

**History 363: Germany: Hitler & the Nazi Dictatorship**  
**Fall 2020**  
**Online**

Dr. Brian Mueller  
bsm@uwm.edu

Office Hours: Virtual

Teaching Assistant:  
Jarrod Showalter

showalt3@uwm.edu

**Course Description**

Following Germany's humiliating defeat in World War I, Germans, facing economic and political turmoil, longed for new leadership, someone in the mold of Otto von Bismarck, to return Germany to greatness. This course will examine how Germany's dramatic fall from grace after World War I created a perfect storm for the rise of Hitler. Nationalism, racism, and antisemitism combined to wreak havoc on Germany's fragile democracy. After notable missteps, Hitler and his National Socialist German Workers' Party stepped into the void. Once in power, Hitler waged war on internal and external enemies. This course will explore how the Nazis constructed the Third Reich and the effect that Hitler's totalitarianism had on Germans, at the local and national level, and Europeans. In doing so, this course will look at Hitler's use of brute force and propaganda to gain the allegiance of Germans for his racial and expansionist policies that resulted in the Holocaust and World War II. Finally, this course will explore the collapse of the Third Reich and postwar reconstruction in Germany, a process inextricably linked to the emerging Cold War.

**Required Textbooks (Additional Readings Are Posted on Canvas)**

- 1.) *The Nazi Germany Sourcebook: An Anthology of Texts*, ed. Roderick Stackelberg and Sally Winkle (New York: Routledge, 2002). [ISBN: 9780415222143]
- 2.) Peter Fritzsche, *Hitler's First Hundred Days: When Germans Embraced the Third Reich* (New York: Basic Books, 2020). [ISBN:9781541697430]
- 3.) Wendy Lower, *Hitler's Furies: German Women in the Nazi Killing Fields* (New York: Mariner Books, 2014). [ISBN: 9780544334496]

**Course Structure & Requirements**

- 1.) **Discussion Posts: 20%**
- 2.) **Quizzes: 15%**
- 3.) **Book Reviews: 20%**
- 4.) **Essay Exams: Midterm Exam (20%) & Final Exam (25%)**

## Grading Scale

93-100 = A    90-92 = A-    89-87 = B+    86-83 = B    82-80 = B-    79-77 = C+

76-73 = C    72-70 = C-    69-67 = D+    66-63 = D    63-60 = D-    60 > = F

## Discussion Post Requirements

You will be required to complete **FOUR** sets of discussion posts throughout the semester. To access the discussion forums, go to the Canvas course site, and then select the “Discussions” module. The current week’s discussion questions will be available under “Pinned Discussions.” Before participating in the discussions, I strongly encourage you to read the “Discussion Post Grading Rubric & Guide,” which you can reach by selecting “Modules” on the Canvas course site and looking under the Course Materials module.

The discussion forums are designed to prepare you for the type of thinking and analysis required on the essay exams. You will be asked to respond both to specific questions and to your classmates’ responses. To receive full credit, your posts must meet several requirements.

During the weeks when discussions occur, you are required to submit **2** posts. Each post should contain a minimum of 200 words but no more than 400 words. The first post will be an answer to one question, out of several that I post for the week. All the questions must be answered before another student can post an answer to the same question. When all the questions have been answered by at least one student, it is possible to offer another answer to the same question, though you will need to focus on an aspect not covered in the original answer. Some questions have multiple parts, so this should allow you to provide a unique answer. The second post will be a response to another student’s answer to a different question from a different primary source, when applicable. Each post is worth **5** points.

### **Discussion Post Deadlines:**

**1st Post: Monday @ 11:59 pm**

**2nd Post: Wednesday @ 11:59 pm**

## Guidelines

1. As in the essay exams, the posts involve more than merely regurgitating information. You still need to know who, what, where, and when about the historical events discussed in the documents, but you must also compose an argument using specific details from the documents. Therefore, it is likely that students will disagree over the answers to particular questions (This is why I require students to write one post as a response), which is fine, so long as you provide evidence from the documents to defend your analysis. In other words, do not simply write “I agree completely” or “I like your post” or “Yes” or “No,” with a vague and general reference to the document. At the same time, do not rely entirely on direct quotes. You are allowed no more than one sentence of direct quotes. Put the arguments of the document in your own words by paraphrasing what is written.

