

Weimar and Nazi Germany

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TR Bel. 30 11:00

"At first [after Hitler took power] one was carried along by a wave of hope because things were better for us. We had order in the country. We felt secure . . . When the masses shouted 'Heil!' what could one do? You went along. We were the fellow travelers." Erna Krantz (Munich) of her experience in Nazi Germany after the Kristallnacht Pogrom of 1938

This course examines German politics and society during the dramatic developments of Weimar and Nazi periods. It is a study of change and continuity of political and social structures during several decades of one of the most dynamic nation-states in twentieth century history. It examines the relationship between the Germans, Hitler, and the Nazi Party, and Nazism's impact on German society and institutions. It will examine Hitler's charismatic leadership in conjunction with the social mechanisms that facilitated his power. The extreme aspect of the Third Reich, the Holocaust within the context of WW II, poses the central problems of modern history. Through narrative and historiography, we will seek explanations within history for the occurrence of these crimes, while also identifying the uniqueness of the Holocaust.

Course Objectives

The main objectives of this course are to explore and come to some understanding of:

- 1) Why Germany following WW I underwent such radical transformations
- 2) How Hitler came to power and his role in the Third Reich
- 3) Nazi ideology and policy, foreign and domestic
- 4) The crimes of Nazism and the role of the German people in the rise and practice of Nazism
- 5) The place of National Socialism in our understanding of history
- 6) What is unique and what is universal in the history of the Holocaust

Goals

This course will assist you in learning:

- 1) Basic principles of scholarly writing, and a sense of change and causes of change in history
- 2) Some principal approaches and sources for studying history
- 3) Articulating your position well (rather than adopting any particular opinion).
- 4) The art of conversation with your colleagues during discussion periods

Course Requirements

- 1) Readings (from the syllabus or as assigned in class), class lectures and materials, including videos.
- 2) Class attendance and participation in class discussions, after having read each day's assignment.
- 3) Two exams: conflicts known in advance (e.g., sports events, family gatherings) require that the student submit the work in advance (no make-ups afterwards).
- 4) Three one- to two-page response essays to videos shown in class. You may choose to respond to any three of the videos shown. You may cite a textbook with just the author and page number, and you may cite class lectures (you may do neither of these in your synthesis papers). Film essays are due at the beginning of the class directly following the film screening.
- 5) Two, three-page (ca. 1000 words), well argued and documented synthesis papers, in response to assigned questions. You must cite the assigned sources, but may not cite outside sources, including those from the web. Late papers will not be accepted, except for good reasons and on condition that the student asks for an extension at least 24 hours in advance. Once the first paper is submitted on time, however, a student may rewrite that paper as many times as she or he desires, **until March 17**, and the highest grade will be the final grade for that first paper. All papers must be submitted electronically via Blackboard's "turnitin" link as well as in hard copy. You are required to submit the "originality report" from "turnitin" with the hard copy of your paper. If you do not follow the basic rules of the class for writing the paper—for example citing sources—you will receive an incomplete.

Follow guidelines for writing these papers in the handout On Writing for History Classes, posted on the class website. Specifically, concerning your thesis follow these points: a) Determine your thesis-- you can think of your thesis as the answer or set of answers to that question, and place this at the end of your first paragraph. Your thesis is not only a succinct answer to the question you are addressing, but also a guide to what you write about in the rest of the paper. For example, rather than writing as a thesis statement that propaganda helped the Nazis gain power, say how, or in what forms. Mention here the aspects of propaganda you will write about, including for example, mass rallies, well designed, colorful posters, etc.; b) To compose and support your thesis, you should draw on as many assigned sources as possible; c) This means that before you begin writing, you should know exactly which assigned sources you will use. Choose a question where you know you will be able to find plenty of

material on in the assigned reading; d) Organize your paper around your thesis. The thesis is your focus, which you proceed to support systematically, point by point. Dig deeply into your sources—the more you are able to integrate from the reading, the better. Be specific, using dates to show when an event or period you mention took place. This is not a suggestion that memorizing dates is of itself important but rather a principle that if you can understand and explain history if you understand the order in which events unfold; e) Do not begin writing until you have a working thesis. Your thesis can of course change as you are writing. After you have completed your paper, be sure to make sure your thesis matches your paper as a whole; f) This brings up a very important part of the process: you will not have a top-notch paper unless you spend some time rewriting. A good part of writing is organization of your material, and this can happen in the process of writing and rewriting.

Grade Components

Class Participation and film papers: 20%.

Midterm and Final Exams: 40% (20% for each)

Synthesis Papers 40% (20% each)

Strategies for success in this course include timely completion of assignments and active attendance of every class. It is essential to come to each class prepared to discuss the assigned reading.

