

**21:510:316:01**

**Perspectives in History: Living in Nazi Germany**  
Writing Intensive

**Fall 2020**

*Syllabus: Draft Version 1*

All TBAs will be filled in for the final version before the semester starts

Class Structure: Synchronous on Canvas and Zoom

Class Zoom Meeting Times: Mondays 2:30-3:50 and Wednesdays 1:00-2:20, on specific dates – see schedule of classes below

Professor: Dr. Eva Giloi

Office Hours: Fridays, 10:00-11:00 am or by appointment

Email: [evagiloi@newark.rutgers.edu](mailto:evagiloi@newark.rutgers.edu)

**Course Description:**

In the year 2010 alone, 850 books were published on Nazi Germany. 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: students will analyze primary source readings and 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.
- 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: 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 Grade:**

Analysis Papers = 6 in total, 10% each (combo of papers and extra credit)	60% of final grade
Final Paper	40% of final grade

**Course Mechanics**

There are 10 modules in this course, which are up on Canvas. I have tried to take the challenges of distance learning into account as much as possible, to be realistic about the opportunities but also the challenges of the technology, and to be sensitive to the fact that we're all facing personal challenges and may be faced with unforeseen developments.

Each module has instructions for required and suggested readings and visual materials; prompts for required assignments; a schedule for Zoom discussions and alternative extra credit opportunities (for those who can't come to the Zoom discussions); and opportunities for extra exercises to practice and get feedback on writing a research paper. These components are meant to make up, as far as possible, for the fact that we won't be meeting in class in person.

To give some more clarification:

The **required Primary Sources** readings are required because those are the texts that you need to answer the Analysis Paper prompts. You may not use other texts to answer those prompts.

The **required Secondary Source readings and videos** are required because they will be part of our discussions, and even if you opt not to participate in the Zoom discussions, you will still benefit from the texts and videos because they will give you important contextual information for your final paper.

The **suggested readings and videos** are meant to make up for the fact that we will not have in-person lectures. Again, it is in your interest to have some historical context about these particular topics, since they will help you to understand the primary source texts that you will be reading for your Analysis Papers and will also give you important contextual information for your final paper. This is information that we would normally cover in class lectures.

The **best strategy** is to read and/or watch for context very early in the module, so that you understand the primary source texts when you read and analyze them for the Analysis Paper prompts. In fact, you could consider doing the suggested contextual readings/viewings the week before each new module starts, since those Zoom Discussion weeks don't have assigned readings, giving you extra time to get ahead of the curve.

There are **6 Analysis Papers** in total, spread out over the course of the semester. The idea behind these papers is to get us to think deeply and critically about the sources, their reliability, what they reveal and what they conceal – in other words to practice thinking about what kinds of questions we should be asking of historical sources if we're going to use them as evidence. Each prompt is tailored to a specific required Primary Source text for that module. You may only use the text in question; the texts are not long, but you should focus on reading them deeply and carefully to read between the lines.

There are two kinds of Zoom meetings – **Zoom Lectures** and **Zoom Discussions** – both of which are optional but highly recommended.

In the **Zoom Lectures**, I will be giving mini-lectures on themes that matter for the course. These are not just geared towards giving you a timeline of events – you could get those from the textbook or on-line

videos – but towards providing a succinct analysis of the most important developments during the Nazi regime. For these lectures, you can just attend with or without video and simply listen to my lecture – and if you want, you can ask questions by chat, and I will try to answer them in real time.

The **Zoom Discussions** will cover the Analysis Papers that you handed in and received back the week before. This is where we cover the materials and get collective answers to the prompts. It is also the main opportunity for you to ask questions and talk about the texts – all the things we would normally be doing if we were in class in person. I will guide these discussions, and on the dates where it says Big Reveal, I will highlight some unexpected twists, dog whistles and cliff hangers in the texts.

While these Zoom Discussions are optional, I think they will be very useful to you, and therefore I am going to give you extra credit for attending, specifically to raise your grade on the Analysis Papers. If you attend one Zoom Discussion in a given week, I will raise your Analysis Paper 1/3 of a grade (from a B to a B+, for instance). If you attend both Zoom Discussion in a given week, I will raise your Analysis Paper a full grade (from a B to an A, for instance). (Your grades on the Analysis Papers will never be lowered, though, for not attending a Zoom session.)

