

Cover Sheet: Request 9645

EUH2034Nazi Germany

Info

Process	Course Modify Ugrad/Pro
Status	Pending
Submitter	Oppel,Linda S lopper@ufl.edu
Created	10/8/2014 9:17:34 AM
Updated	2/19/2015 9:23:25 AM
Description	A political and cultural analysis of the history of Nazi Germany examining Nazi ideology, the origins of the Nazi state, coercion and consent among ordinary Germans, persecution of the disabled and of Jews, resistance and non-resistance and the course of World War II from the German perspective.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - History 011612000	Nina Caputo		10/8/2014
College	Recycled	CLAS - College of Liberal Arts and Sciences	Pharies, David A	by request of submitter	10/22/2014
Department	Approved	CLAS - History 011612000	Nina Caputo		10/22/2014
College	Comment	CLAS - College of Liberal Arts and Sciences	Rush, Thomas B	Reopened at the request of Pharies,David A	12/12/2014
College	Approved	CLAS - College of Liberal Arts and Sciences	Pharies, David A		1/15/2015
University Curriculum Committee	Comment	PV - University Curriculum Committee (UCC)	Gebhardt, Susan	Added to the February agenda	1/20/2015
University Curriculum Committee	Recycled	PV - University Curriculum Committee (UCC)	Gebhardt, Susan	Request: Increase course to 3000-level; require 3 credits of AMH, ASH, EUH, HIS, LAH, or WOH as prerequisite UCC: Number 3 (course number) is not complete, should be 034; should make clear that students need 3 credits of only one of the listed prefixes. Syllabus: Syllabus would be useful to justify is required forthe change in course level, but none is provided. (A syllabus is in the removed documents, but it's unclear if this is from the 2000-level or an example of 3000-level).	2/18/2015

Step	Status	Group	User	Comment	Updated
College	Approved	CLAS - College of Liberal Arts and Sciences	Pharies, David A	In my opinion the prerequisite is clear.	2/19/2015
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			2/19/2015
Statewide Course Numbering System					
Office of the Registrar					
Student Academic Support System					
Catalog					
College Notified					

UCC2: Change Course Transmittal Form

Current SCNS Course Identification

1. Prefix EUH 2. Level 2 3. Number 034 4. Lab Code Select

5. Course Title Nazi Germany

Requested Action

6. Effective Term Summer 7. Effective Year 2015

8. Action: Terminate Course ☐ Other ☒
(Skip to item 24 on this form.) (Complete all items below.)

If you select “yes” to change any item below, complete the corresponding “current” and “proposed” fields.

Item	Change?	Current	Proposed
9. Course Prefix	Yes <input type="checkbox"/>	XXX	XXX
10. Course Level	Yes <input checked="" type="checkbox"/>	2	3
11. Course Number	Yes <input type="checkbox"/>	XXX	XXX
12. Lab Code	Yes <input type="checkbox"/>	Select	Select
13. Course Title	Yes <input type="checkbox"/>	Click here to enter text.	Click here to enter text.
14. Transcript Title (21 characters max)	Yes <input type="checkbox"/>	Click here to enter transcript title.	Click here to enter transcript title.
15. Credit Hours*	Yes <input type="checkbox"/>	Select	Select
16. Variable Credit*	Yes <input type="checkbox"/>	Min # and max # credits per semester	Min # and max # credits per semester
17. S/U Only	Yes <input type="checkbox"/>	Select	Select
18. Contact Type*	Yes <input type="checkbox"/>	Select Contact Type	Select Contact Type
19. Rotating Topic	Yes <input type="checkbox"/>	Select	Select
20. Repeatable Credit*	Yes <input type="checkbox"/>	Select	Select
21. Course Description* (50 words or fewer.)	Yes <input type="checkbox"/>	Click here to enter text.	Click here to enter text.
22. Prerequisites	Yes <input checked="" type="checkbox"/>	None	3 credits in any course with any of the following prefixes: AFH,AMH,ASH,EUH,HIS,LAH, or WOH
23. Co-requisites	Yes <input type="checkbox"/>	Click here to enter text.	Click here to enter text.

* If the request is for a change in credits, contact type or course description, a syllabus must be attached and the syllabus checklist on the next page of this form must be completed.

