

# **GSD361V/HIS361R/GOV368V/EUS34810:**

## **Nazi Culture and Politics**

**Unique Number: 36985/38185/37545/35455 Semester: Spring 2024**

**Instructor: Prof. Dr. Sabine Hake**

**Contact Info: [Hake@austin.utexas.edu](mailto:Hake@austin.utexas.edu) and 512-232-6379**

### **Description**

The Nazi party was the first in modern history to rely heavily on culture to establish and sustain its regimes of power and terror. During the Third Reich, the art of propaganda played a key role in mobilizing mass support for the party and its policies. But the Nazis went even further, creating an aestheticized vision of nation, folk, and community. Architects built and planned monumental roads and cities to the Führer. Artists and writers celebrated the beauty of the Aryan man and the strength of the racial community. Filmmakers created compelling mass spectacles and escapist diversions. Taking an interdisciplinary approach, we will study the relationship between culture and power during the Third Reich through its main proponents (Joseph Goebbels, Leni Riefenstahl) and events (Degenerate Art Exhibit). We will study the new Ministry of Enlightenment and Propaganda and the changed conditions of cultural life, document the systematic suppression of oppositional voices and modernist sensibilities, and the main characteristics of fascist aesthetics and official Nazi art. Examples will be taken from art, architecture, literature, music, and film; also considered will be the so-called inner emigration and the culture of exile in the United States and elsewhere.

By providing an overview of culture and politics in the Third Reich, the course addresses fundamental questions about the unique role of culture in modern democracies and dictatorships—questions about the relationship between political propaganda and modern entertainment, mass media and authoritarianism, political aesthetics and ideology, and the underlying dynamics of seduction, resistance, and consent. The question of fascist aesthetics and its later manifestations and interpretations will be a major theme throughout the course.

The course combines class lectures with group discussions; of special interest to students in European Studies, History, Art History, and Government. This course satisfies the Global Cultures flag.

### **Grading**

30% Active participation, including regular attendance

10% Summarizing a Reading or Leading the Discussing

10% Group Presentation with PowerPoint about a Topic in the Course (20 min.): Nazi Party and State, Racism and Antisemitism, Folk and Community, Gender and Sexuality, Modernism and the Fascist Aesthetic

Test 1 (10%), 20 min. on 2/16, one-page discussion of one of the Klemperer terms (TBD)

Test 2 (20%), 40 min. on 3/23: two page- summary of a reading (TBD)

Test 3 (20%), 40 min. on 4/11: two-page interpretation of one of the TRSB texts (TBD)

All tests are taken during class and submitted through the Canvas system; special arrangements can be made.

### **PLEASE NOTE:**

1. THERE WILL BE NO RETAKES FOR THE TESTS EXCEPT IN CASE OF DOCUMENTED MEDICAL OR PERSONAL EMERGENCIES. THE SAME RULES APPLY TO INDIVIDUAL AND GROUP PRESENTATIONS.
2. THIS IS A PAPER-FREE COURSE. ALL READINGS ARE AVAILABLE IN PDF FORMATS. YOU ARE ENCOURAGED TO PRINT OUT THE FINAL VERSION OF THE SYLLABUS AND EXPECTED TO WORK WITH ANNOTATION TOOLS.

3. CONTINUATION IN THIS CLASS IMPLIES KNOWLEDGE AND ACCEPTANCE OF THE REQUIREMENTS AND EXPECTATIONS LAID OUT IN THE SYLLABUS AND DURING THE INTRODUCTION TO THE COURSE.