Textbooks (available at the bookstores and online)

1) Browning, Christopher, *Ordinary Men* (Harper Collins, 1993)

2) Haffner, Sebastian, *Defying Hitler* (Picador 2003)

3) Sax, B. and Kuntz, D., *Inside Hitler's Germany* (DC Heath and Co.: 1992)

4) Spielvogel, Jackson, *Hitler and Nazi Germany* (Prentice Hall: 2005)*

5) Sourcebook, available on Blackboard (campus.fsu.edu). **The midterm and final exams will test you on the material from the sourcebook as well as other texts and the lectures. You should also cite sourcebook materials in your synthesis papers** (unless you have already cited three other class-assigned sources).

*Pagination in this edition varies slightly from earlier (used) editions

Blackboard and Other Resources

The course Sourcebook is available on Blackboard, where copies of the syllabus and other materials like the writing guide are also posted. Be aware of web sites with relevant documents and illustrations including "German History Links" at <http://www.history.net.org/~german/research/links.html>, among others. Before writing your film papers, you would do well to consult George Mason University's site History Matters at: <http://historymatters.gmu.edu/mse/film/>. For help in writing any of your assignments, you may consult the FSU writing center in person or online (<http://english.fsu.edu/rwc/>) as well as good online scholarly resources such as <http://www.dartmouth.edu/~writing/resources/student/toc.shtml>. I welcome your suggestions on how to improve the course.

Lecture, Paper, and Exam Schedule

Part I: Weimar Germany and the Rise of Nazism

Week I: January 3

1) Scope and Organization of the Course

Week II: January 10

2) Europe at the end of WW I and Birth of the Weimar Republic

Spielvogel, 1-20; Sax & Kuntz: xix-xxii, 13-22, 41-50; Haffner 20pp

3) The Weimar Constitution, the New Political System, and the Political Spectrum in Germany

Spielvogel, p. 20-39; Sax & Kuntz, 61-89; Sourcebook: Rosenbaum, "Explaining Hitler;" Haffner, 3-15
video

Week III: January 17

4) Adolph Hitler and the Origins of the Nazi Party

Sax & Kuntz: 23-40; Sourcebook, Duelffer, *Nazi Germany, 1933-1945* (excerpts), Haffner, 16-45

5) Woes of Weimar (economy, society, politics, culture) and the ascent of the NSDAP

Sax and Kuntz, 50-60; Sourcebook, Allen, *The Nazi Seizure of Power* (excerpts) Haffner, 46-66

Week IV: January 24

6) 'Race' and Anti-Semitism in the Weimar Republic

Spielvogel: 135-142; 269-273; Sax & Kuntz: 177-203; Sourcebook: Goebbels' diaries; Snyder, *Nazi Ideology*, Haffner, 67-84

video

7) End of Weimar: Nazi Seizure or Acceptance of Power?

Spielvogel: 43-69; Sax & Kuntz: 91-113, Haffner, 85-104

Week V: January 31

8) The Role of the SA and the Social Bases of Nazi Power

Sax & Kuntz: 125-158; Sourcebook: Stoltzfus, "Hitler's Theory of Power"; Mein Kampf, "Organization of the SA;" Noakes & Pridham, "The Regime and the People"

9) Nazi Consolidation of power: 1933

Spielvogel: 69-81; Sax & Kuntz: 113-124; Sourcebook: Fest, "The Resistance that Wasn't," Haffner, 105-116
video

first synthesis paper due, February 3

Part II: Coordination: The Nazi System and the German People

Week VI: February 7

10) The Nazi Political System: A Polycratic Regime

Spielvogel: 83-96; 101-104; Sax & Kuntz: 159-172, Haffner, 117-139

11) The Terror System: the SS, the Police, and the People

Spielvogel, 104-111, 117-121; Sax and Kuntz 367-396; Sourcebook: Gellately, "Enforcing Racial Policy in Nazi Germany," Haffner, 140-151

Week VII February 14

12) Propaganda and Popular Response

Spielvogel: 126-150; Sax & Kuntz: 303-326; Sourcebook, first page of Calvin College's Nazi Propaganda site (<http://www.calvin.edu/academic/cas/gpa/ww2era.htm>), Haffner, 152-178

13) The Regime and the Working Class

Spielvogel: 96-101; Sax & Kuntz: 268-274, 288-302; Sourcebook: Noakes & Pridham, "Nazism and the Working Class," Haffner, 181-207

Week VIII: February 21

14) Nazi Views of Women: Image and Reality

Spielvogel, 178-185; Sax & Kuntz: 253-268, 275-285; Sourcebook: Noakes & Pridham, "Women, the Family, and Population Policy," Haffner, 208-226

15) **Midterm: 50 minute exam**

Week IX: February 28

16) Nazi Manipulation of Culture, and Complicity

Spielvogel: 111-119, 154-178; Sax & Kuntz: 219-252; Sourcebook, Zucotti, "Under his Very Window" (excerpts)

