



Loyola
Marymount
University

HIST 4273.01 (#72966) / JWST 4998.02 (#72049)

Spring 2019

Flags: Information Literacy & Engaged Learning

Concentrations: Public & Applied History

Race, Gender, and Culture

Tuesdays & Thursdays 2:40 - 4:10 p.m.

University Hall 3442

Nazi Germany

#LMUHIST4273

COURSE DESCRIPTION

Nazism and the Holocaust have cast a long shadow over German history, both coloring our understanding of German history before 1933 and shaping the political, social, and cultural developments in Germany (and the two Germanies) since 1945. In this course, we will examine the significance of the Nazi era in modern German history. We will explore the origins of National Socialism, the Nazi rise to power in the context of the Weimar Republic, National Socialist ideology, the relationships between state and party and between state and society, the nature of everyday life in Nazi Germany, the experiences of a variety of different groups under Nazi rule, the persecution of Jews and other minorities, the use of terror, and the dynamics of war and genocide. In addition, we will examine how Germans themselves have grappled with the history of Nazi Germany — a process known as *Vergangenheitsbewältigung*, the working through and coming to terms with the past — by analyzing how Germans have dealt with the public history and memorialization of the Nazi era through the site visits done as part of the global immersion trip to Berlin over Spring Break. Our analysis of primary sources, the secondary literature, and the Berlin sites of memory will be the basis for our own contributions to the public history of Nazi Germany.



INSTRUCTOR INFORMATION

Prof. Elizabeth A. Drummond

she/her

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 Follow @EADHistory

Student Hours:

Tuesdays 10:00 a.m. - 12:00 p.m.

Thursdays 12:00 - 2:00 p.m.

By appointment at

eadrummond.youcanbook.me

Every student in this class, regardless of personal history or identity categories, is welcome, valued, and respected in our shared space. I hope that we will have vibrant and energetic discussions and debates in class, but I also expect a classroom culture of civil discourse and mutual respect.

My office is a safe space where students can come to discuss the course or other parts of their lives. I am a Faculty Advocate for undocumented students. Do be aware that the university has designated me a mandatory reporter, so I must pass on reports of sexual assault or misconduct to DPS.

INVITATION TO LEARNING

The study of history, by necessity, means discussing things that can be upsetting to many, including violent episodes, offensive ideologies, and the like — and this is particularly true with the study of Nazism. Please let me know if there are any issues where you would appreciate a heads-up about a forthcoming reading or classroom discussion, so that you can better prepare yourself to engage.

Much of the learning in a History course occurs outside of the classroom, with our class discussions giving us the opportunity to work through questions and issues in a collaborative manner. You should expect to devote considerable time outside of class to reading and re-reading sources, to reviewing your notes from class and the readings, to writing source analyses and readings responses, to working on individual and group projects, to doing your own research, and to developing historical arguments in writing. We generally say that a 4-unit course requires a minimum of 9 hours of work outside of class per week; some of you will require more time. You will also find that some weeks will require less time outside of class, while others will require more. Plan your schedule carefully and be prepared to put in the time required to succeed in this course.

READINGS

1. Jane Caplan, ed., *Nazi Germany* (ISBN 978-0199276875; available as an [ebook](#))
2. Roderick Stackelberg & Sally A. Winkle, eds., *The Nazi Germany Sourcebook: An Anthology of Texts* (ISBN 978-0415222143; available as an [ebook](#))
3. William Sheridan Allen, *The Nazi Seizure of Power: The Experience of a Single German Town, 1922-1945* (ISBN 978-1626548725)
4. Claudia Koonz, *The Nazi Conscience* (ISBN 978-0674018426)
5. Christopher Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland* (ISBN 978-0060995065)
6. Nora Krug, *Belonging: A German Reckons with History and Home* (ISBN 978-1476796628)
7. Primary and secondary sources on Brightspace — identified with (B).

LEARNING OUTCOMES

Students will demonstrate an understanding of the main themes and questions in the history of Nazi Germany.

Students will use a variety of primary sources to analyze the Nazi rise to power, Nazi ideology, the relationship between the state and society, everyday life in the Third Reich, the persecution of Jews, etc.

Students will analyze a variety of secondary sources to gain a critical understanding of the key questions and debates in the scholarly literature about Nazism and to understand the nature of historical interpretation and argumentation.

Students will practice the craft of history: they will raise and discuss key questions, read critically and analyze sources, and develop and defend historical arguments, using a variety of sources as evidence to support their claims.

Students will develop their abilities to present their ideas clearly in a variety of different formats — in both writing and speaking, for both scholarly and lay audiences.

