NEJS 148a
Inside Nazi Germany:
Social and Political History of the Third Reich

Professor: Dr. Laura Jockusch
Class Meetings: Tue and Thu 3:30-4:50
Office: Lown 310
Hours: Tue 11:30-12:30 and Thu 5:00-6:00
and by appointment
Teaching Facilitator: Iddo Haklai

Semester: Fall 2016
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Course Description

This four-credit course (with three hours of class-time per week) explores the history of Nazi Germany and introduces students to important themes of what has become one of the most intensively studied periods of the twentieth century. Combining the discussion of up-to-date research with an introduction into source work and methodological approaches, students will learn about the political and social history of the Third Reich. We will start by examining the early history and the ideological foundations of National Socialism as a political movement and ask how Hitler and his party took power and remade the German state into a dictatorship. Further themes include: the forging of the “people’s community” organized around the social and racial distinction between insiders and outsiders; the emergence of the SS and police apparatus and Nazi terror against political opponents and other “enemies of the Reich”; National Socialist gender norms, family, and youth; the persecution and murder of the German Jews; Nazi economic policies strongly driven by rearmament and the fighting of “total war”; propaganda and the Nazification of social life and culture; and the question of German resistance against the regime. The class focuses mainly on a perspective from “inside” Nazi Germany, considering the experiences of victims, perpetrators, and onlookers.

Please Note: All required and recommended readings will be posted on LATTE and are available in the Reserves Section of the Brandeis Library.

Required Books


**Recommended Books**


**Learning Goals**

- Identify the major events, persons, problems, concepts, and ideas in the history of Nazi Germany
- Read critically, interpret, and contextualize historical texts and primary sources
- Understand both the historical narrative and its "creation" through learning to critically read the interpretative works of the major historians in the field
- Write short interpretive essays that speak critically about events and ideas
- Encourage critical thinking about topics related to the study of the perpetrators and victims of the German dictatorship.

**Preparation Time**

Success in this 4 credit hour course is based on the expectation that students will spend a minimum of 9 hours of study time per week in preparation for class (readings, papers, discussion sections, preparation for exams, etc.).

**Course Requirements and Grading**

**Undergraduates:**

1. **Class Participation - 10%**: Students are expected to have read the texts for each class and participate actively in discussions. This includes:
   - Summarizing previous lessons (writing a protocol of at least two classes during the semester and presenting it briefly at the beginning of the next class)
   - Readiness to introduce homework readings
   - Participation in discussions of assigned texts and historical sources.
2. **Response Papers - 30%:** Students are expected to write 18 short one-paragraph response paper for 24 of our meetings, discussing the homework readings listed under “required reading”. Response papers are to be submitted on Sunday night (by midnight) for the Tuesday class and on Tuesday night (no later than midnight) for the Thursday class. Please email your paper to jocks@brandeis.edu and iddohaklai@gmail.com. Late submissions will not be accepted. We have 24 meetings (not counting the first and the last) and you are free to choose for which 18 meetings you will submit your response papers.

**Note on Response Papers:** You are not expected to summarize the entire readings. Rather, you should discuss the readings by elaborating the thoughts and questions you had when reading. You should discuss any topic from the readings which you found a) most interesting, or b) most complicated, and perhaps confusing, or you can discuss c) what questions you think the texts and their arguments raise for you.

3. **A final take-home exam – 60%**.

**Graduate Students:**

1. **Class Participation - 10%:** Students are expected to have read the texts for each class and participate actively in discussions. This includes:
   - Summarizing previous lessons (writing a protocol of at least two classes during the semester and presenting it briefly at the beginning of the next class)
   - Readiness to introduce homework readings
   - Participation in discussions of assigned texts and historical sources.

2. **Response Papers – 30%**.

3. **A final take-home exam or seminar paper – 60%**. You may replace the take-home final exam with a seminar paper on a topic of their choice. Topics must be coordinated with me by October 6, 2016.

**Late Work Policy**

Unless there are legitimate reasons (e.g., serious illness or personal circumstances), work will not be accepted more than one week past the due date. Work turned in late will be docked 5 percent per day.

**Academic Honesty**

You must complete all assignments alone. In your writing, you must follow rules of attribution, meaning that you must cite all sources consulted in preparing your papers. As stated in the *Student Handbook*, “Every member of the University community is expected to maintain the highest standards of academic honesty. A student shall not receive credit for work that is not the product of the student’s own effort.” Examples of penalties for a student found responsible for an infringement of academic honesty are no credit for the work in question, failure in the course, and the traditional range of conduct sanctions.
from disciplinary warning through permanent dismissal from the University.

