jews Survived](#)
- [VI. Anti-Semitism In Germany](#)
- [VII. The War Against The Jews](#)
- [VIII. Ordinary Germans & The Holocaust \(Police Battalion 101 And Others\)](#)
- [IX. Goldhagen & His Critics & Defenders](#)
- [X. Representing The Shoah \(The Holocaust\)](#)
- [XI. Post Holocaust Anti-Semitism](#)

Shoah/Holocaust Web Resources

COURSE ORGANIZATION & STUDENT RESPONSIBILITIES

COURSE DESCRIPTION

A seminar devoted to intensive reading and writing about and discussion of The Shoah (The Holocaust). Topics covered include: Efforts to Understand The Holocaust; The Evolution of Anti-Semitism in Germany; The War Against the Jews; Ordinary Germans and the Holocaust; Ordinary Poles and The Holocaust; Daniel Goldhagen's Hitler's Willing Executioners and the book's Critics and Defenders; Representing The Holocaust in fiction, film, and poetry; and post Holocaust "New Anti-Semitism" which has emerged in Europe and in much of the Islamic World.

PURPOSE OF THE COURSE

The purpose of this course is to provide a basis for examination of several critical dimensions of The Holocaust. These dimensions include: the views, motivations, and actions of the murderers; the experiences of Jewish victims; Anti-Semitism; alternative explanations of the causes and nature of The Shoah and the challenge to scholarship; the issue of remembering The Holocaust; and the significance of the "New Anti-Semitism".

Class Participation, Oral Presentations, Exams, Papers, Grades

1. This course will be conducted as a seminar. Students must attend every class meeting and be prepared to discuss assigned readings and other materials. Active participation in class discussion is essential. Course grades will be determined by oral presentations, class participation, and written papers.
2. Determinants of Course Grade: Oral Reports & Presentations 25%/ Seminar Participation 15%/ Essay Exams/Papers 60%

Attendance

1. One (1) unexcused absence is permitted. Students with two (2) unexcused absences will have their course grade lowered by one letter grade. Students who have three (3) unexcused absences will have their course grade lowered by two letter grades. No absences beyond four (4) for any reason are permitted. Any student who has more than four absences is likely to fail the course and, therefore, should withdraw from the course.
2. The instructor for the course is not responsible for bringing students who have missed class "up-to-date" on missed material. Each student has the responsibility to remain current with respect to class material.

COURSE CONTENT

Note On Course & Syllabus Materials: Students may find books, articles, links, websites, and other materials provided in this syllabus useful and of interest. Their listing in this syllabus, including those which are required and recommended, does not necessarily indicate endorsement of or agreement with any views or positions on any issues found in these materials, websites, or on other sites to which they may provide links.

Required Books

- [AharonAppelfeld/Badenheim 1939\(D.R.GodinePublishers 1995\)\[Hebrew original published in 1975\]](#)
- [IngaClendinnen/ReadingTheHolocaust\(CambridgeUniversityPress1999\)](#)
- [DanielGoldhagen/Hitler'sWillingExecutioners\(Knopf 1996/Vintage 1997\)](#)
-
- [JanT.Gross/Neighbors:TheDestructionOfTheJewishCommunityInJedwabne,Pol and\(PrincetonUniversityPress 2001\)](#)
- [PrimoLevi/Survival In Auschwitz\(Collier1993\)\[Original Italian edition published in 1947\]](#)
- [YosefaLoshitzky \(ed.\)/Spielberg'sHolocaust;CriticalPerspectivesOnSchindler'sList\(IndianaUnive rsityPress 1997\)](#)
- [RobertR.Shandley \(ed.\)/UnwillingGermans? TheGoldhagenDebate\(UniversityOfMinnesotaPress 1998\)](#)

Recommended Books

- [Omer Bartov/The "Jew" In Cinema: From The Golem To Don't Touch My Holocaust\(Indiana University Press 2005\)](#)
- [Christopher Browning/The Origins Of The Final Solution/Garners Books 2005 \(Original hard cover Univ. Of Nebraska Press & Yad Vashem 2004\)](#)
- [Emil L. Fackenheim/To Mend The World\(Indiana University Press 1982\)](#)

[Robert Gellately/Backing Hitler: Consent And Coercion In Nazi Germany \(Oxford University Press Paperback 2002\)](#)

[Jan Gross/Fear: Anti-Semitism in Poland After Auschwitz \(Random House 2006\)](#)

[Jeffrey Herf/The Jewish Enemy: Nazi Propaganda during World War II and the Holocaust \(Belknap-Harvard 2006\)](#)

