

History 499, 001, Senior Seminar
"The 3rd Reich & the Holocaust"
Prof. Marion Deshmukh
Fall, 2011

COURSE REQUIREMENTS

The seminar is designed to help you research and write a major historical essay on a specific topic. It enables you to incorporate historical methods and analysis that you have learned in previous history classes and apply these to a specific historical theme. The seminar is one of two departmental "writing-intensive" courses mandated by the university, the other having been History 300. In order to properly research and write such a paper, the seminar will discuss a variety of historical methods and meet with the History Department library liaison to collect bibliographical materials. Grades will be based on class participation, the progress of the paper drafts, the quality of the final paper, the quality of the oral presentation of the paper, and the quality of the critiques. In addition to some books listed below, check at the end of each chapter of Spielvogel for more sources.

Required Readings: (all are in paperback)

Kate Turabian, *Manual for Term Papers, Theses, and Dissertations*
Jules Benjamin, *A Student's Guide to History*
Jackson Spielvogel, *Hitler and Nazi Germany*, 6th or latest edition (text)
Christopher Browning, *Ordinary Men, Police Battalion 101*
Primo Levi, *Survival in Auschwitz*

Grading Policy:

Class attendance is mandatory because of the nature of the seminar. Please bring a doctor's certificate and call and/or e-mail ahead of the class if you must miss class. The Honor Code (see the GMU Catalogue) is followed.

50% paper
20% oral presentation of paper
15% class participation (here is where simply showing up can make a difference!)
15% critiques

Office Hours: Monday, 10:00-12:00
Wednesday, 10-12 or by appointment
338 Robinson B
(703) 993-2149, E-mail: mdeshmuk@gmu.edu

Last day to add classes: September 6; Last day to drop without dean's permission:
September 30.

Schedule of Classes

Week 1, August 29, Introduction to course, explanation of requirements, overview of German history. (Re) Read Turabian, chapter 1 and peruse rest of book

Week 2, Sept. 5, Labor Day, no class

Week 3, Sept. 12, Visit to Johnson Center Library Conference/Computer Room (2nd floor in the JC Media Library) Discussion of sources by History liaison librarian, Jason Byrd. Read chapters 1 and 4 in Benjamin.

Week 4, Sept. 19, Discussion of Spielvogel, Chapters 1-5 and Benjamin, Chapter 4. Turn in 2-3 possible paper topics

Week 5, Sept. 26. Discussion of Spielvogel, Chapters 6-10 and Benjamin, Chapter 5, Turn in a preliminary bibliography of at least 2-3 primary sources, annotated.

Week 6, October 3, View films on racism (*A Class Divided*) and Nazi propaganda film (*Triumph of the Will*). Turn in a preliminary bibliography of 3-6 secondary sources, annotated. Discussion of Benjamin, Chapter 3.

Week 7, October 11 (note: Monday's class meets Tuesday for the Columbus Day break), Discussion of topics and in-class writing of paper outline.

Week 8, October 17, Individual meetings with students to review first drafts of paper (Group 1)

Week 9, October 24, Individual meetings with students to review first drafts of paper (Group 2)

Week 10, October 31, Individual meetings with students, Group 1. Review 2nd drafts of paper

Week 11, November 7, Individual meetings with students, Group 2, Review 2nd drafts of paper

Week 12, November 14: Free week to complete final draft of paper.

Week 13, November 21: Oral presentations of paper, (approximately 10 minutes each).
Group 1.

Turn in 3 copies of your paper, 2 of which will be put on paper and on-line reserve.
Keep one copy for yourself. Discussion on critiquing papers. Critique sheets handed out.

Week 14, November 28, Oral presentations of paper (approximately 10 minutes each).
Group 2.
Turn in copies of the critiques at the beginning of the class period.

Week 15, December 5, Wrap-up session, showing of a German film, *Nasty Girl*.

Week 16, December 12, (EXAM WEEK), Return of papers, critiques and final course grade.

