

**21:510:290 Perspectives in History: Living in Nazi Germany Spring 2015**  
Writing Intensive

Class Location: Conklin 352

Class Meeting Times: Monday 2:30-3:50, Wednesday 1:00-2:20

Professor: Dr. Eva Giloi

Office Hours: 316 Conklin Hall, Mondays 12:00-2:00

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**Course Description:**

In the year 2010 alone, 850 books were published on Nazi Germany. Sixty-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. For each source, students will examine what it was like to live in Nazi Germany, and with this information, will 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 will 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 they are presented, and learn to craft persuasive arguments supported by facts and evidence.
- Learning how to find relevant evidence: over the course of the semester, students will take on the investigative work of finding their own original newspaper sources, with guidance from the course instructor.
- Writing a college-level paper: along with several other writing assignments, students will practice writing a formal college-level that is: 1. clearly-argued; 2. persuasive; 3. based on solid evidence; 4. significant in its findings and conclusions. Students will have guidance from the

instructor on how to achieve these goals, with in-class exercises on how to craft a strong essay argument.

### **Course Requirements:**

Students are required to attend lectures and take notes. They are also required to read the assigned texts before the start of the lecture for which they are assigned. Student participation in the discussion makes up 15% of the grade. Aside from course participation, there are multiple shorter written homework assignments, one midterm essay, and two argument papers.

**1. Participation in class discussion.** Students are expected to read the assigned texts before the class (by the date indicated on the syllabus). Simple attendance in class is not factored into the participation grade – students are required to come to class ready with questions or observations about the readings and to take part in the discussion to earn a good participation grade. We will devote much of our class time to interpreting the primary source readings; this in-depth analysis will compose the participation grade.

Students **must** print out the readings from Blackboard for each session and bring them to class, having read and made notes on them. I will be checking whether students have brought the readings to class and include that in the participation grade.

**2. Discussion Notes.** To aid students in preparing for the class discussion, students are required to bring a page of Discussion Notes on the readings for individual sessions – notes that they have taken on the readings for that session to answer the discussion prompt (as outlined on the syllabus below). Students can use the notes during the class discussion, and then hand them in at the end of class. I will only accept typed notes, not handwritten ones. Discussion Notes may not be handed in at a later date.

**3. Homework Assignments,** 3 pages in length each. There are five homework assignments, outlined on the syllabus. Assignments **MUST** be handed in at the beginning of class. I will only accept late written assignments in case of emergency, but proof of emergency is required. If students know they will not be able to attend class for non-emergency reasons (for instance for religious holiday observance), they must submit the assignment in advance. I also understand that we all sometimes face unforeseen circumstances: to take this into account, I have provided one make-up assignment opportunity at the end of the semester, which can be used to fill in a missing assignment grade or to substitute for a lower grade.

**4. Midterm Essay,** 6-7 pages. Due April 20.

**5. Two Argument Papers.** The first Argument Essay is a **Trial Brief**, 4-5 pages in length, due May 4. The second Argument Essay is a **Policy Paper**, 5-6 pages in length, due May 11.

### **Submitting Assignments, Papers and Essay:**

-- The Homework Assignments, Essay and Argument Papers have to be submitted in two forms: a paper copy handed in at the beginning of class and an electronic copy submitted to Turnitin on Blackboard. The two copies must be identical.

-- Pdfs of newspaper articles can't be submitted to Turnitin, so they only need to be attached to the paper copy handed in at class.

-- Discussion Notes do not need to be submitted to Turnitin. They only need to be handed in as a paper copy at the end of the relevant class session.

-- All students need to put the Rutgers Honor Code Pledge, with their signature, on the paper copies of the Assignments, Papers and Essays. (For the wording of the Pledge, see below.)

**Grading:**

In-class participation:	14%
Discussion Notes (up to 2 points each):	16%
Homework Assignments (5 in total):	25%
Midterm Essay:	20%
Argument Paper 1: Trial Brief:	10%
Argument Paper 2: Policy Paper:	15%

**Grading Rubric:**

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 – not simply 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 that you will soon be entering, you will succeed based on how effective you are compared to other people.

I am happy to talk to you about your assignments, strategies for writing papers, rough drafts, etc. 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 make the effort to come to my office hours in person. If you have a scheduling conflict with my regular office hours, email me to make an appointment at another time.

