

HIS 456: Nazi Germany
University of Southern Mississippi
Spring 2017
TuTh 9:30AM - 10:45AM

Professor Andrew Ross
Office: LAB 448
Office Hours: T 11-12 and 1-2; Th 11-12 and 1-4
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Course Description: This course surveys German history from 1914 until 1945 with an emphasis on the rise and consequences of Nazism. The course is split into two parts. In the first, we focus on the Weimar Republic. We will seek to understand the social, political, and cultural roots of Nazism in the context of an unstable democracy. In the second half of the course, we will analyze the Nazi state itself, with a particular emphasis on its attempt to remake German society. We will trace the consolidation of Nazi power, its remaking of German society and culture, and its preparation for a war of expansion and racial annihilation. In the final weeks of the semester we will trace the relationship between Nazi ideology, World War II, and the Holocaust.

Course Objectives: By the end of the semester, students will be able to:

- Define the key terms and concepts in interwar German history between 1914 and 1945
- Understand the strengths and weaknesses of the Weimar Republic
- Identify key events in the consolidation of Nazi power
- Situate Nazi policies in the context of race, gender, and sexuality
- Analyze and discuss primary and secondary sources orally and in writing
- Contextualize a long-form primary source in its historical context

Required Texts:

- 1) Moeller, Robert G. *The Nazi State and German Society: A Brief History with Documents*. Boston: Bedford/St. Martin's, 2010 (ISBN 978-0312454685)
- 2) Fritzsche, Peter. *Germans into Nazis*. Cambridge, Mass: Harvard University Press, 1999. (ISBN 978-0674350922)
- 3) Fallada, Hans. *Little Man, What Now?* Translated by Susan Bennett. New York: Melville House, 2009. (ISBN 978-1933633640)
- 4) Mazower, Mark. *Hitler's Empire: How the Nazis Ruled Europe*. New York: Penguin Press, 2008. (ISBN 978-0143116103)
- 5) Kluger, Ruth. *Still Alive: A Holocaust Girlhood Remembered*. New York: The Feminist Press, 2003. (ISBN 978-1558614369)

During the first half of the course, we will be using selections from the *Weimar Republic Sourcebook*, noted on the syllabus as WRS. These sources are located on Blackboard in a single .pdf.

Note on editions: Only the editions listed above are acceptable. This is especially important regarding *Little Man, What Now?*

Course Format: Class meets twice a week and will be some combination of lecture, small group work, and discussion.

Course Requirements:

1. **Attendance and Participation:** As a 400-level course, active participation and regular attendance is required in order to pass this course. Active participation means regularly offering your thoughts of the day's readings and answering and asking questions. It also means remaining attentive, remaining on task, completing assignments on time, and being respectful of both your instructor and your peers. Participation is graded on both quantity *and* quality.

I do not distinguish between "excused" and "unexcused" absences. You will be allowed three "free" absences. After those three, each absence will receive an automatic 5% deduction in your participation grade. Missing more than six classes will result in automatically failing the course.

2. **Discussion Board:** All students will participate in a discussion board available on Blackboard in the following format:
 - a. 3-2-1 Post: Ten times over the course of the semester, you will write a discussion post that consists of the following: 3 things you learned from the day's reading, 2 things you don't understand, and 1 discussion question for the class. 3-2-1 posts do not need to be complete paragraphs, but must use correct grammar, punctuation, and comprise of complete sentences. These posts will be assessed on a Pass/Fail/Incomplete (10/5/0) scale. These posts are due at 5:00p the day before class. At least four of these posts must be completed before the midterm exam.
 - b. 3-2-1 Response: Five times over the course of the semester, you will write a 250 to 500-word (between 1 and 2-pages, double spaced) response to a discussion question offered by a classmate. These posts will be assessed on a High Pass/Pass/Low Pass/Fail/Incomplete (10/8.5/7/5/0) scale. They are due the Friday after the relevant class by 5:00p. At least two of these responses must be completed prior to the midterm exam.
3. **Take-Home Midterm Essay:** You will complete a mid-term take-home exam comprised of 2-3 essay questions. The exam will be open book, but only course materials may be used and all sources must be correctly cited.
4. **Primary Source Paper:** The major assignment for this course is an 8-10 page paper that historicizes a single novel, memoir, or film published in or about Germany between 1914 and 1945 or a memoir regarding the period, but published after the war. The goal is to practice "closer reading" in order to place your chosen book or film into its historical context. You will do so by using secondary source research to

