Course Content

During the semester, we will examine the role of individual agency in historical events, specifically, how important is Hitler to understanding the Third Reich. In order to accomplish this overarching goal we will study the "myth" of Hitler, the appeal of Nazism, the attempt to bring about an ethical and social revolution, resistance in the Third Reich, and the origins of the Second World War in Europe.

This course is conducted as a reading seminar. We will explore historical topics largely by discussing the primary and secondary sources assigned. It is your responsibility to study, not simply read, the assigned readings, and to arrive at tentative answers to the discussion questions before class.

Evaluation of Student Achievement

(1) Discussion & Attendance grade (approximately 0-46 points):

Attendance?
● 2 points for each full day of attendance; approximately 0-24 points possible.
● You are expected to attend class as scheduled. If you have a documented medical excuse (or other reasonable absence such as a funeral) that includes a legible name, date, and phone number whom can be contacted by me, you may make up missed discussions (see me). Because we meet only twice a week, missing one night is comparable to missing an entire week.

How to prepare for discussion?
● 0-2 points are earned each discussion session depending on the amount of participation; the total points possible depends upon how many discussions we have but could add up to 22.
● We will discuss primary (documentary) and secondary (historical interpretations) sources on specific subjects that are either controversial or deserve in-depth attention. Discussion allows students to think through the material with their classmates and the professor serves as a facilitator to keep students on track.
● If the discussion centers on primary sources (e.g. diaries, memoirs, memos, correspondence, speeches, etc.), you should do the following:
   ● Take notes to determine the context of the document: Who wrote/spoke it? Why? When? What are the major points/ideas contained in the document? How reliable is the
primary source? How does it help us address the discussion questions? Which sources are more reliable and why?

● When taking notes, record page numbers or paragraph numbers so that during discussion you can refer to them and encourage classmates and professor to consider the evidence with you.

● If the discussion revolves around secondary sources, then you must consider how convincing historians are in presenting their arguments.
  ● Frequently, you will be assigned excerpts from historical works or journal essays.
  ● Familiarize yourself with the author's thesis and the major points of his/her arguments.
  ● Take notes and record page numbers so that during discussion, you can refer to them.
  ● Consider how convincing is the author's interpretation of an event. While you may not be an expert, trust your instincts and ability to judge the merits of an essay.
  ● What are the author's qualifications and potential biases? Historians cannot avoid being shaped by their environment, the accessibility of primary sources, previous research by other scholars, and so forth. You must try to read between the lines because two or more scholars can look at the same document and not necessarily arrive at the same conclusions. Value laden word choices, the appearance of neutrality, and demonstrating an awareness of previous interpretations are tactics frequently used by historians to pass judgment.

● Always bring the discussion material with you to class.

● In order for everyone to benefit from discussion, everyone must participate.

(2) Document Log Entries; each worth 0-5 points (0-25 points).

● This is an informal writing assignment in which you should attempt to write your tentative interpretations of assigned document groups. This assignment is based on the premise that writing about what you have read is a means of "working through" the material. In the following, I have suggested some questions you might want to answer, but do not assume that these questions are exhaustive. Just demonstrate that you are thinking about the primary sources given the discussion questions and our over-arching goal to understand Hitler's place in the history of the Third Reich!

● ONLY write your NAME on the Back of the Page; I prefer to grade blindly.

● Your log entries should be typed, single-spaced, and not to exceed 1 ½ pages.

● You should analyze the documents, but you may make reference to secondary sources as well.

● You are not necessarily required to discuss every single document, but you are required to make specific and individual reference to a majority. For example, if you were assigned 10 documents, you must specifically refer to 6 documents.

● To demonstrate that you have attempted to analyze a majority of the documents, you just either footnote the individual document number or make reference to it with a parenthetical reference. E.g. Hitler seems convinced that Great Britain will do nothing if he invades Czechoslovakia (doc. 79). (This kind of crude reference to documents is not allowed in formal writing assignments.) Make it possible for me and you to retrace your steps. Moreover, specificity is required so that you earn full points.