[Ilona Karmel/An Estate Of Memory \(The Feminist Press City University of New York 1969\)](#)

[Imre Kertész/Fatelessness \(Vintage 2004\)](#)

[Victor Klemperer/I Will Bear Witness 1933-1941: A Diary Of The Nazi Years \(Modern Library Paperback 1999\)](#)

[Victor Klemperer/I Will Bear Witness 1942-1945: A Diary Of The Nazi Years \(Modern Library Paperback 2001\)](#)

[Kristen R. Monroe/The Hand Of Compassion: Portraits of Moral Choice During the Holocaust \(Princeton University Press 2004\)](#)

[Antony Polonsky & J.B. Michlic \(eds.\)/The Neighbors Respond: The Controversy Over The Jedwabne Massacre In Poland \(Princeton Univ. Paper 2004\)](#)

[Tzvetan Todorov/The Fragility Of Goodness: Why Bulgaria's Jews Survived The Holocaust \(Princeton University Paperback 2001\)](#)

Required Articles:

These are listed in each section of the syllabus. Access to articles through the Texas State University Library, available to all Texas State University students, requires a valid User Name and a Password. Most of the links in this syllabus provide direct access to the article.

Videos/DVD's For In-Class Viewing And Discussion

[America And The Holocaust \(1994\) \[1hr. & 30 min.\]](#)

From the Public Broadcasting Service (PBS) series, "The American Experience".

[Der Ewige Jude \(1940\) \[70 min.\] See paper by Stig Hornshoj-Moller \(with links & photos\)](#)

"Der ewige Jude ("The Eternal Jew") is the most famous Nazi propaganda film. It was produced at the insistence of Joseph Goebbels, under such active supervision that it is effectively his work. It depicts the Jews of Poland as corrupt, filthy, lazy, ugly, and perverse: they are an alien people which have taken over the world through their control of banking and commerce, yet which still live like animals."

See also: [Photos Link: Nazi Propaganda Film Classic "The Eternal Jew" \(Der-Ewige-Jude\)/Still Photos](#)

[Fateless \(2006\) \[2 hrs. & 20 min./Hungarian, German, with English subtitles\]](#)

This film is based on the Nobel Prize winner Imre Kertész's novel, [Fatelessness \(Vintage 2004\)](#), about a young Jewish boy's deportation in 1944 from Budapest, his struggle to survive in the concentration camps, and his perceptions and feelings when he returns home. (Hungarian and German with English subtitles.)

"Set in 1944, as Hitler's Final Solution becomes policy throughout Europe, Fateless is the semi-autobiographical tale of a 14 year-old Jewish boy from Budapest, who finds himself swept up by cataclysmic events beyond his comprehension. A perfectly normal metropolitan teen who has never felt particularly connected to his religion, he is suddenly separated from his family as part of the rushed and random deportation of his city's large Jewish population. Brought to a concentration camp, his existence becomes a surreal adventure in adversity and adaptation, and he is never quite sure if he is the victim of his captors, or of an absurd destiny that metes out salvation and suffering arbitrarily. When he returns home after the liberation, he missed the sense of community he experienced in the camps, feeling alienated from both his Christian neighbors who turned a blind eye to his fate, and the Jewish family friends who avoided deportation and who now want to put the war behind them." From: the dvd cover for the film.

"German Citizens' Role In The Holocaust" (September 08, 1996)/[1 hr. & 31 min./German and English with English voice translation of the German. This video is a production of C-SPAN based on an original television broadcast by ZDF, a major German TV network. The video is stored at Purdue University Public Affairs Archives.] It records a public discussion of Daniel Goldhagen's book, [Hitler's Willing Executioners](#), with Daniel Goldhagen responding to a number of his German critics held before a German audience.

[The Grey Zone \(2001\) \[1hr. & 48 min.\]](#)

Based on real life events, this film depicts a unit of Auschwitz's Sonderkommando, special squads of Jewish prisoners who worked in the death camps.

[Luboml: My Heart Remembers \(2003\) \[57 min./cinemaguild.com\]](#)

A documentary which uses rare film footage, archival photos, and interviews with former residents to re-create the fabric of daily life in the predominantly Jewish market town, or shtetl, of Luboml in prewar Poland. The video reveals Luboml as a vibrant town where religious tradition and community life coexisted. No quaint rural village, Luboml was an important regional market town, complete with theater, a cinema, electric lights, sports teams, numerous

trades and businesses, and factories and workshops. In 1941-1942, German forces destroyed Luboml's Jewish community and murdered nearly all of its Jewish citizens.