24. Rationale and Placement in Curriculum

My experience teaching this class both at the 3000 level as a revolving topic class and at the 2000 level strongly suggests that the 3000 designation is more appropriate than the latter, because the topic is so weighty and the material so difficult that students' expectations of lower division classes make it impossible for me to present the material, assign readings, and create interactive writing assignments in a manner that is suitably sustained and in-depth. The extensive reading and writing required in this class is appropriate for

students who have completed at least one college level course in history.

Syllabus Requirements Checklist

The University's complete Syllabus Policy can be found at:

http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi_policy.pdf

The syllabus of the proposed course **must** include the following:

- ☒ Course title
- ☒ Instructor contact information (if applicable, TA information may be listed as TBA)
- ☒ Office hours during which students may meet with the instructor and TA (if applicable)
- ☒ Course objectives and/or goals
- ☒ A weekly course schedule of topics and assignments.
- ☒ Methods by which students will be evaluated and their grades determined
- ☒ Information on current UF grading policies for assigning grade points. This may be achieved by including a link to the appropriate undergraduate catalog web page:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.
- ☒ List of all required and recommended textbooks
- ☒ Materials and Supplies Fees, if any
- ☒ A statement related to class attendance, make-up exams and other work such as: *"Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>."*
- ☒ A statement related to accommodations for students with disabilities such as: *"Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation."*
- ☒ A statement informing students of the online course evaluation process such as: *"Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>."*

It is **recommended** that the syllabus contain the following:

- ☒ Critical dates for exams or other work
- ☒ Class demeanor expected by the professor (e.g. tardiness, cell phone usage)
- ☒ The university's honesty policy regarding cheating, plagiarism, etc.

Suggested wording: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

- ☒ Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies

UNIVERSITY OF FLORIDA
DEPARTMENT OF HISTORY
EUH 3034
NAZI GERMANY

INSTRUCTOR INFORMATION

INSTRUCTOR	NORMAN JW GODA
OFFICE	WALKER HALL 201
PHONE AND EMAIL	392-2168 -- GODA@UFL.EDU
OFFICE HRS	MWF 12-1

COURSE INFORMATION

TIME	MWF PERIOD 4
LOCATION	FLI 123

Nearly six decades after its collapse, Nazi Germany continues to fascinate the general public as well as specialists, and with good reason. Though Adolf Hitler's state lasted for only twelve years, it started history's most destructive war (World War II) while committing history's largest crime (The Holocaust)– and for the most part, it did so with the acquiescence of the German public.

We will move chronologically, but also thematically, over the semester. Each week, with two exceptions, will have two days of lecture (Monday, Wednesday) and one day of discussion (Friday), to which you will have to write and bring a 300-350-word reaction paper based on that week's readings. There will be an essay midterm, an argumentative paper of 1,500 words, and an essay based-final exam.

COURSE OBJECTIVES:

By the end of the semester students will:

- Understand the major questions that historians ask about Nazi Germany.
- Understand the major arguments and factual narratives concerning these questions.
- Understand how the Nazi state functioned organically, not simply as a top down dictatorship, but how it won consensus from among ordinary Germans.
- Draw larger lessons from the Nazi period concerning the essence of citizenship and human responsibility.
- Be able to formulate solid arguments concerning major issues of the Nazi period in writing and in speech.

REQUIRED TEXTS

- Spielvogel, Jackson. *Hitler and Nazi Germany*. 6th ed. (New York: Pearson, 2009).
- Crew, David, ed. *Nazism and German Society 1933-1945*. London: Routledge, 1994.
- Additional Required Texts Available on Canvas.

WEB RESOURCES USED FOR CLASS

German History in Documents and Images (German Historical Institute):

<http://germanhistorydocs.ghi-dc.org/>

United States Holocaust Memorial Museum

<http://www.ushmm.org/>

German Propaganda Archive (Calvin College)

<http://www.calvin.edu/academic/cas/gpa/>

WRITING ASSIGNMENTS AND FEEDBACK:

This course meets the university writing requirement and provides opportunities for writing **4,000 words**. The Writing Requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. **To receive writing credit for this course, a student must receive a grade of “C” or higher and a satisfactory completion of the writing component of the course.** The instructor will provide timely feedback on writing with respect to grammar, punctuation, usage of standard written English, clarity, coherence, and organization. Weekly reaction papers, due on Fridays (see below), will receive feedback by the following Tuesday. The term paper, due at the end of week 13, will receive feedback by the following week.