I understand that we all have a different comfort level using Zoom, so I want to give you three options to get credit for being in the Zoom discussion: 1) you can attend with video on and make comments through video; 2) you can attend with video off but make comments through audio; 3) you can attend with video and audio off, and make comments through the chat feature. At various points throughout the session, I will ask questions that everyone needs to answer by chat, and can answer by video/audio if they want – that is how I will know that you're really there, even if you have your video off. I will also record each discussion session, but will not post them afterwards – I will simply use them as a record of your attendance.

The Zoom meetings will only take place on the dates listed on the schedule of classes below. On the days where it says read/write, for instance, there will be no Zoom meeting; instead, you should use the time to prepare for and complete the Analysis Paper.

In the understanding that these are difficult times, and that we might in any given week have to deal with issues that prevent us from coming to a Zoom meeting, I will also give you the opportunity to do **Alternate Written Notes** as extra credit instead of the Zoom meetings. For the Alternate Written Notes, you will need to read the secondary source text that is listed for that week under Alternate Written Notes, and write a summary, 2 full pages in length, of the main arguments of that text. You will then need to submit those notes via Turnitin on Canvas by Friday that week. The same grading policy applies as it does to the Zoom Discussion: if you do one set of Alternate Written Notes in a given week, I will raise the Analysis paper grade by 1/3; if you do two for that week, I will raise it a full grade.

However: you can't get double credit for doing both two Zoom discussions and two Alternate Written Notes; instead, for any one week, you can get credit for **up to** two Zoom discussions, **or** two Alternate Written Notes, **or** one Zoom discussion and one Alternate Written Notes. In other words, I won't raise your Analysis Paper grade more than one full grade in any given week.

In the event that I find myself unable to come to a Zoom discussions – due to illness, etc. – the Alternate Written Notes will have to substitute for the Zoom discussion extra credit, if you want to raise your Analysis paper grade.

I will also provide three **Optional Paper Exercises**, which are geared towards practicing certain strategies for writing a strong research paper, including writing a thesis paragraph, constructing an outline, and gathering evidence. You will not receive any course credit for these exercises, but you will

receive my feedback about how well you've done on them, to get an idea of how to improve your skills in these areas. Again, if we were meeting in class in person, we would be covering this as a Writing Intensive course. Therefore I want to provide you the opportunity to get that kind of feedback, but on an optional basis. The instructions for the Exercises will be available on Canvas, TBA.

**Final Paper**, due Monday, December 21, by 6 pm, 6 pages minimum.

You will have a choice of two prompts which you will need to answer based on the course texts. The paper instructions will be on Canvas – for now, they are TBA.

### **Submitting Papers:**

-- The written work must be submitted to Turnitin on Canvas – more details TBA.

-- Pdfs of newspaper articles can't be submitted to Turnitin, so they need to be sent to me by email as pdfs

-- 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.”**

### **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 – 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 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 sign up for my office hours. If you have a scheduling conflict with my regular office hours, email me to make an appointment at another time.

### **Late papers and exams:**

Since we will be discussing the Analysis Papers in the Zoom meetings, I won't be able to accept late submissions. If you miss two Analysis Papers, which would have a significant impact on your grade, you can write a second final paper to make up for the missed papers. I will only replace two Analysis papers with a second final paper; if you miss more than two Analysis papers, the extra missed papers will show up as a zero.

**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>

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.”**

You may only use the texts assigned in this syllabus to complete the assignments in this course. 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 the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or contact [odsnewark@rutgers.edu](mailto: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 on Canvas as pdfs, more details TBA.

**Recommended Reading:**

Along with the required readings on Canvas, 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.

I would also 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

### Module 1: Introduction Sept. 2

Wed. Sept. 2: Zoom Meeting: Introduction

I want to say hello to all students in some fashion in the first week of class, and there are three options from which you can choose:

1) Attend the scheduled Zoom meeting. In that Zoom session, I will be going through the course mechanics and syllabus, and also answering any questions about the course. You can have video on or off. You may ask questions through audio or by chat.

-- or --

2) If you can't make that Zoom meeting, you can sign up for an individual office hours slot, to say hello and see if you have any questions about the course. You can sign up for individual slots on Canvas; exact instructions TBA. For this option, you can choose a video call or an audio call. I will also have an overflow session on Friday, time TBA.

