# History 490: The Third Reich

## Fall Semester, 2018

Section 1 (Tuesday, 4:00-6:30 p.m.).

Professor: Dr. Brian J. Hale

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Office Hours: Tuesday, 2:00-2:45 p.m., Thursday, 4:00-5:00 p.m., and by prearranged appointment.

Course Description:

 The rise of Nazism in Germany is among the most studied phenomena in modern history. The German history section of the average local library or bookstore is overwhelmingly dominated by the period; a recent count indicates that over 100,000 books have been published about Hitler alone. The reasons for this widespread interest are clear. A combination of a disgruntled electorate and crafty, overconfident elite brought the radical right-wing party under the leadership of Adolf Hitler to power, undermining, subverting, and ultimately destroying the democratic Weimar Republic. The Nazis in turn seized control of the German state. They created a brutal political system which divided the German people through a racial hierarchy and later took a racialist vision of the world abroad, starting a war in which over 50 million people perished. It was not just war, however, that wreaked death and destruction across Europe, but the Nazi plans to eliminate racially “lesser” peoples – Jews as well as Sinti, Roma, Bolsheviks, homosexuals, and the handicapped – known as the Holocaust. The Nazis used the tools of modern civilization such as technology, bureaucracy, science, and law to alienate, isolate, transport, and finally kill millions. The impact of the Third Reich on modern human history therefore far exceeds the dimensions suggested by its short, twelve-year duration from 1933 to 1945.

#  This course, using readings, films, discussions, and presentations, will offer a comprehensive overview of the origins, rise, and outcome of National Socialism. Some of the topics that we will discuss include: National Socialism and the broader course of German history; the centrality of World War I to the weakness of the Weimar Republic; the role of nationalism, racism, and anti-Semitism in Nazi ideology; the extension of Nazi control over German society; everyday life in the Third Reich; the importance of World War II; women; and the resistance. Moreover, we will spend time examining the Holocaust: How did it come about? Who committed crimes and why? How did its victims react and resist? The answers to these questions and the nature of these questions have been the object of historical debate for decades. By gaining a greater understanding of the Third Reich, students will be prepared to act thoughtfully and responsibly in the modern global society. Students will be engaged in a sustained discourse about the past in order to understand the present, and they will hone their skills in critical thinking, research, writing, and oral presentation. The books and other materials used in the course will provide an in-depth historical background to all of these issues. Classroom discussions and presentations will provide an opportunity to expand each student’s understanding of the Nazi era. The written project for the course will involve a well-documented, scholarly research paper about a topic that is based on each student’s interests. The students will give formal presentations about their topics in a conference-like setting.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Intended Learning Outcomes:

 This course is a capstone experience for History majors. The class will be built upon the skills you have learned and developed in History 300, as well as in your upper-division classes. Students who diligently complete this course will be able to:

 Demonstrate the critical thinking, quantitative, and communication skills necessary to succeed in a

 rapidly changing global society through reading and discussion assignments from a wide range of

 primary sources and secondary works.

 Analyze primary historical documents in written and cinematographic form to understand the role of

 interpretation in the construction of knowledge about the past.

 Evaluate competing historical claims about the past that inform how we think about the present.

 Apply knowledge and skills gained throughout their academic career to write a scholarly research paper and

to provide an overview of the work in a professional, conference-style oral presentation in the

#  classroom.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Required Books:

 Saul Friedländer & Orna Kenan, *Nazi Germany and the Jews, 1933-1945* (New York: Harper, 2009).

 Ian Kershaw, *Hitler: A Biography* (New York: Norton, 2008).

 Anson Rabinbach ed., *The Third Reich Sourcebook* (Berkeley: University of California Press, 2013).

 Matthew Stibbe, *Women in the Third Reich* (London: Hodder Education, 2003).

#  David G. Williamson, *The Third Reich*, 5th ed. (Harlow: Longman, 2018).

#  E-Reserve readings.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other Sources:

 Anton Kaes, et al., *The Weimar Republic Sourcebook* (Berkeley: University of California Press, 1994).