GRADE DISTRIBUTION:

- **Weekly Reaction Papers (20%).** Each week will have a set of documents for you to read. You will write reaction paper of 300-350 words (one and a half typed pages), in which you will answer questions **based on** the class readings. The grading rubric is as follows:

A: clear, organized argument, engaging/arguing directly with readings, flawless grammar.

B: clear argument, shows understanding of readings, minimal grammatical mistakes.

C: unclear organization, lacking clear manifestation of readings, chronic grammatical mistakes

D-E: poorly written, no demonstration of having done readings, grammar not at college level.

- **Weekly class participation (10%).** Students are expected to participate in class discussions on Friday. Participation is graded as follows:

A: consistent, strong, and insightful participation with regular reference to readings

B: steady participation, sometimes based on readings

C: minimal participation with little-to-no engagement with the readings

D-E: lack of participation and engagement in the discussions and readings

- **Midterm Exam (20%).** There will be a midterm exam given on the Friday of the sixth week consisting of identification questions and an essay. The grading rubric is as follows:

A: identifies and dates key terms, placed clearly in broad historical context; well argued, sustained essay complete with material from class, readings; with full command of detail.

B: identifies and/or dates key terms, placed somewhat in broad historical context; essay contains sufficient historical detail to sustain argument with some detail.

C: identifies and/or dates some key terms, not as well paced within historical context; essay lacks sustained argument, lacking command of detail.

D-E: fails to demonstrate command of key terms; fails to demonstrate command of essay question.

- **Term Paper (20%).** There will be a term paper of 1,500 words (about six pages) due at the end of the twelfth week in which you weigh historical questions concerning multiple weekly readings together. The grading rubric is as follows:

A: clear, organized, sustained argument; engaging/arguing directly with several weeks of readings; polished grammar and usage, proper citations, no misspellings.

B: clear argument, generally sustained throughout paper, shows understanding of readings over several weeks, minimal grammatical mistakes.

C: unclear organization, argument not as well sustained, lacking clear manifestation of readings, chronic grammatical mistakes

D-E: poorly written, no demonstration of having understood readings, grammar not at college level.

- **Final Examination (20%).** There will be a comprehensive final consisting of short answers, identification questions, and an essay given during finals week.

A: identifies and dates key terms, placed clearly in broad historical context; well argued, sustained essay complete with material from class, readings; with full command of detail.

B: identifies and/or dates key terms, placed somewhat in broad historical context; essay contains sufficient historical detail to sustain argument with some detail.

C: identifies and/or dates some key terms, not as well paced within historical context; essay lacks sustained argument, lacking command of detail.

D-E: fails to demonstrate command of key terms; fails to demonstrate command of essay question.

CLASSROOM POLICIES:

- **Attendance and makeup policy:** Lecture attendance is mandatory. It will be assessed through a daily sign-up sheet. The student will lose 1% from his or her final grade for every unexcused absence. Absence on discussion days without excused absence will impact class participation, as this work cannot be made up without an excused absence. The midterm exam cannot be made up without an excused absence. Absences will be excused in accordance with UF policy. Acceptable reasons include illness, religious holidays, military obligation, and the twelve-day rule (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>). Should you miss a class for any reason, you are responsible for informing yourself as to what was covered in class.
- **Late Policy:** A class roll will be passed around at the beginning of class. If a student is late, he or she will have to sign the roll after class. Such lateness distracts other students and the instructor

and will affect the student's final participation grade. Students will lose 1% from their final grade each time they arrive late.

- **Late Paper Policy:** Late papers due to excused absences will be accepted; where possible, make-ups should be arranged by email or in person prior to the expected absence. In case of illness, students should contact me on their return to classes. For unexcused late papers, a letter grade is deducted for each day, or part thereof, that the paper is late.
- **Cell phone policy:** Students must turn cell phones to silent before coming to class. Texting will not be tolerated. This is a distraction to other students and will result in you being asked to leave class for the rest of the day.
- **Computer policy:** Students may use computers and iPads to take notes but not to e-mail, watch videos, and so on. This is a distraction to other students and will result in you being asked to leave class for the rest of the day.
- **Grade disputes:** Should a student wish to dispute any grade received in this class (other than simple addition errors), the dispute must be in writing and be submitted to the instructor within a week of receiving the grade. The dispute should set out very clearly, the grade that the student believes the assignment should have received as well as why he or she believes that he or she should have received such a grade.

