

HST 414 – NAZI GERMANY (4 credits)

Course Description

Nazi Germany is an in-depth historical analysis of Germany during the Nazi period (1933-1945). A chronological overview of Nazi Germany, from its origins in the Weimar Republic to its destruction at the end of World War II, is the basis of this historical analysis. Topics to be covered in class include the origins of Germanic and National Socialist ideologies; World War I and its consequences; the life and ideology of Hitler; the Weimar Republic (Germany's democratic, liberal government) and its collapse; the Nazi takeover of power; the Nazi revolution after power; the Nazi "synchronization" (*Gleichschaltung*) of all facets of German life to the goals of the party; everyday life during the Nazi era; the advent of the Second World War; German resistance to Nazism and the war itself; the German home front; and the Holocaust. The evaluation and analysis of primary materials dealing with selected aspects of the Nazi period, such as social organization, education, propaganda, family life and women, and the arts will enable the student to better understand everyday life in Nazi Germany. The course concludes with an evaluation of the Nazi legacy and the problem of writing the history of Nazi Germany, the *Historikerstreit*, the "German historians' dispute" of the 1980s.

Nazi Germany contains an array of primary sources and secondary materials (e.g., essays by modern historians). The course consists of a combination of lectures and in-class discussions based on the assigned readings. Discussion questions will be handed out in advance for selected topics. Documentary material, contemporary films and images will be used to supplement class discussions. An oral presentation consisting on a summary of the student's term paper is also part of the course.

Learning Goals/Outcomes for History 414

At the completion of the course, students will be able to:

- Produce a chronological survey of Nazi Germany from its origins in the Weimar Republic to its destruction at the end of World War II.
- Examine in depth a selection of topics from Nazi Germany.
- Be exposed and introduced to the reading, study, and critical evaluation of primary and secondary sources.
- Grasp the relevance of the study of Nazi Germany for understanding contemporary Germany and Europe.
- Improve both writing and oral skills.

Required Texts

- 1) Spielvogel, Jackson J., *Hitler and Nazi Germany: A History*. 5th ed. Upper Saddle River (NJ): Pearson Prentice Hall, 2005.
- 2) Stackelberg, Roderick & S. A. Winkle, *Nazi Germany Sourcebook: An Anthology of Texts*. London & New York: Routledge, 2007.
- 3) Sax, Benjamin & D. Kuntz, *Inside Hitler's Germany: A Documentary History of Life in the Third Reich*. Lexington (MA): D. C. Heath and Company, 1992.

Attendance

Attendance is mandatory. Any unavoidable absences must be suitably justified in writing (e.g. a doctor's note) and the document handed in to the Academic Coordinator.

A maximum of two unjustified absences is permitted. Each additional absence will cause the final grade to be lowered by one point (i.e. from "B" to "B-").

Course Requirements

Students are expected to keep up with the readings on a unit by unit basis. Lectures will be conducted with the assumption that students are keeping up with their reading.

1) Two cumulative exams,¹ a midterm exam (20%) and a final examination (24%).² They will be based on the lectures and readings covered in class. Exams will consist of some 15 to 20 short-answer, essay-type questions. A study sheet will be provided before each of them.

2) One critical review (2-3 pages) (10%) of Eberhard Jäckel's book *Hitler's World View: A Blueprint for Power*. The paper should explore Hitler's ideology and world view as presented in the book. Specific directions for this assignment will be provided in advance.

3) One primary source analysis (2-3 pages) (8%). The essay must include an analysis and interpretation of a key primary document or documents for the history of Nazi Germany. The document(s) will be selected from the four-volume reader of primary sources entitled *Nazism 1919-1945* edited by George Pridham and Jeremy Noakes. The four volumes are on reserve at the library. Documents from Stackelberg and Sax, the two mandatory sourcebooks for this course, not covered in class could be used as well. Directions for this assignment might be found in Appendix I and a list of documents for analysis is provided in Appendix II.

4) One 5-7 page paper³ (23%) on a topic of the student's choosing. Students will have to integrate both primary⁴ and secondary sources to address a topic concerning Nazi Germany.⁵ Topics including a brief proposal and a short bibliography should be submitted in advance to the instructor for their approval.

