

SYLLABUS

HIST 405.02; Nazi Germany (4 credit hours)

Spring 2008

T, Th 9:30-10:45 in Clough 313

Instructor: Buscher

Office: Clough 310

Office Hours: MWF 1-2; T,Th 11-12 (feel free to stop by anytime)

Teaching Schedule: MWF 8-8:50, 11-11:50; T, Th 9:30-10:45

Office Phone: 843-3554

Email: BUSCHERF@rhodes.edu

READINGS:

1. Textbook: J. Spielvogel, *Hitler and Nazi Germany*
2. Additional Readings: B. Sax/D. Kuntz, *Inside Hitler's Germany*; I. Kershaw, *Hitler-Hubris* and *Hitler-Nemesis*

COURSE OBJECTIVE:

This seminar is designed to introduce the student to the history of Nazi Germany. It will cover the end of the Weimar Republic; the life and ideology of Adolf Hitler; the Nazi take-over of power in 1933; Nazi domestic and foreign policy in the pre-war years; German successes, setbacks and eventual defeat in World War II; Nazi occupation policy; and Nazi policy towards the Jews and the Holocaust.

This course is a senior-level seminar, not a traditional lecture course. Hence, the emphasis will be on discussion and the free exchange of ideas. Seminars can function only when all participants come to their meetings prepared, having completed the assigned readings and eager to contribute. All students need to participate. In addition, every member of the seminar has the duty to ensure that each meeting is conducted in an atmosphere allowing for frank and open discussion.

EXAMINATIONS:

There will be two examinations: a midterm and a final. Both will be essay examinations.

ATTENDANCE:

Students are expected to attend all class sessions. Students who have four (4) absences will receive a grade of F for the course. Further, please be on time for class. Tardiness is disruptive, and repeated tardiness is bound to leave a bad impression with the

instructor and fellow students.

PLAGIARISM:

Cases of deliberate plagiarism must and will be referred to the Rhodes College Honor Council. Article III, Section 2 of the Honor Council Constitution states the following:

B. The term “cheating” is defined as the attempt or act of willfully giving or receiving unauthorized aid from any source on academic course work.

C. “Cheating” includes plagiarism. Plagiarism is an act of academic dishonesty. A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following:

1. Quotes another person’s actual words, either oral or written.
2. Paraphrases another person’s actual words, either oral or written.
3. Uses another person’s idea, opinion, or theory.
4. Borrows facts, statistics, or other illustrative material unless the information is common knowledge.

It is the student’s responsibility to consult the professor, an Honor Council member, or writing handbooks for procedure for properly acknowledging sources.¹

Students may also wish to consult “What is plagiarism?” on the Honor Council FAQ site.²

Carelessness in documenting sources, even if not technically plagiarism, will be penalized as the instructor deems appropriate.

PARTICIPATION:

This is a 400-level seminar. Thus, the main avenue to learning will be reading and the open and free exchange of ideas between the members of the class rather than lecturing by the instructor. This puts much of the responsibility for the success of the course on the shoulders of students. It also means that students are expected to

¹<http://www.rhodes.edu/CampusCommunity/PoliciesandProcedures/StudentHandbook/Constitutions/loader.cfm?url=/commonspot/security/getfile.cfm&PageID=22477>

² <http://www.rhodes.edu/CampusCommunity/Students/StudentJudiciaries/Honor-Council-FAQs.cfm>

complete the assigned readings before and be able to discuss what they have learned in class. The instructor welcomes questions at all times and will undoubtedly have many questions for students. Some class sessions will focus exclusively on the discussion of primary source material.

SEMINAR PAPER:

Students are required to write a research paper for this course. The final draft must be 15-20 pages long, typed (font: Times New Roman; font size: 12 pts.), double-spaced, excluding endnotes and bibliography. Endnotes and bibliography must conform to professional standards, preferably the style found in Kate Turabian, *A Manual for Writers of Term Papers*. The first and final drafts must be submitted on or before the due dates as attachments to emails to the instructor (buscherf@rhodes.edu). Papers submitted after the due dates will not be accepted. Each student will meet regularly with the instructor to discuss her/his progress and present a summary of her/his paper at the end of the semester.

Students may choose from three options:

Option 1 (Indictment Option):

The student will choose one Nazi personality or organization (from the list in Section II of the document titled “germanlaws” on the academic server) and write an indictment of that individual or organization for violations of the German criminal code (the applicable German laws are listed in Section I of the handout). Students are invited to propose additional names of individuals and organizations that are not on the instructor’s list.

