

Professor: Dr. Tyler Carrington

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Office Hours: M-Th, 12:00-13:00; always via e-mail; or by appointment

Required Texts and Materials

- Peter Fritzsche, *Germans into Nazis* (1998)
- Hans Fallada, *Little Man What Now?*
- Additional readings on Moodle

Course Description

The rise of Adolf Hitler and National Socialism in Germany was without question one of the most cataclysmic and, ultimately, destructive events of the twentieth century and, indeed, of modern history. And despite an incredible mountain of unearthed evidence and detailed scholarship on the topic, it is also one of the most vexing, difficult to explain events. Moreover, references and comparisons to the Nazis, Hitler, fascism, and other aspects of the so-called Third Reich fill our contemporary world, often with a certain degree of ambiguity, error, and misinterpretation. This course aims to study Nazi Germany in detail, investigate a variety of explanations and interpretations of the Third Reich, and help students not only to form for themselves a sophisticated, nuanced understanding of the contours and causes of Nazi Germany, but also to be able to engage intelligently and persuasively with the enduring contemporary relevance and import of Nazi Germany for the twenty-first-century world we inhabit today. We will ask questions like, *Who was Adolf Hitler and what motivated his malicious worldview? How do we explain the appeal of the Nazis for respectable, educated, cosmopolitan Germans? How, specifically, did the National Socialists gradually (and sometimes rapidly) implement their vision of a "Third Empire" (Drittes Reich) on German society in the 1930s? What was it like to live in Nazi Germany--as a Jewish German, as a private citizen, as a woman, as gays and lesbians, as dissidents and objectors, etc.?* Students will emerge from this course with a sophisticated understanding of the Third Reich and able to respond meaningfully to one final question: *Knowing what we do about Nazi Germany, how should we interpret and respond to our contemporary world?*

This course supports the Educational Priorities and Outcomes of Cornell College with emphases on inquiry, knowledge, communication, and intercultural literacy.

Course Requirements

- First and foremost, you will come to class. Full stop. Missing class will affect your grade. There is no substitute for being in class. This is an upper-level seminar, and its success depends on your attendance...
- ...and participation! You will participate actively in class, offering your comments, questions, and critiques early and often. If we fail to achieve any sort of discussion and debate, we may as well be holding the class online (or watching a VHS or Laserdisk™ recording of me lecturing).
- You (and, as needed due to enrollments, a partner) will assist me in leading a class discussion on any topic, any day of your choice. Look ahead at the schedule for the class and select a day that looks interesting. I will ask you to send me a list of discussion questions by 8 pm the day before your big day, and we hone these questions via email or in person prior. We will lead the class together, so this should be a pretty low-stress event.
- You will respond to every day's reading(s) with a very brief (approx. 1 page double-spaced) reflection essay. You are free to write about anything you like: what you found interesting, what

was troubling, what was confusing, but I expect your responses (and your writing) to improve in the skill areas of observation, narrative, analysis, and mechanics (in other words, practice should make perfect improvement). These should be shared with me using Google Docs by 8 am the day the reading is being discussed. These are easy points and a nice reward for actually doing the reading.

- You will write a contemporary review or adaptation of the Fallada novel, *Little Man What Now?* “Contemporary review” here means that you consider not only the content and historical context of the novel but also the contemporary relevance and resonances thereof. A contemporary adaptation is your creative take on and translation of the contemporary (or contextually alternative) relevance of Fallada’s themes, characters, and implications. The review/adaptation should use polished, error-free prose and be clearly and purposefully structured. The review should be 4-5 double-spaced pages in length (the adaptation length may be longer depending on the format) and is due digitally (via email) Friday of Week 3.
- There will be a multiple-choice and short-answer final exam, given as an online take-home, on Wednesday of Week 4.

Grading

Attendance	10% (bonus available for perfect attendance)
Participation	15%
Reading Responses	25%
Discussion Leader	10%
Fallada Review/Adaptation	20%
Final Exam	20%

Academic Integrity and Plagiarism

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading “Academic Honesty.”

Simply put, the work you submit for this course must be your own. Plagiarism is strictly forbidden and will be punished with a failing grade for the course (in addition to discipline by the college). Plagiarism is representing the words or ideas of another as your own. Submitting papers you did not write is the most well-known type of plagiarism but hardly the only one. Plagiarism includes, but is not limited to: copying another student’s work in exams, papers, or other exercises; verbatim copying, close paraphrasing, pasting in, or recombining published materials, including materials from the Internet, without appropriate citation. If you have questions about whether you need to attribute something or not, please ask me and I will be more than happy to advise you. Plagiarism is remarkably easy to see, and I have caught students

plagiarizing on more than one occasion. I will follow the college's disciplinary procedure on academic honesty (<http://www.cornellcollege.edu/registrar/pdf/Academic%20Honesty.pdf>) in the unfortunate event that you cheat or plagiarize.

