

The Évian Conference

There are three parts to this assignment. The first part can be used as a stand-alone assignment in a survey course, such as a modern American, European, or World history class. It can also be combined with the second and third parts for a more in-depth assignment for an advanced survey or upper level history class, including courses on Fascism, Nazi Germany, modern Germany, the Holocaust, Comparative Genocide, and modern Jewish history.

PART 1: AN IN-CLASS DOCUMENT-BASED DISCUSSION

The first part of the assignment is an in-class discussion about the Évian Conference. It would be held after the conference has been introduced in a class lecture. A typical primary source-based discussion uses 4-6 documents, but I have included a list of 20 documents for each professor to choose from based on the subject and level of the class.

Below is a list of documents suitable for this discussion. The first two are from the *1938Projekt*, which will serve as an introduction to this database for students. The remaining documents are freely available online, and a selection would be chosen by the professor based on the subject and level of the class. The purpose of utilizing a variety of sites to obtain primary sources is to introduce students to libraries, archives, and organizations where they can find reliable information online. For this same reason, the professor may also want to add historical newspaper articles and other primary sources based upon the databases available at the university library; the History Unfolded Project at the United States Holocaust Memorial Museum has more than 300 citations from American newspapers for the Évian Conference: <https://newspapers.ushmm.org/search/results?eventName=23>

Instructions for students:

The class period will be spent discussing primary sources relevant to the Évian Conference. It is your responsibility to have read the **[number]** assigned documents prior to the class meeting. After you have read the documents, you need to write one question for each document assigned. The purpose of these questions is to demonstrate your understanding of the reading material. Therefore, it is advisable that you not simply write fact-based questions, but rather that you create insightful and analytical queries. Each question should primarily relate to one text. However, it is permissible to relate your questions to the other texts assigned for the discussion, texts

that have been assigned for prior discussions, and material that has been covered during class lectures. In addition to writing the questions, you must answer one of your questions. This answer must be 2 paragraphs long, and it must demonstrate mastery of the content of the document.

Documents:

“July 21: Cautious Optimism. Reich Representation of Jews in Germany evaluates Évian

Conference.” *1938Projekt: Posts from the Past*. Accessed October 20, 2018. <https://www.lbi.org/1938projekt/detail/cautious-optimism/>

“August 26: Recent Arrivals. The Boston Committee for Refugees does what it can.” *1938Projekt: Posts from the Past*. Accessed October 20, 2018. <https://www.lbi.org/1938projekt/detail/recent-arrivals/>

“The Secretary of State to the Ambassador in the United Kingdom (Kennedy), June 14, 1938.” *Foreign Relations of the United States Diplomatic Papers 1938*, volume 1. Accessed October 20, 2018. <https://history.state.gov/historicaldocuments/frus1938v01/d725>

[Note: If a Windows security box pops up when you click on this link, do not enter anything; just click cancel and the link will open. Alternatively, you can copy and paste the URL into your browser and you will not have this error.]

“The Chairman of the American Delegation (Taylor) to the Secretary of State, July 14, 1938.” *Foreign Relations of the United States Diplomatic Papers 1938*, volume 1. Accessed October 20, 2018. <https://history.state.gov/historicaldocuments/frus1938v01/d736>

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“Memorandum of Conversation, by the Under Secretary of State (Welles), November 17, 1938.” *Foreign Relations of the United States Diplomatic Papers 1938*, volume 1. Accessed October 20, 2018. <https://history.state.gov/historicaldocuments/frus1938v01/d803>

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“The Opening Public Session.” *Learning from History*. Accessed October 20, 2018. <http://learning-from-history.de/sites/default/files/book/attach/opening-public-session.pdf>

“As we have no racial problem.” *Holocaust Educational Trust: 70 Voices. Victims, Perpetrators, and Bystanders*. Last updated January 27, 2015. <http://www.70voices.org.uk/content/day55>

“Refugees. House of Lords Debate, 27 July 1938.” *Hansards* volume 110, cc1206-49. Accessed October 20, 2018. <https://api.parliament.uk/historic-hansard/lords/1938/jul/27/refugee-problems>

“Refugees. House of Commons Debate, 29 July 1938.” *Hansards* volume 338, cc3351-68. Accessed October 20, 2018. <https://api.parliament.uk/historic-hansard/commons/1938/jul/29/refugees>

“No One Wants to Have Them.” *Yad Vashem Shoah Resource Center*. Accessed October 20, 2018. https://www.yadvashem.org/odot_pdf/Microsoft%20Word%20-%203347.pdf

“SD on the Outcome of the Evian Conference.” *Yad Vashem Shoah Resource Center*. Accessed October 20, 2018. https://www.yadvashem.org/odot_pdf/Microsoft%20Word%20-%203528.pdf