[The Nasty Girl \(1989\) \[1hr. & 34 min./German with English subtitles\]](#)

This film is based on the actual experiences of a German author who has written several books about the Nazi past of her Bavarian hometown. The film depicts the reaction of the townspeople to her research for her first book and to their hometown author.

[Night And Fog \(1955\) \[32 min./French with English subtitles\]](#)

A classic documentary on the death camps.

[The Quarrel \(1990\) \[1hr. 30 min.\]](#)

"Montreal 1948. On Rosh Hashanah, Chaim (a Yiddish writer) is forced to think of his religion when he's asked to be the tenth in a minyan. As he sits in the park, he suddenly sees an old friend whom he hasn't seen since they quarrelled when they were yeshiva students together. Hersh, a rabbi, survived Auschwitz and his faith was strengthened by his ordeal, while Chaim escaped the Nazis, but had lost his faith long before. The two walk together, reminisce, and argue passionately about themselves, their actions, their lives, their religion, their old quarrel, and their friendship." From amazon.com - synopsis of the film.

[Schindler's List \(1993\) \[3 hrs. & 17 min.\]](#)

The Holocaust film which likely has been viewed by more people than any other Holocaust film.

[Triumph Of The Will \(1934\) \[1hr. & 50 min./German-no English subtitles\]](#)

A Nazi propaganda classic directed by the infamous Leni Riefenstahl.

[The Wannsee Conference \(1984\) \[1hr. & 27 min./German with English subtitles\]](#)

A German "docudrama" portraying the historic Wannsee Conference (January 20, 1942) of high ranking German officials and their discussion of the extermination of Europe's Jews. On January 20, 1942 one of the most macabre conferences in history took place at an idyllic lakeside house Am Großen Wannsee 56/58 in Wannsee near Berlin. The subject was the organisation of the 'Final Solution', the destruction of all 11 million European Jews. In the relaxed and distinctively upper middle-class atmosphere of that SS guest-house fifteen highly placed German officials met and discussed the best strategy for genocide, over a glass of good cognac.

Recommended Videos

[Jacob The Liar \(1999\) \[2 hrs.\]](#)

Based on a novel by a German-Jewish author, this film tells the story of combatting depression in the Warsaw Ghetto through fictitious news bulletins, from a radio which does not exist, on Allied advances against the Germans.

[Life Is Beautiful \(1999\) \[1hr. & 56 min./Italian with English subtitles\]](#)

Comedy and the Holocaust. An award winning and widely praised film some of whose critics question the appropriateness of finding and depicting comedy in The Holocaust.

[The Pianist \(2002\) \[2 hrs. & 30 min.\]](#)

A story of a young Jewish musician in Poland who survives the Holocaust. Widely praised and nominated for many awards. Some reviewers have been critical, suggesting the lead character's passivity and helplessness conform to a European desire to see Jews as weak and passive.

[Shoah \(1985\) \[9hrs. & 23 min.\]](#)

Widely regarded as a masterpiece and the classic documentary film on The Holocaust. From the review @ Amazon.com

"To write a review of a film such as Shoah seems an impossible task: how to sum up one of the most powerful discourses on film in such a way as to make people realize that this is a documentary of immense consequence, a documentary that is not easy to watch but important to watch, a documentary that not only records the facts, but bears witness. We are commanded "Never forget"; this film helps us to fulfill that mandate, reverberating with the viewer long after the movie has ended. Yes, Holocaust films are plentiful, both fictional and non-, with titles such as The Last Days, Schindler's List, and Life Is Beautiful entering the mainstream. But this is not a film about the Holocaust per se; this is a film about people. It's a meandering, nine-and-a-half-hour film that never shows graphic pictures or delves into the political aspects of what happened in Europe in the 1930s and '40s, but talks with survivors, with SS men, with those who witnessed the extermination of 6 million Jews.

Director Claude Lanzmann spent 11 years tracking people down, cajoling them to talk, asking them questions they didn't want to face. When soldiers refuse to appear on film, Lanzmann sneaks cameras in. When people are on the verge of breaking down and can't answer any more questions, Lanzmann asks anyway. He gives names to the victims--driving through a town that was predominantly Jewish before Hitler's time, a local points out which Jews owned what. Lanzmann travels the world, speaking to workers in Poland, survivors in Israel, officers in Germany. He is not a detached interviewer; his probings are deeply personal. One man farmed the land upon which Treblinka was built. "Didn't the screams bother you?" Lanzmann asks. When the farmer seems to brush the issues aside with a smile, Lanzmann's fury is noticeable. "Didn't all this bother you?" he demands angrily, only to be told, "When my neighbor cuts his thumb, I don't feel hurt." The responses, the details are difficult to hear, but critical nonetheless. Shoah tells the

story of the most horrifying event of the 20th century, not chronologically and not with historical detail, but in an even more important way." - Jenny Brown