2. Credit will not be given for late posts. Issues with your computer or internet connection are not valid excuses for failing to submit a post. Incomplete sentences will result in a substantially reduced grade. Quotations from sources other than the required primary documents are not allowed. Basic writing conventions apply to the posts. Frequent misspellings, lack of punctuation, and other writing errors will result in a reduced grade for the posts.
3. Even though you are required to make a discussion post only for two of the documents assigned for any given week, you must read every document on the syllabus in preparation for the essay exams. Doing well on the exams requires a clear understanding of how the documents “talk” to one another, or how they are linked thematically.

### **Quizzes**

You will be required to complete **SIX** ten-question quizzes based on the weekly lectures posted on YouTube. The quizzes will include a mix of multiple choice and True-False questions. The quizzes will be opened for students to complete **FIVE** days prior to the deadline. Once begun, you will have 30 minutes to complete the quiz. Questions on each quiz are randomly selected from a bank of 50+ questions. These quizzes are automatically graded. For security reasons, and out of fairness to all students, quiz answers will not be provided to students following completion of the quizzes. Issues with your computer or internet connection are not valid excuses for failing to submit a quiz. The lowest quiz grade of the semester is dropped. NOTE: It is recommended that you complete and take notes on the readings prior to taking the quiz.

### **Book Reviews (Book Review #1: September 25 / Book Review #2: November 20 (11:59 pm deadline))**

You will be required to write **TWO** book reviews over the course of the semester. The first review is of Peter Fritzsche’s *Hitler’s First Hundred Days: When Germans Embraced the Third Reich*. The second review is of Wendy Lower’s *Hitler’s Furies: German Women in the Nazi Killing Fields*. Each review should be three pages in length (approximately 1,000 words, excluding footnotes). Additional guidelines and instructions are available under Course Materials in the “Modules” section of Canvas.

### **Exams**

There will be two essay exams. These exams are not cumulative. These exams are based entirely on the primary source documents. Answering the question, which will be given to you one week in advance, will require you to do the work of a historian. You must look through the wide-ranging set of primary source documents available to you in this course and formulate an answer using this evidence. In short, these exams will require you to *think*, as opposed to simply regurgitating historical facts, by analyzing the primary source documents and looking at the ways in which they interact with one another and makes it possible to develop a cogent argument to answer the exam question.

## **A Note on Sources**

Successful completion of the coursework requires an understanding of the differences between primary and secondary sources.

### **Primary Sources (Readings found in *The Nazi Germany Sourcebook* & on Canvas)**

The majority of books written by historians rely on these types of sources, which serve as evidence for a particular argument advanced by a historian. Historians interpret and evaluate these sources, which, on a much smaller scale, you will be doing with your discussion posts and on the essay exams. Primary sources are documents and artifacts created during the time under investigation by persons alive when the event occurred. Primary documents provide first-hand testimony and contemporary accounts of these moments in history.

Examples of primary sources, though not limited to, include:

- Diaries, speeches, letters, interviews, newspaper and film news coverage, autobiographies, and government and organizational records.
- Cultural sources like poetry, drama, novels, music, art, pottery, furniture, clothing, and movies.

### **Secondary Sources (i.e. *Hitler's First Hundred Days* and *Hitler's Furies*)**

These are historians' interpretations and analyses of various primary sources. Secondary sources also include discussion of other secondary sources, but mainly to challenge, affirm, or correct them by adding new information, using previously undiscovered or unused primary documents, or offering new perspectives (This is why, for instance, there are hundreds, if not thousands, of books on Adolf Hitler and myriad other historical figures and events associated with Nazi Germany.). These sources often provide useful background information (Who, What, Where, and When).

## **Course Lectures**

By Sunday of each week, I will post abridged lectures on YouTube. The lectures will provide you with the historical background needed to interpret and understand the primary source documents that we will be analyzing in class. The links to these videos are available under the "Modules" tab on Canvas.

## **Deadlines**

All deadlines indicated in the syllabus and on Canvas are Central Time (CST). Late work will only be accepted in cases of illness verified by a doctor's note or in cases of a family emergency.