Suggested Research Topics & Guidelines for Paper

The topics listed below are only examples of subjects which would be appropriate for a senior seminar paper. You may choose whichever topic interests you. Those of you who had taken History 300 last spring with me and wish to continue with your topic, you may do so. Alternatively, you may choose a new topic. There are practically unlimited possibilities. The key to a successful paper, however, is to select a theme specific enough so that your paper does not read like a general textbook. At the same time, the topic should not be too narrow so that you have difficulty finding English-language source materials.

The paper's length should be between 20 to 30 pages, typed, double-spaced, with notes either as footnotes or endnotes, using Turabian/Benjamin as your style guide. You must include several primary (original) sources together with secondary sources in your bibliography. There is no limit to the number of sources, but at a minimum, you should have 3-4 primary sources and 7-10 secondary sources (books and articles). Your bibliography should be annotated and divided into primary and secondary source categories. Useful bibliographical guides on the web (Internet) are: the History Department's Center for History and the New Media, H-German, Euro-Docs, Holocaust Museum home page, German Historical Institute home page (both have extensive library collections). Also carefully read Appendix A in Benjamin's *Student's Guide to History* for resources.

1. Biographies of leading National Socialists (excluding Hitler), for example, Goebbels, Goering, Speer, Himmler, etc.)
2. The reorganization of labor and the labor unions during the 1930s
3. Nazi foreign policy: i.e.: relations with individual countries such as the US, USSR, Britain, etc.
4. The problem of POWs within Germany during World War II
5. The position of women and party attitudes towards the role of women in society
6. Underground resistance movements, both pre-war and during the war (i.e. student groups, the military, religious groups)
7. Propaganda techniques successfully used by the Nazis
8. Jewish resistance to anti-Semitism in Germany in the 1930s and during the Holocaust
9. The "Night of Broken Glass," 1938
10. Military strategy during World War II. Examples: the *Blitzkrieg*, Russian campaigns, leading generals, such as Rommel, Guderian, Manstein, etc.
11. Hitler's attitudes towards his fascist allies: i.e. Mussolini, Hirohito, etc.
12. Nazi attitudes and official policies towards culture (art, music, theatre, film, architecture)
13. Schooling and university life during the 3rd Reich
14. Attitudes of different social classes towards the Nazis
15. Big business and its relationship to the Nazi state
16. Science and the medical sciences during the 3rd Reich
17. Individual concentration camps (Buchenwald, Auschwitz)
18. The Exiles from Germany during the 1930s & 1940s (Political opponents, cultural figures, etc.)
19. Strategic bombing of German cities during the war.
20. War crimes trials in Nuremberg, 1945-46.

BRIEF BIBLIOGRAPHY

Here are some titles in English, grouped by subject area to get started. There are literally thousands of books and articles on Hitler's Germany and the Holocaust. Be sure to check the following journals for relevant articles in modern German history and the Holocaust: *Central European History*, *German Studies Review*, *Journal of Modern History*, *Contemporary European History*, *European Studies Review*, *Journal of Holocaust and Genocide Studies*, *Journal of Interdisciplinary History*. GMU's library has most of these journals. Many of the books can be found in our library, the Library of Congress, and through the consortium.

By beginning your paper early, you can order virtually any book or article on interlibrary loan. Using the ample resources of the Holocaust Museum will also be helpful. Check their website for particulars: <http://www.ushmm.org>. There are some very good websites: such as: H-German, H-Holocaust, <http://www.ghi-dc.org>. Primary sources online can be found at several sites, such as H-German (with links elsewhere), Euro-Docs, etc. In order to make sure that the websites are legitimate, be sure to double-check the URL and note that there is an "org. or edu" attached. We will be discussing the pros and cons of websites.

