

Texas A&M University -Commerce
The Holocaust: Jewish Life in the Ghettos

Fall 2012
HIST 589.01W

Dr. DiGeorgio-Lutz phone: 903-886-5316 e-mail: JoAnn.Lutz@tamuc.edu
Office hours: on campus, MW 10:00-noon and by appointment

Course Introduction: The attempted extermination of European Jews by the Nazis and the destruction of approximately six million is known in the West as “the Holocaust.” This genocide and the destruction of millions of Gypsies, Poles, Russians, and numerous others peoples remains one of the most brutal and puzzling events of the 20th century. This course will explore the differences and similarities of the diverse ghettos as established under the Third Reich that includes aspects of “daily life” in the ghettos, Jewish leadership, attempts at resistance, and broader philosophical questions. This course also comparatively examines two ghettos in depth: Warsaw and Vilna.

Fair Warning: This class is an in-depth exploration of the very heart of human evil—genocide. We will encounter the Jews as they experienced life in the ghettos on the even on their destruction under the Third Reich. For many students this class will be an excruciating and sometimes disturbing intellectual experience. This class should not be a curriculum choice because it fits your schedule or because its online. Many of the images, testimonies and films that you will experience are graphic and deal with topics that test the limits of our ability to understand. The assignments and arrangement of the course materials have been carefully selected to allow you to process the materials we will be covering over the course of the semester. Staying in this course under this syllabus is thus the academic equivalent of informed consent.

This course applies toward the 12 hour graduate certificate in Holocaust Studies offered by the Department of Political Science.

Learning Objectives:

1. Students will have a better understanding of the diversity of ghettos established throughout the Third Reich.
2. Students will gain an understanding of cultural and political life of the ghettos.
3. Students will have a better understanding of the various types archives that documented life in the ghettos
4. Students will have a greater understanding of the moral dilemmas or the “choiceless choices” that formed part of the Holocaust.

Required Texts and Readings:

- Yehuda Bauer. 2001. *A History of the Holocaust: Revised Edition*. New York: Franklin Watts Publishers. ISBN: 0-531-155576-5
- Israel Gutman. 1994. *Resistance: The Warsaw Ghetto Uprising*. ISBN: 0-395-90130-8.
- Eric J. Sterling (editor). 2005. *Life in the Ghettos During the Holocaust*. Syracuse University Press. ISBN: 0-8156-0803-9
- Lucille Eichengreen (with Rebecca Camhi Fromer). *Rumkowski and the Orphans of Lodz*. 2000. Mercury House. ISBN: 1-56279-115-X
- Herman Kruk (edited and introduced by Benjamin Harshav) 2002. *The Last Days of the Jerusalem of Lithuania: Chronicles from the Vilna Ghetto and the Camps, 1939-1944*. Yale University Press. ISBN; 0-300-04494-1.

- *Notes from the Warsaw Ghetto: From the Journal of Emmanuel Ringelblum*. 2006. Translated and edited by Jacob Sloan. Publishers Group West. ISBN: 1-59687-331-0
- Isaiah Trunk. 1996. *Judenrat: The Jewish Councils in Eastern Europe Under Nazi Occupation*. With the Introduction by Steven T. Katz. Bison Books. ISBN: 0-8032-9428-X
- Other reading material provided by the instructor on e-college.

Assignments and Grades: This course is graduate level course and it is reading and discussion intense—you cannot be a passive participant and expect to do well in this class.

Grade scale: 100-90=A; 89-80=B; 79-70=C

1. Reading Assignments and Discussion Board participation. 75 points total. Two Original Posts and Two Reply Posts per week on the topics of discussion. Each week’s discussions are worth 5 points for a total of 75 points. That is, a total of 4 discussion posts—2 OPs and 2 RPs.

All reading assignments and posting guidelines are detailed in this syllabus as well as on e-college for each week. There are a total of 15 weeks to the semester, including discussion on the presentations. All discussion posts must be submitted by the deadline for each week. Do not wait until the last minute to post and/or reply because you are not adding to the discussion and you will not receive full credit for posts entered in the last hours. I will leave the threads visible but once discussion has closed, you will not be able to post about that segment of the reading.

Discussion Board Instructions and Requirements:

Format and style. Do not use slang or text speak, such as TBH, or BTW etc. and do not use weird fonts. Your writing should reflect careful analysis of the readings. It should be error free and written in complete sentences. **Do not use long quotes from the readings as part of your posts.** I strongly recommend that you type your posts in a word document and save it, then copy and paste it to e-college. Do not use all CAPS please.