## Syllabus

- 1/16 Introduction to the Course
- 1/18 Lecture 1: Goebbels and the Forced Coordination of Culture  
Reading: Klemperer
- 1/23 Discussion of Readings  
Reading: Speer
- 1/25 Lecture 2: Nazi Art  
Reading: Steinweis Chapter 1
- 1/30 Discussion of Readings  
Reading: Steinweis, Chapter 2  
Presentations 1: Steinweis 1 and 2
- 2/1 Lecture 3: Speer and Riefenstahl  
Reading: Michaud
- 2/6 Discussion of Film and Readings  
Film: *Triumph of the Will*  
<https://www.dailymotion.com/video/x6uaiej>  
Presentations 2: Michaud
- 2/8 Lecture 4: Nazi Ideology  
Reading: Föllmer, Intro and Chapter 1 (1-56)
- 2/13 Discussion of Readings  
Reading: Föllmer1 (finish) and Michaud  
Presentations 3: Föllmer 1
- 2/15 Lecture 5: High Culture during the Third Reich  
Reading: Föllmer, Chapter 2 (57-109)
- 2/20 Discussion of Readings  
Reading: Föllmer 2 (finish), plus TRSB  
Presentations 4: Föllmer 2
- 2/22 TEST 1 (on Klemperer)  
Discussion TRSB  
Reading: TRSB Selections (TBD)
- 2/27 Lecture 6: On Nazi (Anti-)Modernism  
Reading: Föllmer, Chapter 3 (111-161)
- 2/29 Discussion of Readings  
Reading: Föllmer, Chapter 3 (finish), plus TRSB Selections (TBD)  
Presentations 5: Föllmer 3

3/5 Lecture 7: Jewish Culture and the Culture of Antisemitism  
Reading: Föllmer, Chapter 4 (163-214)

3/7 Discussion of Readings  
Reading: Föllmer, 4 (finish), plus TRSB Selections (TBD)  
Presentations 5: Föllmer 4

3/19 Lecture 8: The Culture of War and Genocide  
Reading: Föllmer, Chapter 5 (217-273), plus conclusion

3/21 Discussion of Reading  
Reading: Föllmer 5 (finish), TRSB Selections (TBD)  
Presentations 7: Föllmer 5

#### SPRING BREAK

3/26 Lecture 9: Films Made in Babelsberg  
Reading: Hake

3/28 TEST 2 (text from TRSB, TBD)  
Film: *Hitler's Hollywood*  
[https://search.lib.utexas.edu/permalink/01UTAU\\_INST/9e1640/alma991058325562206011](https://search.lib.utexas.edu/permalink/01UTAU_INST/9e1640/alma991058325562206011)

4/2 Discussion of Film and Readings  
Reading: Wiesen  
Presentations 8: Wiesen

4/4 Lecture 10: Mass Culture and Consumer Culture  
Reading: Swett

4/9 Discussion of Reading  
Reading: Guenther  
Presentations 9: Swett and Guenther

4/4 Lecture 11: Exiles and Emigrees  
Reading: Kater

4/9 TEST 3 (summary of a reading, TBD)  
Reading: Petropoulos

4/11 Lecture 12: Nazi Culture in the Museum  
Reading 10: Maertz

4/16 Discussion of Readings  
Readings 11: Potter  
Presentations Petropoulos, Maertz, and Potter

4/18 Lecture 13: Conclusions

#### FINAL WEEK OF CLASS: GROUP ZOOM PRESENTATIONS

5 groups of 5-6 students each, 30 minutes per group (including Q&A with professor)

**Required Book (available online in UT Libraries):**

Föllmer, Moritz. *Culture in the Third Reich*. Oxford: Oxford University Press, 2020.

