

**The University of Western Ontario  
Department of History  
Winter 2014**

**HISTORY 2147B: NAZI GERMANY**

**TC 141, Wednesdays 1:30-3:30**

**Instructor:** Prof. Julia Berest

**Office:** 2234, Lawson Hall

**Office Hours:** Wednesdays, 3:30-4:30 or by appointment

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**COURSE DESCRIPTION**

The course analyzes the ideological and political nature of the Nazi regime in Germany. We will examine the intellectual background of Nazism as well as the reasons for its appearance and appeal in Germany. The course includes a broad range of topics – from political and military history to the history of art, culture and sexuality under the Nazis. Our purpose is to understand how Hitler transformed Germany into a totalitarian state, and what life was like under the regime that claimed the totality of control over the German society. The course will conclude with the discussion of de-nazification policies and Germany's perception of its Nazi past after WWII.

**OBJECTIVES**

History as a discipline requires more than memorizing facts and names; it demands that students actively engage their minds with historical material. An important objective of this course is to help students develop critical reading and thinking skills related to history learning. This primarily means the ability 1) to understand historical facts in their context and in connection with previous events; 2) to use facts to develop and support an argument; 3) to read primary sources within their historical context and with a view to their possible historical bias.

**TEXTBOOKS**, available at the Western Bookstore

Hiltgunt Zassenhaus, *Walls. Resisting the Third Reich – One Woman Story* (Boston: Beacon Press, 1993). (15 copies are also available in the library)

Primo Levi, *Survival in Auschwitz* (New York: A Touchstone Book, 1993).

Recommended: Joseph Bendersky, *A Concise History of Nazi Germany*, 3<sup>rd</sup> ed. (Lanham: Rowman & Littlefield, 2007) (4<sup>th</sup> edition might be available in 2014 as well)

The rest of the reading material will be posted on OWL.

## REQUIREMENTS

In-class Response Papers (7) - 21% (3% each)

In-class Reflection Paper, Mar 26 - 14%

Mid-term Examination, Feb 26 - 30%

Final Examination - 35%

**Attendance:** attending lectures and taking notes are crucial for this course. Examinations will be based primarily on lecture material, which comes from a variety sources, not just the textbook. For your convenience lecture slides will be posted on OWL after each lecture. However, the slides are not substitutes for note-taking. Experience shows that students who rely exclusively on slides do not do well on exams, even if they are regularly present in class. The slides are meant to provide an illustrative material (e.g. pictures, graphs, quotes from primary sources, etc.) and help you structure your notes. It is best to take notes in class and relate them to the slides after the lecture.

**Weekly Readings:** the reading load averages 30 pages a week. Response papers and some of the examination questions will be based on the (required) assigned readings. Most of the readings are excerpts from primary sources (memoirs, official documents, Hitler's writings, etc.), which allow you to get an insight into the mindset of the people who made and experienced history firsthand.

**Response Papers:** students are required to write seven in-class response papers based on assigned readings. (The textbook will not be tested.) Please see the schedule of the topics for specific dates. Each response paper will require students to provide short answers (about half page) to one or more questions posed by the instructor. The questions will be provided in advance. You will have 6 minutes for this assignment. The assignment will be given at the start of the class! No aids are allowed in class during the writing session. Grades for response papers will be posted on OWL 7-10 days after each assignment.

Please retain all your papers and exams until the end of the term!

**The reflection paper** will be based on the memoirs by Hiltgunt Zassenhaus, *Walls. Resisting the Third Reich –One Woman Story*. The topic of the essay as well as some recommendations as to its structure will be provided in advance. You will get 30 minutes to write the paper.

The **mid-term examination** will include two parts. Part One (60% of the exam grade) will require students to answer one essay question, to be chosen from a list of two questions. Part Two (40%) will include four IDs (Identifiers). You will have to identify and discuss the historical significance of particular individuals, institutions, or events. Some of the IDs will be based on the assigned readings.

In the **final examination**, Part One will be an essay question based on the material from the entire course. You will have a choice of one out of two questions. Part Two will include an essay question based on the memoirs by Primo Levi, *Survival in Auschwitz*. Both parts will be worth 50% of your examination mark. You will receive the topic of the essay in advance.

### **Jan 8. Introduction to the Course. Intellectual & Historical Background of Nazism.**

Recommended reading: Bendersky, *A Concise History of Nazi Germany*, 3-15.

### **Jan 15. Hitler's Early Years. The Emergence of Nazi Party. IN-CLASS RESPONSE PAPER**

Required:

- Hitler, *Mein Kampf* (Boston, Houghton Co., 1943), 21-41.
- August Kubizek, *Young Hitler: the Story of Our Friendship* (London: Alan Wingate, 1954), 15-23.
- The Program of the Nazi Party, as adopted on February 24, 1920, in *Nazism 1919-1945. A Documentary Reader*, ed. by J. Noakes and G. Pridham, Vol. 1 (Exerter: A. Wheaton, 1983), 14-16.

Recommended: Bendersky, 16-54.

