

CLARK UNIVERSITY

HIST 165

## Nazi Germany and the Holocaust

Fall 2016

Professor Thomas Kühne

Time: Mon/Wed noon-1:15 pm

Office Hours: Mon 1:30-2:30 pm, Strassler Center, 2<sup>nd</sup> floor, and by appointment

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### Description

This course introduces students to the rise, the fabric, and the collapse of Nazi Germany, its conquest of Europe, and its perpetration of the Holocaust. Particular emphasis will be put on the dynamic relation between the perpetrator society and the victims of the Holocaust. The course focuses on two related issues, both revolving around the success and the impact of Nazi politics in Germany and in Europe: How could Hitler and the Nazi Party establish its power in a country which was seen as a heart of Western civilization? And: Why did so few Germans oppose Hitler and his racially based, terrorist regime? To explore these questions, the course will look at the Nazi ideology (racism, a leader cult, people's community) and examine the techniques and agencies of its propaganda, seduction, and terror. Many Germans supported Nazi politics, but they did so in different ways and in different degrees. We will examine lower and middle classes, the youth, family life, gender relations, and opposing and resistant groups in the Third Reich. The response of the victims, both Jewish and non-Jewish, to discrimination and persecution will be discussed as well. The Nazis' war on Europe and their genocidal ambitions will be explored in the second half of the course in order to show why only Total War and the Holocaust guaranteed the realization of Nazism and Nazi ideology.

### Required Texts:

- Doris Bergen, *War & Genocide. A Concise History of the Holocaust*, 2<sup>nd</sup> or 3<sup>rd</sup> ed. (Lanham: Rowman & Littlefield, 2009, 2016).
- Thomas Kühne, *Belonging and Genocide. Hitler's Community, 1918-1945* (New Haven: Yale University Press, 2010, pb 2013).

All other readings are available on Moodle or will be provided as photocopies.

### Further reading (on reserve in Rose Library)

- “*The Good Old Days.*” *The Holocaust as Seen by Its Perpetrators and Bystanders*, ed. Ernst Klee, Willy Dressen, and Volker Riess (New York: William S. Konecky Associates, 1991).
- Michael Burleigh, *The Third Reich. A New History* (New York: Hill & Wang, 2000).
- Martin Doerry (ed.), *My Wounded Heart. The Life of Lilli Jahn, 1900-1944* (New York: Bloomsbury, 2004).
- David M. Crowe, *The Holocaust. Roots, History, and Aftermath* (Boulder, CO: Westview, 2008).
- Deborah Dwork and Robert Jan van Pelt, *Holocaust. A History* (New York: Norton, 2002).
- Richard J. Evans, *The Coming of the Third Reich* (New York: Penguin, 2004).
- --, *The Third Reich in Power, 1933-1939* (New York: Penguin, 2005).
- --, *The Third Reich at War* (New York: Penguin, 2009).
- Saul Friedländer, *Nazi Germany and the Jews. The Years of Persecution, 1933-1939* (New York: HarperCollins, 1997).
- --, *The Years of Extermination. Nazi Germany and the Jews, 1939-1945* (New York: HarperCollins, 2007)
- Simone Gigliotti and Berel Lang, eds., *The Holocaust. A Reader* (Malden, MA: Blackwell, 2005).
- Neil Gregor, ed., *Nazism* (Oxford: Oxford University Press, 2000).
- Peter Hayes and John K. Roth, eds., *The Oxford Handbook of Holocaust Studies* (Oxford: Oxford University Press, 2010). [Online through Goddard!]
- Peter Hayes, ed., *How Was It Possible? A Holocaust Reader* (Lincoln: University of Nebraska Press, 2015).
- Ian Kershaw, *The Nazi Dictatorship. Problems and Perspectives of Interpretation*, 4<sup>th</sup> ed. (London: Arnold, 2000)
- --, *Hitler, 1889-1936: Hubris* (New York: Norton, 1999).
- --, *Hitler, 1936-45: Nemesis* (New York: Norton, 2000)
- Victor Klemperer, *I Will Bear Witness. A Diary of the Nazi Years*, 2 Vols. (New York: Random House, 1998-2000).
- Mark Mazower, *Hitler's Empire. How the Nazis Ruled Europe* (New York: Penguin, 2008).
- Alan Mitchell, ed., *The Nazi Revolution. Hitler's Dictatorship and the German Nation* (Boston: Houghton Mufflin, 1997).
- Robert Paxton and Julie Hessler, *Europe in the Twentieth Century*, 5<sup>th</sup> edition (Independence, KY: Cengage Learning, 2011).