**Book Chapters and Articles:**

- Guenther, Irene. *Nazi Chic: Fashioning Women in the Third Reich*. Oxford: Berg, 2004. Chapter 4 (53-89).
- Hake, Sabine, *Popular Cinema of the Third Reich*. Austin: University of Texas Press, 2001, Chapter 7 (128-148).
- Kater, Michael H. *Culture in Nazi Germany*. New Haven: Yale University Press, 2019. Chapter 5 (248-298).
- Klemperer, Victor. *The Language of the Third Reich: LTI—Lingua Tertii Imperii*. Trans. Martin Brady. London: Continuum, 2008. Numbers 1, 6, 9, 13, 17, 18, 22, 33.
- Maertz, Gregory. "The Invisible Museum: Unearthing the Lost Modernist Art of the Third Reich." *Modernism/Modernity* XV, no 1: Special Fascism Issue (January 2008): 63-85.
- Michaud, Eric. *The Cult of Art in Nazi Germany*. Trans. Janet Lloyd. Stanford: Stanford University Press, 2004. Chapter 1 (1-25)
- Mosse, George L. *The Image of Man: The Creation of Modern Masculinity*. Oxford: Oxford University Press, 1996. Chapter 8 (155-180).
- Petropoulos, Jonathan. "Five Uncomfortable and Difficult Topics Relating to the Restitution of Nazi-Looted Art." *New German Critique* 44, no. 1 (2017): 125-142.
- Potter, Pamela. *Art of Suppression: Confronting the Nazi Past in Histories of the Visual and Performing Arts*. Berkeley: University of California Press, 2016. Chapter 1 (1-47).
- Rabinbach, Anson and Sander L. Gilman, eds. *The Third Reich Sourcebook*. Berkeley: University of California Press, 2013. Abbreviated as *TRSB*.
- Speer, Albert. *Inside the Third Reich: Memoirs*. Trans. Richard and Clara Winston, 32-49 and 132-60. New York: Collier, 1970. Chapter 10 on "Our Empire Style" (158-180).
- Swett, Pamela E., "Selling Sexual Pleasure in 1930s Germany," in *Pleasure and Power in Nazi Germany*, ed. by Pamela E. Swett, Corey Ross, and Fabric d'Almeida. London: Palgrave, 2011. Chapter 3 (39-66).
- Steinweis, Alan E. *Art, Ideology, and Economics in Nazi Germany*. Chapel Hill: University of North Carolina Press, 1996. Chapter 1 (7-31) and Chapter 2 (32-49).
- Wiesen, S. Jonathan, "Driving, Shopping, and Smoking," in *Pleasure and Power in Nazi Germany*, ed. by Pamela E. Swett, Corey Ross, and Fabric d'Almeida. London: Palgrave, 2011. Chapter 2 (19-38).

## **General Information:**

### **CLASS AND CLASSROOMS**

You will turn off all cell phones before entering the classroom. You will behave with dignity and respect for your instructor and all of your fellow students. This means you will not talk during class unless you are recognized. It means you will not arrive late or leave early. It means that you will not read anything except the assigned readings and your notes during class meetings. It means you will not use electronic devices of any kind without permission; one exception: using laptops and tablets for taking notes. If a student uses electronic devices for non-class related activities, s/he will be asked to leave for the remainder of that class.

### **COMMUNICATION**

The instructors (professor, TA) are not available to answer e-mail requests between Friday 5 PM and Monday 9 AM; please use Canvas for all class-related questions and concerns. For personal issues, please use Hake@austin.utexas.edu. All inquiries, including e-mails, will be answered within two business days. Questions about aspects of the course to which the answers can be easily found in the syllabus will not be answered.

### **ATTENDANCE AND PARTICIPATION**

Regular attendance is required in this course and necessary (but not sufficient) for a passing participation grade. The instructor will take attendance ten times during the semester, and always on randomly chosen days; arriving ten minutes late will count as an absence.

### **RELIGIOUS HOLIDAYS AND OTHER ABSENCES**

- By UT Austin policy, you must notify the instructor and TA of your pending absence at least fourteen days prior to the date of observance of a religious holyday. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holyday, you will be given an opportunity to complete the missed work within a reasonable time after the absence.
- The same applies to official university obligations like Club or Varsity sports, which usually provide documentation of planned away games at the start of each semester.
- Documentation from a physician is required for medical absences; arrangements for work to be made up must be made promptly.
- In no case should the work be completed more than 2 weeks after the absence.
- Other absences (e.g., family events) must be arranged for at least TWO WEEKS IN ADVANCE and missed work must be turned in at the NEXT CLASS SESSION after the one missed.