General Works:

Karl Dietrich Bracher, *The German Dictatorship*
H. Turner, (ed.), *Nazism and the Third Reich*
Martin Broszat, *The Hitler State*
Jeremy Noakes and Geoffrey Pridham (eds.), *Documents on Nazism, 1919-1945*, 2 vols.
Richard Evans, *Coming of the Third Reich*
Richard Evans, *The Third Reich in Power*
Richard Evans, *The Third Reich at War*

Foundations of Nazism (1920s):

G. Pridham, *Hitler's Rise to Power, The Nazi Movement in Bavaria, 1923-1933*
W. Allen (ed.), *The Infancy of Nazism, The Memoirs of ex-Gauleiter Krebs, 1923-33*
H. Gordon, *Hitler and the Beer Hall Putsch*
Michael Kater, *The Nazi Party, A Social Profile of Members and Leaders, 1919-33*
Thomas Childers, *The Nazi Voter, Social Foundations of Fascism in Germany, 1919-33*
R. Heberle, *From Democracy to Nazism*
R. Hamilton, *Who Voted for Hitler?*

Biographies:

A. Bullock, *Hitler, A Study in Tyranny*
Ian Kershaw, *Hitler*
J. Fest, *Hitler*
J. Toland, *Adolf Hitler*

R. Rosenbaum, *Explaining Hitler*
J. P. Stern, *Hitler, The Führer & the People*
Richard Breitman, *The Architect of Genocide, Himmler & the Final Solution*
David Irving, *Goering*

The Economy:

H. Turner, *Big Business and the Rise of Hitler*
David Abraham, *The Collapse of the Weimar Republic*
T. Mason, "Labor in the Third Reich," *Past and Present*
D. Schoenbaum, *The German Revolution*
Harold James, *The German Slump*
A. Milward, *The German Economy at War*

Women, Family Policies, Sexuality:

B. Koonz, *Mothers in the Fatherland*
R. Bridenthal, A. Grossman, M. Kaplan (eds.) *When Biology became Destiny*
J. Stephenson, *Women in Nazi Society*
M. Kaplan, *Between Dignity and Despair, Jewish Life in Nazi Germany*
A. Owings, *Frauen, German Women Recall the The Holocaust*
Dalia Ofer & L. Weitzman (eds.), *Women in the Holocaust*
Carol Rittner & John Roth (eds.), *Different Voices, Women and the Holocaust*
R. Plant, *The Pink Triangle*
Burleigh & Wippermann, *The Racial State*
Michael Kater, *Doctors under Hitler*

Foreign Policy:

N. Rich, *Hitler's War Aims*
A.J.P. Taylor, *Origins of the Second World War*
G. Weinberg, *The Foreign Policy of Hitler's Germany*

Occupation & Resistance:

A. Milward, *The New Order and the French Economy*
A. Dallin, *German Rule in Russia*
R. Paxton, *Vichy France*
M. Fenyo, *Hitler, Horthy, and Hungary*
V. Mastny, *The Czechs under Hitler*
W. Warmbrunn, *The Dutch under German Occupation*
G. Ritter, *The German Resistance*
P. Hoffmann, *The German Resistance*
G. Lewy, *The Catholic Opposition to Hitler*
J. Conway, *The Nazi Persecution of the Churches, 1933-45*
B. Peukert, *Inside Nazi Germany*

E. Bukey, *Hitler's Austria*

Culture:

Z. Zeman, *Nazi Propaganda*

C. Welch, *Film in the Third Reich*

Berthold Hinz, *Art in the Third Reich*

S. Barron (ed.), "Degenerate Art", *The Fate of the Avant-Garde in Nazi Germany*

C. Lane, *Architecture and Politics in Germany, 1919-45*

J. Petropolous, *Art as Politics in the Third Reich*

J. Petropoulos, *The Faustian Bargain, The Art World in Nazi Germany*

Alan Steinweis, *Art, Ideology, & Economics in Nazi Germany*

O. Hale, *The Captive Press in the Third Reich*

Peter Adam, *Art in the 3rd Reich*

Michael Kater, *Composers of the Nazi Era*

Michael Kater, *Different Drummers: Jazz in the Culture of Nazi Germany*

Michael Kater, *The Twisted Muse: Musicians and Their Music in the Third Reich*

The Holocaust:

S. Friedlander, *Germany and the Jews*

H. Friedlander, *From Euthanasia to Genocide*

R. Hilberg, *The Holocaust*

R. Hilberg, *Perpetrators, Victims, and Bystanders*

K. Schleunes, *The Twisted Road to Auschwitz*

Gerald Fleming, *Hitler and the Final Solution*

L. Dawidowicz, *The Holocaust and the Historians*

M. Marrus, *The Holocaust in History*

D. Browning, *Ordinary Men*

E. Goldhagen, *Hitler's Willing Executioners*

F. Kogon, *The Theory and Practice of Hell*

G. Lewy, *The Nazi Persecution of the Gypsies*

Instructions for Oral Presentations

You will have approximately 10 minutes to present the findings of your research before the class. Since everyone will be reading your paper, the presentation should only **briefly** summarize its contents. The bulk of the presentation should be an explanation of why you chose your particular topic, a review of the literature (primary and secondary sources) you found especially helpful, and the significance of your findings as revealed in the paper's conclusion. If you wish, you may bring in audio-visual materials, such as handouts, transparencies, or power point. In order to avoid reading your presentation, it is best to write out the main ideas on note cards or an outline. For a 10 minute presentation, roughly 5 double-spaced typed pages read at a moderate pace allow for covering the material. Your presentation should first introduce the overall topic, followed by the issues mentioned above (i.e.: a beginning, middle, and end). Do not try to include too many details, as students will be reading your paper. The purpose of the oral presentation is to allow you to learn the art of making public presentations. This training will help you in the future, irrespective of future career choices.

Items to remember in writing the seminar paper

An "A" paper will contain the following: at **least** 3-4 primary sources (contemporary newspapers, journal articles, memoirs, diplomatic documents, film, artworks, etc.) and at **least** 7-8 secondary sources (books and articles *about* the topic written later). The more, the merrier!! The paper will cite sources correctly in either footnotes or endnotes. It will not be sufficient merely to list the sources, your paper will be judged on how well you incorporate the information from the primary and secondary sources into your analysis. The bibliography will be separated into two sections: by primary and by secondary sources and the bibliography will be **annotated**.

Here are examples of these points:

Primary source: Adolf Hitler, "Speech before the Reichstag, January 21, 1935," cited in: John Jones, (editor and translator), *Speeches of Adolf Hitler*, Princeton, NJ, Princeton University Press, 1994, pp. 3-4.

An excellent collection of Hitler's major speeches on foreign and domestic policy. A valuable source for the topic on Hitler's war plans. (example of an annotation in the Bibliography—not needed in the foot/end notes)

Secondary sources: Jane Smith, *Hitler, An Unauthorized Biography*, New York, McGraw Hill, 1980.

A very complete discussion of the life and times of Hitler, concentrating primarily on his policies regarding the "Final Solution." (another example of an annotation in the Bibliography)

James Doe, "Hitler's Policy towards Poland," *Central European History*, 3:4, 1998, pp. 34-89. (The proper way to cite a journal article: author, title of article in quotations, underlined or italicized title of journal, volume and number of journal, date of journal and page numbers)

Thus all sources need to be first cited by noting the author, title, place of publication, publisher, date of publication, and the pages. Journal article titles are listed in quotes, followed by the underlined or italicized name of the journal, volume and number, date, and pages. After the initial or first citation in your footnotes or endnotes, simply listing the author and page is sufficient: ie: Jones, 34. If you cite Jones consecutively, then you can use *Ibid.* (which means "in the same place"). If the citation is the same page, no page number is needed. If the author is the same, but the citation is on another page, cite *Ibid.*, 45-56. Please refer to Jules Benjamin's guidelines when writing the paper, along with Turabian.