## **Course Outline**

### **Week of September 2: Introduction**

**\*\*\*Complete Quiz #1 by Friday, September 4 at 11:59 pm\*\*\***

- Course Syllabus (Canvas)

## **Week of September 7: The Weimar Republic & Germany's Fleeting Democracy**

### **\*\*\*Complete 1<sup>st</sup> Set of Discussion Posts\*\*\***

- “Proclamation of the Workers’ and Soldiers’ Council in Kiel” (1918) (NGS, 48)
- “Proclamation of the Council of the People’s Representatives to the German People (1918) (NGS, 49)
- German Military Leaders on Defeat (1918-1919) (Canvas)
- German Delegation Responds to Treaty of Versailles (1919) (Canvas)
- Ernest Troeltsch, “The German Democracy” (1918) (Canvas)
- The Constitution of the German Reich (1919) (NGS, 58-63)
- Social Democratic Party Program (1925) (Canvas)
- General Ludendorff, “On Overcoming the Consequences of the Lost War” (1922) (Canvas)
- British Politician on Opposition Parties in Weimar Germany (1923) (Canvas)
- Moeller, *Germany’s Third Empire* (1923) (NGS, 76-82)
- Chamberlain to Hitler (1923) (NGS, 84-85)
- Hitler’s Speech at Putsch Trial (1924) (Canvas)
- Stresemann Responds to the Munich Putsch (1923) (Canvas)
- Stresemann, “The Treaty of Locarno” (1924) (Canvas)

## **Week of September 14: The Rise of National Socialism, 1920-1933**

### **\*\*\*Complete Quiz #2 by Friday, September 18 at 11:59 pm\*\*\***

- Rosenberg, “The Russian-Jewish Revolution” (1919) (NGS, 50-53)
- Hitler’s First Major Statement on Anti-Semitism (1919) (Canvas)
- NSDAP Program (1920) (NGS, 64-66)
- Hitler, *Mein Kampf* (1924) (Canvas)
- Strasser, Draft Comprehensive Program of National Socialism (1923) (NGS, 88-92)
- Strasser, “Thoughts About the Tasks of the Future” (1926) (Canvas)
- Goebbels, “Why Do We Want to Join the Reichstag?” (1928) (Canvas)
- Darre, The Peasantry as the Key to Understanding the Nordic Race (1929) (Canvas)
- Speech by Chancellor Franz von Papen to Bavarian Industrialists (1932) (NGS, 115-116)
- Excerpts from Goebbels’ Diaries (1932-1933) (NGS, 119-122)

## **Week of September 21: Hitler Takes Control of the Nazi Party & Germany**

### **\*\*\*Complete Book Review #1 by Friday, September 25 at 11:59 pm\*\*\***

- Proclamation of the Reich Government to the German People (1933) (NGS, 126-128)
- Head of Prussian Political Police Force on Reichstag Fire (1933) (Canvas)
- Social Democratic Opposition to the Enabling Act (1933) (Canvas)
- Röhm & the Second Revolution (1933) (Canvas)
- Hitler & the Second Revolution (1933) (Canvas)
- Vice-Chancellor Papen’s Marburg Speech (1934) (NGS, 170-172)
- Goering, *Reconstruction of a Nation* (1933) (NGS, 136-140)
- Newspaper Report on First Concentration Camp at Dachau (1933) (NGS, 145)

### **Week of September 28: The Nazification of Germany**

**\*\*\*Complete Quiz #3 by Friday, October 2 at 11:59 pm\*\*\***

- Goebbels on the Ministry of Public Enlightenment and Propaganda (1933) (Canvas)
- Concordat Between the Vatican and the German Reich (1933) (NGS, 156-161)
- SS Report on Catholic Clergy (1934) (Canvas)
- Pope Pius XI Encyclical (1937) (NGS, 208-213)
- The Barman Declaration (1934) (Canvas)
- Furtwangler and Goebbels Debate on Art (1933) (Canvas)
- Hitler's Views on Art (1937) (Canvas)
- Guide to Degenerate Art Exhibit (1937) (Canvas)
- Rust, *National Socialism and the Pursuit of Learning* (1936) (Canvas)
- Law on the Hitler Youth (1936) (Canvas)
- Horst Wessel School Conference Minutes (Canvas)