“European Cross Roads.” *Daily Express*, October 17, 1938. Reprinted at *IRIN*. Last updated November 19, 2015. <http://www.irinnews.org/photo/201511191547220143/cartoon-published-1938-daily-express-newspaper-britain-showing-refugees>

McKinzie, Richard D. “Oral History Interview with George L. Warren.” *Harry S. Truman Presidential Library and Museum*. Accessed October 20, 2018. <https://www.trumanlibrary.org/oralhist/warrenl.htm>

“Here’s Fortune’s Survey on how Americans Viewed Jewish Refugees in 1938.” *Fortune*. Last updated November 18, 2015. <http://fortune.com/2015/11/18/fortune-survey-jewish-refugees/>

“Taylor Maps Refugee-aid Program as Evian Parley Opens; Assails ‘chaotic dumping.’” *Jewish Telegraph Agency*, July 7, 1938. Accessed October 20, 2018. <https://>

www.jta.org/1938/07/07/archive/taylor-maps-refugee-aid-program-as-evian-parley-opens-assails-chaotic-dumping

“8 Latin American Countries Pledge Aid to Refugees at Evian Parley.” *Jewish Telegraph Agency*, July 11, 1938. Accessed October 20, 1938. <https://www.jta.org/1938/07/11/archive/8-latin-american-countries-pledge-aid-to-refugees-at-evian-parley>

“Behind the Headlines – The Dominican Republic: A Haven for Jewish Refugees from Nazi Germany.” *Jewish Telegraph Agency*, January 29, 1980. Accessed October 20, 2018. <https://www.jta.org/1980/01/29/archive/behind-the-headlines-the-dominican-republic-a-haven-for-jewish-refugees-from-nazism>

“Around the Jewish World: Dominican Jews Thrive After 60 Years on Island.” *Jewish Telegraph Agency*, May 3, 2000. Accessed October 20, 2018. <https://www.jta.org/2000/05/03/archive/around-the-jewish-world-dominican-jews-thrive-after-60-years-on-island>

“Survivors in Dominican Republic.” *Jewish Telegraph Agency*, September 7, 2004. Accessed October 20, 2018. <https://www.jta.org/2004/09/07/life-religion/features/survivors-in-dominican-republic>

“Jewish refugees in the Dominican Republic.” *The United States Holocaust Memorial Museum*. Last updated April 29, 2018. <https://collections.ushmm.org/search/catalog/irn1004706>

PART 2: A SHORT RESEARCH PAPER

The second part of the assignment is a short research paper. It would be assigned at the end of the class discussion.

Instructions for students:

Two of the primary documents for the class discussion came from the Leo Baeck Institute's *1938Projekt*: <https://www.lbi.org/1938projekt>. Your first task in this assignment is to visit this website and browse through the primary sources presented in a day-by-day format. Then you need to **select one of these documents**. Any document that does not pertain to the Évian Conference is acceptable. Finally, write and submit **a 1-2 paragraph summary** that provides an overview of the document as well as briefly explains its significance.

That document will serve you as the basis of a 4-5 page research paper. The theme of this paper is a larger event that ties in with the document you have chosen. In essence, your paper is in lieu of a class lecture on the subject; could someone who reads your paper understand the event? Discuss the role of the primary source you had picked: how does this document add to our understanding of the event? (If applicable, you may also consider addressing the following question: what are the potentials and limitations of microhistorical approach in history?)

To complete this research paper, you need to find information in at least 5 secondary sources. In addition to these 5 required sources, you may utilize your chosen primary source as well as any other primary source found on the *1938Projekt* website.

Do not forget to include a bibliography with your paper; information on proper citation can be found at Purdue Owl: https://owl.purdue.edu/owl/purdue_owl.html.

PART 3: DESIGNING A HYPOTHETICAL DOCUMENT-BASED DISCUSSION

The third part of the assignment is designing a hypothetical discussion with fellow students. It could be assigned either at the end of the Évian discussion or after the submission of the research paper.

Instructions for students:

The purpose of this part of the assignment is for you to plan a document-based discussion. **Choose between 4-6 primary sources.** One of those sources is the document from the 1938Projekt that served as the basis for your research paper. When searching for primary sources, **use at least than 3 databases.** A good starting point would be to review the sources where the documents for the Évian discussion came from. You are highly encouraged, though, to find primary documents from additional online databases.

Based on the primary sources that you find, you will need to write a 2-3 page paper that outlines your plan for a class discussion. You will need to give a full bibliographic citation for each document at the beginning of the paper. The rest of your paper will be a narrative of your planned discussion. In your narrative: a) identify when in the semester this discussion would take place and why — what is the purpose of this discussion?; what major theme (s) and idea(s) you would like your fellow students to address in this discussion?; b) explain why you have chosen the specific documents to discuss — how do they connect/disconnect with one another and the general topic of your discussion; c) create 6-10 potential questions that you would ask the class when leading the discussion.