HIST 3616: History of the Third Reich
Spring Semester 2006
The Richard Stockton College of New Jersey

Instructor: Michael Hayse  Office: K-154
Class Times: TR 12:30-2:20  Off. Telephone: (609) 652-4659
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Office Hours: TR 10:30-11:30, and by appointment

Course objectives:
Participants in this course should receive an in-depth understanding of the origins, structure, development, and consequences of the Third Reich. In addition to the factual information about the events, individuals, and groups involved, even greater emphasis will be placed on the analysis and interpretation of this draconian yet fascinating dictatorship. Along the way, students should develop a better understanding of the historian’s craft of deriving coherence and meaning from the past (fulfilling the “H” subscript), and also improving their written expression (fulfilling the “W2” subscript).

Course description:
The impact of the Third Reich on modern human history far exceeds the dimensions suggested by its short twelve-year duration (1933-1945). Owing both to its actual significance as well as the fascination generated by its momentous crimes, it has also been the subject of one of the largest bodies of writing of any historical period. In the past decades, we have learned a great deal about what occurred and why, but there will never be definitive answers to many key questions. This course will attempt to explore some questions, offer insights into the state of research, and to consider the significance of our understanding of the Nazi era.

This is a seminar, which means that instead of lecture, class periods will be devoted mainly to discussing assigned readings, student research, documents, and films. While some lectures will supplement the readings and offer analyses, most of participants’ efforts will consist of analyzing texts, offering critical assessments of the readings, and engaging in individual research projects.
**Required Texts:**
The following texts are required and may be purchased at the Stockton College Bookstore or through a variety of other retail sources. Please note the particular editions.


**Strongly recommended Text:**

**Assessment and grades** (assignment sheets attached)

- 30% 2 book reviews of assigned texts (3-4 pages, 15% each)
- 10% 2-page explanatory paper on person or event
- 30% Research paper based on individual research (8-10 pages)
- 10% In-class presentation of research topic results (ca. 15 minutes)
- 20% Discussion and participation

**Policies:**

- **Attendance:** Attendance is required. Absences will be excused only if written documentation is provided (*e-mail excuses do not count*). Beginning with the third unexcused absence, the course grade will be lowered by one-third a letter grade for each absence. **You** are responsible for contacting the instructor or a classmate to find out about what you missed, **including** announced quizzes, short assignments, etc.
- **Punctuality:** The instructor reserves the right to count late arrival at class as an absence. The student, **NOT** the instructor, is responsible for making sure that a late arrival is not recorded as an absence.
- **Late assignment:** All papers are due at the beginning of class. Unless justified by an excused absence, late assignments will be marked down one letter grade for each class day they are overdue.
- **Plagiarism:** All work submitted for the class must be written by the student. All works from which material is drawn must be acknowledged in citations and bibliographies. Plagiarism is defined and described in the 2004-2006 *Undergraduate College Bulletin*, which also explains the College’s policy on academic honesty. In this course, plagiarism will result in a failing grade in the course and disciplinary proceedings by the Dean of Academic Affairs. **No exceptions.**
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<td>T</td>
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| Th | 1/19 | The setting: European prejudices and the science of race before World War I  
• Reading: Bergen, *War & Genocide*, Forward, Preface, and Ch. 1 (vii-xi, 1-28) |
| T | 1/24 | Hitler and National Socialism in the “Years of Struggle”  
• Reading: Bergen, *War & Genocide*, Ch. 2 (pp. 29-51) |
| Th | 1/26 | Exploiting class tensions: The NSDAP in the democratic fray  
• Reading: Allen, *Nazi Seizure of Power*, Preface & Ch. 1-3 (pp. 3-40) |
| T | 1/31 | The Structure of the Nazi Movement  
• Reading: Allen, *Nazi Seizure of Power*, Preface & Ch. 4-6 (pp. 41-90) |
| Th | 2/2 | The breakthrough: who supported Hitler?  
• Reading: Allen, *Nazi Seizure of Power*, Preface & Ch. 7-9 (pp. 91-147) |
| T | 2/7 | Hitler’s role in the movement: chaos disguised as order;  
FILM: *The Nazis, A Warning From History*, Pt. 1 (*Helped into Power*)  
• Reading: Kershaw, *The Hitler Myth*, Introduction & Ch. 1 (pp. 1-47) |
| Th | 2/9 | *Gleichschaltung*: creating the Führer State  
• Reading: Bergen, *War & Genocide*, Ch. 3 (pp. 53-80) and  
Allen, *Nazi Seizure of Power*, Ch. 10-16 (pp. 151-248) |
| T | 2/14 | Who opposed the Nazis, and why weren’t they more effective?  
FILM: *The Nazis, A Warning From History*, Pt. 2 (*Chaos & Consent*)  
• Reading: Allen, *Nazi Seizure of Power*, Preface & Ch. 17-20 (pp. 249-303)  
*** Book reviews of Allen, *Nazi Seizure of Power* due *** |
| Th | 2/16 | Discussion of term papers  
• Reading: Kershaw, *The Hitler Myth*, Ch. 2-3 (pp. 48-104) |
| T | 2/21 | Foreign Policy and the vision of a racial war  
• Reading: Bergen, *War & Genocide*, Ch. 4 (pp. 81-100); and  
Kershaw, *The Hitler Myth*, Ch 4-5 (pp. 105-148) |
| Th | 2/23 | Breaking the spell: The war and the Hitler Myth  
FILM: *Heil Hitler: Confessions of a Hitler Youth*  
• Reading: Kershaw, *The Hitler Myth*, Ch 6-8 (pp. 149-225) |
T 2/28 Discussion of Kershaw, *The Hitler Myth*
  • Reading: Kershaw, *The Hitler Myth*, Ch 9 & Conclusion (pp. 229-269)
  *** Book reviews of Kershaw, *The Hitler Myth* due ***

