



The University of Western Ontario

HISTORY 2147A

Nazi Germany

Fall 2019

Wednesdays, 2:30-4:20, NSC-1

Instructor: Eli Nathans

Office Hours: Thursdays, 2:30-4:30

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Course Description:

We analyze how the Nazi Party came to power; the regime's use of propaganda, intimidation and terror within Germany after 1933; Hitler's foreign policy; Nazi methods in occupied Europe; anti-Semitism, the Holocaust, and other programs of mass murder; resistance within Germany; and the reasons for the regime's defeat.

Antirequisites:

History 1404E, History 2145A/B and the former History 1403E.

Course Objectives:

Students who pass this class will be able to:

explain the reasons for the Nazi Party's electoral successes in the early 1930s and for Hitler's appointment as Chancellor in January 1933;

explain the principal methods the Nazi regime used to govern Germany after January 1933, the responses to Nazi rule of different groups in German society, and why Hitler's foreign policy was initially so successful;

explain why German policies in the countries it conquered assumed such brutal forms, and in particular why Germany undertook organized campaigns of enslavement and mass murder;

explain the forms taken by resistance to Nazi rule, especially within Germany, and the reasons for the success or failure of particular kinds of resistance; and

analyze critically a range of primary and secondary sources.

Required Course Materials:

Joseph Bendersky, *A Concise History of Nazi Germany* (Rowman & Littlefield, 2014; fourth edition).

Primo Levi, *Survival in Auschwitz*, translated by Stuart Woolf (New York: Touchstone Books, 1996).

Hiltgunt Zassenhaus, *Walls. Resisting the Third Reich - One Woman's Story* (Boston: Beacon Press, 1993).

All the required books may be purchased at the Western Bookstore.

The weekly assignments from primary and secondary sources can be found on-line on the course website, in the section labeled "Resources." The course website is found at owl.uwo.ca. A coursepack with these documents may be purchased at the Western bookstore in the basement of UCC. Students are strongly encouraged to purchase the coursepack. The documents they contain will be the basis of a significant part of the mid-term and final examinations. Experience suggests that having paper copies of the documents helps students master the assigned materials. If you purchase the coursepack, please bring it with you to the lecture. If pre-printed copies of the coursepack have sold out, please fill out a voucher requesting a further copy (an envelope with vouchers should be on the shelf with the coursepacks) and hand it in at the bookstore customer service desk. The coursepack should be ready after 4:00 pm on the following day, and can be picked up at the customer service desk.

Methods of Evaluation:

An in-class fifty minute essay written in response to a question regarding Primo Levi's *Survival in Auschwitz* (students may bring the book to class and use it and notes in responding to the question – however, no electronic devices may be used), to take place in class on November 13:

10%

An in-class fifty minute essay written in response to a question regarding Hiltgunt Zassenhaus's *Walls* (students may bring the book to class and use it and notes in responding to this question – however, no electronic devices may be used), to take place in class on November 27:

10%

An in-class mid-term examination on Wednesday, October 23. The exam will last for eighty minutes. Students will be required to write responses to one essay question from a list of two and to two identifications drawn from a list of four. All quotations in the identifications section of the exam will be taken from the assigned original sources found on the course OWL website. No books or notes or other written materials or electronic devices of any kind may be consulted during the mid-term.

30%

A final examination, to be held in the fall term examination period in December. This three hour examination will require students to answer two essay questions from a list of three, and to respond to four identification from a list of six. All quotations in the identifications section of the exam will be taken from the assigned original sources found on the course OWL website, or from the two books assigned in the second half of the class, by Primo Levi and Hiltgunt Zassenhaus. **The final examination will cover the entirety of the course, not just the second half of the semester.** No books or notes or other written materials or electronic devices of any kind may be consulted during the final examination.