Discussion Board types of posts: Original Posts (OP) and Reply Posts (RP)

- In response to the readings, videos/films, etc. you must contribute to the discussion prompts for each week’s reading segment. You will find the discussion prompts in the “Assignment” tab for each week and in the syllabus. **In some cases, my discussion prompts can get lengthy and contain multiple questions—do NOT attempt to answer each question within the prompt—but you must indicate which prompt you are focusing on and stay on topic.**
- For each week’s reading, you must post two Original Posts (OP) to my discussion prompts. Your OPs must be at least 400 words in length. You will not receive full credit for discussion posts if you post or respond in only a few sentences. You must include a word count in your posts.
- Because discussions are meant to be interactive, you also need to post two Reply Posts (RP) to your classmates postings. When replying, please address your fellow classmate by name. Reply Posts (RP) should be at least 200 words minimum and 300 words maximum. If you do not address your classmates by name(s) or your RPs are not the prescribed length, you will not receive full credit for your RPs.
- When making both OP and RP, I am looking for your careful reading of the material and your ability to analyze the readings, respond to questions, and use of the readings to provide evidence of your participation. I am NOT looking for you to summarize or simply quote from the readings.

Grading Rubric for Discussion Posts (OP and RP)

5 Points	Both your OPs are at least 400 words in length, two RPs are posted of at least 200 words in length, you address your classmate(s) discussions and your replies address the questions in the prompts and demonstrate an understanding of the readings and critical thinking. You do NOT wait until the last hour to post OPs and RPs.
2-3 Points	OPs are less than 400 words, two RPs are less than 200 words each and do not address Classmates, discussions and replies merely summarize the material.
0-1	no postings, or missing OPs, RPs posts, waiting until the last minute to post.

2. **Presentation on a selected research topic. 25 points.** For this assignment you are required to choose a topic related to some aspect of the ghettos and the Holocaust and present it to the class in some format that fits with our virtual learning environment—**Your presentation must be uploaded onto e-college using Document Sharing by Monday, December 3 at 11:59pm. Make sure you select “entire class” when you upload in document sharing.**
- Only one topic per student. You must sign up for the topic with me no later than week 2 of class. You are also required to discuss with me either in person or via e-mail or the virtual office the reading and research materials for your project—in many instances, I have, or can direct you to sources for your project. I want to tailor presentations to your academic disciplines and areas of interest so you need to converse with me about your interests.
 - You must provide a separate bibliography in a word document to accompany your presentation. Presentations are limited to a 15 minute viewing time and the time limit will be strictly enforced.
 - You may use power-point to give your presentation or other forms of virtual presentations tools such as Vuvox or Prezi and you can upload your presentation on You Tube. You are encouraged to get as creative as possible and remember that your presentation is being viewed by your fellow classmates (and others online) and you need to convey the topic to them providing both visuals and scholarly information. You will need to decide if you are going to have written text over visuals or add a voice over to your presentation...

ALL students with disabilities should be referred to the Office of Disability Resources and Services where they can fill out an application, attach recent documentation, and apply for eligibility. The OSDR is located in room 132 of Gee Library and their phone number is (903) 886-5835.

“All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” (See Student’s Guide Handbook, Policies and Procedures, Conduct)

As instructor, I reserve the right to amend, modify, or adjust this syllabus as appropriate.

Plagiarism. “What is Plagiarism—Many people think of plagiarism as copying another's work, or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense:

According to the Merriam-Webster Online Dictionary, to "plagiarize" means

1. to steal and pass off (the ideas or words of another) as one's own
2. to use (another's production) without crediting the source
3. to commit literary theft
4. to present as new and original an idea or product derived from an existing source.