Information Literacy: Students will find appropriate sources, differentiate between primary and secondary sources and between scholarly and popular sources, and evaluate sources for reliability, validity, accuracy, authority, and bias.

Engaged Learning: Students will analyze the public memory of the Nazi period and the commemoration of the Holocaust in Germany, offering their own contributions to the public history of Nazi Germany.

A NOTE ABOUT SOURCES

Historians distinguish between two types of sources. Primary sources are historical documents, both textual (novels, journals and memoirs, newspapers, government and legal documents, etc.) and non-textual (statistics, paintings, posters, films, music, material culture, etc.), produced at the time of a given historical development. Secondary sources are the works of historians or other observers writing about past developments — that is, works of history, in which the authors use and analyze primary sources.

COURSE REQUIREMENTS

Participation	15%	Regular participation in class — including class discussions of readings, the in-class debate, participation on Twitter and the group Padlet, and active engagement during the Berlin activities — is an essential part of this course. You are expected to have completed the reading assignment and to contribute actively and knowledgeably in class discussions. You are not expected to have mastered each text on the first reading or in advance of our discussions (or even after them); rather, we will work through the texts together in class. Be advised that quality of participation trumps quantity!
The Daily Padlet	15%	The “Daily <u>Padlet</u> ” is a form of writing that is designed both to help you prepare for class discussions and to develop your abilities to write strong thesis statements based on primary sources and to identify arguments in secondary sources. Each day, depending on the nature of the readings, you will submit thesis statements and/or “challenge statements” on your individual Padlet. See the handout for more information.
5 Padlet Posts	30%	There are five thematic blocks in the class. For each of the themes, you will write a short piece (varying length) in response to the given prompt. These short essays, posted to your individual Padlet, will give you the opportunity to flesh out some of the key analytical issues discussed and to present a historical interpretation that draws on multiple sources. See the handout for more information and for the prompts.
Individual Research Project	40%	This course will have a WordPress site, intended as a form of public history, where we will present the history of Nazi Germany to a broad, lay audience. Each of you will choose the theme or issue on which you will conduct your research over the course of the semester. Your contributions to the website will take two forms: (1) Timeline: Using identified digital archives, you will find primary sources related to your topic and will then plug them into a timeline, including an image, a link to the source, and a paragraph that analyzes the source and its significance. You must do a total of 10 timeline entries, spaced out over the semester. (2) Analytical Essay: At the end of the semester, you will write an analytical essay, in which you present a historical argument about the focus of your research. In addition to using the 10 primary sources identified for the timeline project, you will also need to use at least 5 secondary sources, with an annotated bibliography due earlier in the semester. This essay will also be posted to the website. See the handout for more information.

MY APPROACH TO EVALUATING STUDENT WORK

This course will take a different approach to evaluating student work (or grading). Rather than receive numerical or letter grades on individual components, you will receive written feedback only. The goal here is to put the focus on substantive feedback so that you can improve on future assignments — i.e., to put the focus on learning, not merely on getting a grade.

You will receive a progress report at the mid-point of the semester. At the end of the semester, your overall work will be considered holistically to determine your final grade. The percentages given above provide a guide to the relative importance of the different course assignments. The “rubric” on Brightspace provides a guide to the expectations for each letter grade. Please note that you must complete all course work to work to pass the course. Regularly turning in work late or missing class will affect your final grade.

POLICIES

Attendance: Your regular attendance and engaged participation is essential both for your success in this course and for our collective endeavor. Please try to be on time and to limit comings and goings from class. There is no policy about excused/unexcused absences, but regular absences will affect your ability to participate in class and thus your final grade.



Technology: Active and engaged participation requires face-to-face interaction,

something screens can sometimes disrupt. Studies also show that you generally retain information better when you take notes by hand, because you focus on key points rather than try to transcribe everything. I leave it up to the individual student to decide whether to use a laptop or tablet in class, but I do expect all students to be engaged in class and to use technology for class-related purposes, especially because *your* screen can become a distraction for *other* students.

Phones should be silenced and stowed away, except when cleared with me.



Netiquette: (1) While I check email regularly, I am not on call 24/7! You should not always

expect an immediate response, especially over the weekend or if the issue requires a more involved response. Plan accordingly! (2) You should always use proper email etiquette: sign emails with your full name, include the course and section number, employ a professional tone. (3) Check your LMU email regularly!