- Anson Rabinbach and Sander L. Gilman, eds., *The Third Reich Sourcebook* (Berkeley: University of California Press, 2013).
- Benjamin Sax and Dieter Kuntz, eds., *Inside Hitler's Germany. A Documentary History of Life in the Third Reich* (Lexington, MA: Heath, 1992).
- Roderick Stackelberg and Sally A. Winkle (eds.), *The Nazi Germany Sourcebook. An Anthology of Texts* (London: Routledge, 2002).
- Volker Ullrich, *Hitler. Ascent, 1889-1936* (New York: A. Knopf, 2016).

### Grading and Practical Arrangements

A maximum of 100 points can be achieved with:

- (a) 30 points for the first in-class exam
- (b) 30 points for the second in-class exam
- (c) 10 points for the two best of three quizzes (5 points each)
- (d) 20 points for the essay
- (e) 10 points for regular class attendance, continuous input in class discussion, and regular attendance at the reading sessions

100-96 points=A, 95-91 points=A-, 90-86 points=B+, 85-81=B, 80-76 points=B-, etc.

Each exam consists of six questions out of which five are to be answered during class time (75 minutes). The exams address general issues, developments and key terms; if you take care of the reading assignments and participate actively in class you will easily cope with the exams. The first exam covers weeks 1-6, the second covers weeks 8-15.

The quizzes are short multiple-choice tests relating to readings and lectures of the previous three weeks and are to be taken within approximately 5 minutes in class. You cannot make up a quiz (in case you miss class) but you can miss or fail one quiz without negative impact on your final grade if you take and score well in the other two quizzes.

The essay is of four to six pages long, double-spaced. Choose one of the following topics:

- 1) Ordinary Germans and Nazi Antisemitism in Victor Klemperer's perspective.
- 2) Art or Propaganda? Leni Riefenstahl's movie *Triumph of the Will* (1935)
- 3) Felix Landauer: Why did he murder Jews, and how did he deal with it?

The sources for 1) and 3) will be on Moodle, the Riefenstahl movie is on Youtube.

A good essay is well organized (brief intro, main part, conclusion) and well written. It presents a thesis—an original argument—and provides evidence to support it. The evidence should be taken not only from the main source (Klemperer's diary, Riefenstahl's movie, Landauer's diary); include and cite further primary and secondary (scholarly) sources as listed above. Please refrain from using dubious (non-scholarly) Internet sources. Feel free to query the instructor or the TA if you have any questions on the sources. Make sure to observe the school's regulations on plagiarism,

<http://www.clarku.edu/offices/aac/integrity.cfm>. You are invited (but not obliged) to discuss an outline of your essay with the instructor. If you want to do so, submit the outline electronically, or swing by in the office hours, *no later than Nov 7*. The essay is due in class on Nov 16. Late papers are penalized by a deduction of two points per late day.

All readings are to be completed on the day assigned, before you come to class. Please bring the readings (books, photocopies, printouts) and/or the notes you take from the readings to class in order to follow and participate in class discussions.

You are supposed to attend class as well as reading sessions regularly. It is your responsibility to sign the attendance sheet. One or two absences of class will not inflict your grade. Further absences without convincing documentation (e.g., a signed doctor's note) will result in a deduction of two points each.

Although the course focuses on Nazi Germany and the Holocaust, it serves to introduce students more generally to techniques of historical scholarship as well as practices of academic communication. The required readings are carefully chosen, but none of them should be considered the final truth. Try to understand the basic assumptions, the main arguments, and the limitations of any text you read. Critique is the oil of knowledge. In class, feel invited to speak up and to articulate your thoughts and ideas, even if they do not comply with those of your classmates or the professor.

Checking emails on a regular basis and staying connected with friends and the rest of the world is important. Do not do it in class, though. Laptops, cell phones, iPods, iPads, game boys, DVD players and other electronic devices are inclined to distract you or your class mates from lectures and discussions. They are to be switched off during class. Exceptions will be allowed if suggested by Student Accessibility Services.

Clark University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you have or think you have a disability and require academic accommodations, you must [register](#) with Student Accessibility Services (SAS), which is located in room 430 on the fourth floor of the Goddard Library, phone number (508) 798-4368, email [accessibilityservices@clarku.edu](mailto:accessibilityservices@clarku.edu). If you are registered with SAS, and qualify for accommodations that you would like to utilize in this course, please request those accommodations through SAS in a timely manner.

Many lectures will be based on detailed PowerPoint presentations. These will be available on MOODLE, usually within 24 hours.

Reading sessions will be held on a regularly basis, typically once a week. It is highly recommended to also attend them on a regular basis. Doing so will grant you ten points for section (e) of the grading cluster.

## Course outline

### Week 1

(1) Aug 29

#### **Why Are We Obsessed With Hitler?**

Selections of the movie *The Downfall* (2004) and related parodies, and excerpts from Hitler's testament to be examined in class.