The indictments are to be based on documents and witness testimony contained in the volumes of the International Military Tribunal, *The Trial of the Major War Criminals*, 42 vols. (University of Memphis Library); International Military Tribunal, *Nazi Conspiracy and Aggression*, 8 vols. (University of Memphis Library, Rhodes Library, CBU Library); and Nuremberg Military Tribunals, *Trials of War Criminals*, 15 vols. (interlibrary loan). Numerous Nazi documents can also be found in printed collections such as Sax/Kuntz or Klee/Dressen’s *The Good Old Days*, as well as on the Internet.

While writing their papers, students will be acting as both historians and prosecutors. The first pages should explain the background and career of individual defendants or the history of an organization. These pages must demonstrate that the writer is familiar with the latest historiography on the subject of her/his indictment. The remainder of each paper will feature the actual indictment. This part should begin with the most serious offenses and end with the least serious ones. Students may quote directly from the documentary evidence, but they must avoid excessive quoting. Students must also familiarize themselves with the code the Nazis employed while carrying out their

crimes. For example, no Nazi document will refer to the “murder” of the Jews or mention the term “Holocaust.” Instead, the perpetrators employed terminology such as “evacuation to the east,” “actions,” “ghetto actions,” “resettlement” etc. for their mass murder operations. In their language what we call the Holocaust was the “final solution of the Jewish question,” or simply “the final solution.” Similarly, the codename for the Auschwitz extermination camp warehouses containing the possessions of the murdered victims was “Kanada.”

Option 2 (Historiography Option):

Few if any periods in history have resulted in as many scholarly publications as the short-lived Third Reich. In fact, some historians have complained that the literature on Hitler’s Germany, the Holocaust, and postwar efforts to come to terms with the Nazi past has become unmanageable. Nonetheless, there have been a number of very interesting and very public debates among scholars. The most prominent have been the:

Intentionalist vs. Structuralist debate (Was Hitler a strong or weak dictator?);
Historikerstreit (historians’ dispute) of the 1980s (Should the Nazi era be historicized?); and the
 Browning-Goldhagen controversy (How did ordinary men become mass killers?)

Students who select this option will write a historiographical essay on one of the three discussions listed above.

Option 3 (Lessons Learned Option):

Though short-lived the Third Reich inflicted untold suffering on the lives of millions and caused unprecedented destruction. After the war, the victorious Allies and the defeated Germans in both east and west were determined to prevent a recurrence of Nazism and the destructive forces it had unleashed.

Students who select this option will write a research paper on the lessons the Germans have learned from this dreadful episode in their recent history and the safeguards they have put in place to protect their society from a return of political extremism. Various areas of inquiry ranging from the present constitution to criminal law to social attitudes lend themselves to interesting research projects.

Option 4 (Lessons Not Learned Option):

Although the Hitler regime committed horrendous crimes and started a war that ended in total defeat for Nazi Germany, many Germans wished to avoid a thorough confrontation with the past in the postwar years. Leading politicians, political parties, church officials, veterans’ organizations, war crimes lawyers, and others were eager to

draw the final line under the Nazi past. A few fanatics even dreamed of a Nazi revival in the 1950s. In short, there were many in Germany who had not learned the lessons of the recent past. Their beliefs and activities also lend themselves to fascinating seminar paper topics.

FINAL GRADE:

The final grade will be determined in the following manner:

- Midterm Examination = 15%
- Oral Participation = 25%
- First draft of paper = 10%
- Final draft of paper = 20%
- Presentation of paper = 10%
- Final Examination = 20%.

What do the grades mean?

Grade	Rhodes Catalog	What is required?
A, A-	excellent	<ul style="list-style-type: none"> • near-perfect attendance and on-time records • consistent high-quality contributions to class discussions • superior writing skills featuring an effective style, correct syntax and grammar, and clearly formulated theses reflecting a high level of maturity • clean, carefully proofread papers and exams • outstanding intellectual curiosity and strong interest in the subject • willingness to exceed the course requirements and to be a leader
B+, B, B-	good	<ul style="list-style-type: none"> • near-perfect attendance and on-time records • regular contributions to class discussions • above-average writing skills featuring an effective style, correct syntax and grammar, and clearly formulated theses • clean, proofread papers and exams • willingness to fulfill the course requirements • interest in the subject and in improving academically
C+, C, C-	satisfactory	<ul style="list-style-type: none"> • good attendance and on-time records • some contributions to class discussions • ability to write an essay, albeit with some style, grammar, and syntax problems