Late Assignments

Do not wait until the last minute to begin an assignment. Late assignments will be marked down each day they are late. Get in touch with me ahead of time (i.e. before something is due) if there is a problem, and we will work out a solution together. I am very accomodating, so please do not abuse my good will.

Accommodation for Students with Disabilities

Cornell College wishes to include fully persons with disabilities in this course. In compliance with section 504 of the Americans with Disabilities Act (ADA), Cornell College is committed to ensure that "no otherwise qualified individual with a disability ... shall, solely by reason of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity..." If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to inform the professor within the first three days of class. It is also your responsibility to contact and register with the office of Academic Support and provide them with documentation of your disability so they can determine what accommodations are appropriate for your situation.

To avoid any delay in the receipt of accommodations, you should contact the office of Academic Support as soon as possible. Please note that accommodations are not retroactive and that disability accommodations cannot be provided after the three-day grace period and until an "Accommodation Cover Letter" from the office of Academic Support has been put in the student's file from the Coordinator, Brooke Paulsen. Please contact Academic Support for more information about receiving accommodations through Brooke Paulsen, Cole Library #309, (310) 895-4382, bpaulsen@cornellcollege.edu. Please feel free to explore Cornell College's website for more information on accommodations.

<http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>.

Tentative Course Schedule

W	Monday	Tuesday	Wednesday	Thursday	Friday
1	<u>January 30, 1933</u> Read: Moodle 1 and 2 Write: Reflection #1	<u>The World of Yesterday: an overview of Germany before 1933</u> Read: Moodle 3 Write: Reflection #2	<u>Hitler in Munich and World War I, 1913-1918</u> Read: Moodle 4 Write: Reflection #3	<u>Revolution and Counter-revolution in Bavaria: the Birth of Nazism, 1918-1921</u> Review #1 of Fritzsche, <i>Germans into Nazis</i> (pages 3-136 (chronology: 1914-mid 1920s)) Read: Moodle 5 Write: Reflection #4	<u>NO CLASS</u>

W	Monday	Tuesday	Wednesday	Thursday	Friday
2	<p><u>The Munich Putsch and its aftermath, 1923-1925</u></p> <p>Read: Moodle 6</p> <p>Write: Reflection #5</p>	<p><u>The Nazi Elections and Formal Rise to Power</u></p> <p>Review #2 of Fritzsche, <i>Germans into Nazis</i> (pages 139-235) (chronology: January and May 1933)</p> <p>Read: Moodle 7</p> <p>Write: Reflection #6</p>	<p><u>Joseph Goebbels: Master Propagandist</u></p> <p>Read: Moodle 8</p> <p>Write: Reflection #7</p>	<p><u>Hermann Göring: why did he become a Nazi? Why did he become a top Nazi leader?</u></p> <p><u>Albert Speer: Hitler's Architect and Building Propagandist</u></p> <p>Read: Fallada</p> <p>Write: Reflection #8</p>	<p><u>NO CLASS</u></p>
3	<p><u>Discussion 1 of Fallada, <i>Little Man What Now?</i> (Part I, pages 3-100)</u></p> <p><u>Popular Culture as Nazi Propaganda: Berlin Summer Olympics, 1936</u></p> <p>Read: Moodle 9</p> <p>Write: Reflection #9</p>	<p><u>Heinrich Himmler and Richard Heydrich: The Establishment of "Legal" Terror and Police Terror, 1933-1939</u></p> <p>Read: Moodle 10</p> <p>Write: Reflection #10</p>	<p><u>Resistance, Collusion, and the In-Between</u></p> <p>Read: Moodle 11</p> <p>Write: Reflection #11</p>	<p><u>Discussion 2 of Fallada, <i>Little Man What Now?</i> (Part 2, pages 103-345)</u></p> <p><u>Everyday Life for German Jews, Gays and Lesbians, and other outsiders</u></p> <p>Read: Moodle 12</p> <p>Write: Reflection #12</p>	<p><u>NO CLASS</u></p> <p><u>DUE via email: Fallada review/adaptation</u></p>
4	<p><u>War, Genocide, and Collapse (in brief)</u></p> <p>Read: Moodle 13</p> <p>Write: Reflection #13</p>	<p><u>Contemporary Resonances of the Third Reich</u></p>	<p><u>FINAL EXAM</u></p>		