50%

Students who are absent during the classes when students write essays on the books by Levi and Zassenhaus or who miss the mid-term or final exams and wish to be permitted to write the essays or exams later must request an accommodation from their home faculty Academic Counseling Office, or use the Self-Reported Absence procedure, described below, except with respect to the final examination. In make-up examinations the questions and – in the case of the mid-term exam – identifications, may (and likely will) vary from the version given to the class.

Accommodation for students with disabilities. Please contact the Student Accessibility Services staff. Information at <http://www.sdc.uwo.ca/ssd/>. Documentation must be provided to Student Accessibility Services staff, not to the instructor or TA.

Accommodation for illness. Western's Medical Accommodation Policy can be found at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf. Your physician must fill out a Western Student Medical Certificate. Academic accommodation may be granted on medical grounds with documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his or her academic responsibilities. The documentation should be submitted to the Academic Counselling Office of the student's home Faculty, with a Western Student Medical Certificate. Privacy policies prohibit the submission of medical documentation to TAs or faculty members.

Students may also submit a Self-Reported Absence (SRA) to their Academic Counselling Office for a maximum of two times (in total, not per course) between September and April. Submission of this form will have the same effect as an academic accommodation from Academic Counselling. SRAs will not be allowed for final examinations. The duration of the excused absence will be for a maximum of 48 hours. Students must be in touch with their instructor no later than 24 hours after the end of the period covered by the SRA.

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.”

Scholastic Offenses. Scholastic offences are taken seriously. What these are is discussed at: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Course Schedule and Readings:

(Original sources, from which quotations may be drawn on the mid-term and final examinations, are starred)

September 11. Why study Nazi Germany? Historical contexts.

Bendersky, *A Concise History of Nazi Germany*, xi-xiv, 1-15

What were the principal challenges facing the Weimar Republic following its creation in 1919? To what extent were these challenges a product of defects in the constitution of the new republic and to what extent a result of hardships resulting from the loss of the First World War, as well as a range of other causes?

September 18. Hitler's self-portrayal in *Mein Kampf* and the goals of the Nazi Party; the failed Putsch attempt of November 1923.

Bendersky, *A Concise History of Nazi Germany*, 16-54

*"The programme of the Nazi Party, as adopted on February 24, 1920," from *Nazism 1919-1945. A Documentary Reader*, ed. by J. Noakes and G. Pridham, Vol. 1, *The Rise to Power 1919-1934* (Exeter: A. Wheaton, 1983), 14-16.

*Adolf Hitler, *Mein Kampf*, translated by Ralph Manheim (Boston: Houghton Mifflin, 1943), 37-65, 176-86.

Jay Baird, *To Die for Germany. Heroes in the Nazi Pantheon* (Bloomington: Indiana University Press, 1990), 73-89, 102-7.

Optional Reading: Alan Bullock, *Hitler, A Study in Tyranny* (New York: Harper & Row, 1962), 23-120 (on seven day reserve at Weldon Library).

Please consider the following questions while reading the assigned texts: In the assigned excerpts from *Mein Kampf*, Hitler frequently claims that Germans were victims of violence, manipulation, and deception. What are the most important instances of these kinds of victimization discussed in the assigned excerpts? What purposes do they serve in Hitler's argument? How does Hitler explain his hatred for Socialists and Jews? What does he think of Austria-Hungary? What are his principles of successful propaganda? What do Hitler's views regarding propaganda suggest regarding his understanding of human nature, both with respect to Germans and non-Germans? What role is played by claims of victimization in Hitler's arguments regarding propaganda? To what extent, according to Bendersky, were Hitler's views a product of the cultural and political environment of Vienna in the period before the First World War, Hitler's own personal circumstances and experiences, and his personality? To what extent might they reflect a projection into the prewar period of feelings that actually became virulent during the war and in the postwar period?

What attracted Germans to the Nazi Party in the early 1920s, according to Bendersky? What were the principal goals of the Nazi Party, as described in the Party program? Why did Nazi Party leaders find Horst Wessel the perfect hero, according to Baird? In what ways did Goebbels use quasi-religious conceptions in his propaganda regarding the life and death of Wessel?