“In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward. But can words and ideas really be stolen? According to U.S. law, the answer is yes. The expression of original ideas is considered intellectual property, and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some way (such as a book or a computer file). Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed, and providing your audience with the information necessary to changing the words of an original source is not sufficient to prevent plagiarism. If you have retained the essential idea of an original source, and have not cited it, then no matter how drastically you may have altered its context or presentation, you have still plagiarized.” (www.plagiarism.org)

Reading and Course Outline and Discussion assignments:

Week 1 August 27-August 31

- Introduction to the course
- **Discussion Prompt “Introductions” (due August 28 at 11:59pm)** Introduce yourself to the other members of the class. Talk about your interest in the Holocaust and what you understand/know about the Holocaust to date. What books/movies/classes/other materials have informed your understanding of the Holocaust? **This is the only time when I will enter the discussion. I will begin by entering a post on my own interests and experience with The Holocaust. This is the only OP that you do NOT have to post 2 Reply Posts.**
- **Background Read** Yehuda Bauer, *A History of the Holocaust* Chapter 1-7. (pages 15-146) These chapters are especially important for those of you who have had no prior course on the Holocaust. This is background reading only and it’s a good primer on defining the Jewish people, anti-semitism, WWI, the Weimar Republic, the rise of the Nazis and German Jewry from 1933-1939.
- **Read** “Forward: How to Live in the Interim” by John K. Roth in the Eric Sterling text, *Life in the Ghetto during the Holocaust*.
- **Read** Sterling “Introduction” in *Life in the Ghetto during the Holocaust*.
 - **Discussion Prompt “How to Live in the Interim?”(due by September 1, 11:59pm)** John K. Roth begins his Forward with a quote from Michael Berenbaum, “Death was a given. How to live in the interim was not.” The ghettos formed part of this life in the interim and Roth gives us his reasons for why we study the Holocaust. He also talks about Herbert Bierhoff and his act of love toward his daughter in the Riga Ghetto. How does Roth judge Bierhoff? How do we judge Roth’s position? Roth alludes to Lawrence Langer’s definition of such circumstances as “choiceless choices”—a kind of lose, lose situation. How would it be possible to live life in the interim when one doesn’t know the outcome? Can we develop an existential approach to understanding life in the interim (ghettos) as Roth seems to allude?

Additionally, Sterling’s “Introduction” informs us that not all the ghettos were uniform in function. Discuss some of the basic differences he notes about the ghettos in his general introduction and comment on what he chose to include in his book to capture the range of the ghetto experience. What else could constitute the ghetto experience?

Week 2 September 3-7

- **Read** Bauer, Chapter 7, *Poland—The Siege Begins*.
- **Read** Christopher R. Browning. “Nazi Ghettoization Policy in Poland: 1939-1941.

- **Read** Paul A. Shapiro. “Forward” in USHMM Symposium Presentation. Ghettos 1939-1945, New Research and Perspectives on Definition, Daily Life, and Survival.
- **Watch VIDEO** (under the Webliography section on e-college) “Where did the Nazis take the term Ghetto from and Why? by Dan Michman.
 - **Discussion Prompt “Establishment of the Ghettos” (due by September 7, 11:59pm)**
Yehuda Bauer gives us a succinct introduction on the establishment of the ghettos and he briefly gives us some comparisons of daily life and the role of the Judenrat in four ghettos. We will delve into these topics in more depth as the course proceeds. For discussion purposes, Paul Shapiro raises many important questions regarding how we should be approaching the concept of the ghetto under the Nazis in his “Forward” to the symposium on Ghettos (1939-1945) new research, etc. Why are these important questions? How do these various approaches to the Ghettos expand on what we understand about the ghettos at the outset of the class? Discuss the foundation/approach that Browning takes? How does he frame the policy debate/struggle that developed following the immediate formation of the Ghettos. Is this a harsh view of human nature? Please remember that until the advent of the “Final Solution” after 1941, Ghettoization takes on different functions in different locations. What does Browning conclude? Also, discuss the insights that Michman lends to the Ghettoization process at this stage?

Week 3 September 10-14

- **Read** Eric Sterling text, Chapters 1, 4, and 8.
- **Read** Gutman text: Introduction, Chapters 1 and 2.
- **Read** the word document containing the Poems of Alexander Kimel in Doc Sharing.
- **Watch You Tube Video** (on the Webliography link). Excerpt from Erwin Leiser’s Documentary—Warsaw Ghetto portion.
 - **Discussion Prompt the Ghettos begin (due September 14th by 11:59pm).**
In what ways are the ghetto experiences in the Sterling text comparable? Examine Alexander Kimel’s accounts of his time in the ghetto? How does this compare to his poetry and what do you believe is the message of his poems, what are we to take away from his poems? What does Gutman tell us about Polish Jewish life on the eve of war? Discuss the aesthetics of Erwin Leiser’s segment on the Warsaw Ghetto—what aspects of the ghetto does he chose to highlight, talk about how he presents his subject matter, how does he portray the Jews in the ghetto, etc. (as you proceed in reading Gutman, he will focus on the inequality among the Jews themselves). Which scene impacted you the most and why? Again, draw in the experiences in the Sterling text and Gutman.