Academic Honesty: You are required to familiarize yourselves with the LMU Academic Honesty Policy and Procedures and to abide by them fully. Plagiarism, cheating on examinations, or any other form of academic dishonesty will not be tolerated. It will result in a zero for the assignment and may cause you to fail the course, at my discretion. To avoid plagiarism and for information about proper citation, please see the resources on Brightspace. But academic honesty is not just about avoiding plagiarism; it is about being an ethical member of a scholarly and intellectual community, where you acknowledge the contributions of others to your own work.

IF YOU FIND YOURSELF IN NEED OF HELP...

Talk to me.

Email me, come to student hours, or make an appointment to see me.

Use online resources.

Check out Brightspace for a variety of resources — paper guidelines, study tips, writing and research resources, links to source collections.

Ask a librarian.

Our librarians are eager to help you with research and in making the most effective use of the library's resources. You can also contact our librarians online.

Visit the Writing Center.

LMU's Writing Center offers free writing tutorials, face-to-face and online. You can find writing tutors in the Academic Resource Center in Daum Hall and online.

Basic Needs

Any student who faces challenges securing their food or housing is urged to contact the Dean of Students for support. Please also notify me if you are comfortable doing so, so that I can help direct you to available resources.

ACCESS AND INCLUSION

I endeavor to provide an inclusive learning experience in this course. If you experience barriers to learning, whether it has to do with the classroom environment, the nature of the assignments, or external pressures, you are welcome to contact me to discuss your needs. I also encourage you to contact the Disability Support Services (DSS) Office (Daum Hall 2nd floor; 310.338.4216). If you have a diagnosis, DSS will work with you to create an accommodation plan and will communicate that plan to your professors without disclosing your condition or diagnosis.

CLASS SCHEDULE

Please note that the class schedule is subject to change; any changes will be announced in class or by email and posted to Brightspace.

All readings should be completed by the date for which they are listed; please bring the assigned readings to class (hard or electronic copy).

Unless otherwise noted, all assignments must be posted to your individual Padlet before class.

Date	Topic	Readings	Assignment Due
15 January	The Elephants in the Room: Nazis, neo-Nazis, and Authoritarianism in the U.S.		
17 January	Nazi Germany: Questions, Interpretations, and Approaches	*Caplan, <i>Nazi Germany</i> , "Introduction"	Download the syllabus and read it carefully.
18 January	<i>Last day to drop or add a class</i>		
The Creation of the Nazi State			
22 January	Empire, War, and Revolution	* <i>The Nazi Germany Sourcebook</i> , documents 1.3, 1.4, 1.6, 1.9, 1.10, 2.2, 2.4, and 2.5 * <i>Nazi Germany</i> , chapter 1 (Evans)	Thesis statement Challenge statement
24 January	Weimar Politics & the Rise of the Nazis	* <i>The Nazi Germany Sourcebook</i> , documents 2.6, 2.13, 2.14, 2.15, 2.19, and 2.20 * <i>Nazi Germany</i> , chapter 2 (Fritzsche)	Thesis statement Challenge statement
24 January @ 5:00 p.m. in HIST/WGST Village (UHall 3500)		HISTORY FILM NIGHT: <i>The Rape of Europa</i>	
29 January	The Crisis of Weimar: Germany in 1930	*Appropriate documents on Brightspace.	1-2 page discussion of your ideas based on sources; bring hard copy to class.
31 January	The Nazi Seizure of Power	*Allen, <i>The Nazi Seizure of Power</i> , part 1	Challenge statement
5 February	Consolidating Power: <i>Gleichschaltung</i>	* <i>The Nazi Germany Sourcebook</i> , documents 3.1, 3.2, 3.3, 3.5, 3.8, 3.12a, 3.12b, 3.18, 3.20, and 3.22 * <i>Nazi Germany</i> , chapter 3 (Noakes)	Thesis statement Challenge statement
7 February	Everyday Life: Reordering Society in Nazi Germany	*Allen, <i>The Nazi Seizure of Power</i> , part 2	Challenge statement

