The University of Western Ontario

History 2147A
Nazi Germany

Fall 2016

Dr. A. Iarocci
Lectures: Wed, 13:30-15:30, HSB-240
Office: Lawson Hall 2250
Office Hours: Wednesdays (mornings, or after 17:30)
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Course Objectives

History 2147A is a lecture course that surveys the history of National Socialist (Nazi) Germany. The course explores the origins and early development of the Nazi state; society, culture, and ideology; foreign policy and war-making; the Holocaust and other programs of mass murder; the collapse of the Nazi state; and memory of the Nazi period since 1945.

This course takes a partly chronological and partly thematic approach to the study of Nazi Germany. While some lectures focus explicitly on key themes by tracing them throughout the Nazi period (economics, religion, or gender, for examples), others situate a broad selection of themes within a chronological framework (for examples, the lectures that focus on Germany at war between 1939 and 1945).

Learning Outcomes

By the end of the course, students will be able to:

-explain the origins of National Socialism and the Nazi state

-assess, in comparative terms, the impact of Nazism on various facets of life in Germany, as well as on life in German-occupied territories during the Second World War

-describe how governmental, military, para-military, professional, and other bureaucratic organizations functioned inside the Nazi state

-identify and assess salient controversies and debates in the scholarship on Nazi Germany and Nazi crimes

-explain the post-1945 impact of the Nazi legacy on German (and international) public memory

Lectures and Readings

We will meet for lectures each Wednesday afternoon. The first part of the lecture will run for approximately 45 to 50 minutes, followed by a short break for conversation, and perhaps a soda or other refreshment. The second part of the lecture will continue for another 45 minutes or so. Because this is a lecture course with an evaluation scheme based entirely on examinations and in-class work, it is crucially important that students attend every class, as we will explore many issues and themes which are not fully assessed in the textbook or other course reading materials.

Students who *truly* wish to succeed in this course must be prepared to invest sufficient time in reading and analyzing the course material *outside* of the classroom – two to three hours per lecture, on average, would be a reasonable amount of time to budget. Students can take best advantage of the textbook and other reading materials by reading each day's selections and actively drawing connections with themes and questions raised in the corresponding lecture.

Examinations in this course work far beyond the knowledge of true/false facts. Do not become tangled up in trivial details. Instead, ask broad interpretational questions of the textual and lecture materials. For example, rather than simply trying to memorize various departments in the hierarchical structure of the SS, ask larger questions, such as 'how did officials in each department work toward larger ideological objectives?'; or 'to what extent did departments exercise their own initiative in pursuit of directives from higher levels?'

In summary, there is no substitute for regular attendance and diligent reading every week. Dr. Iarocci encourages students to ask questions in class, and to visit during office hours as much as possible and necessary.

The **required** course text is:

Richard J. Evans, *The Third Reich in History and Memory*. Oxford: Oxford University Press, 2015.

Various supplemental readings, including some primary source documents, are listed on the reading schedule (below) and available online at the History 2147A Owl page.

Approaching History through Film

Although we will not have time to watch films together in class, there are number of titles dealing with the Nazi period that are worth viewing during this course. While we cannot exactly 'learn' history simply by going to the movies, we can get a sense of how people (or film-makers at least) have, since 1945, understood and interpreted National Socialism. Of course, we can also compare interpretations on film with what scholars have to say about many different facets of the history of Nazi Germany.

Below is a list of selected titles – by no means exhaustive – as well as some of the key themes or topics that are featured in each film. In cases of foreign-language films, the original (foreign) title is listed; all of the foreign-language films are available with English subtitles.

Army of Crime (2009): youth, occupation policies, human agency
The Book Thief (2013): youth, gender roles, culture and society
The Boy in the Striped Pajamas (2008): youth, race, occupation policies, human agency
Conspiracy (2001): race, bureaucracy and administration
Diplomatie (2014): occupation policies, armed forces and society
Er ist wieder da (2015): culture and society, public memory
Europa Europa (1990): race, identity, youth, culture and society
Flammen & Citronen (2008): occupation policies, resistance
Mein Bester Feind (2011): race, youth, family, class
The Reader (2008): occupation policies, race, genocide,
Schindler's List (1993): occupation policies, race, genocide, bureaucracy and administration
Sophie's Choice (1982): occupation policies, public memory
Der Untergang (2004): home front at war, youth, armed forces and society, gender roles
Valkyrie (2008): home front at war, armed forces and society