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TOPICS FOR READING, SEMINAR PRESENTATION, & DISCUSSION

I. The Shoah (The Holocaust): Terms, Thoughts, & Images

Readings:

[OnTheTerms"Shoah"&"Holocaust"/From:Philologus/BestWayToSayTheUnsayable/Forward/August31.2001](#)

Charles Krantz, "Teaching [the film] 'Night and Fog' ", *Film & History*, February 1985, Vol. 15, Issue 1,. pp. 2-15.

(Note: It is recommended that this article be read after viewing the film "Night and Fog".)

This article can be accessed @ [Locating Periodicals @ Texas State University Library](#) A valid Texas State University User Name and Password are required.

[Clendinnen/ReadingTheHolocaust](#), Chapters 1, 2.

[Review/MiltonGoldin/Clendinnen,Reading the Holocaust](#)

Films/Videos:

[Night And Fog](#)

[JohnNesbit/ReviewOf"Night&Fog"](#)

[Trends In Recent Shoah Documentary Films](#)

II. Surviving The Holocaust

1. Survival

[PhotosLink/PhotosFromTheDeathCamps](#)

<http://fcit.coedu.usf.edu/holocaust/resource/gallery/CampMisc.htm>

Readings:

[Levi/Survival In Auschwitz](#), the entire book

[MichaelAndreBernstein,"Primo Levy"/TheNewRepublic9.27.99](#)

[Robert Brustein/The Saved and the Drowned/The New Republic/February 28 2005](#)

The Bernstein and Brustein articles can be accessed @ [Locating Periodicals @ Texas State University Library](#) A valid Texas State University User Name and Password are required.

[A Shoah Memoir: "Abe's Story"- Interactive Map/remember.org/abe/map.html](#)

[Clendinnen/ReadingTheHolocaust](#), Chapters 3, 4.

Recommended Book:

[Imre Kertész/Fatelessness](#)

Christopher M. Leighton, "Oprah, Elie Wiesel, and My Fellow Christians",
Commentary, May 2006, Vol. 121, No. 5.

This article can be accessed @ [Locating Periodicals @ Texas State University Library](#) A valid Texas State University User Name and Password are required.

Films/Videos, Audio, & Related Readings:

[Clendinnen/ReadingTheHolocaust](#), Chapter 5, "Inside The Grey Zone: The Auschwitz Sonderkommando"

[The Grey Zone](#)

[Fateless](#)

Liberated Death Camp Survivors Sing "Hatikvah" ("Hope"). Rare BBC audio of Shabbat (Sabbath) Service led by a British Second Army rabbi at liberated Bergen Belsen death camp on April 20, 1945.

<http://www.israelreporter.com/files/radio/BergenBelsenHatikva.mp3>

2. Faith After The Shoah

"Jews are not permitted to hand Hitler a posthumous victory. Jews are commanded to survive as Jews lest their people perish. They are commanded to remember the victims of Auschwitz lest their memory perish. They are forbidden to despair of God lest Judaism perish . . . For a Jew to break this commandment would be to do the unthinkable--to respond to Hitler by doing his work." --- Emil Fackenheim

Backgrounders on Emil Fackenheim:

http://www.jewishvirtuallibrary.org/jsource/Holocaust/What_makes_the_Holocaust_unique.html

Introduction to Vol. XXXII, 2004 of Yad Vashem Studies, dedicated to the Jewish philosopher, Emil Fackenheim, remembered for his work on The Shoah.

http://yad-vashem.org.il/about_holocaust/studies/studies_32.html

[The Quarrel](#)

[Emil Fackenheim/Faith in God and Man After Auschwitz:Theological Implications/Lecture at Yad Vashem April 2002](#)

Recommended:

[Emil L. Fackenheim/To Mend The World](#)

Michael L. Morgan, "Fackenheim and the Holocaust: Setting the Record Straight", Yad Vashem Studies, Vol. XXXII, 2004. pdf

http://yad-vashem.org.il/about_holocaust/studies/table_studies_32.html

Scroll to link for the article by Michael L. Morgan.

Christopher M. Leighton, "Oprah, Elie Wiesel, and My Fellow Christians",
Commentary, May 2006, Vol. 121, No. 5.

This article can be accessed @ [Locating Periodicals @ Texas State University Library](#) A valid Texas State University User Name and Password are required.