Grading Scale (& GPA equivalent):

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
100-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	63-66	62-60	59-
(4.0)	(3.67)	(3.33)	(3.0)	(2.67)	(2.33)	(2.0)	(1.67)	(1.33)	(1.0)	(0.67)	(0)

Note: A grade below C- is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

<http://www.isis.ufl.edu/minusgrades.html>

Academic Honesty: Students are required to be honest in their coursework, may not use notes during quizzes or exams, and must properly cite all sources that they have consulted for their projects. Any act of academic dishonesty will be reported to the Dean of Students, and may result in failure of the assignment in question and/or the course. For University of Florida's honor code, see <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>

Accommodations for Students with Disabilities: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Contact the Disability Resources Center (<http://www.dso.ufl.edu/drc/>) for information about available resources for students with disabilities.

Mental Health: hone numbers and contact sites for university counseling services and mental health services: <http://www.counseling.ufl.edu/cwc/Default.aspx>; 392-1575, University Police Department 392-1111 or 9-1-1 for emergencies.

Student Feedback: Students are expected to provide feedback on the quality of instruction in this course based on ten criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times

when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

Class Schedule
(Flexible for Holidays depending on Semester)

Week One: Problems in German History

M: Germany's Political Geography to 1848

W: Imperial Germany

F: Discussion: Failed Turning Points

Reading for Week One:

Spielvogel, Chapter 1.

In German History in Documents and Images:

Introduction on Imperial Germany 1890-1918

http://germanhistorydocs.ghi-dc.org/pdf/eng/Introduction_2007.pdf

Heinrich von Treitschke, "The Jews are Our Misfortune.

http://germanhistorydocs.ghi-dc.org/pdf/eng/411_Treitschke_Jews%20are%20Misfortune_112.pdf

Gottfried Berman, *Endangered-Protected: A Publisher's Path*

http://germanhistorydocs.ghi-dc.org/pdf/eng/403_Secondary%20School%20Boys_74.pdf

Rosa Luxemburg, "Social Reform or Revolution?"

http://germanhistorydocs.ghi-dc.org/pdf/eng/515_Socialist%20Radicalism_96.pdf

Reaction Paper Question: Based on the readings above, would you say that the political structure of the Second Reich was doomed to failure? Why or why not?

Week Two: The Defeat of 1918

M: World War I: Defeat

W: World War I: Aftermath

F: Discussion: The Stab in the Back

Reading for Week Two: Spielvogel, Chapter 2 to pp. 29

In German History in Documents and Images:

Monthly Report to Prussian War Ministry, March 1917

http://germanhistorydocs.ghi-dc.org/pdf/eng/910_Impact_Pop_Morale_174.pdf

Reichstag Peace Resolution, 1917

http://germanhistorydocs.ghi-dc.org/pdf/eng/1007_Reichstag's%20Peace%20Resolution_194.pdf

Hindenburg's Testimony: The Stab in the Back

http://germanhistorydocs.ghi-dc.org/pdf/eng/WR_HINDENBURG_ENG_.pdf

Friedrich Kroener, "Overwrought Nerves."

http://germanhistorydocs.ghi-dc.org/pdf/eng/ES_KRONER_ENG.pdf

Reaction Paper Question: The Stab-in-the-Back Myth was based partly on the hysterics that followed the war. Based on your reading, from where did the hysterics come? From long term causes? Or from the nature of the 1918 defeat?

Week Three: Hitler

M: Nazi Ideology: The Centrality of Antisemitism

W: Nazi Ideology: The Problem of Conquest

F: Discussion: Nazi Ideology

Reading for Week Three:

Spielvogel, Chapter 2, finish.

Norman JW Goda, *The Holocaust: Europe, the World and the Jews* (New York: Pearson, 2013), Chapters 1, 3
[On Canvas]

Adolf Hitler, “Why We Are Antisemites” (1922)[On Canvas];

Adolf Hitler, *Mein Kampf* (Excerpts) (1924) [On Canvas]

Reaction Paper Question: It is often said that Hitler’s “evil” is inexplicable. Try anyway. Explain the nature of Hitler’s thinking and where you think the main trends of his thinking came from.

