Course Description
In the year 2010 alone, 850 books were published on Nazi Germany. Over seventy-five years after the end of World War II, the desire still grows to understand how a country rich in culture, art, education, political vision and industrial wealth could descend to the lowest depths of violence, authoritarianism, intolerance and mass murder. Today, scholars study Nazi Germany to gain insights into the politics of social destruction, in order to learn general lessons that can be applied to any country. Immediately after World War II, the victorious Allies, including the USA, had even more difficult questions to answer. As the Allies set out to rebuild Europe and neutralize Germany, they had to decide which Germans they could trust: who was a Nazi and who was not, who had participated actively and willingly in the regime, who was capable of rehabilitation, and who should be punished for crimes against humanity. These questions were complicated by the fact that most Germans claimed that they had not participated willingly in the regime, that they had only gone along with the government out of fear, and that they had been ignorant of what the Nazis were really doing.

This course takes students through the same process that the Allies, and historians after them, had to go through: finding and deciphering clues to determine who knew what and when, how actively and willingly Germans were involved in Nazi crimes, whether they had any room for resistance, and how responsible they were for what happened in their country. Students examine a range of different primary sources – evidence and testimony directly from the time period – to answer these questions. The primary sources include interviews and voting statistics, law codes and newspaper articles, memoirs and diaries, films and letters, even down to everyday consumer objects and jokes. While students learn what it was like to live in Nazi Germany, they also learn to interpret, analyze, read between the lines, and question the reliability of the sources, how and where they were produced, and the background and hidden interests of those who produced them – in other words, students act as detectives as they take a critical approach to the clues they are offered.

Learning Objectives
In this Writing Intensive course, students will practice the following skills:
-- Analyzing evidence with a critical mind: in class, students will analyze the primary source readings, building on each others’ insights to ask relevant questions about how to evaluate different types of sources.
-- Writing clear and concise summaries of evidence: in homework assignments, students will write summations and opinions about the evidence with which they are presented, and learn to craft persuasive arguments supported by facts and evidence.
-- Writing a college-level paper: students will practice writing a formal college-level essay that is: clearly-argued; persuasive; based on solid evidence; significant in its findings and conclusions.
Class Attendance Policy
Attendance in class is required. There will be no make-up opportunities for missed classes.

Excused vs. Unexcused absences: The Rutgers-Newark Undergraduate catalog (http://catalogs.rutgers.edu/generated/nwk-ug_current/pg576.html) states: “The recognized grounds for absence are illness requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions.”

If you plan to claim a religious holiday as an excused absence, you must inform me of this fact within the first two weeks of class.

If you have more than four unexcused absences, your overall course grade will be lowered by a partial grade (from B+ to B, for example). If you have more than six unexcused absences, your grade will be lowered by one full grade (B+ to C+, for example). Any student who misses eight or more sessions through any combination of excused and unexcused absences will have missed more than a quarter of the class time and will not earn credit in this class. Such students should withdraw from the course to avoid an F.

Course Requirements:
There are 8 Units in this course, which are posted on Canvas. Each Unit has Instructions for the Lectures, Required Readings, and Assignments.

1. Participation Grade: 15%
2. Three Reading Responses: 30% = (10% each)
3. Four Short Answers: 20% = (5% each)
4. Hubert Lutz Interview: 15%
5. Final Essay: 20%

1. Participation in Lectures
There are two lectures per week. Attendance is required, and active participation in the course discussions is worth 15% of the course grade. (For the Attendance Policy, see above.)

The more you talk in the class, the better your grade will be. This grade will be cumulative at the end of the semester: I will not be grading each individual in-person course session, but will give a grade for your participation in class as a whole covering the entire semester. If you come to class regularly but don’t participate in any discussions, you can expect to receive a C. If you participate occasionally, you would be likely to get a B. And if you participate regularly, then you would probably get an A.

2. Reading Responses = 3 in total during the semester
These should each be a minimum of 2 full pages in length. They are each worth 10% of the final course grade.
See prompts on Canvas.
3. **Short Answers = 4 in total during the semester**
   These should be 1 full page in length.
   They are each worth 5% of the final course grade.
   See prompts on Canvas.