III. German Perpetrators And Jewish Victims

Black milk of daybreak we drink you at night
we drink you at midday Death is a master aus Deutschland
we drink you at evening and morning we drink and we drink

A famous portion of [Death Fugue](#) , including the best known phrase (underlined above for emphasis), from the German-speaking Jewish poet [Paul Celan](#) (1920-1970). For more on Celan see the section in this syllabus on [Representing The Shoah](#).

Readings:

[Goldhagen/Hitler'sWillingExecutioners](#), Chapters 5, 10, 11, 12, 13, 14.

[Goldhagen-JoffeExchange/NewYork ReviewOfBooks/Volume 44, Number 2-February 6, 1997](#)

IV. Polish Perpetrators And Jewish Victims

[RememberingLuboml:ImagesOfAJewishCommunity/luboml.org/index.htm](#)

Klezmer Music & Backgrounder

The Jewish community of Luboml would have had occasion to enjoy the performances of traditional Jewish Klezmer musicians.

<http://www.klezmaniacs.org/music/Sadugerer.mp3>

"The Ashkenazi Jews were found across a wide swathe of Eastern Europe from the Baltic to the Black Sea, both in rural villages or shtetls, and in the urban ghettos of cities such as Krakow, Warsaw, Odessa and Bucharest. A typical klezmer band would be lead by the violin (known as a fidl), accompanied perhaps by a second fiddle (tsweyster) playing the melodies an octave lower; and maybe a third, rhythmic fiddle (the fturke or secunda); other instruments may have included clarinet, cello, dulcimer or cymbalom (tsimbl). They lead a shadowy, hand-to-mouth existence, travelling a wide circuit around their home town. They were often disapproved of by the authorities, but found themselves playing for every strata of society from humble peasant weddings to aristocratic balls, for Jew and gentile alike. Music was learned by ear, and passed on from father to son (definitely not to daughter!) They shared their profession, clientele and much of their repertoire with another group of social misfits- the gypsies. Indeed it is said that many well known gypsy groups were actually klezmer musicians in disguise!"

See: [klezmer fiddle](#)

[Listen to: Oy Klezmer \(includes video\)](#)

Readings:

[Jan T. Gross/Neighbors](#), the entire book.

Films/Videos:

[Luboml](#)

Recommended:

[Antony Polonsky & Joanna B. Michlic \(eds.\)/The Neighbors Respond](#), Introduction, pp. 1-43.

[Jan Gross/Fear: Anti-Semitism in Poland After Auschwitz](#)

[Benjamin Paloff/ Who Owns Bruno Schulz?: Poland stumbles over its Jewish past/Boston Review/December 2004-January 2005](#)

See also: [Antisemitism Worldwide 2001/2/Robert S. Wistrich/The Jedwabne Affair](#)

V. Why Bulgaria's Jews Survived

For an insightful analysis of the survival of many Jews in Bulgaria during the Shoah, see:

[Todorov/The Fragility of Goodness: Why Bulgaria's Jews Survived The Holocaust](#)

For an insightful analysis of the motivations of rescuers of Jews during the Shoah, see:

[Kristen R. Monroe/The Hand of Compassion: Portraits of Moral Choice During the Holocaust/Princeton University Press 2004](#)

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VI. Anti-Semitism In Germany

[Photos Link: Nazi Propaganda Film Classic "The Eternal Jew" \(Der-Ewige-Jude\)/Still Photos](#)

[Der Ewige Jude \(1940\) See paper by Stig Hornshoj-Moller \(with links & photos\)](#)

<http://www.jewishvirtuallibrary.org/jsource/Holocaust/eternal.html>

Readings:

[Goldhagen/Hitler's Willing Executioners](#), Introduction, Chapters 1, 2, 3.

[Martin Rhonheimer/The Holocaust: What Was Not Said/First Things/November 2003](#)

This article addresses the issue of the Catholic Church and The Holocaust.

Recommended for additional general information on Anti-Semitism:

On the infamous Protocols of The Elders Of Zion, see:

<http://www.ushmm.org/wlc/en/index.php?ModuleId=10007058>
<http://ddickerson.igc.org/protocols.html>

On Anti-Semitism, see:

<http://www.ushmm.org/museum/exhibit/focus/antisemitism/>
<http://ddickerson.igc.org/antisemitism.html>

VII. The War Against The Jews

[PhotoLink:SynagogueBurnsInSiegen,GermanyDuringKristallnacht,TheNightOfBrokenGlass/Nov.10.1938](#)

<http://fcit.coedu.usf.edu/holocaust/gallery/Sh04.htm>

Readings:

[Goldhagen/Hitler'sWillingExecutioners](#), Chapter 4.