● This assignment will be collected at the beginning of class periods when the discussions are to be held.
• **LOG ENTRY #1:** In considering the electoral failures and successes of the Nazi party, as evident in Jackson Spielvogel and the election charts on pp.66-67, 95-97 in *Inside Hitler's Germany*, what factors are most significant in explaining the eventual success of the Nazis? How important were local party initiatives compared to national?

• **LOG ENTRY #2:** Between Hitler's appointment in January 1933 through August 1934, the Nazi seized and consolidated power. What factors explain their success? How important was Hitler to the process? How important were other national leaders? How important were the local party activists?

• **LOG ENTRY #3:** How revolutionary were the Nazis? The Nazis promised to create a *Volksgemeinschaft*. What were the tactics used to create a *Volksgemeinschaft*? Was it achieved?

• **LOG ENTRY #4:** How instrumental was Hitler in the origins of the war in Europe? What were Hitler's foreign policy goals? Did Hitler intend a series of localized wars or a great war or a total war? Did his intentions change over time? At what point did Hitler give up hope of an alliance with Great Britain? Why did Hitler make the fatal mistake of attacking the Soviet Union in 1941?

• **LOG ENTRY #5:** What forms and degrees of resistance existed within the Nazi regime? How should resistance be defined? What are the differences between collaboration, conformity, and resistance? Jackson Spielvogel maintains, "Nazis infiltrated every one," preventing Germans from organizing outside Nazi auspices. In short, they were "depoliticized." Nonetheless, he acknowledged that resistance was more difficult during the war years, but it was more serious. Drawing upon what you have learned from Gellately's work and primary sources, how convincing is Spielvogel's assessment of resistance?

• **How will this assignment be graded?** You are not being assessed upon your writing skills but your attempts to interpret the documents (not the narratives sandwiched between the documents), develop a tentative understanding of their larger meaning, and raise questions about the documents. If you want, imagine you are writing a letter to a friend or family member telling them what you are learning about various aspects of the Hitler and the Third Reich based upon your reading of the assigned documents. To earn a minimum 2.5 points you must follow all directions.

(3) **Two take home essay exams at mid term and finals (each exam is 0-40 points or 20 points per essay for a total of 0-80 points).**

- You will be given some choice of essay questions.
- Each test will require that you write two essays; each essay will be 4-7 pages in length. The essays will not require additional research, but they will require that you support your thesis with the readings assigned during the course of the semester.
- You will be required to turn in a hard copy of these exams and submit your papers to Turnitin.com through BU's Blackboard. (Details for these exams will be forthcoming.)

Letter Grades are assigned based upon the percentage of points:

Letter grades are recorded for individual assignments according to the following scale:
Integrity, simply defined, is doing what is right even when no one is looking.

Academic Integrity
Bloomsburg University Policy and Procedures 3512

"Academic integrity refers to the adherence to agreed upon moral and ethical principles when engaging in academic or scholarly pursuits. The university's academic integrity is part of an effort to nurture a community where trust, honesty and personal integrity guide all of our dealings with one another. Personal integrity is vital to our pursuit of educating and becoming educated. This student academic integrity policy is only part of, not the entirety of, efforts to foster a community of trust; trust is built first on our actions toward each other. The responsibility to be honest, fair, and forthright with others is a responsibility that each member of the Bloomsburg University community must accept . . .

"The following types of behaviors are examples of academic dishonest. This list is not, and cannot be exhaustive. Students who are unsure if an act is academically dishonest have a duty to consult their professor before engaging in the act."

Academic dishonesty includes: cheating, plagiarism, fabrication, misrepresenting circumstances, impersonation, obtaining an unfair advantage, aiding and abetting of academic dishonest, falsification of records and official documents, and unauthorized access to computerized academic or administrative records or systems. For detailed definitions of these examples of academic dishonest, consult Bloomsburg University's Academic Integrity Policy (PRP 3512) at www.bloomu.edu/about/govern/pol.3512.htm.

Attendance and Deadlines

Regular classroom attendance is mandatory. There is no makeup for unexcused absences. It is the student's responsibility to keep track of his/her absences and contact the professor to make up work promptly.