**Class Rules:**

European history is largely a story of the rise of and interplay between individual rights and civic duties. The classroom is a microcosm of that relationship, and the classroom rules reflect a respect for individual rights and the need for group responsibilities. I expect students to behave in a manner that shows respect for the civic community: for others' needs and desire to learn. Any behavior that might be disruptive to other students, making it difficult for them to hear or distracting them from the lecture, or in any way intimidates them from participating in class, is detrimental and will be counted against the participation grade.

This means, in concrete terms:

- no talking in private conversations (even in whispers),
- no cell phone use or any other form of texting,
- no use of computers or laptops,
- no working on other course homework.

Arriving at class late or leaving early is extraordinarily disruptive to other students, and is only acceptable in an emergency situation. More than anything else, though, private conversations draw attention away from the common civic forum – if I have to stop the class to ask you to stop a private conversation, you will receive an F for your participation grade for the course.

**Attendance policy:**

Attendance 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](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.

After four unexcused absences, your overall course grade will be lowered by a partial grade (from B+ to B, for example) for every further unexcused absence. With eight absences, the stakes change: 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.

**Late papers and exams:**

Homework Assignments: I will not accept late homework assignments or discussion notes, except in cases of proven emergency. The homework assignments and discussion notes are designed to help you keep up with the readings and to prompt participation in class discussion. This is why they cannot be handed in later than the beginning of the class when they are assigned. But: You can always hand an assignment in early. If you know that you will be absent on a particular day, plan ahead and email the assignment to me early. (Remember to submit a second copy to Turnitin as well.)

Essay and Argument Papers: Unless you have express permission from me, discussed with me IN ADVANCE, and based on an acknowledged reason, late essays and papers will have their grades lowered one full grade every day that they are late.

**Disabilities:**

Students with disabilities, including learning disabilities, requiring assistance and/or accommodation should speak with Disability Services in a timely manner to set up appropriate accommodations.

**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 student who took the time to work on the assignment honestly. The standard minimum penalties for students who cheat or plagiarize include failure of the course, disciplinary probation, and a formal warning that further cheating will be grounds for expulsion from the University.

All students are required to sign the Rutgers Honor Code Pledge. To receive credit, every assignment must have your signature under the following phrase: "On my honor, I have neither received nor given any unauthorized assistance on this assignment."

You may only use the texts assigned in this syllabus to complete the homework assignments, discussion notes, midterm essay, and argument papers. Resist the urge to cut and paste, either literally or figuratively by using other people's ideas. If I find that you have used 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.

### **Required Readings:**

The **Required Readings** are on Blackboard under 'Course Documents.' (There is also one document to be accessed on-line – see URL below.) You will need to print out the readings and bring them to class, since we will be working intensively in class with the documents. If you don't bring them to class, you will not be able to participate adequately in the discussion. I will check each session that students have brought the readings with them.

Along with the required readings on Blackboard, we also have a **textbook** for the course to provide historical context:

-- Joseph Bendersky, *A Concise History of Nazi Germany*

The book can be purchased from on-line sellers. It is also on 2-hour reserve at Dana Library.

### **Recommended Reading:**

Along with the required readings, I would strongly recommend the following book as a guide to writing college level essays, especially for history courses:

Mary Lynn Rampolla, *A Pocket Guide to Writing in History*.

## **Schedule of Classes**

### **Interpretive Skills**

Wed., Jan. 21: Introduction: Sources and Timelines

**Please read before the beginning of the first class:**

#### **Readings:**

-- Fritzsche, excerpt from "Reviving the Nation": pages 19-24 only (in *Life and Death in the Third Reich*) (pages 19-24)

-- Rampolla on developing a thesis, excerpt from *Writing in History*

Both of these are on Blackboard, like all of the other required readings (all except the textbook).

Mon., Jan. 26: Germany on the Ground: Who are we talking about?

