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Perspectives in History: Living in Nazi Germany
Writing Intensive

Spring 2022

Professor: Dr. Eva Giloi

Tuesdays and Thursdays: 11:30 am – 12:50 pm

Location: Smith Hall 102

Office Hours: by appointment

Email: evagiloi@newark.rutgers.edu

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 with which they are presented, and learn to craft persuasive arguments supported by facts and evidence.
- Writing a college-level paper: students will practice writing a formal college-level essay that is: clearly-argued; persuasive; based on solid evidence; significant in its findings and conclusions.

Course Requirements:

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

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| 1. Participation Grade 1 + 2: | 10% = (5% each) |
| 2. Four Reading Responses: | 40% = (10% each) |
| 3. Two Short Answers: | 10% = (5% each) |
| 4. Hubert Lutz Interview: | 15% |
| 5. Final Paper: | 25% |

1. **Participation in Lectures**

There are two lectures per week. Attendance is required, and participation is worth 10% of the course grade.

Attendance is mandatory. Missing class will lower your final Participation Grade 1.

The Participation grade is divided into two parts – Participation Grade 1 and Participation Grade 2. Each part is worth 5% of the final course grade.

Participation Grade 1 is the grade you get for participating while in class in person.

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

Participation Grade 2 applies to synchronous remote and asynchronous remote lectures.

Participation Grade 2 covers the lectures that will not be in-person. For these, you will get a grade for each individual session. I will be posting these grades on Canvas after each session. Some of these remote lectures are already planned, and more may be added in case I cannot come to campus for any reason (for instance health issues).

Since Rutgers will not be in-person until January 31, our first four class sessions will be taught as synchronous but remote Zoom lectures. For these, you must sign on to the Zoom lecture through the link that is provided in that Unit. You will be graded for those lectures based on your participation by chatting with me through the Zoom chat function.

Chat: I will be doing most of the talking in the synchronous Zoom lectures, but you are also expected to participate in the lectures by reading the assigned texts before class and taking part in the discussions. You are welcome to have your video on or off during the lectures, but you do need to interact with me through Chat in order to get credit for participation. I will be asking questions during the lecture and will use your chat answers as the basis for your participation grade for that day. I will give one of three grades for participation – 95, 85, or 75 – based on your interactions with me through chat. If you don't chat or don't attend, you will get a 65 for that session.

Along with these synchronous remote lectures, I have also scheduled one asynchronous remote lecture, on February 3, and may need to add more at short notice. To get credit for these class sessions, you need to submit notes after viewing the video for that day.

On Feb. 3, you will be asked to watch an excerpt from the documentary *The Wonderful, Horrible Life of Leni Riefenstahl*. To get credit for that class session, you need to submit a page of notes on something you found interesting or noteworthy at the beginning, the middle, and the end of the film excerpt. What do you think is important/interesting about these things? Do you have questions about them?

If I have to change more in-class sessions into asynchronous remote lectures later in the semester, for instance for health reasons, I will post a lecture video on Canvas. For all such asynchronous lectures, you are required to watch the lecture video and write up three things that you found important/interesting in each lecture, one item from the beginning of the lecture, one item from the middle of the lecture, and one item from the end of the lecture. What do you think is important/interesting about these things? Do you have questions about them? Did they connect with something else we talked about in class in the past? You should submit your notes in Canvas in the relevant Assignment unit. If you don't submit the notes, you will get a 65 for that day.

If I need to make a change from in-person to asynchronous remote, I will be adding the Notes assignment to the Unit and notify all students about the change as soon as possible. Since these lectures are asynchronous, you can view the lecture and submit the notes at your convenience up to two days after the scheduled lecture.

Written Assignments:

1. Reading Responses = 4 in total during the semester

These should each be a minimum of 2 pages in length.
They are each worth 10% of the final course grade.
See prompts on Canvas.

2. Short Answers = 2 in total during the semester

These should be 1 page in length.
They are each worth 5% of the final course grade.
See prompts on Canvas.

2. Hubert Lutz Interview

4 pages in length.
See prompt on Canvas

3. Final Paper = due at the end of the semester, date TBD

6 pages minimum in length.
See prompt on Canvas.