September 25: The Great Depression, Nazi successes in provincial and national elections, Hitler's appointment as chancellor. Hitler's rapid consolidation of power

Bendersky, *A Concise History of Nazi Germany*, 55-96.

*"Reichstag Fire Decree of February 28th, 1933," from German History in Documents and Images, http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=2325 (accessed July 25, 2013).

*"Enabling Act adopted on March 23rd, 1933," from German History in Documents and Images, http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=1496 (accessed on July 25, 2013).

*"Reichstag Debate on the Enabling Act, 23 March 1933," from Mitchell Allen and Michael Hughes, eds., *German Parliamentary Debates, 1848-1933* (New York: Peter Lang, 2003), 251-80.

Ingo Müller, *Hitler's Justice. The Courts of the Third Reich*, trans. by D. Schneider (Cambridge: Harvard University Press, 1991), 82-84.

*Viktor Klemperer, *I will bear witness 1933-1941. A Diary of the Nazi Years*, trans. by Martin Chalmers (New York: Modern Library, 1999), 5-11. Klemperer was a teacher of French literature who kept a careful diary of the events of the Nazi period. He was of Jewish ancestry, and survived the Nazi period thanks to his marriage to a woman who was not Jewish.

Optional Reading: Alan Bullock, *Hitler, A Study in Tyranny* (New York: Harper & Row, 1962), 121-311 (on seven day reserve at Weldon Library).

Please consider the following questions while reading the assigned texts: How did Hitler hold the Nazi movement together as he maneuvered to be appointed Chancellor in 1931 and 1932? Why did he ultimately prove successful in this gamble? What errors did the opponents of the Nazis make?

What rights did the Reichstag Fire Decree suspend? What powers did the Enabling Act give the cabinet? What restraints on Hitler's conduct remained, under the Act? In his speech to the Reichstag on March 23, 1933, Hitler sought to secure a two thirds majority vote of those present for the adoption of the Enabling Act, as required by the Weimar constitution with respect to amendments to the constitution. To what groups within Germany did he appeal, and how? In what respects might the speech have been designed to appeal to foreign states? To what extent was Hitler's sketch of the history of the Weimar Republic, of the conduct of its leaders and the treatment of National Socialists, accurate? What does it leave unsaid? What vision of the future does it offer Germans? How did the Social Democratic Party leader, Otto Wels, seek to defend his Party from Hitler's attacks in this debate? How did Hitler respond to Wels? How do the leaders of the other parties explain their willingness to vote in favor of the Enabling Act?

What methods did the regime use to compel loyalty and conformity from civil servants, according to the assignment from Ingo Müller's book?

What varied responses to the new regime does Klemperer record to the first months of Hitler's rule? How did Nazi rule, and especially the responses of the Germans he observed, change his view of Germany?

October 2: Nazi Domestic Policies, 1934-1939. Public Works Projects and Rearmament. Eugenics. Attracting the Youth. Relations with the Protestant and Catholic Churches.

Bendersky, *A Concise History of Nazi Germany*, 99-129, 142-6.

Film (to be shown in class): Excerpts from *Triumph of the Will*

Film (to be shown in class): Excerpts from *Purple Triangles*.

*Translations of Hitler's speeches found in Leni Riefenstahl's *Triumph of the Will*.

*Stephen Roberts, *The House that Hitler Built* (London: Methuen Publishers, 1937), 201-17.

*Gregor Ziemer, *Education for Death. The Making of the Nazi* (London: Oxford University Press, 1941), 140-67.

*Alfons Heck, *A Child of Hitler. Germany in the Days when God wore a Swastika* (Frederick: Renaissance House, 1985), 8-23, 27-31. An account of his experiences in the Nazi period by someone who was six in 1933.