### **CHEATING AND PLAGIARISM**

- Cheating and other forms of scholastic dishonesty, including plagiarism, will be reported to the Dean of Students. Cheating on tests or plagiarism on papers is an F for the assignment, with no makeup possible. If you engage in any form of scholastic dishonesty more than once, you will receive an automatic F for the course. If you are unsure about the exact definition of scholastic dishonesty, you should consult the information about academic integrity produced by the Dean of Students Office: <[http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)>.
- Plagiarism means using words or ideas that are not your own without citing your sources and without indicating explicitly what you have taken from those sources.
- If you are unsure about what constitutes plagiarism, consult:  
<<http://www.lib.utexas.edu/signaturecourses/resources/all-about-plagiarism-tutorial>>  
What does "citing your sources" mean? It means providing appropriate footnotes and bibliographic entries. See  
<<http://www.lib.utexas.edu/services/instruction/learningmodules/citations/>>.

### **ADDITIONAL INFORMATION ON CHEATING**

The Student Judicial Services Website provides official definitions of plagiarism and cheating:

- Definitions of plagiarism and other forms of scholastic dishonesty, based on Section 11-802dcx of UT's Institutional Rules on Student Services and Activities:  
< [http://deanofstudents.utexas.edu/sjs/scholdis\\_plagiarism.php](http://deanofstudents.utexas.edu/sjs/scholdis_plagiarism.php) >
- The University's Standard of Academic Integrity and Student Honor Code (from Chapter 11 of

the University's Institutional Rules on Student Services and Activities):

< [http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php) >

- Consequences of scholastic dishonesty:

< [http://deanofstudents.utexas.edu/sjs/scholdis\\_conseq.php](http://deanofstudents.utexas.edu/sjs/scholdis_conseq.php) >

- Types of scholastic dishonesty: unauthorized collaboration, plagiarism, and multiple submissions: < [http://deanofstudents.utexas.edu/sjs/scholdis\\_whatdis.php](http://deanofstudents.utexas.edu/sjs/scholdis_whatdis.php) >.

#### ACADEMIC ASSISTANCE

The University of Texas has numerous resources to provide students with assistance and support for their learning:

- Sanger Learning and Career Center: <http://lifelearning.utexas.edu/>
- Undergraduate Writing Center: <http://uwc.utexas.edu/>
- Counseling & Mental Health Center: <http://cmhc.utexas.edu/>
- Career Exploration Center: <http://www.utexas.edu/student/careercenter/>
- Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>
- For help using UT libraries see: <<http://www.lib.utexas.edu/services/instruction>>

#### STUDENTS WITH DISABILITIES

The University of Texas provides appropriate academic accommodations for students with disabilities upon request. Students should contact the Service for Students with Disabilities as soon as possible to request an official letter outlining authorized accommodations: <<http://www.utexas.edu/diversity/ddce/ssd/index.php>>. To receive accommodations, you must give this letter to your instructors. The library also has services for users with disabilities: <<http://www.lib.utexas.edu/services/assistive/policy.html>>.

#### BEHAVIOR CONCERNS ADVICE LINE (BCAL)

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit < <http://www.utexas.edu/safety/bcal> >.

#### Q DROP POLICY AND OTHER SIGNIFICANT DATES

- Note that the dates for dropping courses and changing grades are indicated in the University Academic Calendar: < <http://registrar.utexas.edu/calendars/> >. You are responsible for complying with these dates; instructors have no control over them.

#### SYLLABUS AND ASSIGNMENTS

All requirements are given to you in writing; continuation in the class means acceptance of the rules and regulations spelled out in the syllabus. For any questions, contact the instruction by email or in person.