construct an argument regarding what the source tells us about the period of Weimar and/or Nazi Germany. What, in other words, is the historical argument or lesson of the chosen memoir, novel, or film? What is the author's interpretation of the period? A list of *selected* possible sources will be provided early in the semester.

5. **Final Exam:** A final exam comprised of a combination of identification and essay questions will be given at the end of the semester. Most of the exam will cover material from the second half of the course, but at least one essay question will cover the entire course.

Handouts with greater detail regarding all these assignments will be provided throughout the semester.

Grade Breakdown:

- Attendance and Participation: 15%
- Discussion Board: 10%
- Take-Home Midterm: 20%
- Primary Source Paper: 30%
 - Proposal and Annotated Bibliography: 10%
 - Final Paper: 20%
- Final Exam: 25%

Grade Scale:

- A: 90 – 100%
- B: 80 – 89%
- C: 70 – 79%
- D: 60 – 69%
- F: 59 and below

Course Policies:

1. **Submission of Written Work:** All written work will be submitted electronically via turnitin.com on our course Blackboard site. All assignments are due at the day and time listed on the syllabus.
2. **Late Assignments:** Late discussion posts will not be accepted. Late submission of other assignments will be accepted, but will be assessed a penalty of one grade per day. Assignments more than five days late will not be accepted.
3. **Contacting Me:** The best way to get in touch with me is through e-mail (andrew.ross@usm.edu). In order to guarantee a rapid response, e-mails should include a clear subject, your name, the course the message is regarding, and your question or message. Further information on e-mail etiquette can be found at <http://www.usm.edu/arts-letters/now/student-resources/email-etiquette.html>.

I will respond to your e-mail within 24 hours. If you have not heard from me after that time, you may send me another note. Do not hesitate to contact me should you have any questions regarding the course material or any other concerns, but I will not respond to questions that can be answered by reading the syllabus.

My office hours and office phone number are at the top of this syllabus; if those times are not convenient for you I am happy to make other arrangements.

4. **Technology:**

- **Phones:** All phones must be on silent (not vibrate) or turned off during class.
- **Recording Devices:** No recording devices may be used without my express, written permission.
- **Computers and Tablets:** Feel free to use your laptop or tablet to bring your readings to class or to take notes if that suits you, but refrain from using such devices for tasks unrelated to the class. *Note that research consistently demonstrates that students retain information more readily by taking notes by hand.*

5. **Classroom Environment:** As in most college courses, this class encourages a high level of active engagement, sometimes with controversial and sensitive material. Some of this material may challenge received wisdom, contrast with your personal beliefs, or make you otherwise uncomfortable. Material discussed in this course will include depictions of extreme violence, including sexual violence, and racism. Please help us foster an atmosphere that encourages critical reflection on and greater understanding of these issues by always remaining respectful to your peers, even when you disagree. I am always available to discuss course material or class discussion one-on-one during office hours or by appointment.