Wed., Jan. 28: Germany in the Mind: Political Movements

Mon., Feb. 2: Triumph of the Will: Introducing Leni Riefenstahl

Wed., Feb. 4: Riefenstahl in her own Words

**Readings:**

-- Riefenstahl, *Memoirs*, "Victory of the Faith;" "Triumph of the Will" (pages 143-151, 156-166)

**Assignment 1** due: This assignment is on Leni Riefenstahl. See exact instructions below.

### **The Historical Background**

Mon., Feb. 9: Lead-up to World War I

Wed., Feb. 11: The Great War

Mon., Feb. 16: No Class

**Readings:**

-- Bendersky, Chapters 2, 3, and 4: "Rise of Hitler and Nazism" and "Historical Roots of Nazi Ideology" and "Party Structure, Propaganda, and Followers"

Wed., Feb. 18: War and Aftermath

**Readings:**

-- Bendersky, Chapter 1: "Weimar Democracy in Crisis"

Mon., Feb.23: The Versailles Treaty

**Readings:**

-- Snyder, *Hitler's Third Reich*, Part 1, "Victorious Allies Impose Treaty," (pages 15-19)

**Discussion Notes 1** due: This assignment asks what Germany was like in 1920. See exact instructions below.

Wed., Feb. 25: The Birth of the Weimar Republic: Political Challenges

**Readings:**

-- Snyder, *Hitler's Third Reich*, Part 2, "A Small Group of Dissidents..." (pages 22-25)

**Assignment 2** due: This assignment is on the Nazis' "Twenty-Five Points." See exact instructions below.

Mon., March 2: Economic Dislocation and Fulfillment Policy

**Discussion Notes 2** due: This assignment asks for a comparison between 1924 and 1928. See exact instructions below.

### **The Nazi Rise to Power: Based on Popular Support?**

Wed., March 4: Hitler Myth vs. Great Depression: What do voting statistics tell us?

**Readings:**

-- Kershaw, "Hitler and the Germans" (in *Life in the Third Reich*) (pages 41-55)

-- Snyder, *Hitler's Third Reich*, Part 2, "Mein Kampf" (pages 42-49)

-- Noakes and Pridham, *Nazism*, Party Membership statistics (pages 84-87)

-- Stackelberg, *Nazi Germany Sourcebook*, "Reichstag elections 1928-1933" (Table 2.1)

**Discussion Notes 3** due: This assignment asks for a theory of who voted for the Nazis and why. See exact instructions below.

Mon., March 9: Corroborating the Theory I: Personal Narratives of Riefenstahl and Speer

**Readings:**

- Riefenstahl, *Memoirs*, "A Fateful Meeting" (pages 101-108)
- Speer, *Inside the Third Reich*, "Chapter 2: Profession and Vocation" (pages 13-20)

**Assignment 3** due: This assignment asks for a comparison of Riefenstahl's and Speer's first encounters with Hitler. See exact instructions below.

Wed., March 11: Corroborating the Theory II: Letters to Hitler before 1933

**Readings:**

- Eberle, *Letters to Hitler*, "Veneration and Advice;" "Rage and Hope" (pages 30-34, 50-67)

**Discussion Notes 4** due: This assignment is on letters written to Hitler before 1933. See exact instructions below.

March 16-20: Spring Break

Mon., March 23: Another Possibility: did the Nazis trick their way into power?

**Readings:**

- Bendersky, Chapters 5 and 6, "Parliamentary Paralysis and the Nazi Breakthrough of 1930" and "Hitler's Legal Path to Power"

Wed., March 25: How it Happened: the Nazi Seizure of Power

**Readings:**

- Bendersky, Chapter 7, "Pseudolegal Revolution"

**Choose Paper Topic** – hand in a note at beginning of class indicating which of the two paper topics you will write on for the midterm essay.

Mon., March 30: Immediate Actions in 1933

**Readings:**

- Haffner, *Defying Hitler*, Chapters 16-18, 21-23 (pages 79-94, 110-123)
- Snyder, *Hitler's Third Reich*, Part 3, "Restoration of Civil Service;" "Burning of Books;" "Hitler's Decree for Gleichschaltung;" "Law Concerning Formation of New Parties;" "Law for the Protection of Heredity;" "Law for Reorganization of the Reich" (pages 111-119, 129-133, 152)

**Discussion Notes 5** due: This assignment is on Sebastian Haffner's description of the first year of Nazi rule as well as the laws passed by the Nazis in 1933. See exact instructions below.

Wed., April 1: Corroborating the Theory III: Klemperer's Diaries

**Readings:**

- Klemperer, *I Shall Bear Witness*, "10 March – 30 April, 1933" (pages 5-15)

**Assignment 4** due: This assignment uses a diary as primary source evidence for the roots of the Nazis' power. See exact instructions below.

