

Nazi Germany, 1933-1945

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EUH 3035
MWF 11.45 am- 12.35 pm

Keene-Flint 105

This course will introduce students to the history of the Third Reich. In doing so, it will hopefully encourage them to think about the ways in which Germany's history in the first half of the twentieth century still resonates in crucial ways in the world today. The class will begin with a background discussion of the Weimar Republic, including the end of the First World War, the stab in the back conspiracy theory, and the economic, social and political instability that marked much, though by no means all, of the Republic's brief life. This, then, will lead us to the final months of the Weimar Republic, and the appointment of Hitler as Chancellor in January 1933.

The bulk of the course will offer students an overview of the period 1933-1945, with the focus on the pre-war period 1933-1939. It will be organized around the key notion of *Volksgemeinschaft* (national community). This idea and ideal will allow us to explore the ways in which Hitler and National Socialism went about restructuring Germany so that it aligned with an ethno-racial definition of belonging that was central to Hitler's convictions about the nature of nations and peoples.

Required Book:

Thomas Childers, *The Third Reich: A History of Nazi Germany*

For those of you interested in further reading (though this is not required), the following general works are superb:

Richard J. Evans, three volume history of the Third Reich
Vol. 1. *The Coming of the Third Reich*
Vol. 2. *The Third Reich in Power*
Vol. 3. *The Third Reich at War*

Ian Kershaw, *Hitler, vol. 1, 1889-1936: Hubris*
Ian Kershaw, *Hitler, vol. 2, 1936-1945: Nemesis*

Key works, for advanced students, on the idea of the National Community
(*Volksgemeinschaft*)

Detlev Peukert, *Inside Nazi Germany*
Claudia Koonz, *The Nazi Conscience*

For those interested in learning more about Nazi theories of race and the role of medicine and science in Nazi policies:

Sheila Faith Weiss, *The Nazi Symbiosis: Human Genetics and Politics in the Third Reich*
Robert Proctor, *Racial Hygiene: Medicine under the Nazis*
Johann Chapoutot, *The Law of Blood: Thinking and Acting as a Nazi*

Historical Fiction: The novels of Phillip Kerr

The book by Thomas Childers is required and can be purchased at the UF bookstore.

ASSIGNMENTS AND EVALUATION:

Attendance is required. You will be permitted three unexcused absences. After that, each unexcused absence will mean a 5% drop in your participation grade. Excused absences such as illness or team-sports participation (NOT passive attendance at games as a fan) require relevant paperwork.

Professionalism means that while vigorous intellectual exchange is expected and welcome, also expected is respect for diverse opinions (within reason) and good manners when addressing either me, the teaching assistant, or your fellow students.

There will be two in-class mid-terms. Each will be worth 25% of your final grade.

There will be a take-home midterm at the end of the semester. The assignment must be typed, with normal margins and 12 pt. font. Writing—grammar, spelling, etc.—counts.

This will be worth 50% of your final grade. There will be a penalty for handing in this assignment late. For every day the exam is late you will be dropped half a grade on the exam.

Be aware that this take-home assignment may involve materials that have not been assigned yet but that will be provided along with the exam. These may include articles or visual images.

Note: You must complete and pass all assignments in order to pass the course.

Midterm One will be on Friday, February 7.

Midterm Two will be on Friday, March 12.

The take-home exam will be distributed to you on the last day of class, April 23, and will be due by email on April 30 no later than 12.00 pm.

Grading Scale

A = 100–93 (4.0) B = 86–83 (3.0) C = 74–71 (2.0) D = 62–60 (1.0)
A- = 92–90 (3.67) B- = 82–79 (2.67) C- = 70–67 (1.63) D- = 59–56 (0.67)
B+ = 89–87 (3.33) C+ = 78–75 (2.33) D+ = 66–63 (1.33) F = below 55 (0)

For more information see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

STATEMENT REGARDING ACADEMIC HONESTY:

Students are expected to uphold the Academic Honor Code of the University of Florida. The Academic Honor Code is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the University community, and (3) to foster a high sense of integrity and responsibility on the part of the University community. For a full explanation of visit: <https://policy.ufl.edu/regulation/4-040/> An excellent website that discusses plagiarism, correct citing of references, and correct use of quotations is:

<http://mediasite.video.ufl.edu/mediasite/Viewer/?peid=adaa44500eaf460a84f238e6b9a558f9>.

Note that the Honor Code now includes a policy forbidding the use of ChatGBT or any other technology that composes text for you.