4. **Hubert Lutz Interview**
   4 pages in length, worth 15% of the final course grade.
   See prompt on Canvas

5. **Final Essay = due at the end of the semester** during finals week. Exact due date TBD.
   5-6 pages in length, worth 20% of the final course grade.
   See prompt on Canvas.

**Submitting Papers**
All written work must be submitted on Canvas. All students must put the Rutgers Honor Code Pledge on their assignments. The wording of the pledge is: “On my honor, I have neither received nor given any unauthorized assistance on this assignment.”

**Late Reading Response papers:** The Reading Responses and the Hubert Lutz Interview can be handed in up to three days late, but with a late penalty. To avoid a late penalty, the Reading Responses and the Lutz Interview have to be submitted before that class session begins. If they are submitted after the class session starts – after 11:30 am on the day they are due – they will be marked down automatically by a full grade as a penalty. That penalty will apply up to 3 days late, after which I won’t accept the assignment anymore.

The Short Answers cannot be handed in late.

**Policy on Academic Integrity (Cheating and Plagiarism)**
Rutgers University treats cheating and plagiarism as serious offenses. Cheating is both a moral and an ethical offense. It violates both your own integrity and the ethics of group commitment: when you cut corners and cheat, you undermine those students who took the time to work on the assignment honestly. As a standard minimum penalty, students who are suspected of cheating or plagiarism are reported to the Office of Academic Integrity. Pending investigation, further penalties can include failure of the course, disciplinary probation, and a formal warning that further cheating will be grounds for expulsion from the University.

The University’s Academic Integrity policy can be found at: [http://academicintegrity.rutgers.edu](http://academicintegrity.rutgers.edu)

You may only use the texts assigned in this syllabus to complete the assignments in this course. Resist the urge to use ChatGPT or any other AI resource. Resist the urge to cut and paste either literally or figuratively by using other people’s ideas. If I find that you have used an AI resource or other people’s ideas (ex: Wikipedia, Amazon reviews, book jacket descriptions, etc.), I will not accept the assignment because I will not be able to consider it your own work. You will get a failing grade (0 points) for that assignment and will not be able to make it up, and I will have to report the incident to the Office of Academic Integrity.
All students are required to sign the Rutgers Honor Code Pledge. The History Department REQUIRES that the following honor pledge is written and signed on every exam, paper, or other major course assignment that is submitted for grading: “On my honor, I have neither received nor given any unauthorized assistance on this assignment.”

The Grade Scale for this course is:

- A -- 93.0-96.9
- A- -- 90.0-92.9
- B+ -- 87.0-89.9
- B -- 83.0-86.9
- B- -- 80.0-82.9
- C+ -- 77.0-79.9
- C -- 73.0-76.9
- C- -- 70.0-72.9
- D+ -- 67.0-69.9
- D -- 63.0-66.9
- D- -- 60.0-62.9
- F -- 00.0-59.9

The Grade Scale applies to the final course grade as a range. If your combined assignment and discussion grades fall into one of these ranges, you will get the corresponding letter grade at the end of the semester.

Grades on individual assignments: I will be giving points (out of 100) to each individual assignment. In order for the grades to be reflected accurately in the Canvas Gradebook, I will be giving the following point numbers to correspond to the following letter grades:

- A = 95
- A- = 91
- B+ = 88
- B = 85
- B- = 81
- C+ = 78
- C = 75
- C- = 71
- D = 65
- F = 50

What the grades mean in descriptive terms:

- A: Outstanding
- A-: Outstanding, with one or two areas of improvement
- B+: Very good
- B: Good
- B-: Good overall, with some significant weaknesses
- C+: Satisfactory, with some potential for improvement
- C: Satisfactory, but needs significant development
- C-: Barely satisfactory
- D: Poor: overwhelming flaws
- F: Failing: doesn’t complete assignment
The grades are applied to your work in the class: at the college level, this means the final product of your work – what you hand in to me – and not the amount of effort you put into the work. (In other words, students don’t get an “A for effort” at the college level.) “Outstanding” is not defined as how the final product compares to your own previous work, but how it compares to other students’ work. All of this is a reflection of the real world: in the professional working world, you will be assessed according to how effective you are compared to other people.