## Everyday Life in Nazi Germany: Enthusiasm, Fear, Resistance?

Mon., April 6: Inside the Third Reich, Part I: Domestic Policy

### Readings:

- Stackelberg, *Nazi Germany Sourcebook*, "The Nuremberg Laws" (pages 186-190)
- Bielenberg, *When I was a German*, "The Years Before: Part I and Part II" (pages 16-33)
- Bendersky, Chapter 8, "Total State versus the Dual State and Polycracy"

**Discussion Notes 6 due:** This assignment uses Bielenberg as a primary source to understand everyday life in Nazi Germany. See exact instructions below.

Wed., April 8: Inside the Third Reich, Part II: Everyday Life

### Readings:

- Fritzsche, "Reviving the Nation," (*Life and Death in the Third Reich*) (pages 38-65)
- Snyder, *Hitler's Third Reich*, Part 4, "Law Regarding Labor Service;" "Hitler Youth;" "Report on the Accomplishments of Kraft Durch Freude" (pages 206-210, 241, 278)
- Bendersky, Chapter 9, "Political Biology, Culture, and Society"

**Discussion Notes 7 due:** This assignment uses Fritzsche as a secondary source to understand everyday life in Nazi Germany. See exact instructions below.

Mon., April 13: A Case Study: Hubert Lutz's Memories

### Readings:

- Johnson and Reuband, *What We Knew*, Interview with Hubert Lutz (pages 141-150)

**Assignment 5 due:** This assignment uses a post-war interview as primary source evidence for the roots of the Nazis' power. See exact instructions below.

**Also due:** Midterm Paper **Thesis Statement and Outline** of Evidence Paragraphs. Bring 2 copies, one to hand in at the beginning of class and one to keep as we discuss how to write a strong thesis statement. To write your thesis statement, I would strongly suggest re-reading Rampolla on developing a thesis, excerpt from *Writing in History* (on Blackboard)

Wed., April 15: Nazi Foreign Policy

### Readings:

- Bendersky, Chapters 10 and 11, "SS Terror, Anti-Semitism, and Resistance to Nazification" and "Führer as Statesman: Ideology and Foreign Policy"

Mon., April 20: Phases of the Holocaust

### Readings:

- Carr, "Nazi Policy Against the Jews" (in *Life in the Third Reich*) (pages 69-82)
- Snyder, *Hitler's Third Reich*, Part 4, "Night of Broken Glass;" "Goering Issues Three Decrees" (pages 295-304)

**Midterm paper due.** Please submit a paper copy at the beginning of class, as well as an electronic copy to Turnitin before class.

Wed., April 22: Leni Riefenstahl's Memories of her Wonderful, Horrible Life.

Mon., April 27: Resistance?

**Readings:**

-- Bielenberg, *When I was a German*, "The Blockwart;" "A Dangerous Tea Party;" "Star of David" (pages 51-60, 89-93, 110-114)

-- Peukert, "Contradictions in the Mood," from *Inside Nazi Germany* (pages 49-66)

**Discussion Notes 8** due: This assignment asks about forms of resistance in Nazi Germany. See exact instructions below.

Wed., April 29: Denazification

**Readings:**

-- John J. McCloy, "The Present Status of Denazification (December 31, 1950)," to be found at:  
<http://germanhistorydocs.ghi-dc.org/pdf/eng/Denazification%203ENG.pdf>

Mon., May 4: Sitting in Judgment on Leni Riefenstahl

**Readings:**

-- Riefenstahl, *Memoirs*: entire

**Trial Brief** due at the beginning of class: This assignment is on Leni Riefenstahl and her role in the Nazi regime. See exact instructions below.

Please submit a paper copy at the beginning of class, as well as an electronic copy to Turnitin before class.

Thurs. May 9: **Extra Credit** Assignment (**optional**)

You may turn in one extra credit assignment, which can replace a missing assignment or one with a lower grade. See exact instructions below.

Mon., May 11, by 6 pm: **Policy Paper** due: You must submit this paper in two steps, partly through Turnitin (the paper text), and partly by email (the pdfs of newspaper articles) – see final paper instruction sheet for exact details.

