

**Syllabus for History 3410-80/88 (Hitler and Nazi Germany)  
Winter 2015**

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**COURSE DESCRIPTION**

This course will deal with several topics related to Nazi Germany and Hitler. Emphasis will be given to the following topics—Weimar democracy and its difficulties, the rise of Hitler and the Nazi party, the consolidation of Hitler’s power (1933-38), reasons for the Nazi party’s popularity, pre-war aggression and World War II, the use of terror and the Holocaust, and the everyday experiences of women and the youth. This course will use both primary and secondary texts in examining these issues in detail.

**STUDENT LEARNING OUTCOMES**

1. To introduce content area in the history of Nazi Germany and Hitler.
2. To be able to understand and analyze primary sources and evaluate authorship, bias, context, and accuracy.
3. To develop students’ familiarity with and ability to use a variety of secondary sources. To conduct a research project.

**STUDENT LEARNING OUTCOMES**

At the conclusion of this course:

1. Students will demonstrate mastery of content material through written exams, writing projects, and written discussions in which they will think critically about historical material and evidence, and express themselves effectively.
2. Students will have completed reading and writing on primary and secondary sources covering a common historical problem from various perspectives in the history of Nazi Germany and Hitler.
3. Students will have learned to integrate historical facts and ideas in a coherent and meaningful manner in their written assignments and examinations.

**Required Texts (available at the university bookstore)**

Sax & Kuntz (eds), *Inside Hitler's Germany* (ISBN: 0-669-25000-7)  
 Allan Mitchell (ed), *The Nazi Revolution* (4<sup>th</sup> ed) (ISBN: 0-669-41694-0)  
 Christopher R. Browning, *Ordinary Men* (ISBN: 0-060-99506-8)  
 Primo Levi, *Survival in Auschwitz* (ISBN: 0-684-82680-1)

**Required Films:**

\*“Sophie Scholl: The Final Days” (WPU library, [www.amazon.com](http://www.amazon.com), [www.Netflix.com](http://www.Netflix.com))  
 \*“The Downfall” (director Hirschbiegel) (WPU library, [www.netflix.com](http://www.netflix.com), [www.amazon.com](http://www.amazon.com))

**Recommended Films:** “A Woman in Berlin,” “The Pianist,” “Europa, “Europa,” “Rape of Europe,” “Swing Kids,” “Tin Drum,” “Aimee and Jaguar,” “Rosenstrasse,” “Wannsee Conference,” “Amen,” “Triumph of the Will” (<http://www.youtube.com/watch?v=LPAXaFxjDk&feature=related>)

--All quizzes are available under “Assignments.”

--Please **READ AND REREAD** the two sections “Discussion Moderator” & “Discussion Board Participation” (pp. 5-6).

--You have **TWO DAYS** to respond to Discussion Board Forums. (For example, if a DB forum begins on Wed, you have 48 hours on Wednesday and Thursday.)

## COURSE SCHEDULE

### Part I: The Problems of the Weimar Republic and the Nazi Seizure of Power (1918-1933)

- 12/26 (Sat) A. The German Revolution, a New Constitution, and Problems  
Read: Sax, chapter I (intro), #4, #6-7, #9
- B. The Beer Hall Putsch to “Legal” Chancellor  
Read: Sax, chapter 2 (intro), #12, #15, #22, #23
- 12/28 (Mon) A. The Final Step to Power  
Read: Mitchell, pp. 36-47  
**Quiz I. On Mitchell. Available for 48 hours (12/28 & 12/29). Go to “Assignments.”**
- B. Attractions and Propaganda in the Nazi Years  
Read: “Nazi Year (Remak)” (available under “Course Documents”)
- 12/29 (Tue) A. The Role of Big Business  
Read: Mitchell, pp. 110-123.  
**Quiz II. On Mitchell. Available for 48 hours (12/29 & 12/30). Go to “Assignments.”**