I am happy to talk to you about assignments at any time during the semester – but I will only do so in office hours. I will not review paper drafts or answer in-depth questions via email, since email is not an effective tool for this kind of review. You can send me short informational questions via email, but for an evaluation of your work (including rough drafts) you must contact me to schedule an office hours appointment.

Disabilities
Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form. For more information please contact the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or contact odsnewark@rutgers.edu.

For the full Accommodation and Support statement, see Appendix A at the end of this syllabus.

Required Readings
The Required Readings are all available on Canvas as PDFs. If you would like to have a textbook to accompany the course, I would recommend: Joseph Bendersky, A Concise History of Nazi Germany.

Schedule of Classes

Unit 1: Introductions

Lecture 1. Tues. Jan. 16 Introduction: Sources and Timelines
Lecture 2. Thurs. Jan. 18 Europe before World War I
Lecture 3. Tues. Jan. 23 Germany on the Ground: the Stats
Lecture 5. Tues. Jan. 30  Lead-up to World War I

Unit 2: Introducing Leni Riefenstahl

Lecture 6. Thurs. Feb. 1  Triumph of the Will
Lecture 7. Tues. Feb. 6  Riefenstahl in Her Own Words
-- Required Reading: Riefenstahl, Memoirs, “Victory of the Faith;” “Triumph of the Will” (pp. 143-151, 156-166)
Reading Response 1 due: see prompt on Canvas, Unit 2.

Unit 3: The Great War

Lecture 8. Thurs. Feb. 8  World War I
Lecture 10. Thurs. Feb. 15  The Versailles Treaty
-- Required Reading: Snyder, Hitler’s Third Reich, part 1, “Victorious Allies Impose Treaty,” (pp. 15-19)

Unit 4: The Weimar Republic

Lecture 12. Thurs. Feb. 22  Hyperinflation and Fulfillment Policy
Lecture 13. Tues. Feb. 27  The Weimar Constitution’s Fatal Flaw

Unit 5: Nazi Seizure of Power

-- Required Reading: Kershaw, “Hitler and the Germans,” Life in the Third Reich (pp. 41-55)
Lecture 15. Tues. March 5  Hitler: Charisma or Economics = Memoirs
-- Required Reading: Riefenstahl, Memoirs, “A Fateful Meeting” (pp. 101-108)
-- Required Reading: Speer, Inside the Third Reich, “Profession and Vocation” (pp. 13-20)
Reading Response 2 due: see prompt on Canvas, Unit 5
Lecture 16. Thurs. March 7  Nazi Goals and Policies: 1933
-- Required Reading: Snyder, Hitler’s Third Reich, part 2, “Burning of Books” and law codes (pp. 111-119, 129-133, 152)
-- Required Reading: Sebastian Haffner, Defying Hitler (pp. 79-94, 110-123).
Short Answer 1 due: see prompt on Canvas, Unit 5
March 12 = Spring Break
March 14 = Spring Break

Lecture 17. Tues. March 19  The Hitler Myth = Letters to Hitler
-- Required Reading: Eberle, *Letters to Hitler*, Veneration and Advice; Rage and Hope (pp. 30-34, 50-67)
**Reading Response 3 due:** see prompt on Canvas, Unit 5

Lecture 18. Thurs. March 21  Inside the Third Reich: Domestic Policy
-- Required Reading: Snyder, *Hitler’s Third Reich*, part 3: “Restoration of Civil Service” (pp. 111-112)
**Short Answer 2 due:** see prompt on Canvas, Unit 5

**Unit 6: Life in Nazi Germany**

Lecture 19. Tues. March 26  Nazi Foreign Policy

Lecture 20. Thurs. March 28  Nazi Racial Policy
-- Required Reading: Klemperer, *I Shall Bear Witness*, “10 March - 30 April 1933” and “4 October - 18 October 1936” (pp. 5-15, 185-190)
**Short Answer 3 due:** see prompt on Canvas, Unit 6