*Jost Hermand, *A Hitler Youth in Poland. The Nazis Program for Evacuating Children during World War II*, trans. By Margot Bettauer Dembo (Evanston: Northwestern University Press, 1997), 46-56. (note that the acronym KLV found in this excerpt means Kinderlandverschickung, roughly, "sending of children to the countryside," a program for getting children out of German cities after the start of the Allied bombing of German cities).

*Hermann Rauschning, *The Voice of Destruction* (New York: Putnam, 1940), 47-57. The conversation described by Rauschning took place on April 7, 1933.

Guenter Lewy, *The Catholic Church and Nazi Germany* (Da Capo Press, 2000; original 1964), 3-11, 25, 30-33.

*"With Burning Concern," Papal Encyclical of March 14, 1937, from http://www.vatican.va/holy_father/pius_xi/encyclicals/documents/hf_p-xi_enc_14031937_mit-brennender-sorge_en.html (accessed on January 16, 2002).

Questions to consider when you read the assigned materials:

What Nazi measures attracted Germans to Nazi rule, and to Hitler as leader? How did the Nazi Party seek to capture the loyalty of the youth? To what emotions did it appeal? What were young people taught to believe? What kind of rebelliousness did it encourage, and what forms of obedience? In what respects did the training of the Hitler Youth (and of the comparable organizations for girls) reflect efforts both to mimic and to undermine traditional Christian beliefs? Was the Hitler Youth egalitarian? By what methods did these groups train the youth for war?

What were Hitler's views regarding Christianity and the Christian churches, as revealed in his discussion with Hermann Rauschning, a senior Nazi Party leader from Danzig, in April 1933? How did he propose to undermine their influence in German society? In what ways did the Nazi regime seek to undermine the

institutions of the Catholic Church between 1933 and 1937? How did the Catholic Church respond to these attacks? What aspects of the Nazi ideology, and which Nazi policies, did Pope Pius XI attack in his Encyclical of March 14, 1937?

October 9 Persecution of the Jews. Forms of resistance before the start of the war.

Bendersky, *A Concise History of Nazi Germany*, 130-42.

Michael Meyer and Michael Brenner, *German-Jewish History in Modern Times*, vol. 4, *Renewal and Destruction* (New York: Columbia, 1996), 197-230.

*Marta Appel, *Memoirs*, in *Jewish Life in Germany. Memoirs from Three Centuries*, trans. by Stella Rosenfeld and Sidney Rosenfeld (Bloomington: Indiana University Press, 1991), 351-3.

*"Law for the Protection of German Blood and German Honour," from *Nazism 1919-1945. A Documentary Reader*, ed. by J. Noakes and G. Pridham, Vol. 2, *State, Economy and Society 1933-39* (Exeter: A. Wheaton, 1984), 535-36.

*"The Reich Citizenship Law of September 15, 1935," from *German History in Documents and Images*, http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=1523 (accessed on July 25, 2013).

Ingo Müller, *Hitler's Justice. The Courts of the Third Reich*, trans. by D. Schneider (Cambridge: Harvard University Press, 1991), 90-111.

Helmut Graml, *Antisemitism in the Third Reich* (Oxford: Blackwell, 1992), 5-23.

*Hans Berger, "Remembrances of Kristallnacht," in *Jewish Life in Germany. Memoirs from Three Centuries*, trans. by Stella Rosenfeld and Sidney Rosenfeld (Bloomington: Indiana University Press, 1991), 386-97.

*"Pastor Julius von Jan's Protest against the 9 November 1938 Pogrom," from Peter Hoffmann, *Behind Valkyrie. German Resistance to Hitler. Documents* (Montreal: McGill-Queen's University Press, 2011), 156-67.

*Thomas Mann, *The Coming Victory of Democracy* (Alfred Knopf, 1938) 7-19. Thomas Mann, among the best known German writers of the time, attacked the Nazi government from the 1930s in a series of speeches and, during the war, radio broadcasts. Mann lived in exile from 1933, first in the United States and then in Britain.