Submitting Papers

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

The Grade Scale for this course is:

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

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

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

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

What the grades mean in descriptive terms:

- A: Outstanding
- A-: Outstanding, with one or two areas of improvement
- B+: Very good
- B: Good
- B-: Good overall, with some significant weaknesses
- C+: Satisfactory, with some potential for improvement
- C: Satisfactory, but needs significant development
- C-: Barely satisfactory
- D: Poor: overwhelming flaws
- F: Failing: doesn't complete assignment

The grades are applied to your work in the class: at the college level, this means the final product of your work – what you hand in to me – and not the amount of effort you put into the work. (In other words, students don't get an "A for effort" at the college level.) "Outstanding" is not defined as how the final product compares to your own previous work, but how it compares to other students' work. All of this is a reflection of the real world: in the professional working world, you will be assessed according to how effective you are compared to other people.

I am happy to talk to you about assignments at any time during the semester – but I will only do so in office hours. I will not review paper drafts or answer in-depth questions via email, since

email is not an effective tool for this kind of review. You can send me short informational questions via email, but for an evaluation of your work (including rough drafts) you must contact me to schedule an office hours appointment.

Late Reading Response papers: The Reading Responses and the Hubert Lutz Interview can be handed in up to three days late, but with a late penalty. For each day that an assignment is late, the grade will be lowered by one-third of a grade (from a B+ to a B, for instance), up until the third day. I will not accept Reading Response papers or the Lutz Interview if they are more than three days late.

The Short Answers cannot be handed in late.

Policy on Academic Integrity (Cheating and Plagiarism)

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

The University's Academic Integrity policy can be found at: <http://academicintegrity.rutgers.edu>

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.

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

Required Readings

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

Schedule of Classes

Unit 1: Introduction

Lecture 1. Tues. Jan. 18 Introduction: Sources and Timelines
-- Zoom lecture

Lecture 2. Thurs. Jan. 20 Germany before World War I
-- Zoom lecture

Lecture 3. Tues. Jan. 25 Germany on the Ground: Who are we talking about?
-- Zoom lecture

Unit 2: Introducing Leni Riefenstahl

Lecture 4. Thurs. Jan. 27 *Triumph of the Will*
-- Zoom lecture
-- Required Reading: Fritzsche, excerpt from “Reviving the Nation”: pages 19-24 only (in *Life and Death in the Third Reich*) (pp. 19-24)

Lecture 5. Tues. Feb. 1 Riefenstahl in Her Own Words
-- in-person lecture
-- Required Reading: Riefenstahl, *Memoirs*, “Victory of the Faith;” “Triumph of the Will” (pages 143-151, 156-166)

Reading Response 1 due: see prompt on Canvas, Unit 2.

Lecture 6. Thurs. Feb. 3 Watch: *The Wonderful Horrible Life of Leni Riefenstahl*
-- Asynchronous remote, not in-person = watch documentary excerpt
** This lecture will be **asynchronous** and the video will be accessible through Canvas.
-- Asynchronous Video Notes due

Unit 3: Historical Background

Lecture 7. Tues. Feb. 8 Germany in the Mind: Political Movements
-- in-person lecture

Lecture 8. Thurs. Feb. 10 Lead-up to World War I
-- in-person lecture

Lecture 9. Tues. Feb. 15 The Great War
-- in-person lecture

Lecture 10. Thurs. Feb. 17 War and Aftermath
-- in-person lecture

Unit 4: Weimar Republic

Lecture 11. Tues. Feb. 22 The Versailles Treaty
-- in-person lecture
-- Required Reading: Snyder, *Hitler's Third Reich*, Part 1, "Victorious Allies Impose Treaty," (pp. 15-19)

Lecture 12. Thurs. Feb. 24 The Birth of the Weimar Republic: Political Challenges
-- in-person lecture

Lecture 13. Tues. March 1 The Weimar Constitution
-- in-person lecture

Lecture 14. Thurs. March 3 Economic Dislocation and Fulfillment Policy
-- in-person lecture

