



**UNSW**  
THE UNIVERSITY OF NEW SOUTH WALES

**Arts and  
Social Sciences**

**SCHOOL OF HUMANITIES AND LANGUAGES**

**ARTS 3295**

# **Understanding Nazi Germany: Origins, Structures, Explanations**

**Dr Jan Láníček**

**SESSION 2, 2013**

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## COURSE STAFF

### Convener/Lecturer Details:

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Consultation Times: Tuesday 10-12am or by appointment;

## COURSE DETAILS

The horrors of the Third Reich are well known even to those who have never seriously studied German history but the causes are still a mystery to many and the object of never-ending controversies among specialist scholars. This course focuses on the main issues of historians' debates and aims to familiarise students with the key arguments and their broader significance. There is a Study Kit with key texts and a textbook strongly recommended for purchase from the UNSW bookstore (see bibliography below).

Students are expected actively to participate in the course in three principal ways:

1. to acquire a basic knowledge of the main events and developments of the period as early as possible in the session by reading the recommended textbook and other basic texts, especially those in the Study Kit. This is an essential precondition for being able to make the most of the lectures and tutorials.

2. to prepare a tutorial presentation of about ten to fifteen minutes duration which will introduce the topic to the other students and guide class discussion.

3. to conduct self-directed research into one of the essay topics and submit a research essay based on extensive reading and satisfying the requirements for the formal presentation of academic work with regards to the use of sources, referencing and bibliography.

## COURSE AIMS

The aims of this course are:

- (1) To introduce students to the major themes and issues in the history of Nazi Germany.
- (2) To develop in students a progressive mastery of historical concepts and skills through the study of the Third Reich.
- (3) To provide a learning environment in which students will be enabled to develop and enhance their abilities to think critically, analytically and creatively.

(4) To provide a learning environment in which students will be given the opportunity to develop and practice the skills and abilities appropriate to an Arts graduate and which are readily transferable to a wide variety of vocational areas.

## **STUDENT LEARNING OUTCOMES**

At the end of the course, students who seriously engage with the material presented in classes and readings will have a thorough understanding of the main explanations put forward by historians and social scientists of the phenomenon of German fascism and the controversies between them.

By the end of the module students will be able to:

- (i) Demonstrate knowledge of at least two specific topics within the context of the Third Reich.
- (ii) Outline accurately, within the specific topics, the key historical issues, concepts, dates, figures, evidence and historiographical debates.
- (iii) Appreciate the range of problems involved in the interpretation of historical material, evidence and arguments relating to Nazi Germany.
- (iv) Understand and evaluate the range of conceptual frameworks and theoretical perspectives in the interpretation and analysis of evidence.
- (v) Evaluate the merit and value of contrasting forms of historical judgement.
- (vi) Question received scholarly wisdom and develop and defend their own opinions.
- (vii) Communicate, orally and/or in writing, effectively and present work in a manner which conforms to scholarly conventions and subject guidelines.
- (viii) Construct a relevant argument that demonstrates an adequate use of evidence and a selection of historical interpretations.
- (ix) Locate, gather, sift and synthesize an adequate body of source material.
- (x) Demonstrate the ability to work independently, under the constraints imposed by the component of assessment, e.g. word limit, time limit, deadline.
- (xi) Demonstrate the ability to work with others.

## **LEARNING AND TEACHING RATIONALE**

The learning and teaching strategy is designed to:

- (1) Deliver a module that reflects current debates in the field of modern German history.
- (2) Enable students to develop critical skills to engage with these debates by providing a learning and teaching structure which moves from teacher-centred to student-centred learning.

## **TEACHING STRATEGIES**

The learning and teaching methods employed are:

Lectures: student learning is largely confined in lectures to an introduction of content and the basic historiographical problems. These sessions provide students with the historical context, the key interpretations and problematical issues, and with the framework appropriate for independent learning.

Group tutorials: in these students consolidate their understanding, knowledge, analytical and communication skills through negotiation and interaction with other students and with staff. Tutorials may take a variety of forms, all of which provide different learning opportunities. The focus in tutorials is on structured discussion with the aim of achieving particular outcomes for each session.

Independent learning: a significant proportion of students' time is taken in constructive reading, note-taking, and the heuristic process of information retrieval. Analytical and cognitive skills are advanced through reflection and consideration of both primary and secondary material.

Problem-solving: problems are set in the module outline and informally in lectures and seminars.

## **COMMUNICATION**

Over the course of the semester I will use email to send important messages, reminders, or updates to you. Please make sure that you check your university email account regularly, or that you set it up to forward your email to another account.