All student activities in the University, including this course, are governed by the University's "Policy on Classroom Responsibilities of Faculty and Students," as outlined in the Student Handbook and at <http://www.usm.edu/provost/classroom-conduct-policy>. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

6. **Academic Integrity:** All students at the University of Southern Mississippi are expected to demonstrate the highest levels of academic integrity in all that they do. Forms of academic dishonesty include (but are not limited to):

1. Cheating (including copying from others' work)
2. Plagiarism (representing another person's words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
3. Falsification of documents
4. Disclosure of test or other assignment content to another student
5. Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members' involved
6. Unauthorized academic collaboration with others

7. Conspiracy to engage in academic misconduct

Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions. If a faculty member determines that a student has violated our Academic Integrity Policy, sanctions ranging from resubmission of work to course failure may occur, including the possibility of receiving a grade of “XF” for the course, which will be on the student’s transcript with the notation “Failure due to academic misconduct.” For more details, please see the University’s [Academic Integrity Policy](#). Note that repeated acts of academic misconduct will lead to expulsion from the University.

In this course, any act of academic dishonesty will automatically result in a grade of XF. Any alternate sanctions will be completely at the discretion of the instructor.

HIS 456 Resources:

1. **Writing Center:** The Writing Center is a free tutorial service available to any USM student who wants assistance with a writing project. We offer one-on-one writing instruction that’s designed to help students become more effective writers. This tutorial service is offered on a walk-in basis or by appointment (on the hour for 45 minutes). Make an appointment using the online scheduler today (<https://usm.mywconline.com/>). Walk-ins are also available depending on tutor availability. Call (601) 266-4821 or stop by The Writing Center (located on the first floor of Cook Library just past Starbucks). Their website is: <http://www.usm.edu/writing-center>

ADA Syllabus Statement:

If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Address:

The University of Southern Mississippi
Office for Disability Accommodations
118 College Drive # 8586
Hattiesburg, MS 39406-0001

Voice Telephone: 601.266.5024 or 228.214.3232 Fax: 601.266.6035

Individuals with hearing impairments can contact ODA using the *Mississippi Relay Service* at 1.800.582.2233 (TTY) or email oda@usm.edu

Web: <http://www.usm.edu/oda>

Course Schedule:

Week 1:

Tuesday: January 17: Introductions

Thursday: January 19: Setting the Stage

Secondary Reading: Mazower, *Hitler's Empire*, "Preface," "Introduction" and Chapter 1; Richard J. Evans, "Why are we obsessed with the Nazis?" *The Guardian*, February 6, 2015, <https://www.theguardian.com/books/2015/feb/06/why-obsessed-nazis-third-reich>
Primary Reading: Selections from Herder and Fichte (Blackboard)

Week 2:

Tuesday, January 24: Total War and its Consequences

Secondary Reading: Fritzsche, *Germans into Nazis*, Introduction and "July 1914"
Primary Reading: In Mueller, doc. 1; Ernst Jünger, *Storm of Steel* (Selections) (Blackboard)

Thursday, January 26: The Crisis of Defeat

Secondary Reading: Jason Crouthamel, "Male Sexuality and Psychological Trauma: Soldiers and Sexual Disorder in World War I and Weimar Germany," *Journal of the History of Sexuality* 17, no.1 (2008): 60-84 (Blackboard)
Primary Reading: Ernst Simmel, "War Neuroses and 'Psychic Trauma' (1918)" in *The Weimar Republic Sourcebook* (Blackboard)

Tuesday, January 24: Last day to add/drop full-term classes without instructor permission and receive 100% financial credit

Week 3:

Tuesday, January 31: Revolution to Republic

Secondary Reading: Fritzsche, *Germans into Nazis*, "November 1918"
Primary: "Spartacus Manifesto" (WRS); Heinrich Mann, "The Meaning and Idea of the Revolution" (WRS); "The Constitution of the German Republic" (WRS); Social Democratic Party Proclamation of November 9, 1918 available at <https://www.facinghistory.org/weimar-republic-fragility-democracy/politics/social-democratic-party-proclamation-republic-november-9-1918>

Thursday, February 2: The Price of Peace / Primary Source Paper

Primary: "The Treaty of Versailles: The Reparations Clauses" (WRS) and Count Ulrich von Brockdorff-Rantzau, "Speech of the German Delegation, Versailles" (WRS)

