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Perspectives in History: Living in Nazi Germany
Writing Intensive

Fall 2016

Class Location: 424 Conklin Hall

Class Meeting Times: Tuesdays and Thursdays, 11:30-12:50

Professor: Dr. Eva Giloi

Office Hours: 316 Conklin Hall, Thursdays 1:00-2:00 and by appointment

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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. 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 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.
- Writing a college-level paper: along with several other writing assignments, students will practice writing a formal college-level essay that is: 1. clearly-argued; 2. persuasive; 3. based on solid evidence; 4. significant in its findings and conclusions.

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 class discussion makes up 13% of the grade. Aside from course participation, there are three shorter written homework assignments, a series of discussion notes and other exercises, and a final paper.

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. 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. I will factor the top 6 Discussion Notes grades (out of 8) into the final course grade.

3. **Homework Assignments**, 3 pages in length each. There are three 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.

4. **Lutz Interview**, 3-4 pages in length. See instructions below. Due in class on Dec. 1.

5. **Trial Notes**, 2-3 pages in length. See instructions below. Due in class on Dec. 13.

6. **Final Paper**, 5-6 pages in length. See instructions below. Due December 16, by 3 pm.

Submitting Assignments, Papers and Essay:

-- The Homework Assignments and Lutz Interview must 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.

-- The Final Paper must be submitted to Turnitin on Blackboard.

-- 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 must put the Rutgers Honor Code Pledge, with their signature, on the paper copies of the Assignments. (For the wording of the Pledge, see below.)

Grading:

In-class participation:	13%
Discussion Notes (top 6 out of 8):	12%
Riefenstahl Outline Exercises:	5%
Assignment 1 = Riefenstahl:	10%
Assignments 2 + 3 (10% each):	20%
Lutz Interview:	10%
Trial Notes:	5%
Final Paper:	25%

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 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 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 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) 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.

I will take attendance at the beginning of every class. If you arrive late, after I have taken attendance, I will give you half credit for being in class. This means that two late arrivals will count as one unexcused absence.

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, Discussion Notes, and Lutz Interview: 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.) I also understand that we all sometimes face unforeseen circumstances: to take this into account, I will count only the top 6 out of 8 Discussion Notes for the course grade.

Final Paper and Assignments: 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.

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.

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, essay, and 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.

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 Kate Torres at (973) 353-5375 or in the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or by contacting odsnewark@rutgers.edu.

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 and at the Rutgers Newark bookstore. 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

Tues., Sept. 6: 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).

Thurs., Sept. 8: Germany before World War I

Tues., Sept. 13: Germany on the Ground: Who are we talking about?

Thurs., Sept. 15: Triumph of the Will: Introducing Leni Riefenstahl

Tues., Sept. 20: Riefenstahl in her own Words

Readings:

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

Riefenstahl Exercise Part I: Outline and Evidence due: See instructions on Blackboard under Assignments

The Historical Background

Thurs., Sept. 22: Germany in the Mind: Political Movements

Riefenstahl Exercise Part II: Paragraph due: See instructions on Blackboard under Assignments

Tues., Sept. 27: Lead-up to World War I

Thurs., Sept. 29: The Great War

Tues., Oct. 4: War and Aftermath

Readings:

-- Bendersky, Chapters 1, 2, 3, and 4: "Weimar Democracy in Crisis" and "Rise of Hitler and Nazism" and "Historical Roots of Nazi Ideology" and "Party Structure, Propaganda, and Followers"

Assignment 1 = Riefenstahl due: See instructions on Blackboard under Assignments

Thurs., Oct. 6: 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.

Tues., Oct. 11: The Birth of the Weimar Republic: Political Challenges

Readings:

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

Thurs., Oct. 13: Economic Dislocation and Fulfillment Policy

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

The Nazi Rise to Power: Based on Popular Support?

Tues., Oct. 18: How it Happened: the Nazi Seizure of Power

Readings:

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

-- Bendersky, Chapter 5, 6, and 7: "Parliamentary Paralysis and the Nazi Breakthrough of 1930" and "Hitler's Legal Path to Power" and "Pseudolegal Revolution"

Discussion Notes 2 due: This assignment asks about Hitler's public image. See exact instructions below.

Thurs., Oct. 20: Hitler Myth vs. Great Depression: What do voting statistics tell us?

Readings:

-- 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 comparison between 1924 and 1928. See exact instructions below.

Tues., Oct. 25: Push or Pull: Hitler Myth or Economics?: 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)

Discussion Notes 4 due: This assignment asks for a comparison of Riefenstahl's and Speer's first encounters with Hitler. See exact instructions below.

Thurs., Oct. 27: Push or Pull: Hitler Myth or Economics? Letters to Hitler before 1933

Readings:

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

Discussion Notes 5 due: This assignment is on letters written to Hitler before 1933. See exact instructions below.

Tues., Nov. 1: Immediate Actions in 1933, Part I

Readings:

-- 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)

Thurs., Nov. 3: Immediate Actions in 1933, Part II

Readings:

-- Haffner, *Defying Hitler*, Chapters 16-18, 21-23 (pages 79-94, 110-123)

Discussion Notes 6 due: This assignment is on Sebastian Haffner's description of the first year of Nazi rule. See exact instructions below.

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

Tues., Nov. 8: No Class: Election Day – go out and vote!!