## COURSE SCHEDULE

**LECTURES (Mondays, 1-3pm), Mathews Theatre C (F23) – the themes are subject to change based on our progress during the semester:**

29 July	Introduction to the course; Germany until 1918
5 August	Weimar and Hitler's Rise to Power
12 August	The Nazi Ideology – (in-class film, <i>Triumph of the Will</i> )
19 August	The Consolidation of Power and the Nazi State
26 August	Path to the War
2 September	German Society and the Nazis
9 September	The Racial Community
16 September	The War 1939-1945
23 September	1 <sup>st</sup> In-Class test (60 minutes) The Nazi Empire
30 September	Mid-semester break (no class)
7 October	Public holiday (no class)
14 October	The Holocaust
21 October	Downfall and Reckoning

**[Not part of the course: 24 October 2013, 1-3pm: Guest lecture by Professor Christopher Browning, University of North Carolina at Chapel Hill: *Revisiting the Perpetrators*; you are strongly encouraged to attend]**

28 October	Revision 2 <sup>nd</sup> In-class test (60 minutes)
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## READING:

There are two textbooks for the course:

Ian Kershaw, *The Nazi Dictatorship. Problems & Perspectives of Interpretation. Fourth Edition* (London: Arnold, 2000).

ARTS3295 Study kit.

Both textbooks are available from the UNSW bookstore. There are also several copies of Kershaw's book in the UNSW Library. Essential reading for each day is set out in the tutorial programme below. Further suggested resources are listed in the following part of this handout.

## TUTORIALS (MATHEWS 104, MONDAY 4-5PM)

### Week 1 – 29 July

*No tutorial.*

#### *Background reading:*

Mary Fulbrook, *A Concise History of Germany. Second Edition* (Cambridge: CUP, 2004), pp. 122-154.

Ian Kershaw, *The Nazi Dictatorship. Problems & Perspectives of Interpretation. Fourth Edition* (London: Arnold, 2000), pp. 1-19.

### Week 2 – 5 August

#### **Historians and Nazism – The *Historikerstreit***

Ian Kershaw, *The Nazi Dictatorship. Problems & Perspectives of Interpretation. Fourth Edition* (London: Arnold, 2000), pp. 218-270.

#### **Primary sources:**

Sally A. Winkle and Roderick Stackelberg (eds.), *The Nazi Germany Sourcebook: an Anthology of Texts* (London: Routledge, 2002), pp. 411-424.

### Week 3 – 12 August

#### **Hitler's Rise to Power – An Inevitable outcome of the crisis?**

Richard Bessel, 'Why Did the Weimar Republic Collapse?', in Ian Kershaw (ed.), *Why did German Democracy Fail?* (New York: St. Martin's Press, 1990), pp. 120-152.

Richard Evans, 'A 'Revolution of Destruction?', in *The Coming of the Third Reich* (London: Penguin, 2004), pp. 441-461.

#### **Primary sources:**

Sally A. Winkle and Roderick Stackelberg (eds.), *The Nazi Germany Sourcebook: an Anthology of Texts* (London: Routledge, 2002), pp. 118-122.

Results of Elections to the German Reichstag, 1919-1933.

### Week 4 – 19 August

#### **Hitler and Germany – the role of the *Führer***

Ian Kershaw, *The Nazi Dictatorship. Problems & Perspectives of Interpretation. Fourth Edition* (London: Arnold, 2000), pp. 69-92

Ian Kershaw, 'Working towards the Führer': Reflections on the Nature of the Hitler Dictatorship", in Ian Kershaw, *Hitler, the Germans and the Final Solution* (New Haven: Yale University Press, 2008), pp. 29-48.

#### **Primary sources:**

Sally A. Winkle and Roderick Stackelberg (eds.), *The Nazi Germany Sourcebook: an Anthology of Texts* (London: Routledge, 2002), pp. 135, 142-143, 166-167, 173-174, 177-181.



## Week 5 – 26 August

### Nazi Ideology

Ian Kershaw, *The Nazi Dictatorship. Problems & Perspectives of Interpretation. Fourth Edition* (London: Arnold, 2000), pp. 20-46.

Richard Evans, 'The Emergence of Nazi Ideology' in Jane Caplan (ed.), *Nazi Germany* (Oxford: Oxford University Press, 2008), pp. 26-47.

### Primary sources:

"Program of the National Socialist German Workers' Party' (1920)

Josef Goebbels, 'The Storm is Coming' (1932)

Josef Goebbels, 'The Damned Nazis' (1933)

## Week 6 – 2 September

### German society and the Nazis I: Women in the Third Reich

Joachim Fest, *The Face of the Third Reich* (London: Weidenfeld and Nicholson, 1974), pp. 397-414.

Giesela Bock, "Racism and Sexism in Nazi Germany: Motherhood, Compulsory Sterilization and the State," in Renate Bridenthal, Atina Grossmann, and Marion Kaplan, eds., *When Biology became Destiny* (New York: Monthly Review Press, 1984), pp. 271-296.