(2) Aug 31

#### **Why Did Hitler Come Into Power?**

Reading: Bergen, 2<sup>nd</sup> ed., pp 26-28, 36-50, or 3<sup>rd</sup> ed., pp. 41-43, 52-67; Kühne, chapter 1.

### Week 2

(3) Sept 7

#### **Gleichschaltung and the "Dual State": Securing Nazi Power**

Reading: Bergen, 2<sup>nd</sup> ed, pp. 51-54, 62-78, or 3<sup>rd</sup> ed., pp. 69-73, 82-97; Ernst Fraenkel, "The Dual State," as in Gregor, *Nazism*, pp. 146-149 (Moodle).

### Week 3

(4) Sept 12

#### **"Community Aliens" and "Racial Enemies": the Politics of Exclusion I**

Reading: Kühne, pp. 37-41; Bergen, 2<sup>nd</sup> ed., pp. 55- 62, or 3<sup>rd</sup> ed., pp. 73-82; selections from Doerry, *My Wounded Heart*, and from Klemperer, *I Will Bear Witness* (both on Moodle)

(5) Sept 14

#### **From Eugenics to Euthanasia: the Politics of Exclusion II**

Sections of the documentary movie *Nazi Medicine* (1997) to be watched in class.

### Week 4

(6) Sept 19

#### **Jobs, Charity, and Leisure: the Politics of Inclusion I**

Reading: Kühne, pp. 32-37; secret reports on working class mood, as in Sax & Kuntz, pp. 288-290, 294-301 (Moodle).

Selections from Leni Riefenstahl's movie *Triumph of the Will* (1935) to be watched and discussed in class.

(7) Sept 21

**Hitler's Personality and Charisma: the Politics of Inclusion II**

Reading: Max Weber, *Economy and Society* (Berkeley: University of California Press, 1978) (German orig. 1922), pp. 241-245; selections from Mitchell, *The Nazi Revolution*, part III; and from Volker Ullrich, *Hitler*, chapters 10, 13, 18 (all on Moodle).  
Footage of Hitler's Berlin Sports Palace Speech, 10 February 1933 to be watched in class.  
Class starts with Quiz 1.

Week 5

(8) Sept 26

**Youth under Hitler: the Nation as a Boot Camp**

Reading: Kühne, pp. 42-54.  
Selections from documentary movie *Hitler's Children* (2011) to be watched and discussed in class. (<https://www.youtube.com/watch?v=q2O9WB8MRMc>)

(9) Sept 28

**From the Olympics to *Kristallnacht*: the Road to War, 1936-1939**

Reading: Bergen, chapter 4.

Week 6

(10) Oct 3

**Poland: the Laboratory of Genocide**

Reading: Bergen, chapter 5.  
Parts of section 4 of BBC Documentary *The Nazis: A Warning From History* (1997) to be watched in class.

(11) Oct 5

**Non-Jewish Victims of the Nazi Persecution: a Hierarchy?**

Reading: selected sources on ISHMM websites, especially  
<https://www.ushmm.org/wlc/en/article.php?ModuleId=10005149>, and  
<https://www.ushmm.org/wlc/en/article.php?ModuleId=10007329> (introduction),  
<https://www.ushmm.org/wlc/en/article.php?ModuleId=10007656> (political opponents),  
<https://www.ushmm.org/wlc/en/article.php?ModuleId=10005261> (homosexuals),  
<https://www.ushmm.org/wlc/en/article.php?ModuleId=10005394> (Jehova's Witnesses)  
<https://www.ushmm.org/wlc/en/article.php?ModuleId=10005219> (Roma)  
(Some time of this session will be spent on reviewing weeks 1-6, in preparation of the first in-class exam)

## Week 7

(12) Oct 12

### **The Holocaust Perpetrators: Ethics and Emotions**

Reading: Kühne, chapter 3; Felix Landau's diary as in "*The Good Old Days*," pp. 87-106 (selections on Moodle).

## Week 8

(13) Oct 17

### **FIRST IN-CLASS EXAM**

(Covers weeks 1-6)

(14) Oct 19

### **The Conquest of Europe and the Turn to Genocide, 1940-1942**

Reading: Bergen, 2<sup>nd</sup> ed., pp. 135-161, or 3<sup>rd</sup> ed., pp. 167-200; Heinrich Himmler, "Some Thoughts on the Treatment of Racial Aliens in the East" (1940), as in Rabinbach & Gilman, pp. 733-734 (Moodle).

Parts of BBC Documentary *Auschwitz—Inside the Nazi State* (2005) to be watched in class.

Class starts with Quiz 2.