Date	Topic	Readings	Assignment Due
Constructing & Cleansing the Volksgemeinschaft			
12 February	Inclusion & Exclusion in Nazi Germany	*Heinrich Himmler, "On the Question of Homosexuality," February 18, 1937 (B) *Heinrich Himmler, "Fight Against the Gypsy Nuisance," December 8, 1938 (B) *Nazi Germany, chapters 4 (Stephenson) and 5 (Wachsmann)	Thesis statement Challenge statement (Stephenson or Wachsmann)
14 February	Culture & Propaganda	*The Nazi Germany Sourcebook, documents 3.16, 3.17, and 3.24 *Adolf Hitler, "On the Use of Mass Meetings," from <i>Mein Kampf</i> (1924) (B) *Joseph Goebbels, "The Tasks of the Ministry for Propaganda," 3/15/33 (B) *Adolf Hitler, "Opening Address at the House of German Art in Munich," June 19, 1947 (B) *Welch, "Nazi Propaganda and the Volksgemeinschaft" (B)	Thesis statement Challenge statement
15 February			Padlet Post #1 due by end of the day.
19 February	Youth & Education	*The Nazi Germany Sourcebook, document 4.7 *Jutta Rüdiger, "On the League of German Girls," 1939 (B) *National Socialist Reich Youth Leadership, "Report on 'Swing' Dancing as a Form of Resistance," 1942 (B) *Peukert, "Youth in the Third Reich" (B)	Thesis statement Challenge statement
21 February	Labor & Leisure	*The Nazi Germany Sourcebook, document 3.13 *"Reports on the Sources of Working-Class Support for the Nazis and the Limits to Opposition," 1935-1939 (B) *Spode, "Fordism, Mass Tourism, and the Third Reich" (B) *Perry, "Nazifying Christmas" (B)	Thesis statement Challenge statement (Spode or Perry)
26 February	Defining "Jews" and Germans"	*The Nazi Germany Sourcebook, documents 3.9, 3.26a, 3.26b, 3.26c, 3.26d, 4.13a, 4.13b, 4.13c, 4.13d, 4.15, and 6.8 (preview) *Kaplan, "When the Ordinary Became Extraordinary" (B)	Thesis statement Challenge statement
26 February @ 6:30 p.m. in Roski Dining Hall (UHall)		JEWISH STUDIES ANNUAL INTERFAITH FORUM: Doris Bergen, "Salvation or Betrayal? Religious Conversion during the Holocaust"	
28 February	INDIVIDUAL CONFERENCES (instead of class): These conferences will give us an opportunity to discuss your performance in class and your individual research projects. Please make an appointment with me on eadrummond.youcanbook.me for 27 February, 28 February, or 1 March.		

Date	Topic	Readings	Assignment Due
1 March	<i>Last day to submit midterm deficiency grades.</i>		
5 March	Terror & Resistance	* <i>The Nazi Germany Sourcebook</i> , documents 3.10, 5.24a, 5.24b, 5.24c, 5.27a, and 5.27b *Mallmann & Paul, "Omniscient, Omnipotent, Omnipresent?" (B) *Wachsmann, "The Dynamics of Destruction" (B)	Thesis statement Challenge statement (Mallmann/Paul or Wachsmann)
Public History in Berlin: The History & Memory of Nazi Germany and the Holocaust in Germany			
7 March	History, Memory, and Commemoration in Berlin	* <i>Nazi Germany</i> , chapter 10 (Moeller) *Morris, "The Soul of a City: Berlin and Memory" (B) *Bornhöft, "Commemoration Saturation" (B)	Thesis statement (Morris & Bornhöft) Challenge statement (Moeller)
9 March	Depart Los Angeles	See full itinerary for details	
10 March	Arrive Berlin		
11 March	Representing the Nazi Era in German History		
12 March	Representing Jewish Berlin	*Hanson-Glucklich, "An Architecture of Absence" (B)	Optional challenge statement
13 March	Perpetrators & Resistance		
14 March	The "Final Solution"	* <i>The Nazi Germany Sourcebook</i> , document 6.8	
15 March	The Camps as Memorial & Cemetery	* <i>The Nazi Germany Sourcebook</i> , documents 7.7 and 7.8 *Young, "The Rhetoric of Ruins" (B)	Optional challenge statement
16 March	Berlin as Memorial Landscape	*Åhr, "Memory and Mourning in Berlin" (B)	Optional challenge statement
17 March	Return to Los Angeles		
Constructing & Cleansing the Volksgemeinschaft (continued)			
19 March	Nazi Eugenics	* <i>The Nazi Germany Sourcebook</i> , documents 2.9a, 2.9b, 3.14, 6.1a, and 6.1b *Friedlander, "The Exclusion and Murder of the Disabled" (B)	Thesis statement Challenge statement
21 March	Women, Family, and Sexual Politics	* <i>The Nazi Germany Sourcebook</i> , documents 3.25a, 3.25b, 4.4, 4.5, and 5.25 Stephenson, "Women, Motherhood, and Family in the Third Reich" (B)	Thesis statement Challenge statement
22 March	<i>Last day to withdraw from classes.</i>		Padlet Post #2 due by the end of the day.