### Primary sources:

George L. Mosse (ed.), *Nazi Culture. Intellectual, Cultural and Social Life in the Third Reich* (London: W. H. Allen, 1966), pp. 39-47.

*The Speeches of Adolf Hitler. April 1922-August 1939* (London: Oxford University Press, 1942), pp. 527-533.

## Week 7 – 9 September

### German society and the Nazis 2: the Youth

Richard Evans, 'Winning over the Young', in *The Third Reich in Power* (London: Penguin, 2006), pp. 261-290.

Claudia Koonz, "The Swastika in the Heart of the Youth," in idem, *The Nazi Conscience*, (Cambridge MS: The Belknap Press of Harvard University Press, 2003), pp. 131-162.

### Primary sources:

*The Speeches of Adolf Hitler. April 1922-August 1939* (London: Oxford University Press, 1942), pp. 539-551.

George L. Mosse (ed.), *Nazi Culture. Intellectual, Cultural and Social Life in the Third Reich* (London: W. H. Allen, 1966), pp. 276-280; 283-4; 287-8; 291-3; 314-16.

## Week 8 – 16 September

### Life Under the Nazis: Leisure, Entertainment, Propaganda

Tim Kirk, "Culture, Leisure and Propaganda," in idem, *Nazi Germany*, (London: Palgrave Macmillan, 2007), pp. 113-131.

David Welch, *The Third Reich: Politics and Propaganda* (London: Routledge, 1995), pp. 17-49.

### Primary sources:

George L. Mosse (ed.), *Nazi Culture. Intellectual, Cultural and Social Life in the Third Reich* (London: W. H. Allen, 1966), pp. 122-126, 151-159, 163-165.

### Week 9 – 23 September

#### World War II: sequel to World War I? The war aims of the Third Reich

Ian Kershaw, *The Nazi Dictatorship. Problems & Perspectives of Interpretation. Fourth Edition* (London: Arnold, 2000), pp. 134-160.

Gerhard Weinberg, *Germany, Hitler, and World War II: essays in modern German and world history* (Cambridge: Cambridge University Press, 1995), pp. 68-82; 146-150.

### Primary sources:

*Address by Adolf Hitler – September 1, 1939.*

Sally A. Winkle and Roderick Stackelberg (eds.), *The Nazi Germany Sourcebook: an Anthology of Texts* (London: Routledge, 2002), pp. 299-303, 319-320.

### Week 10 – 7 October

*No tutorial*

### Week 11 – 14 October

#### Hitler's Empire – the occupation policies in Europe

Mark Mazower, *Dark Continent: Europe's Twentieth Century* (New York: Random House, 1999), pp. 138-181.

### Primary sources:

Sally A. Winkle and Roderick Stackelberg (eds.), *The Nazi Germany Sourcebook: an Anthology of Texts* (London: Routledge, 2002), pp. 271-272, 286-287, 293-295.

### Week 12 – 21 October

#### The Holocaust

Christopher Browning, 'The Origins of the Final Solution', in Jonathan C. Friedman (ed.), *The Routledge History of the Holocaust* (London: Routledge, 2012), pp. 156-167.

Ian Kershaw, *The Nazi Dictatorship. Problems & Perspectives of Interpretation. Fourth Edition* (London: Arnold, 2000), pp. 93-133.

### Primary sources:

Lucy S. Dawidowicz (ed.), *A Holocaust Reader* (New York: Behrman House, 1976), pp. 30-33.

Steve Hochstadt (ed.), *Sources of the Holocaust* (London: Palgrave, 2004), pp. 119-121.

Yitzhak Arad et al. (eds.) *Documents on the Holocaust* (Jerusalem: Yad Vashem, 1981), pp. 22-29.

### Week 13 – 28 October

#### The Other Germany; Resistance in the Third Reich? Conclusions

Ian Kershaw, *The Nazi Dictatorship. Problems & Perspectives of Interpretation. Fourth Edition* (London: Arnold, 2000), pp. 183-217.