## Week 9

(15) Oct 24

### **The Soldiers' War of Annihilation: Operation Barbarossa**

Reading: Kühne, chapter 4; Field Marshal Reichenau's order "Conduct of Troops in Eastern Territories" (10 Oct 1941), in Stackelberg & Winkle, pp. 286-287 (Moodle)

Parts of ZDF documentary movie *The Wehrmacht* (2007) to be watched in class.

(16) Oct 26

No class at noon; attend instead the special event at 7:30 pm, Tilton Hall:

Guest lecture by Professor Christopher Browning, University of North Carolina:

### **"Holocaust History and Survivor Testimony: The Case of the Starachowice Factory Slave Labor Camps"**

(Attendance mandatory. Extra credit of up to five points may be gained by submitting a 3 pp double spaced response paper on the lecture—not to the class topics at large--no later than Oct 31, electronically to instructor's email.)

## Week 10

(17) Oct 31

### **Death Camps: the Climax of the Holocaust**

Reading: Bergen, 2<sup>nd</sup> ed., pp. 164-165, 182-200, or 3<sup>rd</sup> ed., pp. 207-210, 217-222, 237-257, 258-260.

(18) Nov 3

### **Jewish Life and Death in Europe**

Reading: selections from the Ringelblum Diary, as in Gigliotti & Lang, pp. 313-332; Primo Levi, "The Grey Zone," in idem, *The Drowned and the Saved* (New York: Simon & Schuster, 1988), pp. 36-69 (both on Moodle).

## Week 11

(19) Nov 7

### **Hitler's Empire and Local Collaboration: Europe Under Nazi Rule**

Reading: Dwork & van Pelt, *Holocaust*, chapter VII (Moodle).

(20) Nov 9

### **Resistance against Nazi Terror in Europe: Jews and Gentiles**

Reading: Bergen, 2<sup>nd</sup> ed., pp. 203-214, or 3<sup>rd</sup> ed., pp. 260-273. Paula Schwartz, "Redefining Resistance: Women's Activism in Wartime France," in Margaret Randolph Higonnet et al., *Behind the Lines. Gender and the Two World Wars* (New Haven: Yale UP, 1987), pp. 141-153 (Moodle).

## Week 12

(21) Nov 14

### **Women in Nazi Germany: Subjugation and Empowerment**

Reading: Kühne, pp. 137-159; selections from Stephenson, pp. 141-177 (Moodle).

(22) Nov 16

### **The Rosenstrasse Protest**

Reading: synopsis and comments on the history of the Rosenstrasse protest 1943 and the related movie as on Moodle. Movie *Rosenstrasse* (2003) to be watched in class. Class starts with Quiz 3.

## Week 13

(23) Nov 21



## **German Opposition against the Nazi Regime**

Reading: selections from Sax & Kuntz, chapter 15; excerpt from Bishop von Galen's Sermon (August 3, 1941) and Government Correspondence Regarding the Sermon and the Charges Raised against Galen as a Result (August 12-13, 1941), <http://germanhistorydocs.ghi-dc.org/pdf/eng/English82.pdf>; Reich Ministry of Justice Report on the Emergence of Youth Cliques and Gangs and the Struggle against Them (early 1944), [http://germanhistorydocs.ghi-dc.org/pdf/eng/English77\\_Exeter.pdf](http://germanhistorydocs.ghi-dc.org/pdf/eng/English77_Exeter.pdf)

## Week 14

(24) Nov 28

### **The Allies in Europe and the End of the Third Reich, 1943-1945**

Reading: Paxton & Hessler, selections from chapter 14 (Moodle).

(25) Nov 30

### **Dissolution or Unity? The *Volksgemeinschaft*, 1943-1945**

Reading: Bergen, 2<sup>nd</sup>. ed., pp. 215-232, or 3<sup>rd</sup>. ed., pp. 275-295; Kühne, pp. 159-171; excerpts from Goebbels' Sportpalast speech, 18 Feb 1943 (Moodle).

## Week 15

(26) Dec 5

### **Lessons from Total War and Genocide: Demilitarization and Denazification**

Reading: selected primary sources, including "Directive to the Commander-in-Chief of the United States Forces of Occupation regarding the military government of Germany" (10 May 1945), and Walter Ulbricht, "On disbanding the Denazification Commissions" (28 Feb 1948), Stackelberg & Winkle, pp. 382-384, 391-394; John McCloy, U.S. High Commissioner for Germany, "The Present Status of Denazification" (1950), <http://germanhistorydocs.ghi-dc.org/pdf/eng/Denazification%20ENG.pdf> (all on Moodle).

(Some time of this session will be spent on reviewing weeks 8-15.)

(27) Dec 7

### **SECOND IN-CLASS EXAM**

(Covers weeks 8-15)

## Week 16

(28) Dec 12

### **CONCLUSION AND RETURN OF EXAMS**