### Part II. Power Consolidation (1933-38) and Hitler’s Personality

- B. Revolution after Power, 1933-1938.  
Read: Sax, chapter 4 (intro), #29-30, #33, #38, #45
- 12/30 (Wed) Hitler’s Personality  
Read: Mitchell, pp. 61-82.  
**Quiz III. On Mitchell. Available for 48 hours (12/30 & 12/31). Go to “Assignments.”**
- 12/31 (Thu) A. Women in the Third Reich  
Read: Mitchell, pp. 173-189. Sax, #55, #61  
**Quiz IV. On Mitchell. Available for 48 hours (12/31 & 1/1/16). Go to “Assignments.”**

### Part III. German Society under National Socialism

- B. The Youth in the Third Reich.  
Read: Sax, #71, #111 & Mitchell, pp. 164-173.
- 1/1/16 (Fri) No Class
- 1/2/16 (Sat) A. Resistance by the Youth: The White Rose Movement  
**See (movie): “Sophie Scholl: The Final Days” (WPU Library, Netflix.com, Amazon.com)**
- B. Post Your Research Topic (Due Midnight)**  
**GUIDELINES for Choosing Research Topic:**
1. Choose a research topic from the list of research topics under “Research Information” (Blackboard). If you prefer another topic, email me with your suggestions.
  2. After choosing a topic from the list, **NARROW it down as much as you can. Focus**

on **ONLY** an **ASPECT** of your chosen topic, so you can analyze it in detail (very important). Once again, **AVOID** a broad/large topic.

3. **Go to the Discussion Board forum, “Research Paper Topics,” and enter your paper topic.**

**\*Start gathering your RESEARCH MATERIAL. Follow GUIDELINES below.**

#### **PART IV. ANTI-SEMITISM AND WORLD WAR II**

- 1/4/16 (M) A. Pre-war Anti-Semitism.  
Read: Sax, #95, #98-99, Mitchell, 189-196.  
**Quiz V. On Mitchell. Available for 48 hours (1/4 & 1/5). Go to “Assignments.”**
- B. World War II: Origins  
Read: Sax, chapter 11 (intro), #80, #81, “Anschluss & Chamberlain” (available under Course Material in BB)
- 1/5/16 (T) A. World War II: Developments  
See “Battleground Detectives: Stalingrad”  
--Part I. <http://www.youtube.com/watch?v=FoaXa84Txdc> (8 min)  
--Part II. <http://www.youtube.com/watch?v=8EiEEi7ZmYE&feature=related> (8 min)  
--Part III. <http://www.youtube.com/watch?v=SV0dtoPM3iA&feature=related> (9 min)  
--Part IV. <http://www.youtube.com/watch?v=uSw6e5sf4wU&feature=related> (9 min)  
--Part V. <http://www.youtube.com/watch?v=roFII7S7XWU&feature=related> (9 min)  
Read: Mitchell, pp. 196-201  
**Quiz VI. On Mitchell. Available for 48 hours (1/5 & 1/6). Go to “Assignments.”**
- B. The Downfall (Movie)
- 1/6/16 (W) The Role of Ordinary Men in the Holocaust I  
Read: Browning, *Ordinary Men*, chaps 5-12  
**Book Quiz I (12 pts). Available for 48 hours (1/6 & 1/7). Go to “Assignments.”**
- 1/7/16 (R) The Role of Ordinary Men in the Holocaust II  
Read: Browning, *Ordinary Men*, chaps 14-16, 18 (see next page)  
**Book Quiz II (12 pts). Available for 48 hours (1/7 & 1/8). Go to “Assignments.”**
- 1/8/16 (F) Anti-Semitism during the War: The Victims I  
Read: Primo Levi, *The Survival of Auschwitz*, 9-32, 37-49, 58-63.  
**Book Quiz III (12 pts). Available for 48 hours (1/8 to 1/9). Go to “Assignments.”**
- 1/9/16 (Sat) Anti-Semitism during the War: The Victims II  
Read: Primo Levi, *The Survival of Auschwitz*, 70-91, 99-122.  
**Book Quiz IV (12 pts). Available for 48 hours (1/9 to 1/10). Go to “Assignments.”**
- 1/11 (M)-12(T) **Research Notes ONE Due on 1/12 (3 summaries). Follow guidelines below. Submit to “Research Notes” under “Assignments” (10 pts).**