What were the principal stages in the development of anti-Semitic policies between 1933 and 1939? What role did the court system play in promoting the regime's anti-Semitic policies? What range of responses to the persecution of German Jews are described in the readings assigned in this class?

How did Pastor von Jan protest Kristallnacht?

How does Thomas Mann define fascism and explain its attraction? What is true, or accurate, in its appeal, and what false, according to Mann? What does Mann understand democracy to mean, why does he believe in its “coming victory,” even though fascism at the time appeared far more confident and aggressive?

October 16 Nazi foreign policy, 1933-1939; Reactions of other powers.

Bendersky, *A Concise History of Nazi Germany*, 149-62.

Gerhard Weinberg, *The Foreign Policy of Hitler's Germany; Diplomatic Revolution in Europe, 1933-36* (Chicago: Chicago University Press, 1970), 1-23, 239-45, 282-91.

*Hossbach Memorandum of November 1937, from German History in Documents and Images.

What were Hitler's foreign policy goals? How did he attempt to achieve them once he became Chancellor? How did Hitler weaken the alliances created to restrain Germany? Why did France and Britain fail to resist more forcefully Hitler's successive abrogations of the Versailles Treaty? Why did France and Britain not invade Germany in March 1936 after Hitler sent German soldiers into the Rhineland, in violation of both the Versailles and the Locarno Treaties? What goals did Hitler pursue in intervening in the Spanish Civil War, beginning in August 1936? What does the Hossbach memorandum, the minutes of a secret meeting held in November 1937, reveal about Hitler's goals and methods? What aspects of his long-term goals did Hitler refrain from discussing in this meeting, based on a comparison with Weinberg's discussion of Hitler's long-term foreign policy goals?

October 23: Mid-term examination; Hitler's War, an overview.

The mid-term examination will take 80 minutes, and will begin promptly at the start of the class. No notes, books, other course materials, or any electronic devices may be used during the exam.

Film (to be shown in class): The Battle of France (excerpt)

Film (to be shown in class): Stalingrad (excerpt)

October 30: Methods of Warfare and Occupation Policies

Bendersky, *A Concise History of Nazi Germany*, 163-87

Film (excerpts to be shown in class): *Amateur Photographer*

Militärgeschichtliches Forschungsamt, *Germany and the Second World War*, vol 4, *The Attack on the Soviet Union* (Clarendon Press, 1998), 481-5, 1140-1149, 1160-1161, 1172-1177.

*“Directives for the Treatment of Political Commissars (‘Commissar Order’) (June 6, 1941), from German History in Documents and Images, http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=1548 (accessed on July 25, 2013).

Sönke Neitzel and Harald Walzer, *Soldaten. On Fighting, Killing and Dying: The Secret World War II Transcripts of German POWs*, translated by Jefferson Chase (New York: Alfred Knopf, 2012), 44-9, 56-65, 345-51.

*Zygmunt Klukowski, *Diary from the Years of Occupation, 1939-44*, trans. by George Klukowski (Urbana: University of Illinois Press, 1993), 184-201. Dr. Klukowski was a physician in a town that is now in the southeast of Poland.

Optional Reading: Alan Bullock, *Hitler, A Study in Tyranny* (New York: Harper & Row, 1962), 490-650 (on seven day reserve in Weldon Library).

Please consider the following questions when reading the assigned texts: What were German plans for Poland and the conquered territory of the Soviet Union? How were these plans put into practice? Which individuals and institutions in the German government were most responsible for the brutality of Nazi methods in the occupied Soviet Union? What conclusions can one draw from the transcripts of conversations of German POWs about the attitudes of at least some of those taken prisoner with respect to the methods to be used during the war? What were the most significant characteristics of life in occupied Poland in the spring of 1942, according to the diary of Dr. Klukowski?

Week of November 4: Reading Week No Classes

November 13 In class writing assignment on Primo Levi's *Survival in Auschwitz* (fifty minutes); Mass murder, of the handicapped, of the intellectual and political elite of Poland, of Soviet POWs, of Roma, and of Jews.