### **Week of October 5: Working Toward Whiteness: Nazi Germany's Racial Policies**

**\*\*\*Complete 2<sup>nd</sup> Set of Discussion Posts\*\*\***

- Gross on Race (1934) (Canvas)
- Goebbels, "German Women" (1933) (Canvas)
- Siber, "The National Socialist Solution to the Woman Question" (1933) (Canvas)
- Diehl, "Principles of the National Socialist Women's Organization" (1933) (Canvas)
- Hitler's Speech to the National Socialist Women's Organization (1934) (NGS, 182-184)
- Müller-Zadow, "Mothers Who Give Us the Future" (1936) (NGS, 184-186)
- Stuckart and Globke, "Civil Rights and the Natural Inequality of Man" (1936) (Canvas)
- Reich Citizenship Law & First Regulation to the Reich Citizenship Law (1935) (NGS, 187-189)
- Law for the Protection of German Blood and Honor (1935) (NGS, 190)
- Hitler's Speech on Nuremberg Laws (1935) (Canvas)
- Selection and Breeding (1942) (Canvas)

### **Week of October 12: The Campaign to Eliminate the Jews**

**\*\*\*Complete Quiz #4 by Friday, October 16 at 11:59 pm\*\*\***

- Jews in *Mein Kampf* (1925) (Canvas)
- Reinhard Heydrich, "The Visible Enemy: The Jews" (1935) (Canvas)
- Organization of the Anti-Jewish Boycott (1933) (Canvas)
- Law for the Restoration of the Professional Civil Service & First Regulation for Administration of the Law (1933) (NGS, 150-152)
- Reinhard Heydrich, "Instructions for Kristallnacht" (1938) (Canvas)
- Perpetrators & Victim Reports on Kristallnacht (1938) (Canvas)
- Jewish Policy After Kristallnacht (1938) (Canvas)
- Decisions Taken at the Evian Conference On Jewish Refugees (1938) (Canvas)
- Nazi Jewish Emigration Policies (1938-1939) (Canvas)
- Hitler's Reichstag Speech (1939) (NGS, 227-229)

### **Week of October 19: Midterm Exam**

- **Midterm Exam Due Friday, October 23 at 11:59 p.m.**

### **Week of October 26: Lebensraum & Germany's March to War**

#### **\*\*\*Complete 3<sup>rd</sup> Set of Discussion Posts\*\*\***

- Cabinet Discussion on Budget Priorities (1933) (Canvas)
- Hitler's Four-Year Plan (1936) (NGS, 196-200)
- Reichsbank President Criticizes Hitler's Economic Policies (1939) (Canvas)
- Himmler's Address to Wehrmacht Soldiers (1937) (NGS, 205-207)
- The Hossbach Memorandum (1937) (NGS, 213-218)
- Army General Staff Beck on the Risks of War with Czechoslovakia (1938) (NGS, 220-221)
- Hitler's Meeting with Military Leaders (1939) (NGS, 231-235)
- Hitler's Speech to the Commanders in Chief (1939) (NGS, 242-245)
- Hitler to Churchill Letter (1939) (Canvas)
- German Reply to British Ultimatum (1939) (Canvas)
- General Halder on Operation Sea Lion Discussions (1940) (NGS, 266-268)
- Hitler to Mussolini Letter on the Soviet Invasion (1941) (Canvas)
- Hitler's Plans for the East (1941) (Canvas)
- Hitler's Obstinacy (1941) (Canvas)

### **Week of November 2: Combating the Twin Evils of Bolshevism and Judaism**

#### **\*\*\*Complete Quiz #5 by Friday, November 6 at 11:59 pm\*\*\***

- Rosenberg, "The Jewish Question as a World Problem" (1941) (NGS, 337-339)
- Heydrich on Jews in the Occupied Territories (1939) (Canvas)
- Report by Uebelhoer on the Establishment of the Ghetto in Lodz (1939) (Canvas)
- Lodz Ghetto Diaries (1942) (Canvas)
- Warsaw Ghetto Resident Interviews (1941) (Canvas)
- Berlinksi on the Aims of the Jewish Fighting Organization (Canvas)
- Call to Resistance by the Jewish Fighting Organization in the Warsaw Ghetto (1943) (Canvas)
- SS Report on the Destruction of the Warsaw Ghetto (1943) (NGS, 364-369)
- The Commissar Decree (1941) (NGS, 277-279)
- Orders for Conduct in the East (1941) (NGS, 286-287)
- Einsatzgruppen Testimony on Killings on Eastern Front (NGS, 342-343)
- Testimony of Mass Shootings (1942) (NGS, 357-359)
- Report by Einsatzgruppe A in the Baltic Countries (1941) (Canvas)
- Rosenberg Opposes Mistreatment of Soviet POWs (NGS, 293-295)