**Students with Documented Disabilities**

Students with disabilities certified by the Coordinator of Academic Accommodations for Students with Disabilities in the Office of Undergraduate Academic Affairs and First Year Services will be given reasonable accommodations to complete required assignments. Disabilities that are not documented and approved by the Office of Academic Affairs will not be given accommodations.

**Weekly Topics and Assignments**

**WEEK 1**

**Introduction**

**August 25, 2016**

Film: *Triumph of the Will* (Germany, 1935. Director: Leni Riefenstahl).

Jane Caplan


Eric Rentschler


**WEEK 2**

**Ideological Foundations of National Socialism**

**August 30, 2016**

**Nazi Ideology and Party Program**

**Required:**

Richard J. Evans


Peter Fritzsche


**Recommended:**

Lutz Raphael

“Pluralities of National Socialist Ideology: New Perspectives on the Production and Diffusion of National Socialist Weltanschauung,” in Martina Steber and Bernhard Gotto, eds.,


PLEASE NOTE: ALL DOCUMENTS LISTED UNDER “PRIMARY SOURCES” ON THIS SYLLABUS CAN BE FOUND IN THIS SOURCE BOOK.

September 1, 2016 Hitler’s World View

Required:

Recommended:
Eberhard Jäckel Hitler’s World View, 27-46, 67-123.

Primary Sources: Hitler’s Reichstag Speech, January 30, 1939 (Doc. 4.15)
Adolf Hitler, “My Political Testament,” April 29, 1945 (Doc. 5.29)

WEEK 3 The Hitler State: Between Dictatorship and Polycracy

September 6, 2016 How central was Hitler in the Third Reich?

Required:


Recommended:
Michael Wildt  

September 8, 2016  
NO CLASS (Brandeis Monday)

WEEK 4

The Making of the “People’s Community”

September 13, 2016  
Inclusion and Promise

Required:
Jill Stephenson  

Martina Steber and Bernhard Gotto  

Recommended:
Detlef Schmiechen-Ackermann  

Geoff Eley  

September 15, 2016  
Exclusion and Illusion

Required:
Michael Wildt  

Christopher Browning  

**Recommended:**


**Primary Sources:**

Law for the Reinstitution of Professional Civil service
The Nuremberg Laws, September 15, 1935 (Doc. 3.26)

**WEEK 5**

### Terrorizing Citizens

**September 20, 2016**  Police Violence and Denunciation

**Required:**


**Recommended:**


**September 22, 2016**  The Nazi Concentration Camp System

**Required:**


**Recommended:**

Primary Source: Decree of the Reich President for the Protection of the People and State, February 28, 1933 (Doc. 3.5)

### WEEK 6

**Gender Roles and Family Life in Nazi Society**

#### September 27, 2016  Women in the Fatherland

Required:

Jane Caplan  “Gender and the Concentration Camps,” in Caplan and Wachsmann, *Concentration Camps in Nazi Germany*, 82-107.


Recommended:


Primary Sources:  Hitler’s Speech to the National Socialist Women’s Organization, September 1934 (Doc. 3.25a)

Emilie Müller-Zadow, “Mothers who give us the future,” 1936 (Doc. 3.25b)

“The Women’s Front and the Women in the Party,” 1943 (Doc. 5.25)

#### September 29, 2016  Manhood, Masculinity, and Youth

Required:


Recommended:

**Primary Sources:** Founding of the organization “Lebensborn e.V.”, September 13, 1936 (Doc. 4.4)
SS Order for the entire SS and Police, October 28, 1939 (Doc. 4.5)

**WEEK 7**

**The “Racial State”: Eugenics, Euthanasia, and Genocide**

October 4, 2016  NO CLASS

October 6, 2016  From Eugenics to Euthanasia

**Required:**

**Primary Sources:** Law for the Prevention of Genetically Diseased Offspring, July 14, 1933 (Doc. 3.14)
Hitler’s authorization of the killing of the incurably ill, September 1, 1939 (Doc. 6.1a)
Testimony of Nurse Berta Netz, Munich, 1962 (Doc. 6.2)

**WEEK 8**

October 11, 2016  Euthanasia Policies and Popular Culture

Film: *Ich klage an [I accuse]* (Germany 1941. Dir. Wolfgang Liebeneiner)

**Required:**


October 13, 2016  Other Victims: Sinti and Roma, Homosexuals, “Asocials”
**WEEK 9**

**The Persecution and Murder of German Jews**

**October 18, 2016**

**State Policies: A Twisted Road to Auschwitz?**

**Required:**

Robert Gellately  

Dieter Pohl  
“The Holocaust and the Concentration Camps,” in Caplan and Wachsmann, *Concentration Camps in Nazi Germany*, 149-166.