UNIVERSITY RESOURCES:

Disability Accommodations: Students requesting accommodation should first register with the Dean of Students Office so that you have documentation for all your courses. For more information about services available to University of Florida students: Dean of Students Office Disability Resource Center, 202 Peabody Hall or 0020 Reid Hall Phone:

(352) 392-1261/(352) 392-8570 or
at: <http://www.dso.ufl.edu/drc/>

UF Counseling and Academic Resources: On-campus services are available for students having personal problems or lacking clear career and academic goals. They include:

1. U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or (352) 392-1575 so that a team member can reach out to the student.
2. University Counseling Center, 301 Peabody Hall, (352) 392-1575,
3. Student Mental Health, Student Health Care Center, (352) 392-1171
4. Sexual Assault Recovery Services (SARS), Student Health Care Center, (352) 392-1161
5. CareerResourceCenter,ReitzUnion,(352)392-1601<http://www.crc.ufl.edu/>
6. E-learning technical support: (352) 392-4357/ email: Learningsupport@ufl.edu

<https://lss.at.ufl.edu/help.shtml>.

7. LibrarySupport,<http://cms.uflib.ufl.edu/ask>
8. WritingStudio,302TigertHall,(352)846-1138<http://writing.ufl.edu/writing-studio/>

Important Note: The lectures and slides shown in class will not be available on Canvas and will not be distributed to you at any time during the semester. It does not matter what you hear or are told by others at the University. You are expected to take notes during the lectures.

Thematic Organization and Structure of the course.

Please note that I have not divided these into weeks, since some of these themes require either a longer or shorter period of time to discuss.

1: Introductory Overview: Nazism and the Idea of the *Volksgemeinschaft*

Reading: Childers, *The Third Reich*, chapters 1 and 2, pages 1-66

2: The Life and Death of the Weimar Republic

- A. War and Revolution (1918-1920)
- B. Constitution of the Republic and Economic Crisis (1920-1923)
- C. Stabilization (1924-1929)
- D. Political/Economic Crisis and Collapse (1929-1932)

Reading: Childers, chapters 3-5, pages 67-174

3: Hitler Comes to Power

- A. January 30, 1933
- B. The Reichstag Fire
- C. The Enabling Act

Reading: Childers, chapters 6-8, pages 176-264

4: *Gleichschaltung*: Consolidation of Power

- A. The Führer Principle
- B. *Gleichschaltung* (coordination) and the Hierarchy of Power
- C. The Role of Coercion in the Making of the Volksgemeinschaft:
Police, the Gestapo, the SS, the SD, and the RSHA
- D. Night of the Long Knives

Reading: Childers, chapter 9, pages 265-289

5. The Role of Culture and Propaganda in the Making of the Volksgemeinschaft

- A. The Nazi Press
- B. Posters
- C. Radio
- D. Film

We will watch selections from *Triumph of the Will* in class.

6. Making the Volksgemeinschaft

- A. *Kraft durch Freude* (Strength through Joy)
- B. The Winter Relief Program
- C. Gender roles: New Men and traditional Women

Reading: Childers, chapters 10-11, pages 291-368

7: Racial Ideology and Policies

- A. The Nazi obsession with race and purity
- B. Antisemitism as core belief
- C. The Nuremberg Laws
- D. Kristallnacht
- E. Roma and Sinti
- F. Slavs
- G. "Lives not worth Living"
- H. Gays and Lesbians
- I. Jehovah's Witnesses

Reading: Continue with reading assignment above, section 6

8: Foreign Policy

- A. Hitler's Weltanschauung (world view)
- B. Economic recovery and the preparation for war
- C. European domination and the idea of *Lebensraum* (living space)
- D. The *Anschluss* of Austria

Reading: Childers, chapter 12, pages 369-417

9: The Second World War 1939-1945

- A. Czechoslovakia
- B. The Munich Agreement
- C. The Molotov-Ribbentrop Pact
- D. Poland
- E. Hitler moves West—Belgium, Holland, France
- F. Operation Barbarossa-- The Invasion of the Soviet Union

- G. The War against the Jews
 1. Identification and Isolation
 2. Ghettoization
 3. The Einsatzgruppen
 4. The extermination camps

- H. The U.S. enters the War
- I. 1943. The Turning Point: Stalingrad
- J. Retreat and Defeat

Reading: Childers, chapters 13-17, pages 419-568

10. Nazi Germany and the Making of Post-War Europe