## Assignment Prompts

### Due: Feb. 4

**Assignment 1:** Due at the beginning of class on Wed., Feb. 4.  
3 pages in length.

Base your answer on the film *Triumph of the Will* and the readings in Riefenstahl, *Memoirs*, “Victory of the Faith;” “Triumph of the Will” (pages 143-151, 156-166)

Taking into account both the visual aspects of the film and Riefenstahl’s descriptions of making the film, would you call this film propaganda or not?

Please structure your answer in one of two ways:

1. Looking at *Triumph of the Will*’s aesthetics and visual language, the film appears to be propaganda. If you take into account how it was made, however, it is clear that Riefenstahl did not intend to make a propaganda film.

- Or -

2. In her description of making *Triumph of the Will*, Riefenstahl claims that she did not make a propaganda film. However, if one looks at the film’s aesthetics and visual language, the propaganda intentions of the film become clear.

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### Due: Feb.23

**Discussion Notes 1:** Due Mon., Feb.23.

Find 3 newspaper stories about Germany from the year 1920, and attach them to this assignment. Instructions for how to find newspaper articles through the Rutgers Library website are on Blackboard under the Course Assignments menu.

Write one page of notes for discussion: Based on those three newspaper articles, what was Germany like in 1920? Attach the 3 newspaper articles from 1920 to these notes.

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### Due: Feb. 25

**Assignment 2:** Due at the beginning of class on Wed., Feb. 25.  
3 pages in length.

Take the 3 newspaper articles from 1920 that you found last session and compare them to today’s reading: the Nazi Party’s Twenty-Five Points. Based on that comparison, did the Nazis address the problems outlined in the US newspapers in 1920? Or did they focus on different issues? Either way, what solutions did the Nazis give to Germany’s problems? Attach the 3 newspaper articles from 1920 to this assignment.

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**Due: March 2****Discussion Notes 2:** Due Mon., March 2.

Find two newspaper articles about Germany's economy: one article has to be from 1924 and one has to be from 1928. What was Germany's economy like in these two years? How do the two years compare? Were the US newspapers optimistic about Germany's economy? Pessimistic?

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**Due: March 4****Discussion Notes 3:** Due Mon., March 4.

This assignment has two parts:

Part 1, one page minimum: Using both Kershaw's essay and Hitler's Mein Kampf, give the main outlines of Hitler's public image.

Part 2, one page minimum: Look at the voting and party membership statistics, and come up with a theory of who voted for the Nazis and why. We will talk about this in class

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**Due: March 9****Assignment 3:** Due at the beginning of class on Mon., March 9.

3 pages in length.

Compare Riefenstahl's description of her first encounter with Hitler to Speer's description of his first encounter. Why were they attracted to Hitler?

Please structure your answer in one of two ways:

1. At first glance, it seems that Riefenstahl and Speer had similar first encounters with Hitler, but on closer examination, they were fundamentally different. [Then insert how they were different.]

- Or -

2. At first glance, it seems that Riefenstahl and Speer had fundamentally different first encounters with Hitler, but on closer examination, they were basically similar. [Then insert why they were similar.]

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**Due: March 11****Discussion Notes 4:** Due Wed., March 11.

This assignment will help us discuss how to write a strong thesis statement. Read the letters to Hitler carefully. What do you notice about them? Was there a common theme to them? Maybe you want to ask if the letter writers' impressions of Hitler seem similar or different from Riefenstahl and Speer's? Maybe you want to ask whether anti-Semitism was a strong motivation for Nazi supporters? Or else, what other motivations people had to support Hitler? Or maybe you want to look at what kinds of people wrote to Hitler, based on their social background?

Based on that analysis, come to class with a statement that spells out what you think about the letters. Specifically, phrase your statement as: "Looking at the letters to Hitler, I think... [fill in the blank]." Then list which parts of the letters support that theory (with page numbers).

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**Due: March 25**

**Choose Midterm Paper Topic:** Due Wed., March 25.

Hand in a note to me stating which topic you plan to write on.

See Midterm Paper instruction sheet, up on Blackboard. You have a choice of two questions.

They are based on course readings, most of which we have not read yet, but will read in the next few weeks. You will need to skim the readings to get an idea of what you would have to do for either question prompt. Based on that preliminary skimming, you should choose now which topic you want to write on so that you can take in-depth notes as you read the texts over the next few weeks.