1/13 (W)-14(R) **Research Notes TWO Due on 1/14** (3 summaries). **Follow guidelines below.**  
**Submit to “Research Notes” under “Assignments” (10 pts).**

1/15/16 (F) 1. Post your **Research Paper Introduction** (see instructions on p. 6-- at least **250 words**) & **Outline** (at least **15 lines**). (10 pts). Go to the DB forum with the same name.  
 2. **Comment at least twice on other students’ or the moderator’s postings.**

1/17/16 (Sun) **Submit Research Paper by MIDNIGHT (50 pts) to “Research Paper: Turnitin” under “Assignments.” Before submitting, check your paper using the GRADING CRITERIA below.**

**Revision of Research Paper (20 pts)**

### **COURSE REQUIREMENTS**

Total: 346 points

- A. Quizzes on Mitchell (40 pts - 4 best out of 6). **NO make-ups and thus take all 6 quizzes.**
- B. 3 Book Quizzes (36 pts—3 best out of 4). **NO make-ups and thus take all 4 quizzes.**
- C. Research Paper (100 pts -- 20 for research notes, 10 for thesis/outline, 50 for 1<sup>st</sup> Version and 20 for Revised Version)
- D. Discussion Moderator (20 points)
- E. Discussion Board Participation I,II,III (150 pts). Maximum points for each forum are 10.
  - I (5 best out of 6--upto “Revolution after Power”)
  - II (5 best out of 6--upto “Pre-war Anti-Semitism”)
  - III (5 best out of 6—upto “AntiSemitism II”).
  - There are **18 forums (excluding “Introduction” and “choosing a research topic”). One lowest score in each grading segment (I, II, III) will be dropped. Participating in fewer than 13 forums will lead to an F grade.**
  - Grades will be based upon your analysis and understanding of the readings. Be sure to provide many **specific DETAILS** from the readings.

NOTE: All assignments must be submitted on time. No late work will be accepted except in DOCUMENTS medical excuses.

### **DISCUSSION MODERATOR**

1. Sign up for one Discussion Board forum on **the first day of the class.**
  - Go to “Discussion Board” and click on a forum which you would like to moderate.
  - Click “Add New Thread.” Next to “subject,” write “Discussion Moderator: [your name].”  
 \*If the forum that you want is no longer available, then choose from the forums that are still available.
2. As a discussion moderator, you have **following tasks** to fulfill.
  - **Create a new forum [click “Add New Thread”] by 10 pm a day prior to your moderator day.** Cut and paste questions that are provided for your forum on the Discussion Board home page. **Post ALL the questions in ONE thread.**
  - **Do not answer the questions that you yourself post.** Instead **your main task is to comment on other students’ responses by asking them to elaborate/clarify and by raising further questions related to your forum topic.** In order to be effective, you have to be very familiar with the readings and movies/documentaries under discussion. If discussion is slow, encourage other students to participate.

- Check your Discussion Board forum a few times for two days. In order to pass this assignment, comment on other students' contributions AT LEAST 12 times. However, to get a higher grade, comment MORE THAN 12 times.
- **VERY IMPORTANT!! No grade will be assigned if one posts questions, but fails to moderate discussion.**

### DISCUSSION PARTICIPANT

1. Do course readings on time, while keeping in mind the Discussion Board questions, which are available on the Discussion Board page.
2. Respond to the questions that discussion moderators post.  
**VERY IMPORTANT!! Initiating threads is NOT limited to discussion moderators. If there is no designated moderator or if the moderator fails to post discussion questions by 8 am on the first day of discussion, anyone can create a new thread, cut/paste discussion questions and start answering them.**
3. **You have TWO DAYS to contribute to each Discussion Board forum.**  
\*Respond to ALL questions. If you only answer some questions, you will receive partial credit.
4. **Grades for Discussion Board participation**
  - a. They are primarily based upon the quality of your contributions. However, the quantity will also matter because you need to **provide many specific details from course readings.**
  - b. In addition, **comment on at least TWO contributions by other students and/or a discussion moderator. Failure to do so will result in the deduction of up to a point. Each comment has to be at least 60 words long.**
  - c. Your contributions must reflect assigned readings. **Provide page #s (at least 5 per forum).**