Week 4 September 17-21

- **Read** Eric Sterling text, Chapters 5, 7, 9, and 10.
- **Read** Sara Bender, “The Bialystok and Kielce Ghettos: A Comparative Study.” In the USHMM Symposium PDF.
- **Read** Yehuda Bauer, Chapter 8
- **Read** David G. Roskies “Jewish Cultural Life in the Vilna Ghetto.” In Lithuania and the Jews: Holocaust Chapter. USHMM symposium proceedings.
 - **Discussion Prompt on Geographic Range of Ghettos (due by September 21st at 11:59pm)**
Discuss the various ghetto experiences based on the readings above especially in terms of the extensive geographic reach of the ghettos. In what ways do the experiences in these

different locations compare and contrast. What are Bender's observations and what factors does she choose to compare/contrast? Discuss and compare with the cultural life of the Jews in Lithuania.

Week 5 September 24-28

- **Read** Isaiah Trunk, "Judenrat..." Introductions (one by Katz one by Robinson), Chapters 1-4 and the Conclusion.
- **Read** Dan Michman, "Reevaluating the Emergence, Function, and Form of the Jewish Councils Phenomenon." In USHMM Symposium PDF.
- **Read** Dina Porat, "The Jewish Councils of the Main Ghettos of Lithuania: A Comparison."
- **Read** Raul Hilberg, "The Ghetto as a Form of Government."
 - **Discussion Prompt on Judenrat (due by September 28th at 11:59pm).**
Compare/contrast the perspectives on the Judenrat as discussed by the authors. To what extent does Trunk set the tone for scholarship on the Judenrat. What insights does Trunk give us about the Judenrat. Discuss consistencies and differences about the establishment of the Judenrat in the various locales?

Week 6 October 1-5

- **Read** Isaiah Trunk, Chapters 5, 7, 8, 9, and 15
 - **Discussion Prompt for Daily Life in the Ghettos (due by October 5th at 11:59pm)**
Talk about day to day issues that confronted the Judenrat with regards to life in the ghettos (public welfare, the economic situation, medical issues, judicial and police duties, religion, and the Judenrat's relationship with the diverse groups in the ghetto). What do you believe was the most immediate issues in the various ghettos, how did the Judenrat deal with these issues? In what ways did life go on in the ghettos? Can we talk about a sense of normalcy in the ghettos? Talk about the spiritual needs of the Jews...

Week 7 October 8-12

- **Read** Trunk, Chapters 16, 17, 18, 19,20
 - **Discussion Prompt on Dilemmas of the Judenrat (due by October 12th at 11:59pm)**
What does Trunk consider to be the major obstacles to resistance in the ghettos? Discuss the Ghetto police—who were they, what was their role, what was the perception held by others of the police? Discuss the Judenrat's attitude toward resistance? What options did the multiple actors have—the police, the various resistance groups, leadership, etc. Discuss the post war situation. In the above, compare and contrast among ghettos. The Ghetto Police is a topic we will return to as we read Ringelblum and Kruk's diary about Vilna.

Week 8 October 15-19

- **Read** Lucille Eichengreen, "Rumkowski and the Orphans of Lodz" **Warning: This book contains disturbing material about child abuse.**
 - **Discussion Prompt on Orphans of Lodz (due by October 19th 11:59pm)**
Why do you believe that Lucille felt the need to write this book? What type of portrait does she paint of Rumkowski? Compare this to what Trunk describes in his book on the Judenrat, then ask yourself, does Eichengreen give us a complete picture of the ghetto? What is her vantage point, that is, what aspects of the ghetto does she have access to that can add to our understanding of the workings of the Lodz ghetto? Talk about what I call the "multiple victimization" of the Jews—how are they victims on multiple levels. What about the after

effects of Lucille's survival? Speculate on what you think may have happened to Janek, etc.?
This book will generate a lot of discussion...

Week 9 October 22-26

- **Read** Gutman, Chapters 1-7
- **Watch** YIVO video on Market Scene in Warsaw, 1934 on Webliography tab
- **Watch** You Tube video, "Jewish Quarter in Warsaw, June 1939" on Webliography tab
 - **Discussion Prompt on Warsaw Ghetto (due by November 2nd, 11:59**
Discuss the diversity of Jewish life in Poland on the eve of the German invasion. To what extent did this diversity benefit or hinder the Jews of Warsaw once the ghetto was established? How did the Jews themselves view within the context of the Polish landscape? What do the images tell us about the Jews of Warsaw on the eve of their destruction? What do the images convey? Do they match the reality that Gutman describes?