Th 3/2 Establishing a “biocracy”: how racial eugenics permeated Nazi society
  • Reading: Kaplan, *Dignity and Despair*, Introduction to Ch. 2 (to p. 73)

T 3/7 The German Jewish Dilemma in Nazi Germany
  FILM: *The Nazis, A Warning From History*, Pt. 3 (*The Wrong War*)
  • Reading: Kaplan, *Dignity and Despair*, Ch. 3-5 (pp. 74-144)

Th 3/9 Historians and Appeasement: Assessing the causes of World War II
  • Reading: Kaplan, *Dignity and Despair*, Ch. 6-Conclusion (pp. 145-237)
  *** Book reviews of Kaplan, *Between Dignity and Despair* due ***

T 3/21 The Holocaust I
  FILM: *The Nazis, A Warning From History*, Pt. 4 (*The Wild East*)
  • Reading: Bergen, *War & Genocide*, Ch. 5-6 (pp. 101-159)

Th 3/23 The Holocaust II;
  FILM: *The Nazis, A Warning From History*, Pt. 5 (*Road to Treblinka*)
  • Reading: Bergen, *War & Genocide*, Ch. 7-Conclusion (pp. 161-228)

T 3/28 PRECEPTING DAY(?)

Th 3/30 Resistance in the Third Reich (Film: *The Restless Conscience*)
  • Reading: Scholl, *The White Rose*, Introduction & Ch. 1 (to p. 72)

T 4/4 What did the Germans know? And what could they have done?
  • Reading: Scholl, *The White Rose*, The Leaflets (pp. 73-103)

Th 4/6 Youth, consent, and resistance in the Third Reich
  • Reading: Scholl, *The White Rose*, Documents (pp. 105-160)
  *** Book reviews of Scholl, *The White Rose* due ***

T 4/11 Why did the Nazis and their allies lose the war?
  • Reading: Beck, *Under the Bombs*, Ch Preface & Ch. 1-2 (to p. 32)

Th 4/13 Germans as victims of the Nazis? Problematic propositions
  FILM: *The Nazis, A Warning From History*, Pt. 6 (*Fighting to the End*)
  • Reading: Beck, *Under the Bombs*, Ch 3-4 (pp. 33-82)
  *** DRAFT OF TERM PAPER DUE (OPTIONAL)***

T 4/18 Dealing with the consequences: Justice for Nazi Crimes
  FILM: *Berlin under the Allies*
  • Reading: Beck, *Under the Bombs*, Ch 5-7 (pp. 83-150)
Th 4/20  Dealing with the consequences: History, memory, and commemoration
Film: Night and Fog
• Reading: Beck, Under the Bombs, Ch 8-Conclusion (pp. 151-200)
*** Book reviews of Beck, Under the Bombs due ***

T  4/25  PRESENTATIONS

Th 4/27  PRESENTATIONS
*** TERM PAPERS DUE ***

T  5/2  PRESENTATIONS