[Clendinnen/ReadingTheHolocaust](#), Chapter 6.

Backgrounder on Aharon Appelfeld @

<http://www.jewishvirtuallibrary.org/jsource/biography/appelfeld.html>

[Appelfeld/Badenheim 1939](#), the entire novel

[On Appelfeld's Badenheim 1939](#)

[Appelfeld Interview/video](#)

Recommended:

[Christopher Browning/The Origins Of The Final Solution/Garners Books 2005 \(Original hard cover Univ. Of Nebraska Press & Yad Vashem 2004\)](#)

For an informative review essay on Browning's book calling for appreciation of the role of ordinary people involved in the Shoah, see:

Omer Bartov, "As It Really Was", [Yad Vashem Studies](#), 2006, Vol. XXXIV.

Scroll to review and link to Omer Bartov's review essay @

http://yad-vashem.org.il/about_holocaust/index_about_holocaust_studies.html

Films/Videos & Related Materials:

[The Wannsee Conference \(Video\)](#)

[Wannsee House/Photos](#)

[WannseeConference&FinalSolution/Protocol/Documents](#)

[House of the Wannsee Conference](#)

[America And The Holocaust \(Video\)](#)

[Alan Wolfe/The Great Jewish-American Synthesis/The Chronicle Review/June 03 2005](#)

"Bei Mir Bist Du Shayn" ("You Are Grand"- "You Are Beautiful To Me")The Jewish American popular hit of 1939 combining Klezmer and swing.

<http://www.klezmaniacs.org/music/Bay%20Mir%20Bistu%20Sheyn.mp3>

Backgrounder on Bei Mir Bist Du Shayn and its Composer

For klezmer music see:

<http://64.233.187.104/search?q=cache:alvspdFJbVoJ:www.fiddlingaround.co.uk/klezmer/Klezmer%2520frame.html+composer+of++bei+mir+bist+du+sheyn&hl=en&ie=UTF-8>

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VIII. Ordinary Germans & The Holocaust (Police Battalion 101 And Others)

Readings:

[Goldhagen/Hitler'sWillingExecutioners](#), Chapters 6, 7, 8, 9, 15, 16, and Epilogue.

[Shandley \(ed.\)/UnwillingGermans? TheGoldhagenDebate](#), Introduction, Chapters 6, 7, 26.

[Clendinnen/ReadingTheHolocaust](#), Chapters 7, 8.

Recommended:

[Gellately/BackingHitler](#), "Introduction", Chapter 3 "Concentration Camps & Media

Reports", Chapter 6 "Injustice & the Jews", Chapter 9 "Concentration Camps in Public Spaces", and "Conclusion".

[VictorKlemperer/I Will Bear Witness 1933-1941:A Diary Of The Nazi Years\(ModernLibraryPaperback 1999\)](#)

[VictorKlemperer/I Will Bear Witness 1942-1945:A Diary Of The Nazi Years\(ModernLibraryPaperback 2001\)](#)

Films/Videos & Related Materials:

[Triumph Of The Will \(video\)](#)

[Review Of "Triumph Of The Will"-w/links for Leni Riefenstahl](#)

[MattZollerSeitz/MotherOfGods:LeniRiefenstahl,1898-2003/nypress.com/vol.16.issue38.2003](#)

[The Nasty Girl \(video\)](#)

[AnnaRosmus/"TheNastyGirl"/Links/ U. of Toronto](#)

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IX. Goldhagen & His Critics & Defenders

Readings:

[Shandley \(ed.\)/UnwillingGermans? TheGoldhagenDebate](#), Chapters 11, 12, 15, 17, 19, 21, 22, 26, 28, 29, and Chapter 16 by Goldhagen, "The Failure of the Critics".

Films/Videos:

"German Citizens' Role In The Holocaust"

X. Representing The Shoah (The Holocaust)

[ImageLink:SelectionForGasChambers](#)

<http://fcit.coedu.usf.edu/holocaust/gallery2/D29.htm>

Readings:

[Clendinnen/ReadingTheHolocaust](#), Chapter 9, "Representing the Holocaust".

Cynthia Ozick, "Who Owns Anne Frank?" in [CynthiaOzick/Quarrel&Quandry](#) (Alfred A. Knopf 2000), pp.74-102

[The Ozick essay cited here is available at the Reserve Desk Texas State University Library.]