-- or --

3) If you do not feel comfortable with either the video or audio call option, then please sign up for an office hours time so that we can communicate by chat.

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### Module 2: Analysis Paper #1 Setting the Stage: Sept. 8 – Sept. 9

Analysis paper #1 asks for a comparison of Leni Riefenstahl's and Albert Speer's first encounters with Hitler before he came to power, and asks why they were attracted to the Nazis.

Suggested reading for context:

-- *Bendersky* TBA

Suggested viewing for context: None

**Required** viewing:

-- *The Wonderful Horrible Life of Leni Riefenstahl*, Part I, TBA

**Required** secondary source reading:

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

**Required Primary Source Analysis Paper #1 readings:**

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

Analysis Paper #1 **due:** Tues. Sept. 8, by 12 noon on Turnitin

Analysis Paper #1 **Prompt:** Write 2 full pages minimum (although you may write more). Use only the Required Primary Source Analysis Paper #1 readings listed directly above, and be sure to use specific quotes and examples to answer the questions:

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? Do their descriptions suggest that they were pro-Nazi, or simply attracted to Hitler as an individual, or both?

Schedule and dates:

- Tues. Sept. 8: Analysis Paper #1 due by 12 noon, on Turnitin
- Wed. Sept. 9: Zoom Discussion of Riefenstahl and Speer...and a Big Reveal...

**Alternate Written Notes:** text TBA

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**Module 3: Analysis Paper #2**  
**The Weimar Republic and the Nazis: Sept. 14 – Sept. 23**

Analysis Paper #2 asks what Germany was like in 1920, and compares those conditions to the political platform of the newly founded Nazi Party, as laid out in the NSDAP’s 25 Points (see prompt below).

Suggested reading for context:

- *Bendersky* TBA
- Snyder, *Hitler’s Third Reich*, Part 1, “Victorious Allies Impose Treaty,” (pages 15-19)

Suggested viewing for context:

- TBA, but will cover topics on the Versailles Treaty, the conflict between the SPD vs. KPD, and political violence

**Required Primary Source Analysis Paper #2 reading:**

- *Nazi 25 Points*

Analysis Paper #2 **due:** Thurs. Sept 17, by 6 pm on Turnitin, 2-3 pages.

You must also email the three articles to me directly – don’t try to submit them to Turnitin.

Analysis Paper #2 **Prompt:** Write 2 pages minimum (although you may write more). Use only the Required Primary Source Analysis Paper #2 readings listed directly above, and be sure to use specific quotes and examples to answer the questions:

Find 3 newspaper articles about Germany from the year 1920 – instructions directly below.

1. Based on those three newspaper articles, what was Germany like in 1920?
2. Can you find any points in the Nazis' *25 Points* that address the problems described in the American newspaper articles? If so, which ones, and explain. If not, what do you make of the fact that the Nazis aren't addressing the problems outlined by the newspapers? It's ok if you float an opinion to answer this question – this is more about trying to think of a plausible explanation than to present concrete facts. By thinking about a plausible explanation, you're setting up an hypothesis that you could test, later on, by searching for evidence, which is a useful exercise for setting up a paper thesis.

### **Instructions for getting a Newspaper Article from Rutgers Library On-line**

1. Go to Rutgers University Library home
2. Click on "Databases"  
(Be sure Ad Blockers are off)
3. Click on "P"
4. Click on the link to ProQuest Historical Newspapers: Combined Search
5. Clicking on the link to one of the ProQuest newspapers will take you through to an access page: here click "Connect" (If you are off-campus, you will need to log-in at this stage)
6. You will now land on an Advanced Search page.
  - In the first line, put in a search keyword: you might choose Berlin Germany
  - Under Publication date: choose "On this Date" and enter the year 1920
  - Under Document type: check "Article"

Voila: you should see a list of articles with your keyword in the title, published in 1920.

But be careful: if you choose Berlin as a keyword, make sure the article is really about Berlin Germany, and not Berlin NJ or Berlin MD (or about Irving Berlin, for that matter)...