**Recommended:**

Nathan Stolzfus  

**Primary Sources:**

Göring’s authorization to Heydrich, July 31, 1941 (Doc. 6.4)  
Police decree of identification of Jews, September 1, 1941 (Doc. 6.5)

Minutes of the Wannsee Conference, 20 January 1942 (Doc. 6.8)  
Speech of Heinrich Himmler at a meeting of senior SS Officers in Posen (Doc. 6.14)
October 20, 2016  Jewish Responses: Between Self-Help and Despair

Required:
Marion A. Kaplan  “When Ordinary Became Extraordinary: German Jews Reacting to Nazi Persecution, 1933-1939,” in Gellately and Stoltzfus, Social Outsiders in Nazi Germany, 66-98.


Required:

Recommended:

WEEK 10

October 25, 2016  NO CLASS (Brandeis Monday)

October 27, 2016  Ordinary Germans and the Persecution and Mass Murder of German Jews

Required:


Recommended:

Wolf Gruner  “Indifference? Participation and Protest as Individual Responses to the Persecution of the Jews as Revealed in Berlin Police Logs

Peter Fritzsche  

**WEEK 11**  
**Propaganda, Culture, and Entertainment**

**November 1, 2016**  
**Indoctrinating and Entertaining the ‘People’s Community’**

**Required:**
Tim Kirk  

David Welch  

**Recommended:**
Alan Steinweis  

**November 3, 2016**  
**Dehumanizing the ‘Enemies of the Reich’**

Film: *A Film Unfinished* (Israel, Germany 2010, Director: Yael Hersonski, 89 minutes.)

**Required:**
David Bankier  

Brad Prager  

**WEEK 12**  
**The Wehrmacht and Germany’s War of Annihilation**

**November 8, 2016**  
**Militarism and War**
Required:

Recommended:


Primary Sources: Oath of officials and soldiers of the Wehrmacht, August 20, 1934 (Doc. 3.22)
Hitler’s Speech to the Commanders-in-Chief of the Wehrmacht, August 22, 1939 (Doc. 4.20a)

November 10, 2016  Warfare and Genocide

Required:


Recommended:

Primary Sources: The Commissar Decree, June 6, 1941 (Doc. 5.12)

WEEK 13  
**Nazi Economy: Aryanization, Plunder, and Slave Labor**

November 15, 2016  Aryanization and Plunder

Required:
Götz Aly
*Hitler’s Beneficiaries: How the Nazis bought the German People*, New York: Metropolitan, 2007, 1-9, 94-134.

**Recommended:**
Martin Dean

**November 17, 2016**

**Slave Labor**

**Required:**

**WEEK 14**

**Religion and the Churches**

**November 22, 2016**

**Catholic and Protestant Attitudes to Nazism**

**Required:**
Richard Steigmann-Gall

Robert P. Ericksen

**Recommended:**
Shelley Baranowsky

Guenther Lewy

**November 24, 2016**

**NO CLASS**
WEEK 15

Was there “another” Germany? Anti-Nazi Resistance

November 29, 2016

Conservative and Military Opposition

Required:
Michael Burleigh

“When God Wills it even a Broom can Shoot” (Russian Proverb): Resistance in Germany, 1933-1945, “in idem, The Third Reich, 665-730.

December 1, 2016

Religious and Youth Opposition

Required:
Mark Roseman


Christiane Moll


Recommended:
Raymond Mengus


Primary Sources:
Second the Third leaflets of the White Rose, Fall 1942 (Doc. 5.24a-b)
Resistance Leaflet of the White Rose, January 1943 (Doc. 5.24.c)

WEEK 16

The Third Reich in the Courtroom

December 6, 2016

Required:
Lawrence Douglas

Recommended:
Donald Bloxham


The Final Take-Home Exam is due December 16, 2016.