Unit 5: Nazi Seizure of Power

Lecture 15. Tues. March 8 How it Happened: the Nazi Seizure of Power
-- in-person lecture
-- Required Reading: Kershaw, "Hitler and the Germans" (*Life in the Third Reich*) (pp. 41-55)

Lecture 16. Thurs. March 10 Push or Pull: Hitler Myth or Economics = Memoirs
-- in-person lecture
-- Required Reading: Riefenstahl, *Memoirs*, "A Fateful Meeting" (pp. 101-108)
-- Required Reading: Speer, *Inside the Third Reich*, "Profession and Vocation" (pp. 13-20)

Reading Response 2 due: see prompt on Canvas, Unit 5

March 15 = Spring Break

March 17 Spring Break

Lecture 17. Tues. March 22 Hitler Myth vs. Great Depression = What do statistics tell us?
-- in-person lecture
-- Required Reading: Noakes, *Nazism 1919-1945* (pp. 84-87)

Lecture 18. Thurs. March 24 Push or Pull: Hitler Myth or Economics = Letters to Hitler
-- in-person lecture
-- Eberle, *Letters to Hitler*, Veneration and Advice; Rage and Hope (pp. 30-34, 50-67)

Reading Response 3 due: see prompt on Canvas, Unit 5

Unit 6: Life in Nazi Germany

Lecture 19. Tues. March 29 Immediate Actions in 1933
-- in-person lecture
-- Required Reading: Sebastian Haffner, *Defying Hitler* (pp. 79-94, 110-123).

Lecture 20. Thurs. March 31 Inside the Third Reich: Domestic Policy
-- in-person lecture
-- Required Reading: Snyder, *Hitler's Third Reich*, Part 3: "Restoration of Civil Service"
(pp. 111-112)

Short Answer 1 due: see prompt on Canvas, Unit 6.

Lecture 21. Tues. April 5 Nazi Foreign Policy
-- in-person lecture
-- Required Reading: Snyder "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" (pp. 111-119, 129-133, 152)

Lecture 22. Thurs. April 7 Klemperer's Diaries: 1933 to 1936
-- in-person lecture
-- Required Reading: Klemperer, *I Shall Bear Witness*, "10 March - 30 April, 1933" and
"4 October - 18 October, 1936" (pp. 5-15, 185-190)

Reading Response 4 due: see prompt on Canvas, Unit 6

Lecture 23. Tues. April 12 Reports on Morale: Everyday Life, Support, and Resistance
-- in-person lecture
-- Required Reading: Peukert, "Contradictions in the Mood," *Inside Nazi Germany* (pp. 49-66)

Lecture 24. Thurs. April 14 Phases of the Holocaust
-- in-person lecture
-- Required Reading: Carr, "Nazi Policy Against the Jews," *Life in the Third Reich* (pp. 69-82)

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

Lecture 25. Tues. April 19 Hubert Lutz's Memories: Part I
-- in-person lecture
-- Johnson and Reuband, *What We Knew*, Interview with Hubert Lutz (pp. 141-150)

Hubert Lutz Interview due: see prompt on Canvas, Unit 7

Lecture 26. Thurs. April 21 Hubert Lutz's Memories: Part II
-- in-person lecture
-- Johnson and Reuband, *What We Knew*, Interview with Hubert Lutz (pp. 141-150)
-- Snyder, *Hitler's Third Reich*, Part 4, "Night of Broken Glass" (pp. 295-304)

Unit 8: Judgement at Nuremberg

Lecture 27. Tues. April 26 *Olympia*
-- in-person lecture
-- Required Reading: John J. McCloy, "The Present Status of Denazification (December 31,

1950),” to be found at:

<http://germanhistorydocs.ghi-dc.org/pdf/eng/Denazification%20ENG.pdf>

Lecture 28. Thurs. April 28 Sitting in Judgment on Leni Riefenstahl

-- in-person lecture

-- Required Reading: Riefenstahl, *Memoirs*: entire pdf

Short Answer 2 due: see prompt on Canvas, Unit 8

Final Paper: date TBD. Details available on Canvas, Unit: Final Paper.

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. Contact ODS at (973)353-5375 or via email at 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.

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.

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 to discuss potential supports.

For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based

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

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

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

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

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