		<ul style="list-style-type: none"> • proofread papers and exams • willingness to fulfill the course requirements
D+,D,D-	passing	<ul style="list-style-type: none"> • adequate attendance and on-time records • few contributions to class discussions • ability to write an essay, albeit with major style, grammar, and syntax problems • poorly proofread papers and exams • insufficient willingness to fulfill the course requirements • inadequate readiness to work to improve academic weaknesses
F	failure	<ul style="list-style-type: none"> • poor attendance and on-time records • no contributions to class discussions • inability to write an essay and reluctance to work to improve academic weaknesses • refusal to fulfill course requirements

SCHEDULE OF CLASSES

January

- 10 Introduction to the course;
Germany before the Nazis: From Unification to World War I; Spielvogel, Ch. 1
- 15 Germany before the Nazis: The Weimar Republic, 1919-1933; Spielvogel, Ch. 2
- 17 Adolf Hitler and the Nazi Party, 1889-1929; Spielvogel, Ch. 2 and Ch. 3;
Kershaw, *Hitler-Hubris*, 1-311
- 22 *DISCUSSION*: Sax/Kuntz, Ch. 2; Kershaw, *Hitler-Hubris*, 1-311
- 24 The Great Depression and the Nazi Seizure of Power, 1930-1933;
Spielvogel, Ch. 3; Kershaw, *Hitler-Hubris*, 316-427
- 29 The Nazi Consolidation of Power, 1933-1934; Spielvogel, Ch. 3;
Kershaw, *Hitler-Hubris*, 431-526
- 31 The Nazi State, 1933-1939; Spielvogel, Ch. 4;
Kershaw, *Hitler-Hubris*, 528-591

February

- 05 *DISCUSSION*: Sax/Kuntz, Ch. 3, 4, and 5;
Kershaw, *Hitler-Hubris*, 316-591
- 07 Terror as State Policy: the SS, the Gestapo, the concentration camps;
Spielvogel, Ch. 4
- 12 Hitler's Ideology and Personality, and the Nazi Spectacle; Spielvogel, Ch. 5;
Kershaw, *Hitler-Nemesis*, 28-39
- 14 *Videotape*: Hitler (Pt.1)
- 19 Culture and Society in Nazi Germany; Spielvogel, Ch. 6
- 21 *DISCUSSION*: Sax/Kuntz, Ch. 8, 9, and 10
- 26 **Midterm Examination**
- 28 Hitler's Foreign Policy and the Outbreak of World War II, 1933-1939;
Spielvogel; Ch. 7; Kershaw, *Hitler-Hubris*, 529-591; and *Hitler-Nemesis*, 3-
125, 157-230

March

- 1-9 Spring Recess
- 11 Nazi Germany Conquers Europe, 1939-1941; Spielvogel, Ch. 7;
Kershaw, *Hitler-Nemesis*, 234-457
- 13 The Nazi Occupation of Europe; Spielvogel, Ch. 8
- 18 The Defeat of Nazi Germany; Spielvogel, Ch. 7;
Kershaw, *Hitler-Nemesis*, 497-828
- 20 Easter Recess
- 25 *DISCUSSION*: Sax/Kuntz, Ch. 11;
Kershaw, *Hitler-Nemesis*, 3-125, 157-457, 497-828
- 27 Nazi Germany during the War, 1939-1945; Spielvogel, Ch. 8
First draft of research papers due

April

- 01 *Videotape: Hitler (Pt. 2)*
- 03 The Murder of the European Jews: Hitler's Ideology and Anti-Semitism in Nazi Germany, 1933-1939; Spielvogel, Ch. 9; Kershaw, *Hitler-Hubris*, 27-29, 50-51, 60-67, 94-95, 469-478, 559-574; Kershaw, *Hitler-Nemesis*, 129-153
- 08 The Murder of the European Jews: The Einsatzgruppen; Spielvogel, Ch. 9; Kershaw, *Hitler-Nemesis*, 461-495
- 10 The Murder of the European Jews: The Death Camps; Spielvogel, Ch. 9; Kershaw, *Hitler-Nemesis*, 461-495
Final draft of research papers due
- 15 *DISCUSSION: Sax/Kuntz*, Ch. 12, 13 and 14
- 17 Student presentations
- 22 Student presentations
- 24 Student presentations

May

- 03 Final Exam (8:30 a.m.)