Week 4:

Tuesday, February 7: Establishing Democracy

Secondary: Eric D. Weitz, "Political Worlds," in *Weimar Germany: Promise and Tragedy* (Princeton: Princeton University Press, 2007) (Blackboard); "Weimar Political Parties" at <https://www.facinghistory.org/weimar-republic-fragility-democracy/readings/weimar-political-parties>

Primary: Paul von Hindenburg, "The Stab in the Back" (WRS); Emil Julius Gumbel, "Four Years of Political Murder" (WRS); Carl von Ossietzky, "Defending the Republic: The Great Fashion (1924) (WRS)

Thursday, February 9: Crisis and Stabilization

Primary: "Personal Accounts of the Inflation Years" at <https://www.facinghistory.org/weimar-republic-fragility-democracy/economics/personal-accounts-inflation-years-economics-1919-1924-inflation>; *Das Tagebuch*, "Editorial on the Occupation of the Ruhr" (WRS) and Hans Oswald, "A Moral History of the Inflation" (WRS)

Due Friday, February 10 by 5:00p: E-mail to Dr. Ross with title of novel, memoir, or film topic for final paper.

Week 5:

Tuesday, February 14: The Origins of the Nazi Party

Secondary Reading: Mueller, *The Nazi State*, pp. 1-10

Primary Reading: In Mueller, doc. 4; "German Worker's Party (DAP), The Twenty-Five Points" (WRS); Adolf Hitler, *Mein Kampf* (WRS)

Suggested Reading: Little Man, *What Now? 1-100* (Little Man What Now? Due March 2)

Thursday, February 16: Gender, Sexuality and Weimar "Modernity"

Secondary Reading: Atina Grossmann, "Girlkultur or Thoroughly Rationalized Female: A New Woman in Weimar Germany?" in *Women in Culture and Politics: A Century of Change* (Bloomington: Indiana University Press, 1986) (Blackboard)

Primary Reading: In Mueller, doc. 2-3.

Week 6:

Tuesday, February 21: Weimar Art and Culture

Secondary: Dorothy Rowe, "Representing Berlin," in *Sexuality and the City in Imperial and Weimar Germany* (Burlington: Ashgate, 2003), 130-179.

Primary: Raoul Hausmann, "The German Philistine Gets Upset" (WRS); Richard Huelsenbeck, "Dada Tours" (WRS); and Ivan Goll, "The Negroes Are Conquering Europe" (WRS)

Suggested Reading: Little Man, *What Now? 100-211* (Due March 2)

Thursday, February 23: Economic Depression and Mass Politics

Reading: Fritzsche, "January 1933"

Primary Reading: In Mueller, doc. 5, 7-8 and 11

Week 7:

Tuesday, February 28: No Class: Mardi Gras Holiday

Thursday, March 2: Discussion: "Little Men:" Class and Gender in Weimar

Primary Reading: *Little Man, What Now?* (Finish); Siegfried Kracauer, "Shelter for the Homeless" (WRS) (Blackboard)

At least four 3-2-1 posts and two responses due by now.

Midterm Exam handed out; due on Friday, March 10 by 5:00p.

Due Friday, March 3 by 5:00p: Proposal and Annotated Bibliography

Week 8:

Tuesday, March 7: The Nazi Seizure of Power

Reading: Fritzsche, "May 1933"

Primary: In Mueller, doc. 9 and 19

Thursday, March 9: Discussion: The Fall of Weimar

Reading: Peter Gay, "The Trauma of Birth: From Weimar to Weimar," in *Weimar Culture: The Outsider as Insider* (New York: W.W. Norton, 1968).