Week Four: How the Nazis Came to Power

M: The Depression and the Rise to Power

W: The Reichstag Fire and the Seizure of Power

F: Discussion: How Hitler Came to Power

Reading for Week Four:

Spielvogel, Chapter 3

In Calvin Propaganda Archive:

Joseph Goebbels, “Why Do We Want to Join the Reichstag?” (1928)

<http://www.calvin.edu/academic/cas/gpa/angrif06.htm>

An analysis of Nazi Propaganda (1932)

<http://www.calvin.edu/academic/cas/gpa/wilweg02.htm>

On German History in Documents and Images:

Rudolf Diels on Reichstag Fire:

http://germanhistorydocs.ghi-dc.org/pdf/eng/English3_Exeter.pdf

Otto Wels on Enabling Act:

http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=1497

Reaction Paper Question. In 1928 the Nazis polled 2.6 percent of the vote. Five years later, Hitler was not only chancellor, but enjoyed unrivalled power. Based on the documents above, how do we explain the Nazis meteoric rise?

Week Five: The Police State: Coercion and Consensus

M: The SS and the Police
 W: The Concentration Camps
 F: Discussion: Ordinary Germans and the Police State

Reading for Week Five:
 Spielvogel Chapter 4 to p. 110.
 Concentration Camp Regulations October 1933 (On Canvas)
 Crew, Chapter 5.

Robert Gellately, *Backing Hitler: Consent and Coersion in Nazi Germany* (New York: Oxford University Press, 1991), pp. 34-70 (on Canvas).

Take:
 Virtual Tour of Dachau Concentration Camp Memorial Site
http://www.kz-gedenkstaette-dachau.de/virtual_tour.html

Reaction Paper Question: Was Nazi Germany a terror state in which everyone lived in fear? Or was it a consensual dictatorship, in which a critical mass of the population agreed and even participated in the police's functions.

Week Six: The Road to World War II

M: Rearmament to the Rhineland
 W: The Road to War

F: MIDTERM EXAMINATION

Reading for Week Six
 Spielvogel, Chapter 7 to p. 209.

From German History in Documents and Images.
 The Hossbach Protocol, 1937

http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=1540

Hitler's Secret Speech to Military Commanders, February 1939
http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=1543

Week Seven: The Totalitarian State: Friends (I)

M: Representing Men: Triumph of the Will
 W: Representing Women: Olympia
 F: Discussion: Did Women Enable the Nazi State?

Week Seven Reading:
 Spielvogel, Chapter 6.
 Crew, Chapters 6, 4 (in that order)

In German History in Documents and Images

Meisinger on Homosexuality (1934)

http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=1543

Himmler on Procreation Decree

http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=1561

Labor Conscription for Married Women (1939)

http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=1559

Watch:

Clips from *Triumph of the Will* (1934) and *Olympia* (1936) [On Canvas]

Reaction Paper Question: Were women passive victims of a misogynistic regime, or did many women enable the regime's criminality by focusing on the private sphere?

Week Eight: The Totalitarian State: Friends (II)

M: Hitler's Children

W: The Churches under National Socialism

F: Discussion: God and the Nazis

Week Eight Reading:

Spielvogel, Chapter 5.

Mitchell, Part V (Stephenson); Part IV (Helmreich)

In German History in Documents and Images:

Guidelines on the Teaching of History

http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=1568

SD on Attitudes of the Young

http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=1566

Pope Pius XI, With Deep Anxiety

http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=1571

In Calvin Propaganda Archive:

The Cross and the Swastika

<http://www.calvin.edu/academic/cas/gpa/christuskreuz.htm>

Watch:

Hitlerjunge Quex (1937) (On Canvas)

Look at:

Covers from magazine *Pimpf* (On Canvas)

Reaction Paper Question: Based on the documents and film clips for this week, discuss the extent to which the Nazis' family policies reflected the value that their propaganda placed on the nuclear family.

