HIST 433  
NAZI GERMANY  
SPRING 2008  
SYLLABUS

Class meeting time: Tuesdays, 5:15-6:55 pm

Contacting the Instructor: You can reach me by email at wetzell@ghi-dc.org or by phone at my office at (202) 552-8939.

Short course description

This class provides an introduction to Nazi Germany by examining a range of topics: the Weimar Republic (1919-1933); the rise of Nazism; the Republic’s collapse and the Nazi seizure of power; a local study of the rise of Nazism in one German town; German society under the Nazi regime; popular support and political dissent; sexuality and gender; art and culture; Jewish life and Nazi anti-Semitism; the creation of a "racial state"; the role of science and medicine; the Holocaust; the German army’s participation in war crimes; and Germany’s approach to its Nazi past after 1945.

The class is designed for upper-level undergraduates and graduate students. We will meet each week to discuss a common set of readings. Most weeks, the reading will consist of a single book or a collection of essays, sometimes supplemented by articles that provide the historiographical context, i.e. what other historians have written on the topic. In addition to shorter book review papers, there will be different term paper assignments for undergraduates and graduate students: Undergraduates will write a term paper based on two Nazi-era memoirs; graduate students will write a historiographical paper on a topic of their choice.

Class Participation

Your careful preparation and active participation in class discussion is crucial to the success of the class. Oral participation will account for 40% of your grade. To prepare for class you should: read the assigned text, take notes on your reading, reflect on what you have read, formulate your own criticisms and questions regarding the reading, decide on the questions and issues that you would like to raise in class.
Written Assignments


2. A comparative book review of two books: (a) the common class reading of any week between week 4 and 12 and (b) one book marked with an asterisk (*) on the list of “further reading” for that week. This paper should compare the approach and arguments of the two books and briefly situate them in the historiography. These reviews are due at the class meeting at which the common reading in question is being discussed. Length: 1700 words (about 6 pages).

3a. Undergraduate term paper: A paper on two memoirs selected from the list at the end of this syllabus. You may pick other memoirs, but please clear this with me ahead of time. If you read German, please consult with me, since you will have more choices of memoirs published in German only. Further instructions for this assignment follow in the last section of this syllabus. A brief statement on your selection of memoirs will be due in class on Feb. 19. This assignment will be due on April 25. Length: 2000 words (about 7 pages).

3b. Graduate term paper: a ten-page historiographical paper reviewing major books and articles on a topic of your choice. Topics and books to be chosen in consultation with the instructor.

Grading

Class attendance is mandatory.
Components of final grade:
40% participation in class discussion
10% Review of W.S. Allen book (Assignment 1)
20% Comparative book review (Assignment 2)
30% Term paper (Assignment 3)
Required Books

The following books are required reading. They will be placed on reserve in the library and have been ordered for the campus bookstore. All except the first are available in paperback. The books are listed in the order in which we will read them in class.

Additional book used in class

Writing and Style Guides
Kate Turabian, *A Manual for Writers of Term Papers* (various editions; 6th ed., 1996) This books deals with the mechanics of proper footnoting and formatting.

Reference works on Nazi Germany
Roderick Stackelberg and Sally Anne Winkle, eds., *The Nazi Germany Sourcebook: An Anthology of Texts* (Routledge, 2002), a good collection of primary sources

Surveys of the Nazi period

Essay collections on the Nazi period
Michael Burleigh, ed., *Confronting the Nazi Past* (1996)
Thomas Childers and Jane Caplan, eds., *Reevaluating the Third Reich* (1992)

Hitler Biographies
SCHEDULE OF CLASS MEETINGS

Jan. 15  **Introductory Meeting**

If possible, get a head start on the class reading for next week.

Jan. 22  **1. The Weimar Republic (1918-1933) I: Politics, Society, Culture**

**Class Reading:**

**Further Reading on the Weimar Republic:**
Peter Gay, *Weimar Culture: The Outsider as Insider* (1968)

Jan. 29  **2. Weimar Republic II: The Failure of Democracy and the Rise of Nazism**

**Class Reading:**

**Further Reading on the Republic’s Collapse:**
Martin Broszat, *Hitler and the Collapse of Weimar Germany* (1987)
Feb. 5 3. The Rise of Nazism in a Small Town

Class Reading:

Further Reading: Local Studies
Rudolf Heberle, *From Democracy to Nazism* (1970)

Feb. 12 4. The Nazi Consolidation of Power, 1933-35

Class Reading:
Richard J. Evans, *The Coming of the Third Reich*, pp. 310-461

Feb. 19 5. Constructing the Racial State I

Class Reading:

Further reading:
Ian Kershaw, *Popular Opinion and Political Dissent in the Third Reich: Bavaria 1933 - 1945*
*Robert Gellately, Backing Hitler: Consent and Coercion in Nazi Germany* (2001)

Class Reading:

Further Reading on the social history of the Third Reich:

March 3-9  Spring Break

March 11  7. Sexuality and Gender in Nazi Germany

Class Reading:
Dagmar Herzog, ed., *Sexuality and German Fascism* (New York, 2005), selected chapters

Further Reading on Sexuality:
Cornelia Usborne, *The politics of the body in Weimar Germany* (1992)

Further Reading in Women’s History:
March 18  **8. Art and Culture in Nazi Germany**

Class Reading:
Richard Evans, *The Third Reich in Power*, chap. 2 (pp. 120-218)

Further reading:
Peter Adam, *Art of the Third Reich* (1991)
Stephanie Barron, ed., *Degenerate Art* (exhibition catalog, 1991)