Due Friday, March 10 by 5:00p: Midterm Exam

Monday, March 13 – Friday, March 17: Spring Break

Week 9:

Tuesday, March 21: The Consolidation of Power

Secondary Reading: Mueller, *The Nazi State*, pp. 10-16; Ian Kershaw, "The 'Hitler Myth': Image and Reality in the Third Reich," in *Nazism and German Society, 1933-1945*, ed. David Crew (New York: Routledge, 1994) (Blackboard)

Primary: In Mueller, doc. 13 and 21

Thursday, March 23: Between Coercion and Consent

Secondary: Klaus-Michael Mallmann and Gerhard Paul, "Omniscient, Omnipotent, Omnipresent? Gestapo, Society and Resistance," in *Nazism and German Society, 1933-1945*, ed. David Crew (New York: Routledge, 1994) (Blackboard).

Primary: In Mueller, doc. 12 and 15-16

Week 10:

Tuesday, March 28: The Racial State

Secondary: Peter Longerich, "Interim Conclusions: The Removal of Jews from German Society, the Formation of the National Socialist 'People's Community,' and its Consequences for Jewish Life in Germany" and "The Intensification of the Racial Persecution of Non-Jewish Groups by the Police Apparatus, 1937-1937," in *Holocaust: The Nazi Persecution and Murder of the Jews* (Oxford: Oxford University Press, 2010).
Primary: In Mueller, 26, 30-33

Thursday, March 30: Gender, Sex, and the Family

Secondary: Dagmar Herzog, "Sex and the Third Reich," in *Sex after Fascism: Memory and Morality in Twentieth-Century Germany* (Princeton: Princeton University Press, 2007) (Blackboard)
Primary: In Mueller, doc. 22-24 and 28

Week 11:

Tuesday, April 4: Art and Entertainment under the Third Reich

Secondary: Jonathan Petropoulos, "Degenerate Art and State Interventionism, 1936-1938" in *Art as Politics in the Third Reich* (Chapel Hill: University of North Carolina Press, 1996) (Blackboard)
Primary: In Mueller, doc. 13-14 and 17-18

Wednesday, April 5: Last day to withdraw from full term classes and receive a grade of W

Thursday, April 6: No Class (Conference Travel)

Week 12:

Tuesday, April 11: Rearmament, Appeasement, and Blitzkrieg

Secondary: Mazower, *Hitler's Empire*, Chapter 2-5
Primary: In Mueller, doc. 34 and 37

Thursday, April 13: War of Extermination

Secondary: Mazower, *Hitler's Empire*, Chapter 6-7
Primary: In Mueller, docs. 36, 38-40

Begin Reading Still Alive (due May 2)

Week 13:

Tuesday, April 18: The New World Order

Secondary: Mazower, *Hitler's Empire*, Chapter 8 and 10

Thursday, April 20: The Final Solution

Secondary: Mazower, Chapter 12; Christopher R. Browning, "Initiation to Mass Murder: The Józefów Massacre" and "Reflections on a Massacre," in *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland* (New York: Harper Perennial, 1992) (Blackboard)

Primary: In Mueller, docs. 42, 44-45, 47-48

Week 14:

Tuesday, April 25: Collaboration or Resistance?

Secondary: Mazower, *Hitler's Empire*, Chapter 13 and 15

Primary: In Mueller, docs. 51-55

Thursday, April 27: The End of the War and Occupation

Secondary: Mazower, Chapter 16

Primary: In Mueller, docs. 55-59

Primary Source Paper Due by Monday, May 1 at 5:00p

Week 15: Collapse

Tuesday, May 2: Discussion: The Holocaust and its Aftermath

Reading: Ruth Kluger, *Still Alive*

Thursday, May 4: Discussion: The Legacy of Nazi Germany

Secondary: Mazower, Chapter 18; Richard Brody, "The Inadequacy of Berlin's

'Memorial to the Murdered Jews of Europe,'" *The New Yorker* (July 12, 2012),

<http://www.newyorker.com/culture/richard-brody/the-inadequacy-of-berlins-memorial-to-the-murdered-jews-of-europe>

Final Exam Thursday, May 11 from 8:00am to 10:30am