[CynthiaOzick/History&Imagination/Commentary/March1999](#)

This Ozick article can be accessed @ [Locating Periodicals At Texas State University Library](#) A valid Texas State University User Name and Password are required.

[Cynthia Ozick Web Site](#)

[HolocaustInFilm/Univ.Of-Kiel./CriticalArticles/English&German/Links](#)

Recommended:

[Omer Bartov/The "Jew" In Cinema: From The Golem To Don't Touch My Holocaust](#)

[Charles S. Maier/Hot Memory-Cold Memory:On the Political Half-Life of Fascist and Communist Memory/Tr@nsit online 2002 No. 22](#)

[Paul Celan](#) (1920-1970), a German-speaking Jew, was Europe's most compelling postwar poet.

[PaulCelan/deathfugue.Paul Celan html](#) - The complete text (in English translation from the German) of Death Fugue, Paul Celan's best known poem.

[CelanWebSite/German/English](#)

Excerpt From **Death Fugue**

Black milk of daybreak we drink it at evening

we drink it at midday and morning we drink it at night

we drink and we drink

we shovel a grave in the air there you won't lie too cramped

A man lives in the house he plays with his vipers he writes

he writes when it grows dark to Deutschland your golden hair [Marguerite](#)

he writes it and steps out of doors and the stars are all sparkling

he whistles his hounds to come close

he whistles his Jews into rows has them shovel a grave in the ground

he [orders](#) us strike up and play for the dance

Black milk of daybreak [we drink you at night](#)

we drink you at morning and midday we drink you at evening

we drink and we drink

A man lives in the house he plays with his vipers he writes
he writes when it grows dark to Deutschland your golden hair Margeurite
your ashen hair [Shulamith](#) we shovel a grave in the air there you won't lie too cramped
He shouts jab this earth deeper you lot there you others sing up and play
he grabs for the rod in his belt he swings it his eyes are blue
jab your spades deeper you lot there you others play on for the dancing
(Translated by John Felstiner)

For an excellent biography of Paul Celan, see:

[JohnFelstiner/PaulCelan:Poet,Survivor,Jew \(YaleUniversityPress 1995\)](#)
[ArtInspiredByPaulCelan-12PaintingsBy4Artists/CelanesqueArtGallery](#)

Films/Videos/Music & Related Materials:

<http://www.schindlerslist.com/>
[ThemeSongFromSchindler'sList](#)

Oyfn Pripetshik (On the Hearth) A well known Yiddish lullaby.

<http://www.ibiblio.org/yiddish/songs/pripetshek/frontp.html>

This well-known Yiddish lullaby, by [Mark Warshawsky \(1848-1907\)](#) describes a rabbi teaching a group of kindergarten-aged boys the Yiddish alphabet. It is symbolic of the Jewish tradition of studying Torah, the Five Books of Moses, as well as the passing down of heritage from one generation to another. This lullaby is sung by a children's chorus in a segment of Schindler's List.

http://www.sunncity.com/music/mv/Schindlers_List.mid
[Schindler's List](#)

Readings:

In [Loshitzky \(ed.\)/Spielberg'sHolocaust](#), these articles:

Loshitsky, "Introduction"

Bartov, "Spielberg's Oskar: Hollywood Tries Evil"

Horowitz, "But Is It Good for the Jews?..."

Doneson, "The Femininization of the Jew"

Weissberg, "The Tale of a Good German"

Cheyette, "The Uncertainty of Schindler's List"

Recommended Videos:

[Life Is Beautiful](#)

[Alan Stone/Escape From Auschwitz \(Review of the film Life Is Beautiful\)/Boston Review/April-May 1999](#)
[The Pianist](#)

For a critical view of this award winning film see: Michael B. Oren, "Schindler's Liszt", [The New Republic](#), March 17, 2003.

This review can be accessed @ [Locating Periodicals @ Texas State University Library](#) A valid Texas State University User Name and Password are required.

[Jacob The Liar](#)

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XI. Post Holocaust Anti-Semitism

Readings:

[Cynthia Ozick/The Modern 'Hep! Hep! Hep!](#)

[Bernard Lewis/The New Anti-Semitism/The American Scholar Winter 2006
Vol. 75 No. 1, pp. 25-36.](#)

This Bernard Lewis article can also be accessed @ [Locating Periodicals @ Texas State University Library](#) A valid Texas State University User Name and Password are required.