What were the major divisions within Polish Jewry? Talk about the hierarchy of Jewish life within the ghetto? According to Gutman, what were the major issues confronting the Jews in the ghetto based on one's status? What were the major issues confronting the Jews on a daily basis in the ghetto and how did they attempt to resolve them? Comparatively speaking, what were the differences/similarities of the Jews of Warsaw with the other ghettos that Gutman discusses? Why was it so difficult to form a unified resistance movement and why did it come so late?

Week 10 October 29-November 2

(Please note: There are three articles by Henry M. Abramson that may seem redundant but they were written for different academic venues and will add bits and pieces that one article alone can't capture so please read all three).

- **Read** Eric Sterling, Chapters 11 and 12.
- **Read** Nehemia Polen. "Divine Weeping: Rabbi Kalonymos Shapiro's Theology of Catastrophe in the Warsaw Ghetto."
- **Read** Henry M. Abramson, "Deciphering the Ancestral Paradigm: A Hasidic Court in the Warsaw Ghetto." In USHMM Ghetto Symposium PDF.
- **Read** Henry Abramson, "The *Esh kodesh* of Rabbi Kalonimus Kalmish Shapiro: A Hasidic Treatise on Communal Trauma from the Holocaust."
- **Read** Henry Abramson, "The prince in captivity. Reading Hasidic discourses from the Warsaw Ghetto as social and intellectual history."
- **Watch** You tube video on "Hasidism during the Holocaust" on the webliography tab.
- **Peruse** the information about Hasidim and the different movements, etc. that I have provided for you on the webliography tab. These are from the Jewish Virtual Library and the YIVO
 - Hasidism—Jewish Virtual Library, short description on the broad movements of Hasidism
 - Hasidism and Mitnagdim—Jewish Virtual Library
 - Assimilation—Yivo—description of what this means
 - Hasidism—Yivo—historical overview
 - **Discussion Prompt on Theology and the Holocaust—Where was G-d in the Ghettos (due by October 26th 11:59pm)**
Discuss the readings in the Sterling book and the notion of death in the ghettos. What are your understandings of Hadisim? What are the pitfalls that Nehemia Polen warns about in our approach to the Esh Kodesh? Are these pitfalls limited to the Esh Kodesh? What are the many

functions of the Esh Kodesh? How should we contextualize the Esh Kodesh? How does the Esh Kodesh differ from other accounts of the Ghetto and the destruction of Polish Jewry and how does it allow us to come to terms with the Holocaust? What is the existential turmoil of Jewish spiritual life at this time? What does Rabbi Shapiro conclude? What factors in his own life contribute to his understanding of events? Does the Esh Kodesh only speak to the Hasidic Jews? Discuss the various contexts that Abramson uses to present the Esh Kodesh. Draw upon previous readings, especially Trunk to understand the theological/religious context.

Week 11 November 5-7

- **Read** Gutman, Chapters 8-11
 - **Read** Isaiah Trunk, “Note: Why Was There No Armed Resistance Against the Nazis in the Lodz Ghetto?”
 - **Read** Rachel L. Einwohner, “THE NEED TO KNOW: Cultured Ignorance and Jewish Resistance in the Ghettos of Warsaw, Vilna, and Lodz.”
 - **Read** Michael R. Marrus, “Jewish Resistance to the Holocaust.”
 - **Discussion Prompt on Resistance and the Warsaw Ghetto Uprising (due by November 7th, 11:59pm)**
Discuss the reasons and complexities that Gutman provides to account for the course of resistance (and non-resistance in the early days of the ghetto). Compare this to the Lodz Ghetto. What insights does Einwohner bring to the discussion? Additionally, to what extent do Gutman and Trunk present similar/dissimilar arguments on resistance (especially Trunk’s chapter 16 in Judenrat)
-