Documentary Films and Series:

Der Anständige (2014)
Auschwitz: The Nazis and the 'Final Solution' (2005)
Le chagrin et la pitié (1969)
Dolly, Lotte und Maria (1987)
Harlan – In the Shadow of Jew Süss (2008)
Hôtel Terminus: Klaus Barbie, sa vie et son temps (1988)
The Restless Conscience: Resistance to Hitler Within Germany 1933-1945 (1992)
Triumph des Willens (1935)

Evaluation Scheme

Reflection Essay (in-class): 20%
Mid-term Examination: 30%
Final Examination: 50%

Reflection Essay

Early in the course students will write a short essay based on the recent documentary *What Our Fathers Did: A Nazi Legacy* (2015). This is a film about Niklas Frank (b. 1939) and Horst von Wächter (b. 1939), the sons of two important Nazi functionaries, Hans Frank (1900-46) and Otto von Wächter (1901-49).

Students will view the documentary on their own time. On **5 October**, students will respond to a question (or series of questions) about the documentary during normal class hours. No aids or books are allowed, but the questions and further instructions will be available ahead of time. There will 45 minutes allotted to the in-class reflection essay. It is worth 20% of the final course grade.

Examinations

There will be one mid-term examination and a cumulative final examination in this course:

mid-term (30%): 26 October, during normal class hours, in HSB-240
final examination (50%): Date TBD by registrar, during December exam period

On each of the examinations students will choose from a selection of essay and short-answer questions. The essay questions will test analytical skills, while the short-answers will test the ability to contextualize key persons, concepts, and events. There are no multiple choice, true/false, or fill-in-the-blank questions in this course. The exams are not designed simply to test mastery of factual details or memory of trivia, but rather to encourage students to engage analytically with controversial historical questions that do not have straightforward answers.

Students are encouraged to discuss any questions or concerns about examination format and design with Dr. Iarocci before the first test.

For all medical and non-medical issues that might warrant accommodation with regard to examinations or lecture attendance, please report to academic counseling (see below, pp. 7-8).

Lecture Topics and Readings

Date	Lecture Topics	Reading Selections
Week 1 14 September	1. Introduction to Modern Germany 2. *Der Weltkrieg*: Germany's First World War	Evans, Ch 1, 2, 3
Week 2 21 September	1. German Life in the 1920s 2. Origins of the National Socialist Movement	Evans, Ch 4, 5, 7
Week 3 28 September	1. Adolf Hitler in History and Memory 2. Media, Arts, and Culture	Evans, Ch 9, 27, 28 Supplement #1
Week 4 5 October	1. **in-class reflection essay** 2. *Rassenpolitik*: Nazi Racial Ideology	Evans, Ch 6, 8 Supplement #2
Week 5 12 October	1. Work and Play 2. Youth and Education	Evans, Ch 12, 13 Supplement #3, #4
Week 6 19 October	1. Gender Ideology 2. Church and State	Evans, Ch 10 Supplement #5, #6
Week 7 26 October	**mid-term exam**	KB, K-106
Week 8 2 November	1. Foreign Policy and Economy 2. National Socialism and the Jews	Evans, Ch 11, 15, 16
Week 9 9 November	1. Fighting the Second World War, 1939-40 2. Building a New World Order	Evans, Ch 18, 23 Supplement #7
Week 10 16 November	1. Fighting The Second World War, 1941-42 2. Living under German Occupation	Evans, Ch 21, 20 Supplement #8, #9, #10
Week 11 23 November	1. Fighting the Second World War, 1943-45 2. Life and Death on the Homefront	Evans, Ch 19, 22 Supplement #11
Week 12 30 November	1. Holocaust: Evolution of Mass Murder 2. Holocaust: Perpetrators and Victims	Evans, Ch 24, 25 Supplement #12, #13
Week 13 7 December	1. *Götterdämmerung*: Twilight of the Gods 2. Facing the Past	Evans, Ch 14, 17, 26

Prerequisites and Antirequisites:

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

Academic Offences:

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

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 'At 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 Issues:

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 to read about the University's policy on medical accommodation. This site provides links the necessary forms. 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 should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

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.

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