Week Nine: The Totalitarian State: Enemies

M: The Disabled: Sterilization
 W: The Disabled: Murder
 F: Discussion: Selling Murder

Week Nine Reading:

Spielvogel, Chapter 4, pp. 110-112
 Crew, Chapter 3

Documents on Euthanasia (from Jeremy Noakes and Geoffrey Pridham, *Nazism: A History through Documents*, v. III) [on Canvas]

Watch: Excerpt from *Selling Murder: The Killing Films of the Third Reich* (1993)

Reaction Paper Question: Define euthanasia, and assess the ways in which it differed propaganda represented euthanasia and reality in Nazi Germany defined it.

Week Ten: The Totalitarian State: Enemies (II)

M: Representing the Jew
 W: Kristallnacht and War
 F: Discussion: Germans and Jews

Week Ten Reading:

Spielvogel, Chapter 9 to p. 265.

Saul Friedländer, *Nazi Germany and the Jews: The Years of Persecution* (New York: Harper, 1996), Chapters 5, 9 [On Canvas]

Alan Steinweis, *Kristallnacht* (Cambridge, MA: Harvard University Press, 2009), Chapters 5, 6 [On Canvas]

Reaction Paper Question: For years after the war, ordinary Germans argued that they had disapproved of the regime's policy toward Jews. Does new scholarship on Kristallnacht maintain or change this picture?

Week Eleven: The Final Solution I

M: Poland's Jews and Deportation Schemes
 W: The USSR and the Einsatzgruppen
 F: Discussion: Ordinary Men?

Week Eleven Reading:

Spielvogel, Chapter 9, finish
 Crew, Chapters 8, 9

From German History in Documents and Images:
 Major General Brunns on Mass Shootings in Riga

http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=1531

Reaction Paper Question: What are we to make of this contrast? Christopher Browning argues that ordinary German policemen were fundamentally non-ideological and uneasy with the tasks of mass murder. And yet there are contemporary records that describe the killers as ideologically driven and eager.

Week Twelve: The Final Solution II

M: The Final Solution
W: What the Germans Knew: The White Rose
F: Discussion: The Rosenstrasse Protest

Week Twelve Reading:

Eric Johnson, ed., *What We Knew: Mass Murder and Everyday Life in Germany* (New York, Basic Books, 2006). (Excerpted testimonies on Canvas).

Nathan Stolfus, Articles on the Rosenstrasse Protest [on Canvas]

Watch: Excerpt from Sophie Scholl the Final Days [on Canvas]

Reaction Paper Question: Describe the relationship between the German home front and the Holocaust. How do you explain German reactions?

Week Thirteen: The Home Front and Resistance

M: Defeats and the Home Front, 1942-1944
W: Operation Valkyrie
F: Discussion: Remembering von Stauffenberg

Week Thirteen Reading:

Spielvogel, Chapter 8

Mitchell, Part IV (Hoffmann); Part V (Bartov)

Jay Lockenauer, "The Rift in Our Ranks," *German Studies Review* (October 1998) [on Canvas]

Norman JW Goda, "Black Marks: Hitler's Bribery of His Senior Military Officers" *Journal of Modern History* (2001) [on Canvas]

Watch

Excerpt from *Valkyrie: The Plot to Kill Hitler* [on Canvas]

1,500 WORD TERM-PAPER DUE FRIDAY

Week Fourteen: Destruction

M: Under the Bombs
W: The Soviet Advance
F: Discussion: The Nature of the Defeat

Week Fourteen Reading
Spielvogel, Chapter 10

Alastair Noble: The Darkest Hour: Nazi Rule and the Soviet Offensive in Eastern Germany, Chapter 9
(Sussex Academic Press, 2010) [on Canvas]

Ian Kershaw, *The End: The Defiance and Destruction of Hitler's Germany*, pp. 3-17; 386-401 (New York: Penguin, 2011)[on Canvas]

Watch: Soviet War Footage Clips [on Canvas]

Reaction Paper Question: How are we to understand that Nazi Germany, from its army to its civilians, held on against the Allies and the Soviets until the complete destruction of the state and its cities?

Week Fifteen: Remembering, Forgetting

M: The Pain of Defeat: Nuremberg and After
W: The Agony of Memory: German Victimhood?
F: Memory Wars

Week Fifteen Reading:

Mary Nolan, "Germans as Victims in the Second World War: Air Wars, Memory Wars," *Central European History* (2005) [on Canvas]

Reaction Paper Question: The Germans struggle with this question as to whether they victims in World War II, or were accomplices with no claim to victimhood. How does this difficult question affect the memory of the war?