You are required to turn in your assignments on time. Late papers can be penalized five points for each day they are late, unless a valid excuse is provided. "Computer problems" or the "dog ate my homework" are not acceptable excuses. If your computer "swallows your paper," or malfunctions in some manner, your papers can be accepted late only if a handwritten draft is submitted by the deadline. You should always have backup copies of your files and print "hard copies" so you do not lose your work. Also, if you are a history or education major, you should make a copy of the final draft of all assignments to keep for portfolios that are usually required when you student teach, when you ask professors for recommendations, or enter the job market.
where writing samples are required (after you graduate from college, it can also be fun to look back on your earliest writings to see how much you progressed).

**Required Texts**

Jackson Spielvogel, *Hitler and Nazi Germany*

Benjamin Sax and Dieter Kuntz, *Inside Hitler's Germany*

Claudia Koonz, *The Nazi Conscience*

**Reading the Syllabus**

According to the schedule below, you should have studied, not just read, by the date of the class meeting the assigned readings and be prepared to discuss them. Please note when assignments are due. Always bring books, handouts, etc that are assigned to the relevant class meetings.

If classes are canceled because of road conditions, bad weather, etc., you are responsible for finding out how the syllabus will be adjusted. As a general rule, whatever was scheduled on the day a class is canceled will be covered at our next meeting. If in doubt, please do not hesitate to contact me.

This syllabus is subject to change.