Schedule and dates:

- Mon. Sept. 14: read/write
- Wed. Sept. 16: read/write
- Thurs. Sept. 17: Analysis Paper #2 due by 6 pm, on Turnitin
- Mon. Sept. 21: Zoom Lecture: Versailles Treaty
- Wed. Sept. 23: Zoom Lecture: Hyperinflation

**Alternate Written Notes 1:** text TBA

**Alternate Written Notes 2:** text TBA

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### **Module 4: Optional Paper Exercise I** **How it Happened: the Nazi Seizure of Power: Sept. 28 – Sept. 30**

Suggested reading for context:

- *Bendersky* TBA

Suggested viewing for context:

- TBA

**Required Primary Source** Analysis Paper reading: None

Schedule and dates:

- Mon. Sept. 28: Zoom Lecture: Great Depression and Elections
- Wed. Sept. 30: Zoom Lecture: Reichstag Fire Decree and Enabling Act

**Optional Paper Exercise I:** to be handed in by the end of the week, if you want the practice and feedback. This exercise is aimed at **gathering evidence** to make an outline, and focusses on Leni Riefenstahl's work on the propaganda film, *Triumph of the Will*. Exact instructions TBA on Canvas.

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### **Module 5: Analysis Paper #3 Seizing Control of the Legal System: Oct. 5 – Oct. 14**

Analysis Paper #3 takes a close look at the implications of the “Law for the Restoration of the Civil Service,” from April 1933 (see prompt below).

Suggested reading for context:

- *Bendersky* TBA

Suggested viewing for context:

- TBA

**Required Primary Source** Analysis Paper #3 reading:

- “Law for the Restoration of the Civil Service”
- Haffner, *Defying Hitler*, Chapters 16-18, 21-23 (pages 79-94, 110-123).

Analysis Paper #3 **due:** Thurs. Oct. 8, by 6 pm on Turnitin

Analysis Paper #3 **Prompt:** Write 2 pages minimum (although you may write more). Use only the Required Primary Source Analysis Paper #3 readings listed directly above, and be sure to use specific quotes and examples to answer the questions:

Look closely at the individual articles in the text for “The Law for the Restoration of the Civil Service.” Choose three individual articles that you find most significant, either in their immediate impact and/or because of the future policies that would enable. Describe the impact and intentions of the three articles you choose and why you find these to be the most significant articles in the new law code.

Schedule and dates:

- Mon. Oct. 5: read/write
- Wed. Oct. 7: read/write
- Thurs. Oct. 8: Analysis Paper #3 due by 6 pm, on Turnitin
- Mon. Oct. 12: Zoom Discussion: Law on the Restoration of the Civil Service Codes
- Wed. Oct. 14: Zoom Discussion: Law continued...and a Big Reveal...

**Alternate Written Notes 1:** text TBA

**Alternate Written Notes 2:** text TBA

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**Module 6: Analysis Paper #4**  
**Letters to Hitler before March 1933: Oct. 19 – Oct. 28**

Analysis Paper #4 analyzes letters written to Hitler before he gained power in 1933 and the letter writers' motivations (see prompt below).

Suggested reading for context:

-- *Bendersky* TBA

Suggested viewing for context:

-- TBA

**Required Primary Source** Analysis Paper #4 reading:

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

-- Riefenstahl, A Memoir, "Hotel Kaiserhof" to "Hitler under Pressure," "A Visit to the Reich Chancellery," (pages 122-128, 134-138).

Analysis Paper #4 **due**: Thurs. Oct. 22, by 6 pm on Turnitin

Analysis Paper #4 **prompt**: Write 2 pages minimum (although you may write more). Use only the Required Primary Source Analysis Paper #4 readings listed directly above, and be sure to use specific quotes and examples to answer the questions:

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?

Schedule and dates:

-- Mon. Oct. 19: read/write

-- Wed. Oct. 21: read/write

-- Thurs. Oct. 22: Analysis Paper #4 due by 6 pm, on Turnitin

-- Mon. Oct. 26: Zoom Discussion: Letters to Hitler

-- Wed. Oct. 28: Zoom Discussion: Letters and Riefenstahl...and a Big Reveal...