Bendersky, *A Concise History of Nazi Germany*, 188-96.

Film (excerpts to be shown in class): *Film Unfinished*

Primo Levi, *Survival in Auschwitz* (New York: Touchstone, 1995). Please bring the book to class. You may use the book and notes when composing your answer to the question on this book, which will be provided in class. Students will have fifty minutes to write the essay.

Helmut Graml, *Antisemitism in the Third Reich* (Oxford: Blackwell, 1992), 164-71.

Saul Friedländer, *The Years of Extermination: Germany and the Jews, 1939-1945* (Harper Perennial, 2007), 197-215, 479-483.

*Field Marshal von Reichenau's orders to the German army of 10 October 1941, and minutes of Wannsee Conference of January 20, 1942, from Lucy Dawidowicz, *A Holocaust Reader* (Behrman House), 70-82.

*Sönke Neitzel, *Tapping Hitler's Generals. Transcripts of Secret Conversations, 1942-1945* (Frontline Books, 2007), 7-11, 166-71, 228-31.

Anatoly Podolsky, "The Tragic Fate of Ukrainian Jewish Women under Nazi Occupation, 1941-1944," in *Sexual Violence against Jewish Women during the Holocaust*, ed. by Sonja Hedgepeth and Rochelle Saidel (Waltham: Brandeis University Press, 2012), 94-107.

Please consider the following questions when reading the assigned texts:

What was Hitler's role in ordering the mass killing of Jews, according to Graml and Friedlaender? What do the secret recordings of German officers, and the evidence from Friedlaender's account, suggest about how much German soldiers knew regarding the killings of Jews and other crimes of the German army in the East, and their attitudes regarding these actions? By what methods did German authorities rule occupied Poland, according to the account of Zygmunt Klukowski? What was the response of the non-Jewish Polish population to the murder of Jews? What was Klukowski's response?

November 20: **Resistance, including Bishop Galen's attack on the euthanasia program in August 1941; the White Rose student resistance group in Munich, active from mid-1942 until early 1943; and the July 20, 1944 coup attempt of German officers.**

Bendersky, *A Concise History of Nazi Germany*, 196-200.

Discussion of Primo Levi, *Survival in Auschwitz*.

Film: *Shoah*. Excerpts from an interview with Jan Karski, a member of the Polish resistance.

Guenter Lewy, *The Catholic Church and Nazi Germany* (Da Capo Press, 2000; original 1964), 284-93.

John Michalczyk, *Confront: Resistance in Nazi Germany* (Peter Lang, 2004), 196-205. Please note that this account of the White Rose resistance group was written by Georg (Juergen) Wittenstein, who participated in some of the activities of the group but was spared execution in 1943.

*Fliers of the White Rose group, from *Nazism 1919-1945. A Documentary Reader*, ed. by J. Noakes and G. Pridham, vol. 4, *The German Home Front in World War II* (Exeter: 1984), 457-9.

*Friedrich Percival Reck-Malleczewen, *Diary of a Man in Despair* (Collier, 1970), 159-169, 182-185, 195-199.

*"Extracts from the Diary of Captain Wilm Hosenfeld," in Wladyslaw Szpilman, *The Pianist. The Extraordinary Story of One Man's Survival in Warsaw, 1939-1945*, translated by Anthea Bell (Toronto: McArthur and Co., 2003), 193-208; with a description of Hosenfeld's assistance to the Jewish author of the memoir, 176-81.

What was the response of the German Catholic Church to the Holocaust? How can one explain the resistance of student members of the White Rose group in Munich? What led Reck-Malleczewen and Hosenfeld to despise the Nazi regime? What conclusions can one draw from these sources regarding how much Germans knew about the mass killings of Jews by late 1942 and early 1943?