## FURTHER READING:

The following is just a small selection of the huge literature on various aspects of the Third Reich, intended to serve as a starting point for your research. All these titles are in the UNSW Library, and titles of particular importance are marked with an asterisk (\*) before the author's name:

Abel, T., *The Nazi movement: why Hitler came to power.*

\*Allen, W. S., *The Nazi seizure of power: the experience of a single German town, 1922-1945.*

\*Aly, G., *'Final solution': Nazi population policy and the murder of the European Jews.*

Angress, W. T., *Between fear and hope Jewish youth in the Third Reich.*

Ayçoberry, P., *The Nazi question: an essay on the interpretations of national socialism (1922-1975).*

Balfour, M., *Withstanding Hitler in Germany, 1933-45.*

Barkai, A., *Nazi economics: ideology, theory and policy.*

Bartov, O., *Hitler's army: soldiers, Nazis, and war in the Third Reich.*

Bartov, O., *The Eastern Front, 1941-45: German troops and the barbarisation of warfare.*

Bendersky, J. W., *A history of Nazi Germany.*

Bergen, D. L., *Twisted cross: the German Christian movement in the Third Reich.*

Bessel, R., *Life in the Third Reich.*

Bessel, R., *Fascist Italy and Nazi Germany: comparisons and contrasts.*

Bracher, K. D., *The German dictatorship: the origins, structure, and effects of national socialism.*

Bridenthal, R., Grossmann, A., Kaplan, M. A., *When biology became destiny: women in Weimar and Nazi Germany.*

\*Broszat, M., *The Hitler state: the foundation and development of the internal structure of the Third Reich.*

Broszat, M., *Hitler and the collapse of Weimar Germany.*

Browning, C. R., *Nazi policy, Jewish workers, German killers.*

Browning, C. R., Matthäus, J., *The origins of the Final Solution: the evolution of Nazi Jewish policy, September 1939-March 1942.*

Brustein, W., *The logic of evil: the social origins of the Nazi Party, 1925-1933.*

Buchheim, H., *The Third Reich: its beginnings, its development, its end.*

Bullock, A., *Hitler: a study in tyranny.*

Burleigh, M., *The Third Reich: a new history.*

Caplan, J., *Government without administration: state and civil service in Weimar and Nazi Germany.*

Carr, W., *Hitler: a study in personality and politics.*

Carsten, F. L., *The German workers and the Nazis.*

Cartarius, U., *The German resistance movement, 1933-1945.*

Childers, T., *The Nazi voter: the social foundations of fascism in Germany, 1919-1933.*

Childers, T., *The Formation of the Nazi constituency, 1919-1933.*

Childers, T., Caplan, J., *Reevaluating the Third Reich.*

Compton, J. V., *The Swastika and the Eagle: Hitler, the United States, and the origins of the Second World War.*

Conway, J. S., *The Nazi persecution of the Churches 1933-45.*

Corni, G., *Hitler and the peasants: agrarian policy of the Third Reich, 1930-1939.*

Crew, D. F., *Nazism and German society, 1933-1945.*

Cuomo, G. R., *National Socialist cultural policy.*

Eley, G., *The Goldhagen effect: history, memory, Nazism--facing the German past.*

Etlin, R. A., *Art, culture, and media under the Third Reich.*

Evans, R. J., *Rethinking German history: nineteenth-century Germany and the origins of the Third Reich.*

Evans, R. J., *Rereading German history: from unification to reunification 1800-1996*.

Evans, R. J., *The coming of the Third Reich*.

Evans, R. J., Geary, D., *The German unemployed: experiences and consequences of mass unemployment from the Weimar Republic to the Third Reich*.

Fest, J. C., *Hitler*.

Finkelstein, N. G. Birn, R. B., *A nation on trial the Goldhagen thesis and historical truth*.

Fischer, C., *The rise of the Nazis*.

Fischer, C., *The rise of national socialism and the working classes in Weimar Germany*.

\*Fischer, F., *From Kaiserreich to Third Reich elements of continuity in German history, 1871-1945*.

Fleming, G., *Hitler and the final solution*.

Friedlander, H., *The origins of Nazi genocide: from euthanasia to the final solution*.

\*Friedländer, S., *Nazi Germany and the Jews. Volume 1 The years of persecution, 1933-1939*.

Fritzsche, P., *Germans into Nazis*.

Geary, D., *Hitler and Nazism*.

Gellately, R., *Backing Hitler: consent and coercion in Nazi Germany*.

Gill, A., *An honourable defeat: a history of German resistance to Hitler, 1933-1945*.

Gillingham, J. R., *Industry and politics in the Third Reich: Ruhr coal, Hitler and Europe*.

Goldhagen, D. J., *Hitler's willing executioners: ordinary Germans and the Holocaust*.

Griffin, R., *Fascism*.

Grunberger, R., *Germany, 1918-1945*.

Grunberger, R., *Hitler's SS*.

Grunberger, R., *The 12-year Reich: a social history of Nazi Germany, 1933-1945*.

Guenther, I., *Nazi 'chic'? fashioning women in the Third Reich*.

Guillebaud, C. W., *The social policy of Nazi Germany*.

Hamilton, R. F., *Who voted for Hitler?*

Hart-Davis, D., *Hitler's Olympics: the 1936 games*.

Hayes, P., *Industry and ideology: IG Farben in the Nazi era*.

\*Herbert, U., *Hitler's foreign workers: enforced foreign labor in Germany under the Third Reich*.