Date	Topic	Readings	Assignment Due
26 March	Religion & the Churches	* <i>The Nazi Germany Sourcebook</i> , documents 3.15, 3.19, 4.9, and 4.18 *Protestant Church Leaders, "Declaration of Independence from the Nazi State," October 21, 1934 (B) * <i>Nazi Germany</i> , chapter 3 (Steigmann-Gall)	Thesis statement Challenge statement
28 March	No Class	Start reading Koonz, <i>The Nazi Conscience</i>	
2 April	Ideology & Morality	*Koonz, <i>The Nazi Conscience</i> , all	Challenge statement
War & Genocide			
4 April	The Road to War: Nazi Economic & Foreign Policy	* <i>The Nazi Germany Sourcebook</i> , documents 4.3, 4.20a, 4.20b, and 4.21 * <i>Nazi Germany</i> , chapters 7 (Tooze) & 8 (Weinberg)	Thesis statement Challenge statement (Tooze or Weinberg)
5 April			Padlet Post #3 due by the end of the day.
9 April	Who Were the Perpetrators?	* <i>The Nazi Germany Sourcebook</i> , documents 6.6 and 6.10 *Browning, <i>Ordinary Men</i> , all	Challenge statement (Browning)
11 April	The Nazi Empire: War & Empire	* <i>The Nazi Germany Sourcebook</i> , documents 5.1, 5.5, 5.8, 5.9, 5.10, 5.12, 5.17, 5.21, 6.4, 6.8 (review), 6.9, 6.13, 6.14, 6.15, and 6.16 * <i>Nazi Germany</i> , chapter 9 (Bergen)	Thesis statement Challenge statement
Vergangenheitsbewältigung in Postwar Germany			
16 April	Divided Germany: From Denazification to the Return of Extremism	* <i>The Nazi Germany Sourcebook</i> , documents 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.14, and 7.15 *"Ulrike Meinhof Calls for a Move from Protest to Resistance (May 1968)" (B) *"A Terrorist Call for 'Building a Red Army' (June 5, 1970)" (B) *"The West German States Declare Radicals Unfit for Public Service (January 28, 1972)" (B) *"Reasons for Immigrant Youth Criminality (November 16, 1978)" (B) *"Racist Attacks Against the Naturalization of Foreigners (September 14, 1979)" (B) *"An Outside Analysis of Right-Wing Extremism in the FRG (November 30, 1980)" (B) *"The Heidelberg Manifesto of Xenophobic Professors (3/4/1982)" (B)	Thesis statement

Date	Topic	Readings	Assignment Due
18 April	No Classes — Easter Holidays		
23 April	Memory Wars	* <i>The Nazi Germany Sourcebook</i> , documents 7.9, 7.10, 7.11, 7.12, and 7.13 *"The Liberal Philosopher Jürgen Habermas Insists Upon the Importance of Critical Memory (November 7, 1986)" (B) *Federal President Richard von Weizsäcker, "Speech Commemorating the 40th Anniversary of the End of the War in Europe and of National-Socialist Tyranny on 8 May 1945" (B) *Nolan, "Air Wars, Memory Wars" *Review <i>Nazi Germany</i> , chapter 10	Thesis statement Challenge statement (Nolan)
25 April	Family Histories	*Krug, <i>Belonging</i> , all	Thesis statement
24 April			Padlet Post #4 due by the end of the day.
30 April	Nazis in Popular Culture	*Rosenfeld, <i>Hi Hitler!</i> , chapters 5 & 6	Challenge statement
2 May	Contemporary Populism & the New Right	*Adrian Daub, "The Chilling Neo-Nazi Trial that Espoused the Dark Side of a New Germany" (B) *James Angelos, "The Prophet of Germany's New Right" (B) *Katrin Bennhold, "Germany's Far Right Rebrands: Friendlier Face, Same Doctrine" (B) *Cas Mudde, "How Populism Became the Concept that Defines Our Age" (B)	Thesis statement Padlet Post #5 due by the end of the day.
Tuesday, 7 May by the end of the day (midnight)		Analytical Essay (for individual research project) must be posted to WordPress site. All Timeline entries must also be entered into the spreadsheet.	

WHY STUDY HISTORY?

The study of history is essential for informed and engaged citizenship.

"Historical knowledge is no more and no less than carefully and critically constructed collective memory. As such it can both make us wiser in our public choices and more richly human in our private lives."

William H. McNeill

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The study of history demands that we recognize that Loyola Marymount University sits on the traditional homelands of the Gabrielino/Tongva people.