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**Due: March 30**

**Discussion Notes 5:** Due Mon., March 30.

If you look at the first year of Nazi rule, as described by Haffner and as manifested in the laws passed by the Nazis in 1933, what would you conclude about the nature of the regime? In other words, by looking at events on the ground (and not what the Nazis said in their speeches and pamphlets), what would you assume were the movement's main principles and goals?

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**Due: April 1**

**Assignment 4:** Due at the beginning of class on Wed., April 1.

3 pages in length.

Riefenstahl and Speer both talk about Hitler's ability to sway the masses. Haffner talks about fear and intimidation. How typical were their experiences? Can we corroborate their experiences and use them as evidence of why average Germans supported the Nazis? Look at Klemperer's diaries (*I Shall Bear Witness*, "10 March – 30 April, 1933," pages 5-15): does he give similar reasons for why some non-Jewish Germans supported the Nazis in the early years? Or does he give other reasons?

This assignment requires some thoughtful digging, as the evidence is not obvious – you have to look at the diary in detail for hints and fragments.

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**Due: April 6**

**Discussion Notes 6:** Due Mon., April 6.

The primary source perspective: Should people have seen what was coming with the Holocaust, once the Nuremberg laws were passed? Did they or didn't they, according to Bielenberg? If not, why not? How did average Germans view the Nazi regime in 1934-1936, according to Bielenberg?

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**Due: April 8**

**Discussion Notes 7:** Due Wed., April 8.

The secondary source perspective: What was everyday life like for ethnic Germans? Does Fritzsche's description of everyday life help explain why Germans supported the regime? Or why they didn't resist the regime more openly? How does it compare to Bielenberg's account from last week?

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**Due: April 13**

**Assignment 5:** Due at the beginning of class on Mon., April 13.

3 pages in length.

Answer each of these questions, in at least 1 paragraph each.

How does Lutz remember life in Nazi Germany? Are there contradictions in his account, either about denunciations, or what he knew about Jews specifically? How does he explain his lack of knowledge (if at all)? Do you find him credible?

**Also Due: April 13**

Midterm Paper **Thesis Statement and Outline** of Evidence Paragraphs: Due Mon., April 13.

Bring 2 copies, one to hand in at the beginning of class and one to keep as we discuss how to write a strong thesis statement.

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**Due: April 20**

**Midterm paper:** due Mon., April 20

6-7 pages in length.

You must hand in a hard copy at the beginning of class and submit a copy to Turnitin before class starts. See midterm paper instruction sheet for exact details.

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**Due: April 27**

**Discussion Notes 8:** Due Mon., April 27.

“Protest is when I say I don’t like this. Resistance is when I put an end to what I don’t like.”

Look at both the primary source – Christabel Bielenberg’s memoirs – and the secondary source – the historian Detlev Peukert’s article “Contradictions in the Mood” – to answer the question: was there protest in Nazi Germany? Was there resistance? What forms of either protest or resistance were possible? What is the line between protest and resistance in a regime that punishes protest severely?

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**Due: May 4**

**Trial Brief:** Due at the beginning of class on Mon., May 4.

4-5 pages in length.

Leni Riefenstahl stands trial before a Denazification Court after the war. The question for the Court is whether she should be classed as a Minor Offender or a Fellow Traveler (Follower). You are either a prosecutor, arguing for Minor Offender status, or her defense attorney, arguing for Fellow Traveler status. Based on Leni Riefenstahl’s *Memoirs*, and drawing on all of our class sessions as context, explain your reasoning for your judgments: What is she guilty of? What evidence is there to convict her? Is the evidence circumstantial or hearsay, or is it firm evidence? What extenuating circumstances – if any – would you point to?

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**Optional: Due May 9**

**Extra credit (optional):** Due by email, Thurs. May 9.

4 pages in length.

Using Detlev Peukert's essay, "Contradictions in the Mood," from *Inside Nazi Germany* (pages 49-66), compare the Sopade morale reports with the Gestapo morale reports. Answer the question in two parts, with 2 pages each.

1. What impression about morale in Germany do you get if you read the Sopade reports? What problems and weaknesses do the Sopade reports present as a source? How accurate or reliable are they?

2. What impression about morale in Germany do you get if you read the Gestapo reports? What problems and weaknesses do the Gestapo reports present as a source? How accurate or reliable are they?

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**Due: May 11**

**Policy Paper:** due Mon., May 11, by 6 pm.

5-6 pages in length.

You must submit this paper in two steps – see final paper instruction sheet for exact details.