Herf, J., *Reactionary modernism technology, culture, and politics in Weimar and the Third Reich*.

Heyes, E., *Children of the swastika: the Hitler Youth*.

Hiden, J., *Republican and Fascist Germany: themes and variations in the history of Weimar and the Third Reich, 1918-45*.

Hiden, J. Farquharson, J. E., *Explaining Hitler's Germany: historians and the Third Reich*.

Hildebrand, K., *The foreign policy of the Third Reich*.

Hildebrand, K., *The Third Reich*.

Hillenbrand, F. K. M., *Underground humour in Nazi Germany, 1933-1945*.

Hochstadt, S., *Sources of the Holocaust*.

Hoffmann, P., *German resistance to Hitler*.

Höhne, H., *The order of the death's head*.

Homze, E. L., *Foreign labor in Nazi Germany*.

Institut für Zeitgeschichte, *Anatomy of the SS State*.

Johnson, E. A., *Nazi terror: the Gestapo, Jews, and ordinary Germans*.

Kaplan, M. A., *Between dignity and despair: Jewish life in Nazi Germany*.

\*Kater, M. H., *The Nazi party: a social profile of members and leaders, 1919-1945*.

\*Kershaw, I., *Popular opinion and political dissent in the Third Reich, Bavaria 1933-45*.

\*Kershaw, I., *The "Hitler myth" image and reality in the Third Reich*.

\*Kershaw, I., *Hitler*.

\*Kershaw, I., *Hitler 1889-1936: Hubris*.

\*Kershaw, I., *Hitler 1936-1945: Nemesis*.

Kirk, T., *Nazism and the working class in Austria: industrial unrest and political dissent in the "national community"*.

\*Klemperer, V., *I will bear witness: a diary of the Nazi years*.

Koonz, C., *Mothers in the fatherland: women, the family, and Nazi politics*.

Large, D. C., York, G. H. N., *Contending with Hitler: varieties of German resistance in the Third Reich*.

Layton, G., *Germany the Third Reich, 1933-45*.

LeBor, A., Boyes, R., *Surviving Hitler: choices, corruption and compromise in the Third Reich*.

Leonhard, W., *Betrayal: the Hitler-Stalin pact of 1939*.

Lewin, M., Kershaw, I., *Stalinism and Nazism: dictatorships in comparison*.

Lewy, G., *The Catholic Church and Nazi Germany*.

Marrus, M. R., *The Nazi Holocaust: historical articles on the destruction of European Jews*.

\*Mason, T. W., Caplan, J., *Social policy in the Third Reich: the working class and the national community*.

\*Mason, T. W., Caplan, J., *Nazism, fascism and the working class*.

Mazower, M., *Dark continent: Europe's twentieth century*.

Meinecke, F., *The German catastrophe: reflections and recollections*.

Merkel, P. H., *The making of a stormtrooper*.

Merson, A., *Communist resistance in Nazi Germany*.

Milfull, J., *Why Germany? national socialist anti-semitism and the European context*.

Mitcham, S. W., *Why Hitler? the genesis of the Nazi Reich*.

Mitchell, A. Snell, J. L., *The Nazi revolution: Hitler's dictatorship and the German nation*.

Mitchell, O. C., *Hitler's Nazi state the years of dictatorial rule, 1934-1945*.

\*Mommsen, H., *The Third Reich between vision and reality: new perspectives on German history, 1918-1945*.

Mosse, G. L., *Nazi culture: intellectual, cultural and social life in the Third Reich*.

Mosse, G. L., *The crisis of German ideology: intellectual origins of the Third Reich*.

Mosse, G. L., *Masses and man: nationalist and Fascist perceptions of reality*.

Mosse, G. L., *The nationalization of the masses: political symbolism and mass movements in Germany from the Napoleonic wars through the Third Reich*.

Mühlberger, D., *Hitler's followers: studies in the sociology of the Nazi movement*.

Müller, K.-J., *The army, politics and society in Germany 1933-45: studies in the army's relation to Nazism*.

\*Neumann, F., *Behemoth: the structure and practice of National Socialism*.

Noakes, J., *The Nazi party in Lower Saxony, 1921-1933*.

O'Neill, R. J., *The German Army and the Nazi Party, 1933-1939*.

Overy, R. J., *War and economy in the Third Reich*.

Overy, R. J. Society, E. H., *The Nazi economic recovery, 1932-1938*.

Owings, A. Frauen: German women recall the Third Reich.

Petropoulos, J., *Art as politics in the Third Reich*.

\*Peukert, D., *Inside Nazi Germany: conformity, opposition and racism in everyday life*.

Pridham, G., *Hitler's rise to power: the Nazi movement in Bavaria, 1923-1933*.