- Papers must be double-spaced, typewritten (11/12 point Times New Roman font).
- Quotations, citations and bibliography must follow MLA style. At each point where you are indebted to other sources for your information or ideas, you must give an exact citation in acceptable format.
- Plagiarism: Plagiarism will not be tolerated in this course. Penalties for plagiarism will follow university guidelines.
- Research interest: Gathering of information from relevant primary and secondary sources, presented clearly and accurately and analyzed perceptively.
- Grading criteria: original analysis, clarity and neatness of presentation, quality of writing, organization, and originality.
- Subject matter: Nazi Germany only.
- Please note that part of the purpose of this course is to assist the student in developing his/her writing skills. While content is of primary concern, papers will be graded in part on the basis of the quality of the student's writing.

5) One in-class report (5-7 minutes) (5%) consisting on a summary of the student's term paper. Further instructions will be given.

6) Class participation is an integral part of the course (10%). Each student is expected to come prepared to class with questions and comments on the day's readings. Discussion and debate will be encouraged.

¹ Only basic concepts, institutions, and characters from the first half of the course will be included in the final. Further information will be supplied.

² The final exam will include questions on the first half of the course and one question on in-class reports to be presented toward the end of the semester.

³ The cover page and bibliography do not count.

⁴ Students could use documents similar to those used for assignment #3, but they will have to include additional sources for this assignment. Alternatively, they could chose and altogether different topic.

⁵ In addition to the information supplied below, Appendix III contains a detailed description of this assignment together with guidelines and procedures.

Grades

Final Grades will be based on the following breakdown:

a. Midterm	20%
b. Final Exam	24%
c. Book review	10%
d. Primary source essay	8%
e. Term paper	23%
f. In class report	5%
g. Class Participation	10%

Grading Scale			
A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D+	1.3
B	3.0	D	1.0
B-	2.7	D-	0.7
C+	2.3	F	0

Units of instruction

Note: the schedule below is not carved on stone. Adjustments will be made as needed. Any changes from this schedule will be announced in class. Supplementary readings will be added as required.

I) The Weimar Republic and the Rise of Nazism (1919-1933)

Week 1

Class 1 **Introduction to the course**

Week 2

Class 2 **Imperial Germany - The End of World War I and the Weimar Republic**

Spielvogel, 1-20; Stackelberg, 20-26, 28-30

Class 3 **Revolution and the Weimar Constitution**

Spielvogel, 21-39; Stackelberg, 45-73, 82-87

Week 3

Class 4 **Race & Anti-Semitism in the Weimar Republic**

Spielvogel, 126-144, 269-73; Stackelberg 93- 94; Sax, 189-203.

Class 5 **The Great Depression – the End of the Weimar Republic – Nazi Seizure of Power**

Spielvogel, 43-65; Stackelberg, 45-47, 87-92, 97-102, 113-22

II) The Third Reich: Consolidation of Power (1933-35) - The Road To War (1936-1939)

Week 4

Class 6 **Nazi Consolidation of Power - “Synchronization” (*Gleichschaltung*) of Party and State – Role of the SA**

Spielvogel, 69-81; Stackelberg, 123-76

Class 7 **The Nazi State (1933-1939)**

Spielvogel, 83-98, 104-23; Stackelberg, 144-49*⁶, 156-63*, 195-200; Sax, 159-72, 367-80

Week 5

Class 8 **The Regime the Working Class, the Industrialists, and the Farmers**

Spielvogel, 98-104 102-13, Stackelberg, 129-132*⁷; Sax, 267-74, 294-301

Class 9 **Film viewing: Philip Nugus’ *The Rise of the Dictator* (2009) – Leni Riefenstahl’s *Triumph of the Will* (1935)**

BOOK REVIEW DUE

Week 6

Class 10 **Education, Propaganda and Popular Response**

Spielvogel, 144-51; Stackelberg, 204-05, 207-11, 236-40, 297-303; Sax 303-26

⁶ Reading already read in class.