 Jeremy Noakes and Geoffrey Pridham, eds., *Nazism. A Documentary Reader*, 4 vols. (Exeter: Exeter

#  University Press, 2008-2014).\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Suggested Sources:

 Mary L. Kelley, *Understanding and Answering Essay Questions* (Englewood Cliffs, 1994).

 Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 4th ed. (1989; Boston and New York, 2004).

 Library Website: Services, Citing Resources, Chicago Style; Site; Chicago-Style Citation Quick Guide.

Reading Assignments:

 Each week, the reading assignment for the following week from the books by Friedländer, Kershaw, Rabinbach, Stibbe, or Williamson, as well as from E-Reserve and film resources, will be posted in *Desire to Learn*. You can rent the Rabinbach book in the textbook section of the Dreyfus University Center bookstore. You can purchase the Friedländer, Kershaw, Stibbe, and Williamson books at the bookstore or on-line from a variety of vendors. Please be sure to get the correct edition of the texts. The books are also on two-hour reserve in the UWSP library. A link to Kelley’s short pamphlet can be found in *Desire to Learn*. Rampolla’s book is on two-hour reserve in the library.

Assignments and Grading:

 There will be two take-home exams during the semester that will require you to organize and analyze the course readings into logical and coherent themes. The first test will be around mid-semester. The second test will be around final exam week. Each exam is worth 150.0 points. See the handout titled “Exam Guidelines.” You will receive a copy of it on the first day of class. A copy is also available in *Desire to Learn*.

 You will complete a research project with the following separately graded components: topic statement (5.0 points); prospectus with bibliography (15.0 points); literature review (30.0 points); essay of ten to fifteen pages (150.0 points); edited classmate’s paper (50.0 points); an oral presentation (75.0 points); and a critique of an oral presentation (50.0 points). More information about each component can be found in *Desire to Learn* under “Essay Guidelines” and “Oral Presentation Guidelines,” as well as in the handouts given to you.

#  You will facilitate seminar discussions in several ways. First, each student will be given a reading assignment from the required books, E-Reserve documents, or films. A class facilitator will introduce the main ideas of the assignment and prepare two to three questions for discussion (50.0 points each presentation). Second, students will be graded on their contributions to each class discussion. Indeed, contributing to class discussions is a significant part of your grade. It is essential that everyone come to class prepared. A successful seminar requires focus and 100% participation.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Important Dates:

 Research paper topic due by email to the instructor before the start of class on Tuesday, September 18.

 Prospectus and bibliography due in class on Tuesday, October 9.

 Exam I due in *Desire to Learn* Dropbox on Tuesday, October 16. No late exams will be accepted.

 Literature review due in class on Tuesday, October 23.

 Rough draft of essay due in class on Tuesday, November 6 for distribution to a classmate for editing.

 Edited rough draft of classmate’s essay due in class on Tuesday, November 13.

 Essay due in *Desire to Learn* Dropbox on Tuesday, November 20. No late essays will be accepted.

 Oral presentations about research papers begin on Tuesday, November 20.

 Exam II due in *Desire to Learn* Dropbox on Tuesday, December 18. No late exams will be accepted.

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Grades and Notes:

Essay: 375.0 points 90 -100% = A

Facilitator: 100.0 points 80 - 89% = B

Participation: 100.0 points 70 - 79% = C

Exams: 300.0 points 60 - 69% = D

# Total: 875.0 points 0 - 59% = F

# Extra credit available on request.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grading Criteria:

#  All students are expected to be engaged with the course materials and to participate actively in classroom discussions. The class is a “seminar” which is usually defined as a group of advanced students studying under a professor with each doing original research and all exchanging results through reports and discussions. The requirements for each segment of the course are detailed in the handouts provided to you. It is your responsibility to prepare for all exams and complete assignments. A critical thinking rubric is located at the end of this syllabus.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rights and Responsibilities:

 The UWSP administration requires that everyone read information regarding student rights and responsibilities on campus. The easiest way to accommodate this requirement is to provide you with a link to the online document that contains this information. You can click on the link in Desire to Learn under our course number. For more information, go to the following link:

<http://www.uwsp.edu/stuaffairs/Pages/departments/rightsResponsibilities.aspx>.