Pulzer, P. G. J., *Germany, 1870-1945: politics, state formation, and war*.

Rauschning, H., *Hitler speaks: a series of political conversations with Adolf Hitler on his real aims*.

Remak, J., *The Nazi years: a documentary history*.

Rich, N., *Hitler's war aims*.

Rosenbaum, R., *Explaining Hitler: the search for the origins of his evil*.

Rutherford, W., *Hitler's propaganda machine*.

Schleunes, K. A., *The twisted road to Auschwitz: Nazi policy toward German Jews, 1933-1939*.

\*Schoenbaum, D., *Hitler's social revolution: class and status in Nazi Germany, 1933-1939*.

Shandley, R. R., *Unwilling Germans? the Goldhagen debate*.

\*Shirer, W. L., *Berlin diary: the journal of a foreign correspondent 1934-1941*.

\*Shirer, W. L., *The rise and fall of the Third Reich: a history of Nazi Germany*.

Simpson, W., *Hitler and Germany*.

Smelser, R. M., Zitelmann, R., *The Nazi elite*.

Smith, W. D. The ideological origins of Nazi imperialism.

Snyder, L. L., *Encyclopedia of the Third Reich*.

Snyder, L. L., *The Third Reich, 1933-1945: a bibliographical guide to German national socialism*.

Snyder, L. L., *Hitler's German enemies: the stories of the heroes who fought the Nazis*.

Spielvogel, J. J., *Hitler and Nazi Germany: a history*.

Stachura, P. D., *The Shaping of the Nazi state*.

Stachura, P. D., *The Nazi Machtergreifung*.

\*Stephenson, J., *Women in Nazi society*.

Stephenson, J., *The Nazi organisation of women*.

\*Stern, J. P., *Hitler: the Führer and the people*.

Stokes, L. D., Hoffmann, P., Nicosia, F. R., *Germans against Nazism: nonconformity, opposition, and resistance in the Third Reich : essays in honour of Peter Hoffmann*.

Stone, D., *The historiography of the Holocaust*.

Stone, N., *Hitler*.

Tampke, J., *Twentieth century Germany: the Weimar and Nazi years*.

Taylor, A. J. P., Thorne, C. G., *The path to World War II*.

Taylor, J., Shaw, W., *The Third Reich almanac*.

Taylor, S., *Prelude to genocide: Nazi ideology and the struggle for power*.

Taylor, T., *Sword and swastika: the Wehrmacht in the Third Reich*.

Thomas, T. N., *Women against Hitler: Christian resistance in the Third Reich*.

\*Turner, H. A., *German big business and the rise of Hitler*.

Weinberg, G. L., *The foreign policy of Hitler's Germany: starting World War II, 1937-1939*.

Weinberg, G. L., *Germany, Hitler, and World War II essays in modern German and world history*.

Weinstein, F., *The dynamics of Nazism: leadership, ideology, and the Holocaust*.

Weiss, J., *Ideology of death: why the Holocaust happened in Germany*.

Welch, D., *Nazi propaganda: the power and the limitations*.

Williamson, D. G., *The Third Reich*.

Wistrich, R. S., *Hitler and the Holocaust*.

Zeller, E., *The flame of freedom: the German struggle against Hitler*.

## ASSESSMENT

The assessment of the module is based on one essay, in-class work/participation, and the in-class test. Together, the various elements of assessment give you the opportunity to achieve and be graded on the expected learning outcomes set out in the course outline.

In-class work and presentation are meant to stress the student's preparation of daily reading assignments and to develop their comfort and skill at presenting thoughts in a logical manner in front of their peers. The final in-class test is meant to show the student's overall command of the material and their ability to synthesise that material in assessing the larger themes of the course.

Assessment task	Length	Weight	Learning outcomes assessed	Graduate attributes assessed	Due date
Tutorial presentation	10-15 minutes	10 %			In tutorials
Essay plan	500 words	15 %			30 August 2013, 4pm
Essay	3,000 words	45 %			11 October 2013, 4pm
1 <sup>st</sup> Test	1 hour	15 %			23 September 2013, 1-2pm
2 <sup>nd</sup> Test	1 hours	15 %			28 October 2013, 2-3pm

### (1) Tutorial presentation (10% of the overall mark)

The tutorial paper should be NO MORE THAN 10-15 minutes long. It should focus on giving an overview of your topic, or – where applicable – providing an answer to the question asked, based on your own independent research. This answer does not have to be your own "opinion". Where several students present on the same topic (which will usually be the case) it is desirable that you negotiate a division of labour so that each of you may present different interpretations/answers in order to stimulate class discussion. The presenters should subsequently guide the class discussion.

You will be assessed on the content of your tutorial paper, your presentation of the paper (style and delivery), your ability to answer questions subsequent to the presentation, and the length of the presentation. You are NOT required to submit a written version of the tutorial paper.