### GUIDELINES FOR RESEARCH MATERIAL AND NOTES

#### RESEARCH MATERIAL CRITERIA:

- a. If you need help finding books and journal articles, contact librarian Richard Kearney ([kearney@wpunj.edu](mailto:kearney@wpunj.edu)). A phone or in-person consultation is available.
- b. **For research notes I (3 summaries) & II (3 summaries) assignments, use ONLY book chapters and scholarly journal articles (each article at least 10 pp long). Required readings for this course CANNOT be counted towards these.**
- c. You can easily access many scholarly journal articles electronically through the university library website. Some books are available electronically.
- d. **You can use additional sources beyond those 6 required chapters/articles.**

#### RESEARCH NOTE ASSIGNMENTS I & II (10 pts each):

1. Provide FULL bibliographical information (author, title, publication info) at the beginning of each reading.
2. **Write down key passages/arguments** from the articles/books that you are using. You may alternate between quoting and summarizing in your own words.
3. **Provide page numbers** from your source each time you summarize/quote – p. or pp.
4. For each reading, **provide around one and a half pages (SINGLE SPACE).**
5. **Your 6 SOURCES (I & II)** can be any combination, e.g., 4 articles & two book chapters, 3 articles/3 book chapters, etc. However, **NO more than two chapters from a single book** (this limitation does not apply to your research paper).

#### EXAMPLES:

- #1. Browning, Christopher. *Ordinary Men* (New York: Penguin Group, 2005).  
--Men in RPB 101 came from Hamburg. Many of them came from a working class

- background, but about one third had a lower middle-class background. (p. 15)  
 --In Jozefow, Major Trapp gave men an extraordinary offer that if the men did not want to participate in shooting, they do not have to. (p. 50)  
 --Browning argues that ordinary men became professional killers in a matter of few days due to conformity as well as obedience to authority. (p. 200)

**GRADING CRITERIA FOR RESEARCH PAPER (8 pp—No cover page, no bibliography page):**

1. **PAPER TITLE:** Make sure that your title reflects the thesis of your paper. Provide a SUBTITLE.
2. **INTRODUCTION** (One or two paragraphs—between 250 and 400 words).
  - a. Introduce your topic
  - b. State your argument clearly. It is not a description (e.g., I will argue in this paper...)
  - c. State how you are going to support your argument in the rest of the paper. For that, indicate the structure of the paper (e.g., To support my argument, I am going to analyze two/three following issues .... in this paper). Based upon these issues, create 2 or 3 subsections with subheadings.
3. **THESIS/ARGUMENT:** Formulate a STRONG statement. Take a clear position (e.g., for or against) regarding your topic.
4. **Historical Background.** A historical background is not necessary. If you provide one, include only the one which is “immediately” and “directly” relevant to your topic (LIMIT to ONE PAGE).
5. **EVIDENCE.** Do you provide sufficient evidence and examples to support your argument?
6. **CONCLUSION** (one or two paragraphs). Flesh out the implications of your research findings and point out their significance.
7. **PAGE REFERENCES.** Provide a sufficient number of page references. Provide an *average* of THREE source references per page which means around 24 footnotes per paper.
8. **FOOTNOTES.** Use **footnotes** (In Word, click on “References” at the top bar and then click “Insert Footnote”). Avoid using frequent long quotations; instead use short quotations. Even if you rephrase in your own words, if you borrow ideas from other people, provide footnotes.  
 -----NOTE: For the footnote format (also other writing rules), refer to the *Turabian/Chicago Guide at the university library’s website.*  
[http://www.wpunj.edu/library/citation-guides--refworks.dot#chicago.](http://www.wpunj.edu/library/citation-guides--refworks.dot#chicago)  
 -----NOTE: Provide FULL bibliographical information when you mention your source for the FIRST time. Afterwards, use ONLY the author’s last name and a short title, page numbers (DO NOT REPEAT other information).
9. **Writing mechanics:** Provide page numbers for the paper.
  - a. TEXT: the standard format (1 inch on all sides), **double space**, Times New Roman **font size 12**.
  - b. Footnotes: **Single space**, Times New Roman **font size 10**.