**Alternate Written Notes 1**: text TBA

**Alternate Written Notes 2**: text TBA

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**Module 7: Optional Paper Exercise II**  
**Economic, Domestic, Racial Policies in the 1930s: Nov. 2 – Nov. 4**

Suggested reading for context:

-- *Bendersky* TBA

Suggested viewing for context:

-- TBA, but will include topics on Economic Policy, Coordination, and Racial Laws

**Required Primary Source** Analysis Paper reading: None

Schedule and dates:

-- Mon. Nov. 2: Zoom Lecture 1933-1935: Economic Policy, Domestic Policy, Racial Policy

-- Wed. Nov. 4: Zoom Lecture: 1935-1939: From Nuremberg Laws to Kristallnacht

**Optional Paper Exercise II:** to be handed in by the end of the week

This exercise is aimed at writing a thesis statement a research paper's Introduction and builds on the evidence gathering in Exercise I. Exact instructions TBA on Canvas.

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### **Module 8: Analysis Paper #5 Corroboration in Klemperer's Diaries: Nov. 9 – Nov. 18**

Analysis Paper #5 uses a diary as primary source evidence for the roots of the Nazis' power (see prompt below).

Suggested reading for context:

-- *Bendersky* TBA

Suggested viewing for context:

-- TBA

**Required Primary Source** Analysis Paper #5 reading:

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

Analysis Paper #5 **due:** Thurs. Nov. 12, by 6 pm on Turnitin

Analysis Paper #5 **Prompt:** Write 2 pages minimum (although you may write more). Use only the Required Primary Source Analysis Paper #5 readings listed directly above, and be sure to use specific quotes and examples to answer the questions:

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, so that we can use them as reliable 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 since the evidence is not obvious – you have to look at the diary in detail for hints and fragments.

Schedule and dates:

-- Mon. Nov. 9: read/write

- Wed. Nov. 11: read/write
- Thurs. Nov. 12: Analysis Paper #5 due by 6 pm, on Turnitin
- Mon. Nov. 16: Zoom Discussion: Diaries
- Wed. Nov. 18: *Triumph of the Will* opening sequences

**Alternate Written Notes 1:** text TBA

**Alternate Written Notes 2:** text TBA

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### **Module 9: Optional Paper Exercise III** **Origins of Genocide – How it Began and Progressed: Nov. 23**

Suggested reading for context: None

Suggested viewing for context: None

**Required watching:** *The Wonderful Horrible Life of Leni Riefenstahl*, part II: TBA

**Required Primary Source Analysis Paper reading:** None

Schedule and dates:

- Mon. Nov. 23: Lecture: Phases of the Holocaust

**Optional Paper Exercise III:** to be handed in by the end of the week

This exercise is aimed at practicing writing a body paragraph with a topic sentence and supporting evidence, also building on the work in Exercises I and II. Exact instructions TBA on Canvas.

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### **Module 10: Analysis Paper #6** **Hubert Lutz's Memories: Nov. 30 – Dec. 9**

Analysis Paper #6: This assignment uses a post-war interview as primary source evidence for the roots of the Nazis' power (see prompt below).

Suggested reading for context:

- *Bendersky* TBA

Suggested viewing for context:

- TBA

**Required Primary Source Analysis Paper #6 reading:**

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

Analysis Paper #6 **due:** Thurs. Dec. 3, by 6 pm on Turnitin

Analysis Paper #6 **prompt**: Write **4 pages** minimum (although you may write more). Use only the Required Primary Source Analysis Paper #6 readings listed directly above, and be sure to use specific quotes and examples to answer the questions.

Please answer each one of these questions separately and write **at least 1 page on 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?

Schedule and dates:

- Mon. Nov. 30: read/write
- Wed. Dec. 2: read/write
- Thurs. Dec. 3: Analysis Paper #6 due by 6 pm, on Turnitin
- Mon. Dec. 7: Zoom Discussion: Lutz interview, with Big Reveal!
- Wed. Dec. 9: Zoom Discussion: Lutz interview, and Farewell!

**Alternate Written Notes 1**: text TBA

**Alternate Written Notes 2**: text TBA

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**Final Paper, due Monday, December 21, by 6 pm.**

You will have a choice of two prompts for this paper.

Details TBA on Canvas.

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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](https://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](#) 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>.

**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](mailto: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](mailto:TitleIX@newark.rutgers.edu). Incidents may also be reported by using the following link: [tinyurl.com/RUNReportingForm](https://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](mailto: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](https://tinyurl.com/RUNCARE) or emailing [careteam@rutgers.edu](mailto: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](mailto: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.