### (2) Exam

Two in-class tests count for 30% of the overall mark.

Each of the tests lasts one hour.

### (3) Essay plan (15%)

The essay plan (500 words) should show why you chose that particular topic, what you understand to be the key issues involved, and how you intend to tackle them (i.e. a research strategy). You should also include a preliminary bibliography.

### (4) Essay (45%)

See the School of Humanities and Languages Little Red Book and Appendices A and B for guidance on essay preparation and the presentation of written work.

Essays will normally be ready for collection within three weeks of the submission date. You are strongly advised to pick up your essays – the comments provided will help you in future assignments.

## ESSAY TITLES

You are strongly advised to discuss your plans for the essay with me, especially if you wish to define your own topic.

- 1) What aspects of the Third Reich would you consider uniquely German? To what extent, do you think, is it justified to speak of Nazism as a uniquely German phenomenon?
- 2) What do you think would have happened to the Third Reich had Hitler been assassinated as early as 1934?
- 3) "All generalised statements about the degree of German popular support for the regime ignore the real complexities of the relationship between rulers and ruled in the Third Reich, and are in any case difficult to verify". Discuss.
- 4) In what ways, if at all, can the Second World War be said to have been an inevitable consequence of Hitler's appointment as chancellor in January 1933?
- 5) Discuss, and critically evaluate, the major competing explanations of the Holocaust in the historiography of the Third Reich.
- 6) What was the ideal Nazi vision of the German society? Discuss.
- 7) Discuss the role of Nazi propaganda in the Third Reich.
- 8) Autobiography of an ordinary German born in 1910 (until app. 1950).
- 9) A clearly defined topic of your own choice (to be discussed with Jan).



## Assignment Submission

- The cut off time for all assignment submissions in the School is **4pm** of the stated due date (11 October 2013).
- 2 assignment copies must be submitted for every assessment task - 1 paper copy and 1 electronic copy.
- All hard/paper copy assessments should be posted into the Assignment Drop Boxes at the School of Humanities and Languages, outside the reception located at 258, Morven Brown Building by 4pm on the due date. A completed cover sheet must be securely attached to assignments. The School is not responsible for any missing pages from poorly bound or stapled assignments.
- In addition, a soft copy must be sent through **Moodle** on Turnitin by 4pm on the due date.

## Important Note

- Electronic copies submitted through Turnitin will not be marked. Only hard copies submitted in the drop boxes will be marked/assessed.
- The electronic copy will be used as evidence of assignment submission during appeal and dispute cases. Students have no recourse if a soft copy is not submitted. Therefore it is essential that students keep the electronic record of their submitted assignment.

## Assignment Collection

Assignments should be collected from your lecturer/tutor and must be collected by the owner/author of the assignment.

## Assignment Extensions

A student may apply to the Lecturer/Tutor for an extension to the submission date of an assignment. Requests for extension must be made on the appropriate form and before the submission due date, and must demonstrate exceptional circumstances, which warrant the granting of an extension. If medical grounds preclude submission of assignment by due date, contact should be made with subject coordinator as soon as possible. A medical certificate will be required for late submission and must be appropriate for the extension period.

To apply for an extension please log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration

## Late Submission of Assignments

Assignments submitted after the due or extended date will incur a 5% penalty per day including weekends (calculated from the maximum marks available for that assignment). Assignments received more than 10 calendar days after the due or extended date will not be allocated a mark.

## ATTENDANCE

To successfully complete this unit you are required to attend minimum 80% of classes. If this requirement is not met you will fail the unit. The Lecturer will keep attendance records.

## ACADEMIC HONESTY AND PLAGIARISM

Students seeking information on plagiarism should visit the following web site:

<http://www.lc.unsw.edu.au/plagiarism/index.html>

## OCCUPATIONAL HEALTH AND SAFETY POLICY

UNSW's Occupational Health and Safety (OHS) Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others.

Any OHS concerns should be raised with your immediate supervisor, the School's OHS representative, or the Head of School. The OHS guidelines are available at: [http://www.ohs.unsw.edu.au/ohs\\_policies/index.html](http://www.ohs.unsw.edu.au/ohs_policies/index.html)

## STUDENT EQUITY AND DIVERSITY

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to, or at the commencement of the course. Alternatively, the Student Equity and Diversity Unit can be contacted on 9385 4734. Further information is available at: <http://www.studentequity.unsw.edu.au>

## GRIEVANCES

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should in the first instance attempt to resolve any issues with their tutor or the course convenors. If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and Languages. Further information about UNSW grievance procedures is available at: <https://my.unsw.edu.au/student/atoz/Complaints.html>

## OTHER STUDENT INFORMATION

myUNSW is the single online access point for UNSW services and information, integrating online services for applicants, commencing & current students and UNSW staff. To visit myUNSW please visit either of the below links:

<https://my.unsw.edu.au>

<https://my.unsw.edu.au/student/atoz/ABC.html>

## Appendix A: Guidance on essay preparation

In your essay you must demonstrate the ability to:

- Evaluate and critically analyse relevant material, including, if appropriate or required, relevant primary sources.
- Construct a coherent argument, analyse, and communicate the conclusions reached;
- Form a judgement on the historiographical, methodological and other debates central to the study of this period;

In particular this means:

1) The essay must address the question which is asked. Relevance is crucial.