 The Rights and Responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>.

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Americans with Disabilities Act:

 The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP’s policies, see:

<http://www.uwsp.edu/stuaffairs/Documents/Rights/Respons/ADA/rightsADAPolicyinfo.pdf>.

Important Regulations:

* All societies have norms, and it is therefore important for you to abide by the rules of conduct in this class.
* You must take all of the exams, complete each section of the exams, turn in an essay and all of its components, facilitate discussion, and give oral presentations in the ways listed above to pass the course.
* Please maintain respect in the classroom. Talking to classmates during lecture, reading newspapers or books, working on materials for other classes, looking at your phone, sleeping, and packing up before the end of class are examples of disrespectful behavior.
* Do not leave the room in the middle of class, because it is disruptive to the instructor and other students. You are expected to spend the entire 150 minutes in class. Any exceptions to this rule must be approved by the instructor prior to the class period. Appointments are not a valid excuse to leave class early.
* Please remember to turn off cell phones, pagers, tape recorders, and other technology during class. Recording class sessions, texting, and tweeting during class is also prohibited!
* Please keep in mind that the course rules and policies, exam dates, and grading scale apply to all students equally. Therefore, you should not ask for special treatment for these features of the course.
* **Attendance is part of your grade**!! All students are required to attend class and are responsible for all material covered in class. Attendance will be taken. If you miss **2 or more** classes (13%) during the semester, your grade will drop by 10%. If you miss **4 or more** classes (27%) during the semester, your grade will drop by 20%. If you miss **6 or more** classes (40%), you will fail the course. The only excused absences are for severe illness, your personal hospitalizations, deaths in your immediate family, and university-related functions. Appropriate documentation must be provided to me in each case.
* You are responsible for signing the attendance sheet each day. If you do not sign the attendance sheet, you will be listed as absent.
* No instance of academic misconduct, such as plagiarism or cheating, will be tolerated. They are serious offenses against fellow students and the university community.

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Additional Notes:

* Extra credit is available upon request. Extra credit will be offered at the discretion of the instructor. No extra credit will be granted during the last two weeks of the semester. If you miss more than 2 classes during the semester, you will not receive any type of extra credit points.
* If you require special accommodations in order to meet the requirements of this course, please contact me during the first week of the semester.
* This syllabus is subject to change throughout the semester.

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Class Discussion and Research Topics from Textbooks:

I. Anton Kaes, et al., *The Weimar Republic Sourcebook* (Berkeley: University of California Press, 1994):

 1. The Rise of Nazism.

 2. The Struggle Against Fascism.

 3. The Jewish Community: Renewal, Redefinition, Resistance.

 4. Revolution from the Right.

II. Anson Rabinbach and Sander Gilman, eds., *The Third Reich Sourcebook* (Berkeley: University of

 California Press, 2013):