March 25  **9. Jewish Life and Anti-Jewish Policy, 1933-1939**

Class Reading:

Further Reading:
*Marion Kaplan, *Between Dignity and Despair: Jewish life in Nazi Germany* (1997)
Karl Schleunes, *The Twisted Road Road to Auschwitz* (1970)
April 1  10. The Racial State II: Medicine, Eugenics, and the Origins of the Holocaust

Class Reading:
Francis Nicosia and Jonathan Huener, eds., *Medicine and Medical Ethics in Nazi Germany* (New York, 2002), entire book (139 pp.)
Richard Evans, *The Third Reich in Power*, section “In the Spirit of Science,” (pp. 506-535)

Further Reading:
Robert Gellately and Nathan Stoltzfus, eds., *Social outsiders in Nazi Germany* (2001)
Michael Burleigh, ed., *Confronting the Nazi Past* (1996)
Gotz Aly, et al., *Cleansing the fatherland: Nazi medicine and racial hygiene* (1994)

April 8  11. The Holocaust

Class Reading:
Christopher Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland* (New York, 1992), entire book (189 pp.)

Further Reading:
*Raul Hilberg, Perpetrators, Victims, Bystanders* (1992)

April 15  **12. The Second World War**

**Class Reading:**

**Further Reading:**

April 22  **13. Coming to Terms with the Nazi Past after 1945**

**Class Reading:**

**Further Reading:**
*Norbert Frei, Adenauer's Germany and the Nazi past: The politics of amnesty and integration* (trans. 2002)
Ian Buruma, *The wages of guilt: memories of war in Germany and Japan* (1994)
Peter Baldwin, ed., *Reworking the past* (1990)
Undergraduate term paper on two memoirs

Select two titles from the list of autobiographies and memoirs provided with this syllabus or make your own selection from other sources. Don’t select them randomly but match them in some way that allows you to draw meaningful comparisons between the two in your paper. If you can read German, you have many more choices among a large body of untranslated German memoirs. Even if you pick a memoir from this list, I would encourage you to read it in German, if it was originally written in German.

You must make your selection by February 12, when a brief statement (one paragraph, typed) explaining the reason for your selection will be due in class. If you select a memoir that is not on the list, you must briefly describe the memoir in your statement, and if possible, bring it in for me to look at. Selections that are not from the list require my explicit approval.

Your assignment is to write a paper on what the memoirs you selected can teach us about the history of Nazi Germany. To help you get started, here are some questions you might want to consider: What sense do the memoir writers make out of their lives and the times in which they lived? What do their memoirs teach us about everyday life in Nazi Germany or Nazi-occupied Europe? How did the memoir writers’ lives change over time? To what extent were they affected by major historical events? What light do they shed on the major events or questions in the history of the Nazi movement or regime? Did the memoirs change your picture of the history of Nazism or Nazi Germany? Also make sure that you relate your two memoirs to each other. Do the perspectives of the two memoir writers complement one another in a way that allows you to draw broader conclusions? Do the memoirists agree or disagree on various topics?

To write a good paper, keep in mind the following suggestions:

1. Remember that the assignment asks for an analysis of how the memoirs relate to larger issues in the history of Nazi Germany. This means you need to avoid two extremes:
   (a) Do not simply retell the life stories of your memoirists.
   (b) Do not write a dry, abstract analysis that fails to convey what makes the memoirs interesting.

   A good paper has to combine trenchant analysis with conveying a vivid picture of the memoirs.

2. Develop your own questions and make your own decisions about what is most interesting, typical or important in the memoirs you have selected. Start this process while you are reading the memoirs. Do not simply answer the questions provided above.

3. Make a list of the points that you would like to make in your paper. Start this process while reading.

4. Look for connections between the points you want to make. Leave aside points that seem unconnected and place the remaining points in a logical sequence that integrates them into an overall argument or thesis.
5. Prepare an outline based on the sequence of your argument. Pay special attention to how each point fits into your overall argument.
6. Refer to the memoirs to illustrate your argument. Do not let the sources take precedence over your analysis.
7. Quote the memoirs only if the original wording -- the way in which something is said -- is crucial. In all other cases briefly summarize the relevant passage in your own words.

The paper should be typewritten, double-spaced and about 2,000 words long. It will be due via email on Friday, April 25. There will be no extensions. Late papers will incur grade penalties.

SELECT BIBLIOGRAPHY OF NAZI-ERA MEMOIRS AVAILABLE IN ENGLISH TRANSLATION

Amery, Jean. *At the mind’s limit: contemplations by a survivor on Auschwitz and its realities* (trans. 1990)
Andreas-Friedrich, Ruth. *Berlin underground* (1946)
Frank, Anne. *The diary of a young girl* (1947)
Friedlander, Saul. *When memory comes* (tr. 1979)
Fromm, Bella. *Blood and banquets: a Berlin social diary* (1942)
Goebbels, Joseph. *My part in Germany’s fight* [diaries] (1935)
Hoss, Rudolf. *Commandant of Auschwitz* (1958)
Kessler, Harry. *In the Twenties: the diaries of Harry Kessler* (1961; trans. 1971)
Koestler, Arthur. *Arrow in the blue* (1952)
Mann, Klaus. *The turning point* (1942)
Speer, Albert. *Inside the Third Reich* (1970)
Sperber, Manes. *The unheeded warning, 1918-1933* (1975)
Toller, Ernst. *I was a German* (1934)