Class 11 **Women and Family in the Third Reich**
Spielvogel, 178-90; Stackelberg, 181-85, 200-02, 308-10; Sax, 262-67: 275-85

Week 7

Class 12 **Nazism and the Arts**
Spielvogel, 154-78; Sax, 219-52

Class 13 MIDTERM EXAMINATION

Week 8

Class 14 **Eugenics – Anti-Jewish Policies (1933-1939)**
Spielvogel, 183-90, 273-77; Stackelberg, 70-73*, 154-55; 329-37 (eugenics); 143-44*, 149-51*, 186-90: 222-26, 337-39 (Anti-Jewish policies).

Class 15 **German Foreign Policy (1933-1939) and Allied Appeasement**
Spielvogel, 193-212; Stackelberg, 190-93, 202-04, 213-21, 227-30, 231-35, 241-49; Sax, 349-50

III) World War II (1939-1945) and The Holocaust

Week 9

Class 16 **Germany's War of Aggression and the Outbreak of World War II**
Spielvogel, 212-31; Stackelberg, 253-70.

Class 17 **Documentary viewing: Daniel Costelle's Apocalypse, episodes 1 "The Aggression (1933-1939)" and 2 "Crushing Defeat (1939-1940)"**

Week 10

Class 18 **Barbarossa and the Einsatzgruppen**
Spielvogel, 218-229*; Stackelberg, 274-77, 279-80; 282-92; 242-43

Class 19 **Ghettos – Jewish Resistance – Genocide – The Final Solution**
Spielvogel, 277-302; Stackelberg, 339-42; 343-57; 362-78
PRIMARY SOURCE ESSAY DUE

Week 11

Class 20 **The Home Front and Resistance Movements**
Spielvogel, 258-267; Stackelberg, 167-69 194-95; 207-13, 236, 303-07, 311-13; Sax, 484-497

Week 12

Class 21 **Collapse of the Nazi Regime and *Götterdämmerung***
Spielvogel, 229-31*; Stackelberg, 310-11, 318-23,

Class 22 **Film viewing: *The Downfall (der Untergang)***

Week 13

Class 23 **Oral Presentations**

Class 24 **Oral Presentations**
TERM PAPER DUE

Week 14

Class 25 **The Legacy of National Socialism – Conclusions**

Class 26 **Review**

Week 15

Class 27 **FINAL EXAM**

APPENDIX I

Discussion Questions on Reading Primary Sources

Primary sources are the raw materials from which histories are made. According to William Kelleher Storey (*Writing History*, 18): "Primary sources originate in the time period that historians are studying. They vary a great deal. They may include personal memoirs, government documents, transcripts of legal proceedings, oral histories and traditions, archaeological and biological evidence, and visual sources like paintings and photographs." Other types of primary sources are contemporary books, diaries, letters, works of literature, and music. The list is almost endless.

Primary sources also afford a rare opportunity for the historian to come into direct contact with the past. By giving the historian this "access," the primary source helps him/her to experience the past imaginatively, an essential step toward the recreation of it using the content of the primary source. Nonetheless, reading and evaluating primary sources is a difficult task.

The primary sources in the attached list deal with the history of Nazi Germany. Your assignment is to analyze one of them in detail and set it in the context of the history of Nazi Germany (use the introduction to the document, the Spielvogel text, and other secondary sources to establish context). Answer the following questions in writing. Your answers are due on November 5.

1. What kind of source is it?
2. What is the date of the document? Where and under what circumstances did it originate? Of what importance is this information? (Historical Context)
3. Who is the author/speaker in the document? What do we *or* what should we know about each of these persons? Are these authors/speakers reliable? What is the audience for the document? Of what importance is this knowledge for an analysis of the document?
4. What is the content of each document? Summarize the content in your own words. Is the content biased? How should the historians compensate for such bias? How might the historian as a reader of the documents be biased?
5. Is the content of the document reasonable or probable?
6. Does the document corroborate what you already know about Nazi Germany? In what way? Does it contradict what you already know? In what way?
7. What additional or specialized information is needed to read and understand the document? Be specific and make a list. Where might such information be found?