### **Jan 22. Rise to Power. IN-CLASS RESPONSE PAPER**

Required:

- Hitler, *Mein Kampf*, 52-61.
- Martin Davidson, *The Perfect Nazi, Uncovering My SS Grandfather's Secret Past and How Hitler Seduced a Generation* (Doubleday, 2002), xvii-xx, 74-91.
- "Enabling Act of March 23<sup>rd</sup>, 1933," in *German History in Documents and Images*
- Albert Speer, *Inside the Third Reich*, trans. by Richard and Clara Winston (New York: Macmillan, 1970), 14-20. (Speer was an early member of the Nazi party and Hitler's favorite architect)

Recommended: Bendersky, 61-86.

**Jan 29. Building the ‘Führer State’.** IN-CLASS RESPONSE PAPER

Required:

- Hiltgunt Zassenhaus, *Wall, Resisting the Third Reich*, 3-52.

Recommended: Bendersky, 87-117.

**Feb 5. Towards the “New Order” in Germany: Education, Gender & Social Policies.** IN-CLASS RESPONSE PAPER

Required:

- Alfons Heck, *A Child of Hitler. Germany in the Days when God Wore a Swastika* (Frederick: Renaissance House, 1985), 8-23, 27-31.
- Claudia Schoppmann, “The Position of Lesbian Women in the Nazi Period,” in Günter Grau, *Hidden Holocaust, Gay and Lesbian Persecution in Germany 1933-45*, (London, Villers House, 1993,) 8-15.
- Claudia Koonz, *Mothers in the Fatherland: Women, The Family and Nazi Politics* (New York: St. Martin’s press, 1987), 177-189.

Recommended: Bendersky, 118-24, 129-31.

**Feb 12. Racial State in the Making: Eugenics and Anti-Semitism, 1933-39.** IN-CLASS RESPONSE PAPER

- Marion Kaplan, *Between Dignity and Despair. Jewish Life between Dignity and Despair* (Oxford University Press, 1998), 94-109.
- Marta Appel, “Memoirs of a Jewish Woman,” in *Sources of Western Tradition*, 378-380.
- Hans Berger, “Remembrances of Kristallnacht,” in Monika Richarz, (ed.) *Jewish Life in Germany: Memoirs from Three Centuries* (Indiana University Press, 1991), 386-97.
- “The combating of homosexuality and abortion as a political task,” in Grau, *A Hidden Holocaust?*, 110-115.

Recommended: Bendersky, 139-47.

**Feb 19. READING WEEK.**

**Feb 26. MID-TERM EXAMINATION**

**Mar 5. Art and Culture in Nazi Germany.**

Required:

- Speer, *Inside the Third Reich*, 50-70. (“Architectural megalomania”)
- “How Hirschfeld’s Sexual Science Institute was demolished and destroyed (May 1933). Report” in G. Grau, *A Hidden Holocaust?*, 31-33.

Recommended: Bendersky, 120-23.

### **Mar 12. Hitler’s Diplomatic Revolution: Pre-war Foreign Policy & International Relations**

Required:

- Hitler, *Mein Kampf*, 82-87, 353-67.
- Neville Chamberlain, “In Defense of the Appeasement”
- Winston Churchill, “A Disaster of the First Magnitude”
- “The Indoctrination of the German Soldier,” in Perry, ed., *Sources of the Western Tradition From the Renaissance to the Present* (Boston: Houghton, 2003), 392-3, 397-403;

Recommended: Bendersky, 159-72.

### **Mar 19. WWII & the Holocaust. IN-CLASS RESPONSE PAPER**

Required:

- Herman Graebe, “Slaughter of Jews in Ukraine”
- Rudolf Hoess, “Commandant of Auschwitz”
- Pfeffer, “Concentration Camp in Life and Death”
- William Hoffman, “Diary of a German Soldier”
- Anton Dragan, “A Soviet Veteran Recalls”
- Nerin Gun, “The Liberation of Dachau”
- Joachim Wieder, “Memories and Assessments,” in Perry, ed. *Sources*, 413-27, 434-35.

Recommended: Bendersky, 198-206.

### **Mar 26. Resistance in Germany. IN-CLASS REFLECTION PAPER**

Required:

- Hiltgunt Zassenhaus, *Walls*

Recommended: Bendersky, 145-50.

### **Apr 3. Retribution & Reconciliation. The Nazi Past in Post War Germany. IN-CLASS RESPONSE PAPER**

Required:

- Ingo Hasselbach, “Inside the Neo-Nazi Scene,” in Perry, ed. *Sources*, 505-11.
- Teflord Taylor, *The Anatomy of the Nuremberg Trials* (London: Bloomsbury, 1993), 350-64.

### **SUPPORT SERVICES**

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

*Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.*

## THE UNIVERSITY OF WESTERN ONTARIO FACULTY OF SOCIAL SCIENCE

### PLAGIARISM

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In

either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

#### MEDICAL ACCOMMODATION

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to [https://studentservices.uwo.ca/secure/medical\\_accommodations\\_link\\_for\\_OOR.pdf](https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf) to read about the University's policy on medical accommodation. Please go to <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf> to download the necessary form. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation is warranted. They will subsequently contact the instructors in the relevant courses about the accommodation. Once a decision has been made about accommodation, the student should contact his/her instructors to determine a new due date for term tests, assignments, and exams.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or [rdashfo@uwo.ca](mailto:rdashfo@uwo.ca)