Lecture 21. Tues. April 2  Everyday Conformity, Coercion, and Resistance
-- Required Reading: Fritzsche, “Reviving the Nation” (pp. 19-24)
-- Required Reading: Bielenberg, “Blockwart” (pp. 51-60)
-- Required Reading: Peukert, “Edelweiss Pirates” (pp. 154-165)
-- Required Reading: Peukert, “Order and Terror” (pp. 197-206)
For swing, watch and compare:
**Lindy Hoppers in a Marx Brothers movie:** [https://www.youtube.com/watch?v=xfav2ocUpMs](https://www.youtube.com/watch?v=xfav2ocUpMs)
**Benny Goodman:** [https://www.youtube.com/watch?v=t4yGKj23jgQ](https://www.youtube.com/watch?v=t4yGKj23jgQ)

Lecture 22. Thurs. April 4  Radicalization in 1938
-- Required Reading: Snyder, *Hitler’s Third Reich*, part 4, “Night of Broken Glass” (pp. 295-304)

Lecture 23. Tues. April 9  Phases of the Holocaust
-- Required Reading: Carr, “Nazi Policy Against the Jews,” *Life in the Third Reich* (pp. 69-82)

-- Required Reading: Browning, “One Day in Józefów: Initiation to Mass Murder” (pp. 300-315)

**Unit 7: What People Knew: Hubert Lutz as a Case Study**

Lecture 25. Tues. April 16  Hubert Lutz’s Memories: Part I
-- Required Reading: Johnson and Reuband, *What We Knew*, Interview with Hubert Lutz (pp. 141-150)
**Hubert Lutz Interview due:** see prompt on Canvas, Unit 7
Unit 8: Judgement at Nuremberg

Lecture 27. Tues. April 23  
*Olympia*, Baby Names, and the Nuremberg Trials

Lecture 28. Thurs. April 25  
Sitting in Judgment on Leni Riefenstahl
-- Required Reading: Riefenstahl, *Memoirs*: entire pdf

**Short Answer 4 due:** see prompt on Canvas, Unit 8

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**Final Paper:** Due during finals week, exact due date TBD, submitted to Canvas. Details available on Canvas, Unit: Final Paper.

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**Accommodation and Support Statement**
Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further the mission of access and support:

**For Individuals with Disabilities:** The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [ods.rutgers.edu](http://ods.rutgers.edu). Contact ODS at (973)353-5375 or via email at [ods@newark.rutgers.edu](mailto:ods@newark.rutgers.edu).

**For Individuals who are Pregnant:** The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu).

**For Absence Verification:** The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (e.g., illness, personal or family emergency, etc.). Students should refer to [University Policy 10.2.7](http://ods.rutgers.edu) for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing [deanofstudents@newark.rutgers.edu](mailto:deanofstudents@newark.rutgers.edu).

**For Individuals with temporary conditions/injuries:** The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (e.g., broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: [https://temporaryconditions.rutgers.edu](https://temporaryconditions.rutgers.edu).
For English as a Second Language (ESL): The Program in American Language Studies (PALS) can support students experiencing difficulty in courses due to English as a Second Language (ESL) and can be reached by emailing PALS@newark.rutgers.edu to discuss potential supports.

For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University’s Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct located at http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/.

For support related to interpersonal violence: The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a confidential resource and does not have an obligation to report information to the University’s Title IX Coordinator. Students can contact the office by calling (973) 353-1918 or emailing run vpva@rutgers.edu. There is also a confidential text-based line available to students; students can text (973) 339-0734 for support.

For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact their academic performance. Students, faculty and staff may contact the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

For Stress, Worry, or Concerns about Well-being: The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If you are not quite ready to make an appointment with a therapist but are interested in self-help, check out TAO at Rutgers-Newark for an easy, web-based approach to self-care and support: https://tinyurl.com/RUN-TAO.

For emergencies, call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.