2) The essay must have a central argument. Problems should be discussed and evidence weighed and evaluated. The essay should not simply narrate events or processes, or resort to pointless descriptions of facts. Outlining evidence is, of course, crucial, but the central task is to weigh and assess the evidence, and to construct an argument from that evidence which provides a solution to the problem posed by the question.

3) Sources vary in quality, and not all are equally relevant to your purpose. Wherever possible, produce your own interpretation and your own solution based on the evidence you have examined. Do not accept without question the views expressed or the interpretations given in secondary sources. Your task includes the assessment and critical analysis of work by other writers.

4) Your essay must be based on **at least fifteen** significant quality sources. You are allowed to use internet sources but they should form only **a marginal part** of your source base.

5) Always refer to the source of your information. You must give reference to the following material:

- "to cite the authority for statements in text: specific facts or opinions as well as exact quotations";
- "to make cross-references";
- "to provide a place for material which the writer deems worthwhile to include but which would, in the writer's judgement interrupt the flow of thought if introduced into the text";
- "to make acknowledgements" (K.Turabian, Student's Guide For Writing College Papers (Chicago, University of Chicago Press, 1963), p.122).

### DO NOT ONLY GIVE REFERENCES FOR DIRECT QUOTATIONS!

6) When making a direct quotation, do it accurately. Quotations should always be material to your argument – i.e. you may quote from a primary source as a means of **supplying evidence** for a point that you wish to

make. As a general rule, do not quote from authorities merely to sum up the argument. This should always be done in your own words, not in the words of another writer.

7) Plan your essay carefully. Bad organisation affects the clarity and argument of the paper. Write it in clear, grammatically correct prose. Sentences should be crisp and uncluttered.

8) Take the complete reference of the book you are using when taking notes. Remember to record the page numbers to which you are referring, so that the exact references may be given in your essay.

9) Make references in a conventionally accepted format. References should be made in the form of either numbered footnotes at the bottom of each page, or as endnotes at the end of your essay, but before your bibliography.

### **YOU MUST INCLUDE FOOT/END NOTES AND A BIBLIOGRAPHY IN YOUR ESSAY.**

10) There are several conventional systems of referencing material. Use one consistently. Do not invent a system of your own, or switch between systems in the course of an essay.

### **Appendix B: Grading criteria for essays**

In First and Upper Level subjects marks will be awarded on the following scale:

**High Distinction 85%+** An outstanding essay, excellent in every regard. A High Distinction essay shows real flair, originality and creativity in its analysis. Based on extensive research and reading, it engages with complex historiographical issues, demonstrates theoretical acumen and involves both the critical analysis of argument and innovative interpretation of evidence. This essay is a delight to read and the prose is of exceptionally high standard. A high distinction essay shows the potential to undertake post-graduate studies in History.

**Distinction 75% - 84%** An essay of a superior standard. Well written, closely argued and based on wide, thoughtful and critical reading, a distinction essay answers the question fully and shows an understanding of complex historiographical issues. At its best, it is elegantly expressed and pursues an argument with subtlety and imagination. Distinction students are encouraged to progress to Honours in History.

**Credit 65% - 74%** A credit essay is work of a high degree of competence. It answers the question well, demonstrating a sound grasp of subject matter, and arguing its case with clarity and confidence. It engages critically and creatively with the question, attempts to critique historical interpretations and positions itself with the relevant historiography. A credit essay demonstrates the potential to complete Honours work in History.

**Pass 50% - 64%** A pass essay is work of a satisfactory standard. It answers the question but does not do so fully or particularly well. It has a coherent argument and is grounded in the relevant reading but the research is not extensive and the argument fails to engage important historiographical issues. The prose is capable but could be much improved. A pass grade suggests that the student can (with application) complete a satisfactory pass degree; it does not qualify a student for admission to Honours. There is a world of difference between a bare and a high pass essay. The latter signals far more reading and a much deeper understanding of the question. With work, a high pass essay can achieve credit standard.

Fail Under 50% This is work of unacceptable standard for university study. It fails to answer the question and is based on inadequate reading. A failed essay usually has serious faults in terms of prose, presentation and structure.