17) 1936-1938: The Second Consolidation of Power

Sax & Kuntz: 172-176, Haffner, 227-278

Week X: Spring Break

Week XI: March 14

18) Regime Radicalization: Population Policies and 'Race Hygiene'

Spielvogel: 185-190; Sax & Kuntz: 204-218; Sourcebook: Noakes & Pridham "Euthanasia," Haffner, 279-296

19) Ideology into Policy: Early Phases of the Jewish Persecution

Spielvogel: 273-277; Sax & Kuntz: 397-421; Sourcebook, "Citizenship in Nazi Germany"
video

Part III: War and the Holocaust

Week XII: March 21

20) German Foreign Policy, 1933-1938; Allied Appeasement

Spielvogel: 193-212; Sax & Kuntz: 327-353; Sourcebook: Noakes & Pridham, "German Foreign Policy 1938-1939: The Road to War" 113-;

21) Germany's War of Aggression and World War

Spielvogel: 212-231; Browning, preface, 1-49

Week XIII: March 28

22) Barbarosa and the Einsatzgruppen

Spielvogel: 277-282; Sax & Kuntz: 427 -441;128-135; Browning, 49-104; Sourcebook, "Crimes of the Wehrmacht"

23) WW II and the German Home Front

Spielvogel: 233-258; Sax & Kuntz: 354-366; Sourcebook, "Leaflets of the White Rose"

video

Week XIV: April 4

24) Ideology into Policy: Genocide and the Jewish Ghettos

Spielvogel: 282-297; Sax & Kuntz: 421-426; Sourcebook: Hilberg, Ghettos

25) The Final Solution--the Systematic Murder of Jews

Browning, 104-142; Sax & Kuntz: 441-458

final synthesis paper due April 7

Week XV: April 11

26) The Holocaust and the Mosaic of Nazi Victims

Spielvogel: 297-302; Browning, 143-189

video

27) Resistance and Rescue

Spielvogel: 258-267; Sax & Kuntz: 481-514; Sourcebook: Dietrich Bonhoeffer, Letters and Papers (excerpts); The Atlantic Monthly, "Dissent in Nazi Germany"

Week XVI: April 18

28) Political Criminality and Social Responsibility

Sourcebook: E. Staub, "Bystanders and Victims," Sax & Kuntz: 515-517

29) The Holocaust New Perspectives, New Problems

Sourcebook: "Holocaust Denial"; NY Times, "Too Much about Hitler?;" H-German discussion http://www.h-net.org/~german/discuss/hitlerminiseries/Hitler_miniseries_index.htm

Final Exam, April 28, 8:30 am will be a 50-minute exam (an alternative take-home exam due earlier may or may not be offered).

Florida State University Academic Honor Code

Students are expected to uphold the Academic honor Code published in the Florida State University Bulletin and the Student Handbook. The Academic Honor System of the Florida State University is based on the premise that each student has the responsibility: 1) to uphold the highest standards of academic integrity in the student's work; 2) to refuse to tolerate violations of academic integrity in the university community; and 3) to foster a high sense of integrity and social responsibility on the part of the university community. Concerning proper citation of sources in your papers: 1) If you take material that is not yours, from any source whatsoever, and copy it into assignments you submit in the class, you must provide a footnote, endnote, or parenthetical reference to the source of the material; 2) Material taken verbatim from another source must be enclosed in quotation marks and attributed as in rule #1; 3) Material not taken verbatim from a text but paraphrased must also be attributed as in rule #1. Anyone violating this code may fail the course.

Students with Disabilities

Students with disabilities needing academic accommodation should: 1) register with and provide documentation to the Student Disability Resource center; and 2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

Grade Scale Guidelines

Written work

A comprehensive yet detailed understanding of the question and all relevant assigned material; the paper is cleanly organized around a sharply clear thesis, in proper grammar and overall structure (see guidelines in How to Write a History Paper).

B

detailed comprehension of the question and the relevant material, the paper is organized around a clear thesis and develops for the most part a clear argument, using proper grammar and paper structure

C

average comprehension of the question and assigned material. Thesis not so clear, organization is flawed, argument not so well developed; minor spelling or grammar errors. May have some good information without good organization

D

lack of comprehension of the assignment--problems comprehending the question and/or the assigned material, problems identifying a thesis and/or developing an argument, frequent errors in grammar and serious flaws in overall structure.

F or Incomplete

Assignment not completed or assignment has not been fulfilled in basic ways as identified in the syllabus and How to Write Guide. Plagiarizing (further consequences may follow).

Discussion

A Attends every class, contributes substantive comments regularly in response to the material, the instructor, and others in the class. Contributes to the overall development of the classroom conversation, but does not monopolize the discussion

B

Attends every class, contributes substantive comments often, does not monopolize the discussion

C

Attends regularly, insights not well developed or in context of the class lecture or conversation

D

Sporadic attendance or tardiness, impairing contribution to class discussion

F

Often tardy or absent