**Lectures, Readings, and Assignments**

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<thead>
<tr>
<th>DATE</th>
<th>Reading and Discussion Assignments</th>
<th>Written Assignments</th>
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<tbody>
<tr>
<td>9 July</td>
<td>Lecture: The Place of Hitler in History</td>
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<td>Film: <em>The Nazis: Helped into Power</em></td>
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<td>11 July</td>
<td><strong>Discussion:</strong> How essential was Hitler to the Third Reich? What is the &quot;Hitler myth&quot; and its significance to the Third Reich? If individuals and groups were &quot;working towards the Führer,&quot; then how important were the grassroot efforts (or from below) in the Nazi seizure of power? Which term is more accurate: Hitlerism or Nazism?</td>
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<td><strong>Study:</strong></td>
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<td></td>
<td>● Ian Kerhsaw, &quot;The Hitler Myth&quot; (Andruss Library Reserve)</td>
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<td></td>
<td>● Ian Kershaw, &quot;Working Towards the Führer&quot; (Andruss Library Reserve)</td>
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<td>● Spielvogel, <em>Hitler and Nazi Germany</em>, chapter 5</td>
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<td></td>
<td><strong>Lecture:</strong> Nazi Seizure of Power and the Collapse of the Weimar Republic</td>
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<tr>
<td>Date</td>
<td>Discussion</td>
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| 16 July  | In considering the electoral failures and successes of the Nazi party, as evident in Jackson Spielvogel and the election charts on pp.66-67, 95-97 in *Inside Hitler's Germany*, what factors are most significant in explaining the eventual success of the Nazis? How important were local party initiatives compared to national? | *Spielvogel, Hitler and Nazi Germany*, pp. 43-69  
*Inside Hitler's Germany* Documents 12, 13, 14, 16, 17, 19, 20, 21, 22, and 23 | *The Nazis: Chaos and Consent*                                                      | The documents are *Inside Hitler's Germany* Documents 12, 13, 14, 16, 17, 19, 20, 21, 22, and 23 |
| 18 July  | Between Hitler's appointment in January 1933 through August 1934, the Nazi seized and consolidated power. What factors explain their success? How important was Hitler to the process? How important were other national leaders? How important were the local party activists? | *Inside Hitler's Germany* Documents 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, and 39  
*Spielvogel, Hitler and Nazi Germany*, pp. 69-81  
Jeremy Noakes, "Viceroy of the Reich?" (Andruss Library Reserve)  
Anthony McElligott, "Sentencing towards the Führer" (Andruss Library Reserve) | Document Log Entry #2 due at the beginning of class.  
The documents are *Inside Hitler's Germany* Documents 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, and 39 | |
<p>| 23 July  | How revolutionary were the Nazis? The Nazis promised to create a <em>Volksgemeinschaft</em>? What were the tactics | <em>Spielvogel, Hitler and Nazi Germany</em>, chapter 4                                       | Document Log Entry #3 due at the beginning of class.                                                                 |</p>
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<th>Date</th>
<th>Activity</th>
<th>Study</th>
<th>Film</th>
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<tr>
<td>25 July</td>
<td>Discussion: What is the &quot;Nazi conscience&quot; i.e. what was the new moral order promised by Hitler? Claudia Koonz maintains that Hitler and the Nazis carried out a &quot;comprehensive ethical revolution&quot;? How was this accomplished according to Koonz? Does she put forth a convincing argument?</td>
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<td></td>
<td>Study:</td>
<td>● <em>Koonz, The Nazi Conscience</em>, pp. 1-102</td>
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<td>30 July</td>
<td>Discussion: What is the &quot;Nazi conscience&quot; i.e. what was the new moral order promised by Hitler? Why might a large number of ordinary Germans welcome Hitler's ideas? Claudia Koonz maintains that Hitler and the Nazis carried out a &quot;comprehensive ethical revolution&quot;? How was this accomplished according to Koonz? Does she put forth a convincing argument? How does Koonz's study impact our understanding of the origins of the &quot;final solution&quot;?</td>
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<td>Study:</td>
<td>● <em>Koonz, The Nazi Conscience</em>, pp. 103-274</td>
<td>Film: <em>The Nazis: The Road to Treblinka</em></td>
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<td>1 August</td>
<td>Lecture: Hitler's War?</td>
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<td></td>
<td>Study:</td>
<td>● <em>Spielvogel, Hitler and Nazi Germany</em>, chapters 7-8</td>
<td>Film: <em>The Nazis: The Wrong War</em></td>
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The documents are *Inside Hitler's Germany* Documents 54, 55, 56, 57, 58, 59, 60, 61, 63, 64, 65, 66, 68, 72, 73, 74, 75, 76, 77, 78
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<th>Study</th>
<th>Lecture</th>
<th>Document Log Entry #4 due at the beginning of class.</th>
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| 6 August | How instrumental was Hitler in the origins of the war in Europe? What were Hitler's foreign policy goals? Did Hitler intend a series of localized wars or a great war or a total war? Did his intentions change over time? At what point did Hitler give up hope of an alliance with Great Britain? Why did Hitler make the fatal mistake of attacking the Soviet Union in 1941? | ● Inside Hitler's Germany Documents 67, 79, 80, and 81  
● Origins of WWII document packet (Andruss Library Reserve) | Germans and the Nazi Regime | The documents are Inside Hitler's Germany Documents 67, 79, 80, and 81; origins of WWII document packet (Andruss Library Reserve) |
<p>| 8 August | How much terror was necessary to bring about conformity in the Third Reich? Why does Gellately believe that terror cannot solely explain the &quot;staying power&quot; of the Third Reich? What did the ordinary German know about the police and the concentration camps? What role did denunciations play in the policing of Germany? To what extent were the German people coerced into obeying or consented to the regime? | ● Robert Gellately, Backing Hitler, excerpts (Andruss Library Reserve) | | |
| 13 August| What forms and degrees of resistance existed within the Nazi regime? How should resistance be defined? What are the differences between collaboration, conformity, and resistance? Jackson Spielvogel maintains, &quot;Nazis infiltrated every one,&quot; preventing Germans from organizing outside Nazi auspices. In short, they were &quot;depoliticized.&quot; Nonetheless, he acknowledged that resistance was more difficult during the war years, but it was more serious. Having studied Gellately's work and primary sources, how convincing | | Document Log Entry #5 due at the beginning of class. |</p>
<table>
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<tr>
<th>Date</th>
<th>Discussion: Can a nation be de-Nazified? Did the Nuremberg trials bring justice to the victims of war and Nazism? How should major conflicts be resolved?</th>
<th>Take Home Exam Due 15 August, in class</th>
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<tr>
<td>15 August</td>
<td>Study: t.b.a.</td>
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is Spielvogel's assessment of resistance?

**Study:**