### **Week of November 9: The Final Solution**

- The Wannsee Conference (1942) (NGS, 346-352)
- Governor General Frank's Speech to Cabinet (1941) (NGS, 344-345)
- Order by Himmler for the Completion of the Final Solution in the Government-General (1942) (Canvas)
- Heinrich Himmler Posen Speech (1943) (NGS, 370-371)

### **Week of November 16: Wholesale Extermination**

**\*\*\*Complete Book Review #2 by Friday, November 20 at 11:59 pm\*\*\***

- Theodor Eicke Camp Order (1934) (Canvas)
- Eyewitness Account of Gassings at Killing Centers (NGS, 354-357)
- Auschwitz Escapees Report (1944) (Canvas)
- Commandant at Auschwitz Testimony (1946) (NGS, 371-375)

### **Week of November 23: Thanksgiving Break**

### **Week of November 30: The Fall of Nazi Germany**

**\*\*\*Complete 4<sup>th</sup> Set of Discussion Posts\*\*\***

- Goebbels, "Nation, Rise Up, and Let the Storm Break Loose" (1943) (NGS, 299-303)
- A Conservative German Reacts to Goebbels Appeal (1943) (Canvas)
- Reactions to Goebbels's Speech (1943) (Canvas)
- German General Erwin Rommel Message to Hitler (1944) (NGS, 310-311)
- German Strategy After D-Day (1944) (Canvas)
- Hitler's Speech to Division Commanders (1944) (Canvas)
- Hitler's Order of March 19 & a Response (1945) (Canvas)
- Private & Political Testaments of Hitler (1945) (Canvas)

### **Week of December 7: Postwar Germany & Hitler's Ghost**

**\*\*\* Complete Quiz #6 by Friday, December 11 at 11:59 pm\*\*\***

- The Morgenthau Plan (1944) (Canvas)
- U.S. Secretary of State James Byrnes Speech of Hope (1946) (Canvas)
- Allies Discuss War Crimes Trials (1945) (Canvas)
- Jackson Report to President Truman (Canvas)
- Jackson Opening Remarks at Nuremberg Trials (Canvas)
- Shawcross Opening Remarks at Nuremberg Trials (Canvas)
- German Response to Nuremberg Trials (1948) (Canvas)
- Nazis to the Bitter End? (1946) (Canvas)
- U.S. Report on Denazification (1945) (Canvas)
- Ulbricht, "On Disbanding the Denazification Commissions" (1948) (NGS, 391-394)
- The Present Status of Denazification (1950) (Canvas)

**Final Essay Exam Due by Monday, December 21 at 11:59 pm**

Students with disabilities. If you have a disability and need special assistance or accommodations, please see me within the first week of class. All student requests for accommodation must be made through the Accessibility Resource Center. Faculty may not grant disability accommodations without a written request. Information on accommodations can be found at <http://www4.uwm.edu/arc>.

As per UWS 17 of the University of Wisconsin Colleges Student Rights & Regulations, no form of harassment or discrimination is allowed in this class on the basis of identity, including but not limited to race, gender, class, age, disability, religion, sexual orientation, immigration status, veteran status, gender identity, nationality, and/or ethnicity. While this class seeks to foster an environment in which ideas and beliefs can be challenged in the spirit of academic inquiry, such challenges must be respectful and civil so that all class members are welcome and empowered to participate in this learning process. For information on discriminatory conduct, please visit the website at [https://www4.uwm.edu/secu/docs/other/S\\_47\\_Discrimina\\_duct\\_Policy.pdf](https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_Policy.pdf)

Academic misconduct. Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. Information on academic misconduct can be found at <http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/>. I encourage you to familiarize yourself with it. If a student violates this policy in any way, I reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course. If you have questions about appropriate citations, please ask.

The following link contains important additional information on the UWM course policies listed above and others: <http://uwm.edu/secu/wp-content/uploads/sites/122/2016/12/Syllabus-Links.pdf>

The instructor and the University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).

### **Academic Advising in History**

All L&S students have to declare and complete an academic major to graduate. If you have not yet declared a major, you are encouraged to do so, even if you are at an early stage in your college education. If you are interested in declaring a major (or minor) in History, or if you need academic advising in History, please visit the Department of History undergraduate program web page at <http://www4.uwm.edu/letsci/history/undergrad/> for information on how to proceed.