November 27: **In class writing assignment on Hiltgunt Zassenhaus' *Walls* (fifty minutes).**
Discussion of Zassenhaus. The End of the War. Postwar trials and

**“denazification.” Remembering and Forgetting the War and Nazi Crimes.
Holocaust Memorials and Holocaust Denial.**

Bendersky, *A Concise History of Nazi Germany*, 203-6

*Hilgunt Zassenhaus, *Walls: Resisting the Third Reich - One Woman's Story* (Boston: Beacon Press, 1974). Please bring the book to class. You may use the book and notes when composing your answer to the question on this book, which will be provided in class. Students will have fifty minutes to write the essay.

*Richard von Weizsäcker, May 8, 1985 speech to the West German Bundestag. Richard von Weizsäcker was at the time of this speech the president of the German Federal Republic.

Michael Stolleis, “Theodor Maunz. The Life of a Professor of Constitutional Law,” from Stolleis, *Law under the Swastika* (University of Chicago Press, 1998), 185-92, 250-2.

Please consider the following questions when reading the assigned text:

Why did Zassenhaus resist the Nazi regime? What, or who, were the most important influences on her life? What personal qualities, skills, and circumstances enabled her to resist successfully, in the sense that she both helped Scandinavian prisoners survive the war and also survived herself? What were the most important barriers to resistance, according to Zassenhaus? How can one explain the individual acts of resistance described in the other texts assigned for this class?

West German President von Weizsäcker outlines how he believes Germans should remember the day Nazi Germany surrendered. What does he propose?

December 3: Continuation of the Discussion from the last class. Reflections on the Experience of Nazism. Preparing for the Final Examination

The Final Examination will take place in the mid-year examination period (December 8-19), at a date to be set by the Registrar.

MODEL MID-TERM AND FINAL EXAMINATIONS (these models are based on past examinations). The model examinations give students a sense of the format of the mid-term and final examinations and examples of the kinds of essay questions and identifications they should expect. Students will be given a list of possible essay questions for each exam at least two weeks before the exam takes place; the essay questions on the exams will be drawn from these lists. Students should expect to be given between four and six essay questions for each exam, of which two will appear on the mid-term and three on the final exam. The mid-term and final examinations may contain some or none of the material found below:

Model Mid-term examination:

The examination will last for 80 minutes.

This examination is closed book and closed notes; you may not use any of the materials from the course or your notes or other written or electronically accessed materials during this examination.

I. Essay Question (this section is worth 60% of the examination grade)

Please answer one of the following two questions.

Grading of the essays will be based on the clarity, breadth, and logical development of the answer, and the extent to which claims are supported by references to the texts assigned for the class.

1. What roles did German conservatives play in making possible the coming to power of the Nazi Party in January 1933, and in the policies adopted by the regime between 1933 and 1939?
2. What parallels can one draw between Hitler's goals and methods in the period in which he sought power within Germany, from 1921 to 1933, and his approach to foreign policy between 1933 and 1939?

II. Identifications (this section is worth 40% of the examination grade)

Please identify two of the following four quotations and terms. With respect to quotations state: 1) who made the statement quoted; 2) when; 3) to whom (or for what audience); 4) the meaning or meanings of the statement; and 5) the historical context and significance of the quotation (there may be multiple reasons for significance). With respect to terms, state the meaning and the historical significance of the term.

1. The Enabling Act of March 23, 1933.
2. "If the State organizes a national youth, and makes this organization obligatory to all, then, without prejudice to the rights of religious organizations, it is the absolute right of youths as well of parents to see to it that this organization is purged of all manifestations hostile to the Church and Christianity."
3. "By contrast, the war propaganda of the English and Americans was psychologically sound. By representing the Germans to their own people as barbarians and Huns, they prepared the individual soldier for the terrors of war, and thus helped to preserve him from disappointments. After this, the most terrible weapon that was used against him seemed only to confirm what his propagandists had told him"
4. "I called democracy timelessly human and fascism, its opponent, which today is so triumphantly asserting itself, a transitory manifestation. In doing so I am not forgetting that fascism also has deep and perhaps indestructible roots in human nature; for its essence is force. It is in physical and mental oppression that fascism believes; this is what it practices, loves, honours, and glorifies. Oppression is not only the ultimate goal but the first principle of fascism, and we know only too well that force as a principle is just as eternally human as its opposite."