Week 12 November 19-23

- **Read** “Notes from the Warsaw Ghetto: From the Journal of Emmanuel Ringelblum” Translated and Edited by Jacob Sloan.
- **Read** Ruta Sakowska. “Two Forms of Resistance in the Warsaw Ghetto: Two Functions of the Ringelblum Archives.”
- **Read** Word Document that is a brief bio on Emmanuel Ringelblum.
- **Watch** You tube video “Oneg Shabbat” on the Webliography tab.
- **Watch** Your tube video “BBC Documentary on Warsaw Ghetto” on the Webliography tab.
- **View** “Collections of Photos from the Warsaw Ghetto taken by a German soldier.” On the Webliography tab.
 - **Discussion Prompt on Emmanuel Ringelblum and Warsaw Ghetto (due by November 25th at 11:59pm). Please note that I am giving you until Sunday evening to complete this discussion because of the Thanksgiving holiday.**
Discuss the BBC Documentary on the Warsaw Ghetto? How does the information differ/compare to first-hand accounts we have been reading? Comment on the photos taken by the German soldier of the Warsaw Ghetto? What images does the soldier capture? Discuss Ringelblum’s notes from the Warsaw Ghetto. He doesn’t give us private reflection but he does reconstruct for us life in the Ghetto (or life in the interim) before, moving into the ghetto, and inside the ghetto. Discuss Ringelblum’s observations throughout these three periods. How does Ringelblum handle the flow of information he receives about events both in the Warsaw Ghetto and other locations? How does he verify information? Compare his observations of the Judenrat with Trunk. How do events change from month to month in the ghetto, year to year. What do you believe were the three most profound entries and why? What seems to preoccupy Ringelblum the most? What is repetitive in his notes? What are the main sources of news and

discuss what Ruta Sawkoska means when she says that the Warsaw Ghetto and the Oneg Shabbat proved to be fertile ground for survey research?

Week 13 **November 26-30**

- **Read** Herman Kruk, “The Last Days of the Jerusalem of Lithuania: Chronicles from the Vilna Ghetto and the Camps, 1939-1944. Chapters 1-4. **Make sure you read the Introduction** too.
- **Watch** You tube video “A Yiddish Song” on Webliography tab
- **Watch** You tube video, ”Jewish Life in Vilna from the Spielberg Archives.”

- **Discussion Prompt on Introduction to the Jews of Vilna (due by November 30th at 11:59pm).**

Talk about Kruk’s observations and entries regarding the collapse of Poland. Intersperse your discussion of Kruk with the videos of Vilna. How does his first-hand account enrich our understanding beyond the contributions of Gutman, Trunk and Ringelblum—be specific. How does he compare and contrast Warsaw and Vilna? What emotions/feelings/etc. does he bring to his entries. What does it mean to him to be a refugee? How does he get his information? What does Kruk refer to when he talks about a kind of normalcy to life in the ghetto? What is the rhythm of this life? What are the relationships like with the Lithuanians? What are his observations about the Jewish Police and how does this compare with Trunk? What are the major issues confronting life in the ghetto that Kruk observes—how do these issues compare/contrast with Warsaw? What associations are active in Vilna? Talk about Ponar and Warsaw and the YIVO in Kruk’s entries.

Week 14 **December 3-7**

- **Read** Herman Kurk, “The Last Days...” Chapters 5-9.

- **Discussion Prompt on the Ghetto of Vilna (due by December 7th at 11:59pm)**

Continue discussion of this work along the lines developed last week. In addition consider what events transpire in 1942 and 1943. In what ways are conditions getting worse? In what ways are they stable? What does Kruk have to say about the Rosenberg Task Force? What problems/issues confront the Jews as they begin their second winter in the ghetto? What happened on July 17, 1942 and what effects did this have on the Vilna ghetto and the surrounding areas? What is now happening outside the ghetto, especially among the Lithuanians? How does Kruk chronicle the events in Warsaw, particularly the uprising? How does he treat the information about the extermination camps? Where and how is he getting his information? What can we say about his spirit as life in the ghetto progresses? What insights does he give us regarding his belief about the fate of Jewry in general and his own life? What happened on June 26, 1943? Talk about the final liquidation of the ghetto and Kruk.

Week 15 **“Finals Week—December 10-14)**

View the Presentations by your fellow classmates and provide feedback under the discussion prompt.

- **Discussion Prompt on Presentations: Please provide feedback on 4 of your classmates presentations (due by December 14th at 11:59pm).** This is meant to be constructive. Please tell you classmates what you learned from their presentation? What did you like about the presentation, what suggestions would you recommend for improving the presentation, was the presentation easy to follow, was the topic clear, etc. Remember this feedback is meant to be constructive!!