Thurs., Nov. 10: Inside the Third Reich: Domestic Policy

Readings:

-- Stackelberg, *Nazi Germany Sourcebook*, "Reich Flag Law" and "Reich Citizenship Law, 15 September 1935" (pages 186-188)

-- *German History in Documents*, "First Regulation to the Reich Citizenship Law of November 14, 1935" (pages 2-4)

-- Bendersky, Chapter 8, "Total State versus the Dual State and Polycracy"

Tues., Nov. 15: Klemperer's Diaries: 1933 to 1936

Readings:

-- Klemperer, *I Shall Bear Witness*, "10 March – 30 April, 1933" and "4 October – 18 October, 1936" (pages 5-15 and 185-190)

Assignment 3 due: This assignment uses a diary as primary source evidence. See exact instructions below.

Thurs., Nov. 17: 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"

Tues., Nov. 22: 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)

Thurs., Nov. 24: No Class: Thanksgiving

Tues., Nov. 29: Inside the Third Reich: 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.

Thurs., Dec. 1: A Case Study: Hubert Lutz's Memories

Readings:

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

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

Tues., Dec. 6: Denazification and Resistance?

Readings:

-- 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.

Thurs., Dec. 8: Olympia

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>

Tues., Dec. 13: Sitting in Judgment on Leni Riefenstahl

Readings:

-- Riefenstahl, *Memoirs*: entire

Trial Notes due at the beginning of class: These notes will be the basis for our in-class denazification trial. See exact instructions below.

Final Paper due: December 20, by 3 pm.

5-6 pages in length. See instructions on Blackboard under Assignments.

Assignment Prompts

Due: Sept. 20

Riefenstahl Exercise Part I: Due at the beginning of class on Tues., Sept. 20.

Outline and Evidence: See instructions on Blackboard under Assignments

Due: Sept. 22

Riefenstahl Exercise Part II: Due at the beginning of class on Thurs., Sept. 22.

Outline and Evidence: See instructions on Blackboard under Assignments

Paragraph due: See instructions on Blackboard under Assignments

Due: Oct. 4

Assignment 1 = Riefenstahl: Due at the beginning of class on Tues., Oct. 4.

3 pages in length.

See prompt and instructions on Blackboard under Assignments.

Due: Oct. 6

Discussion Notes 1: Due Thurs., Oct. 6.

Find 3 newspaper articles 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.

Due: Oct. 13

Assignment 2: Due at the beginning of class on Thurs., Oct. 13.

3 pages in length.

Take the 3 newspaper articles from 1920 that you found two sessions ago and compare them to last session'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.

Due: Oct. 18

Discussion Notes 2: Due Tues., Oct. 18.

This assignment has two parts:

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

Part 2: Also using Kershaw's essay, outline which aspects of Hitler's image appealed to which social constituencies (different classes, professional groups, men or women, generations, etc.).

Due: Oct. 20

Discussion Notes 3: Due Thurs., Oct. 20.

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?

Due: Oct. 25

Discussion Notes 4: Tues., Oct. 25.

Compare Riefenstahl's description of her first encounter with Hitler to Speer's description of his first encounter. Why were they attracted to Hitler? Were their experiences fundamentally similar, or significantly different?

Due: Oct. 27

Discussion Notes 5: Due Thurs., Oct. 27.

These notes are based on Eberle, *Letters to Hitler*, “Veneration and Advice;” “Rage and Hope” (pages 30-34, 50-67).

Read the letters to Hitler carefully. What do you notice about them? Do they have a common theme? 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 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?

Due: Nov. 3

Discussion Notes 6: Due Thurs., Nov. 3.

If you look at the first year of Nazi rule, as described by Haffner in *Defying Hitler*, 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?

Due: Nov. 15

Assignment 3: Due at the beginning of class on Tues., Nov. 15.

3 pages in length.

This Assignment is based on Viktor Klemperer, *I Shall Bear Witness*, “10 March – 30 April, 1933” and “4 October – 18 October, 1936” (pages 5-15 and 185-190).

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

Compare the years 1933 and 1936, from Klemperer’s perspective. Did things change significantly between those two years? Did they become more violent as time went on? Or did they become more stable and seem less threatening? Does Klemperer have any explanations for why people supported the Nazis? Was that support continuous, from 1933 to 1936? Was anti-Semitism obvious from the beginning, in 1933, and if it was obvious, why didn’t Klemperer leave? Did the anti-Semitism get worse by 1936?

Some things to keep in mind as you write this Assignment:

- Klemperer was Jewish, although he had converted to Christianity and was married to an ‘Aryan’ woman.
- Klemperer was a university professor in French Literature, which made him a civil servant.
- The Nuremberg Laws were passed in 1935, which meant that Klemperer’s citizenship was revoked (because he was Jewish).

Due: Nov. 29

Discussion Notes 7: Due Tues., Nov. 29.

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?

Due: Dec. 1

Lutz Interview: Due at the beginning of class on Thurs., Dec. 1.

3-4 pages in length.

Please answer each of these questions: 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?

Due: Dec. 6

Discussion Notes 8: Due Tues., Dec. 6.

"Protest is when I say I don't like this. Resistance is when I put an end to what I don't like."

Look the secondary source, 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?

Due: Dec. 13

Trial Notes: Due at the beginning of class on Tues., Dec. 13.

2-3 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?

Be sure to read all the way up to the end of the text on Blackboard, up to page 215. Some of the best material (for and against her innocence) comes towards and at the end of the readings. (And you will do best in the trial if you can draw on material throughout the readings.)

Due: Dec. 20

Final Paper: Due Dec. 16, by 3 pm.

5-6 pages in length.

See instructions on Blackboard under Assignments.