APPENDIX II

Nazi Germany Documents for Analysis

Select the document for your analysis from the following list. All of these documents may be found in Stackelberg and Winkle, *The Nazi Germany Sourcebook*. Note: many of these selections are excerpts; you may wish to find the text of the entire document.

Document 2.6 - The Nazi Party Program, 1920.

Document 2.19 - Hitler's Speech to the Industry Club.

Document 2.23 - Excerpts from Goebbels' Diary.

Document 3.1 - Proclamation of the Reich Government, 1 February 1933.

Document 3.6 - Goering, *Reconstruction of a Nation*.

Document 3.11 - Lina Haag, *A Handful of Dust* (about a Concentration Camp).

Documents 3.16 and 3.17 - The Reich Chamber of Fine Arts and the Editorial Law of 4 October 1933.

Document 3.24 - The Nuremberg Party Rally (1934), Shirer, *Berlin Diary*.

Documents 3.25a & b - Women in the Third Reich.

Documents 3.26a, b, c, & d - The Nuremberg Laws.

Document 4.8 - Himmler on the Concentration Camps.

Document 4.10 - The Hossbach Memorandum (1937).

Documents 4.13a, b, c, & d - *Kristallnacht*, 1938.

Document 4.15 - Hitler's Reichstag Speech (against the Jews), 1939.

Document 4.16 - Conference Minutes (on war with Poland), 1939.

Documents 4.20a & b and 5.1- Hitler's Speeches on the War, 1939.
Document 5.4 - The Fall of France (from Shirer, *Berlin Diary*).
Document 5.20 - The Goebbels Diaries, 1941.
Document 5.23 - Goebbels' *Sportpalast* Speech, 1943.
Documents 5.24a, b, & c - The White Rose Leaflets, 1943.
Document 5.28 - Marion Gräfin Dönhoff, *Names that Nobody Knows Anymore*
Document 5.29 - Hitler's *Political Testament*, 1945.
Document 5.31 - Erika S., *Diary*, Hamburg, 1944-1945.
Document 6.8 - The Wannsee Conference, 1942.
Document 6.9 - Eyewitness Account of Gassings at Belzec and Treblinka.
Document 6.10 - Eyewitness Account of the Shooting of Jews.
Document 6.13 - The Destruction of the Warsaw Ghetto, 1943.
Document 6.15 - Testimony of Rudolf Höss, Commandant of Auschwitz.
Document 7.1 - Germany under Military Government, 1945.
Document 7.10 - Michael Stürmer, "History in a Land without History".
Document 7.11 - Ernst Nolte, "The Past that will not Pass"
Document 7.12 - Jürgen Habermas, "A Kind of Damage Control"
Document 7.13 - Hans Mommsen, Reappraisal and Repression"

APPENDIX III

Research Paper:

You are to write a 5-7 page research paper on a specific aspect of National Socialism.

A. Purpose:

This exercise will acquaint you with the processes used by historians in conducting original research. Thus you will read carefully, manage information, evaluate different historical opinions, compare and contrast arguments, organize your thoughts and present them in a clear, coherent and interesting narrative. You will also gain expertise and knowledge about a portion of the history of fascism in Europe.

B. Procedure:

1. Select by one of the following topics about National Socialism (or another with written approval of the instructor): origins before World War I; growth during the Weimar Republic; membership; police state; expansion as a totalitarian state; women's roles; propaganda; the churches; conduct of World War II; eugenics; resistance.
2. Prepare a thesis, an argument about the topic which will guide your research and help explain National Socialism. You should meet with the instructor, during regular office hours or by appointment, to discuss the adequacy of the thesis and the progress of your research. Please consult the instructor for any advice concerning the paper, well in advance of its due date.
3. Using your thesis as a guide, collect, interpret and organize information about the topic. Be sure to analyze the appropriate primary sources from the readings, and consult relevant historical monographs and journal articles. In addition to the relevant class texts, you must cite at least books, 3 primary sources and 3 secondary sources. Internet sites from the list supplied in class may also be included.
4. Write, re-write, polish and proofread your research paper before submitting it.