 1. The Munich Years and the Legacy of the War.

 2. Nazism in Power:1933.

 3. The Political Religion: Führer Cult, Ceremonies, and Symbol

 4. Between Myth and Doctrine.

 5. Racial Science.

 6. Germany’s Colonial Mission.

 7. Jews: The Visible Enemy.

 8. Eliminating the Jews: From the Nuremberg Laws to *Kristallnacht*.

 9. Educating the Race: Children and Adolescents.

 10. Higher Education: Science, History, and Philosophy Revised.

 11. Women and “the Woman Question.”

 12. Marriage and the Family.

 13. Eliminating “Superfluous Life.” “Asocials,” Criminals, the Handicapped, and the Mentally Ill.

 14. Healthy and Unhealthy Sexuality.

 15. The German Soul and Psyche.

 16. The National Socialist State and Christianity.

 17. Literature: Official Culture and Its Outcasts.

 18. The Visual Arts: German Art vs. Degenerate Art.

 19. Music: The Wagner Cult vs. Degenerate Music.

 20. Cinema: Entertainment and Propaganda.

 21. Politics and Entertainment: Theater, Radio, and Television.

 22. Jewish Culture Under Nazi Persecution: The Jewish Cultural League.

 23. Industry and Labor: The Four-Year Plan, Beauty of Labor, and Strength through Joy.

 24. Modernizing Germany: The Autobahn and Americanism.

 25. The 1936 Olympics and the World of Sports.

 26. “*Amusmang*”: Laughter in the Third Reich.

 27. The Holocaust Begins: Violence, Deportation and Ghettoization, 1939-1942.

 28. The Annihilation of European Jewry, 1942-1945.

 29. Total War: 1939-1945.

 30. Communists, Socialists, Youth, and the Conservative Resistance.

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**Critical Thinking Value Rubric for Classroom Assignments**:

**Definition:**

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

**Framing Language:**

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments to complete analyses of text, data, or issues. Assignments cut across presentation mode in the class. Insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important will be especially illuminating.

**Glossary:**

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

• **Ambiguity**: Information that may be interpreted in more than one way.

• **Assumptions**: Ideas, conditions, or beliefs (often implicit or unstated) that are "taken for granted or accepted as true without proof." (quoted from www.dictionary.reference.com/browse/assumptions)

• **Context**: The historical, ethical. political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.

• **Literal meaning**: Interpretation of information exactly as stated. For example, "she was green with envy" would be interpreted to mean that her skin was green.

• **Metaphor**: Information that is (intended to be) interpreted in a non-literal way. For example, "she was green with envy" is intended to convey an intensity of emotion, not a skin color.

**Explanation of issues:**

High Achievement:

 Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all

 relevant information necessary for full understanding.

 Good Achievement:

 Issue/problem to be considered critically is stated, described, and clarified so that understanding is not

 seriously impeded by omissions.

 Moderate Achievement:

 Issue/problem to be considered critically is stated but description leaves some terms undefined,

 ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.

 Low Achievement:

 Issue/problem to be considered critically is stated without clarification or description.

**Evidence:**

 *Selecting and using information to investigate a point of view or conclusion*

 High Achievement:

 Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive

 analysis or synthesis. Viewpoints of experts are questioned thoroughly.

 Good Achievement:

 Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis

 or synthesis. Viewpoints of experts are subject to questioning.

 Moderate Achievement:

 Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a

 coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.

 Low Achievement:

 Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are

 taken as fact, without question.

**Influence of context and assumptions**

 High Achievement:

Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully

 evaluates the relevance of contexts when presenting a position.

 Good Achievement:

 Identifies own and others' assumptions and several relevant contexts when presenting a position.

 Moderate Achievement:

 Questions some assumptions. Identifies several relevant contexts when presenting a position. May be

 more aware of others' assumptions than one's own (or vice versa).

 Low Achievement:

 Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions).

 Begins to identify some contexts when presenting a position.

**Student's position (perspective, thesis/hypothesis):**

 High Achievement:

 Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of

 an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are

 synthesized within position (perspective, thesis/hypothesis).

 Good Achievement:

 Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue.

 Others' points of view are acknowledged within position (perspective, thesis/hypothesis).

 Moderate Achievement:

 Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.

 Low Achievement;

 Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.

**Conclusions and related outcomes (implications and consequences):**

High Achievement:

 Conclusions and related outcomes (consequences and implications) are logical and reflect student’s

 informed evaluation and ability to place evidence and perspectives discussed in priority order.

 Good Achievement:

 Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes

 (consequences and implications) are identified clearly.

 Moderate Achievement:

 Conclusion is logically tied to information (because information is chosen to fit the desired conclusion);

 some related outcomes (consequences and implications) are identified clearly.

 Low Achievement:

 Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences

 and implications) are oversimplified.

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