[U.S. Department of State/Report on Global Anti-Semitism: July 2003-December 2004](#)

[Ha'aretz/TheNewAnti-Semitism/LinksToManyArticles](#)

[Antisemitism Worldwide/Stephen Roth Institute/Tel Aviv University](#)

[JohnRosenthal/Anti-Semitism&EthnicityInEurope/PolicyReview/October-November 2003](#)

[Robert S. Wistrich/Cruel Britannia/Azure/Summer 2005](#)

[Joseph Dan/Jewish Sovereignty as a Theological Problem/Azure/Winter 2004](#)

Note: Azure requires registration. There is no fee.

MarkLilla, "The End Of Politics: Europe, The Nation-State, And The Jews",
[The New Republic](#), June 23, 2003.

Michel Gurfinkel, "France's Jewish Problem", [Commentary](#), July-August 2002

Ruth Wisse, "On Ignoring Anti-Semitism, [Commentary](#) ,October 2002

The Lilla, Gurfinkel, and Wisse articles can be accessed @ [Locating Periodicals @ Texas State University Library](#)

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THE SHOAH/HOLOCAUST - WEB RESOURCES

Yad Vashem @ <http://www.yadvashem.org/>

[United States Holocaust Memorial Museum](#)

<http://www.jewishvirtuallibrary.org/jsource/holo.html>

[A Teacher's Guide to the Holocaust](#)

[Anti-Defamation League \(ADL\)](#)

[Bibliography&Bookstore/Jewish Virtual Library/Holocaust](#)

[Chambon Foundation](#)

[Cybrary of the Holocaust](#)

[David S. Wyman Institute For Holocaust Studies](#)

[Documentary Resources on the Nazi Genocide and its Denial](#)

[Education...A Legacy Forum for Teachers](#)

[The Einsatzgruppen](#)

[The Einsatzgruppen Archives](#)

[The Forgotten Camps](#)

[German Propaganda Archive](#)

[The Ghetto Fighters' House](#)

[The Holocaust Album](#)

[The Holocaust History Project](#)

[Holocaust Memorial Center](#)

[The Holocaust/IanKershawSite](#)

[Holocaust Study Resources/The Hebrew University of Jerusalem](#)

[Holocaust Survivors](#)

[Holocaust Teacher Resource Center](#)

[Imperial War Museum London -- The Holocaust Exhibition](#)

[The International Baccalaureate Holocaust Project](#)

[The Jewish Foundation for the Righteous](#)

[Maus Resources on the Web](#)

[The Nizkor Project](#)

[On-line Exhibitions](#)

[Rescue of the Danish Jews](#)

[Resources for Children of Holocaust Survivors](#)

[The Story of Oscar Schindler?Rake and Saviour](#)

[Shoah/Art](#)

[ShoahTestimonies Survivors Videos/YaleU.Archives](#)

[The State Museum of Auschwitz-Birkenau](#)

[The US Holocaust Memorial Museum Library](#)

[Raoul Wallenberg Around the World Guide](#)

[Warsaw Ghetto/Photos \(Hebrew\)](#)

[Women and the Holocaust](#)

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Academic Honesty Statement

Learning and teaching take place best in an atmosphere of intellectual freedom and openness. All members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education.

Academic Offenses

Students who have committed academic dishonesty, which includes cheating on an examination or other academic work to be submitted, plagiarism, collusion, or abuse of resource materials, are subject to disciplinary action.

a. Academic work means the preparation of an essay, thesis, report, problem assignments, or other projects which are to be submitted for purposes of grade determination.

b. Cheating means:

1. Copying from another student's test paper, laboratory report, other report or computer files, data listing, and/or programs.
2. Using materials during a test unauthorized by person giving test.
3. Collaborating, without authorization, with another person during an examination or in preparing academic work.
4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or part, the content of an unadministered test.
5. Substituting for another student or permitting another person to substitute for oneself in taking an exam or preparing academic work.
6. Bribing another person to obtain an unadministered test or information about an unadministered test.

c. **Plagiarism means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit.** (Emphasis Added)

d. Collusion means the unauthorized collaboration with another person in preparing written work offered for credit.

e. Abuse of resource materials means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

Penalties for Academic Dishonesty

Students who have committed academic dishonesty may be subject to:

- a. Academic penalty including one or more of the following when not inconsistent:
 1. A requirement to perform additional academic work not required of other students in the course;
 2. **Required to withdraw from the course with a grade of F. (Emphasis Added)**
 3. A reduction to any level grade in the course, or on the exam or other academic work affected by the academic dishonesty.
- b. Disciplinary penalty including any penalty which may be imposed in a student disciplinary hearing pursuant to this Code of Conduct.

This statement is taken from the Texas State University Student Handbook. The complete statement, including student rights, can be accessed @

<http://www.mrp.txstate.edu/studenthandbook/rules.html#academic>