Model final examination:

The final exam will last for three hours.

1. Essay (60% of examination grade):

Please answer two of the following three questions.

Grading of the essays will be based on the clarity, breadth, and logical development of the answer, and the extent to which claims are supported by references to the texts assigned for the class.

I. What forms did resistance to Nazi rule or particular Nazi policies by **Germans, within and outside Germany**, take between September 1939 and May 1945? What were the motives of those who undertook this resistance, as far as one can tell? Please base your answer on the documents and other sources examined for the class.

NOTE: Please do not discuss resistance by non-German groups or peoples victimized by the Nazi regime.

2. In the textbook assigned for this course Joseph Bendersky writes that "Hitler did not concern himself with the day-to-day business of governing, leaving this to subordinates. Hitler's directives were often vague, and often he did not address certain pressing issues of law, administration, or political authority." (Bendersky, *A Concise History of Nazi Germany*, 100) To what extent do the sources assigned for this class, with respect to the entire period between 1920 and 1945, support the claim that Hitler was generally not engaged in the making of policy on a day-to-day basis, that many of the initiatives undertaken by the party or the regime were the product of the independent actions of subordinates? Is this more true in some periods than others, and in certain policy areas and not in others? Please base your answer on the documents and other sources examined for the class.

3. How can one explain the murderousness of the Nazi regime, especially after the start of the war in September 1939?

II. Identifications (40% of examination grade):

Please identify four of the following six quotations and terms. With respect to quotations state: 1) who made the statement quoted; 2) when; 3) to whom (or for what audience); 4) the meaning or meanings of the statement; and 5) the historical context and significance of the quotation (there may be multiple reasons for significance). With respect to terms, state the meaning and the historical significance of the term.

1. "Germans! Do you want your children to suffer the same fate as the Jews? Do you want to be judged in the same category as your seducers? Are we to be forever the nation that is hated and spurned by the rest of the world? No! So break with the national socialist subhumans. Show, through your deeds that you think differently! A new war of liberation is about to start. The better part of the German nation is fighting on our side."

2. "Alberto is my best friend He understood before any of us that this life is war; he permitted himself no indulgences, he lost no time complaining and commiserating with himself and with others Yet . . . he himself did not become corrupt."

3. "But we should not regard the end of the war as the cause of the massive flight, expulsion, and loss of freedom that followed. The cause goes back to its outbreak and to the advent of the tyranny that brought about the war. We should not separate May 8, 1945 from January 30, 1933."

4. Horst Wessel.

5. "And now the attempt to assassinate Hitler. Carried out by the Count von Stauffenberg whose irreproachable father I have always considered to be one of the last remaining examples of the true German nobleman. Behind it - a revolt of the generals, long awaited.

Ah, now, really, gentlemen, this is a little late. You made this monster, and as long as things were going well you gave him whatever he wanted"

6. " . . . Germany still remained a society with fairly rigid class distinctions. That was not as apparent in the Hitler Youth. Ironical as it may seem, a youth movement spawned by one of the most intolerant ideologies the world

has ever known, was surprisingly democratic in the treatment of its members, in that most had an equal chance to succeed regardless of family background. One of my first leaders was the son of day laborers. Had it not been for our common duty in the Hitler Youth, I wouldn't have dreamed of associating with him."

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https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

to read about the University's policy on medical accommodation. 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.

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation.

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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).

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

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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.

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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

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If you have any further questions or concerns please contact, Heidi Van Galen, Administrative Officer, Department of History, 519-661-2111 x84963 or e-mail vangalen@uwo.ca.