In addition to proper source citation, the paper should have an overall thesis which structures the narrative. Begin by asking a question. For example, your question, if writing on economics during the Third Reich could be: "Did the Nazi government create prosperity and employment after the depression? If so, how? If not, why not? By asking a question, you will be able to collect materials that detail the hows and whys of your paper. That will enable the paper to be coherent rather than a simple listing of facts. The beginning of your paper should summarize what you plan to say. The body of the paper will say it. The conclusion will summarize what you have said and indicate the significance of your findings. It is not necessary for you to have an original thesis. But your paper should demonstrate that you mastered the materials, researched and wrote a persuasive paper on an interesting subject. It is important to select a topic that interests you so that you will enjoy the research and writing process over the course of the semester.

Instructions for the Critiques of the Papers

On the following page is the paper critique form that I will pass out to all of you later in the semester. You will receive one form to be filled out for per paper (except your own). You will write your name *in pencil* so that it can be erased and given to the author(s) at the end of the term.

Please make **3** copies of your seminar paper to be handed in to me on **November 21**. One paper copy will be put on reserve in the Johnson Center Library. I will also have copies put on the web electronically so you can access each other's paper online. You will retain a copy and I will receive one copy. Each of you will write critiques of each other's papers and hand them in on **November 28** in class. At our final meeting on December 12, I will return the following to each of you:

- a) Your paper with my comments..
- b) b) Other students' critiques of your paper (with the names removed),
- c) c) Grades for: class participation, the oral presentation, and the critiques you wrote of the other papers, and the **final** grade for the course.

Please Note:

While History 499 counts 3 academic credits like other classes, many students realize that the work is quite intensive and demanding—more analogous to a graduate level seminar. Thus you should be prepared for an ongoing engagement with the materials read in class and begin the research and writing process **VERY** soon after the start of the semester. If you do, you should succeed admirably in the course. Your paper will be a demonstration of your historical abilities (you will be, at least for this semester, a “practicing historian”). Your paper can be used for future job interviews, as an example of your best work in applying to graduate or law schools, etc. Thus it is important to take the course seriously. Each professor teaching a senior seminar nominates the best paper to receive an award at the Department's annual awards ceremony held in April. And the “best of the best” receives an additional award.

Critique of Seminar Paper (History 499/Deshmukh)

Name of Critic (in pencil): _____

Title of Paper: _____

Author of Paper: _____

Evaluations:

- 1 _____ Clarity of thesis
- 2 _____ Acceptability of conclusions/agreement of conclusion with thesis
- 3 _____ Use of primary sources
- 4 _____ Quality & quantity of evidence to support thesis
- 5 _____ General Style of paper/readability: grammar, spelling, etc.
- 6 _____ Form and use of footnotes or endnotes
- 7 _____ Completeness of bibliography

Grading guide: 1: poor, unacceptable for scholarly paper
2: barely satisfactory, but with major problems
3: average paper, acceptable but needs improvement in certain areas
4: very good, meets scholarly standards
5: excellent paper with almost no need for improvement

A: Major Strengths of paper (content and form)

B: Major Weaknesses of paper (content and form)

COURSE GRADE EVALUATION SHEET

NAME:_____

1. GRADE FOR CLASS PARTICIPATION (15%):_____

2. GRADE FOR CLASS PRESENTATION (20%):_____

3. GRADE FOR PAPER CRITIQUES (15%)_____

4. GRADE FOR SEMINAR PAPER (50%)_____

FINAL GRADE FOR COURSE:_____

COMMENTS:

HISTORY 499: Senior Seminar schedule for meetings and oral presentations:

I will allocate approximately 15 minutes per student for each of our individual meeting sessions. Note that in some cases, you will be meeting either slightly earlier or later than the normally-scheduled seminar class time. Please bring as much as you have written (**preferably typed and with sources and note cards**) to each meeting.

We will meet in my office (338 Robinson B) **Please be prompt. If you have to re-schedule for any reason, please let me know in advance at: (703) 993-2149 or via e-mail at: mdeshmuk@gmu.edu.**

Name:

Meeting time: First Draft

Meeting time: Second Draft

Date and time for oral presentation: