American Public University System

The Ultimate Advantage is an Educated Mind

HIST 642
Nazi Germany and the Holocaust

3 Credit Hours

16 Weeks

Graduate students are encouraged to take required or core courses prior to enrolling in the seminars, concentration courses or electives.

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Instructor Information

Course Description

This course offers a study of the origins and history of the Holocaust within National Socialist Germany and throughout Eastern Europe. Students examine the organizations involved at the grass roots level as well as the escalation of events from open murder to the implementation of concentration and death camps. Topics include the birth of National Socialism through the final days of the Holocaust, including the political, social, economic and scientific contributions during the Third Reich.

Course Scope

The scope of this course is to examine the NSDAP's (Nationalsozialistische Deutscher Arbeiter Partei, or National Socialist German Workers' Party, hence 'Nazi') early years after WWI to 1945, including its impact upon society, government, laws, methods, actions, policies, including mass murder and conquest. Students will examine and discuss several main issues, such as: Was the average German knowledgeable or even accepting of Nazi policies and actions? How did the Nazis plan and execute the Holocaust? Was the Holocaust well planned and executed, or did it simply evolve as a by product of WW II? What impact did the Holocaust have upon non-Jews? Was Hitler

instrumental in the Holocaust or not? Who was responsible? These are a few of the questions to be addressed during this course.

Course Objectives

APUS policy requires that undergraduate courses provide a transition from the basic, recall of facts and information ("knowledge" and "comprehension" categories from *Taxonomy of Educational Objectives,* by Bloom) to the higher orders of cognitive performance.

The policy also infers that graduate courses stress development of the student's ability to research, reason and write in a scholarly way, aiming at the higher order cognitive skills of "analysis," "synthesis," "evaluation," and defense of logic and conclusions. Course learning objectives should be established accordingly, and instructional techniques should be used to achieve them.

For additional background, go to: <u>University Learning Outcomes Assessment</u>

Upon completion of the course, students should be able to:

1- Discuss the history of the Nazi political movement and its origins, including the chronology of events from the end of World War I through 1945.

2- Read and analyze specific secondary source documents related to this period.

3- Chronicle the evolution of Hitler's rise to power, as well as his propaganda, politics and doctrine applicable to this specific period of history.

4- Explain and identify the series of events, people, and places that shaped the nature of this period and topic.

5- Define 'functionalist' and 'intentionalist' and analyze the historiographical debate surrounding these ideas.

6-Write a research paper on an instructor-approved topic related to the course.

Course Delivery Method

This History and Military Studies course is delivered via distance learning and enables students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system are made available to each student.

Online assignments are usually due by Sunday midnight each week (may vary based on the type of weekly learning activities) and must include Discussion Board questions (accomplished in groups through linear, threaded or roundtable discussion board forums), examinations and quizzes (graded electronically), and individual written assignments (submitted for review to the faculty member).

In online courses we construct knowledge not just by completing readings and assignments. An important part of the process is communicating with classmates and learning from what they have to say. As such, we need to participate in online conversations about ideas.

Direct interaction between faculty members and students is a key feature of the educational experience. For that reason, faculty members have a responsibility to ensure that students interact with fellow students and the

course instructor during the course as specified in the course syllabus, and can contact the instructor during posted office hours. The faculty member should initiate contact if a student is absent from class and makes no attempt to contact the faculty member during the week. This is especially important if the student fails to make contact at the start of the course. Students are dropped from the class if they do not log into the classroom during the first week of class.

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, we understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact the faculty before the due date to discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade. Each week ends on the corresponding Sunday.

Course Materials

University libraries, including the APUS Online Library, national libraries, and college professors have created major sites with information resources, links to other trusted sites, and electronic networking potential. Students will determine appropriate archival repositories and government agencies for their research interests. Students are expected to learn about archival research and the use of government documents, but also advanced Web tools like Encoded Archival Description, finding aids and associated online searching tools for government and academic sites. While certainly not inclusive – as the student is expected to conduct independent research – examples and links to relevant sites include:

- *The Valley of the Shadow: Two Communities in the American Civil War* http://valley.vcdh.virginia.edu
- *National Geographic: Remembering Pearl Harbor* http://plasma.nationalgeographic.com/pearlharbor
- *American Memory: Historical Collections for the National Digital Library, Library of Congress,* http://lcweb2.loc.gov/amhome.html
- *H-Net – Humanities and Social Sciences Online* http://www.h-net.msu.edu/
- *World History Matters* http://chnm.gmu.edu/worldhistory
- H-Diplo: diplomatic and international history H-Net discussion group dedicated to diplomatic history and international affairs. Features archive, reviews, bibliographies, reading lists, course syllabi etc.

REQUIRED TEXTS

-Browning, Christopher. *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*. NewYork: Harper Collins, 1993.

-Rhodes, Richard. *Masters of Death: The SS Einsatzgruppen and the Invention of the Holocaust*. New York: Vintage Books/Random House, 2003.

- Roseman, Mark. *The Wannsee Conference and the Final Solution: A Reconsideration*. New York: Henry Holt, 2002.

REQUIRED ONLINE TEXT:

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Mirrors of destruction  [electronic resource] :  war, genocide, and modern
identity /  Omer Bartov. ; Bartov, Omer. ; Oxford ; New York : ;  Oxford
University Press, ;  2000. ;  http://site.ebrary.com/lib/apus/Doc?id=10087217
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RECOMMENDED REFERENCES (For All History Majors)

- *The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 6th Edition. Chicago: University of Chicago Press, 1996. *Purchase Optional*.
- Marius, Richard, and Melvin E. Page. *A Short Guide to Writing about History*, 6th ed. New York: Longman, 2007.
  Accessible through The Online Library.

COURSE REQUIREMENTS

1. ***Online Participation*** in the classroom Discussion Board. This is worth 40% of your grade. The criteria by which your participation will be evaluated are given below under **Online Discussion**.

2. ***Two short (500 to 750 words) Essays*** on issues being considered in the course. Each essay is worth 10% of your grade, for a total of 20% of your grade. The criteria by which your essays will be evaluated are given below under **Written Work.**

3. ***Research (1,500 to 2,500 words) Paper*** integrating, synthesizing, and analyzing geopolitical, economic, scientific, and social factors contributing to the origins and history of the Holocaust. The Research Paper is worth 40% of your grade. The criteria by which your research paper will be evaluated are given below under **Written Work**.

POLICIES ON CITATIONS: History papers are based on historical data. The source of that data must be cited, even if the data are not in the form of a quotation in your paper. If you have never done this before, perhaps you have never written a true research paper. For any essay written not only for this course, but also for any history course, readers should be able to use your citations to go back and examine the original data for themselves.

As you know, historians prefer to use footnotes formatted in a style known as the Chicago or Turabian style, which make it easier to evaluate the citations and distinguish primary from secondary sources.

Grade Instruments:	Points	% Final Grade
Discussion Group Participation (eight)	5 each	40%
Short Essays (two)	10 each	20%
Research Paper	40	40%
TOTAL	100	100%

The two short (500 to 750 words) essays required are exercises in which students analyze issues highlighted in the readings. The research paper (1,500 to 2,500 words) is an exercise in which students integrate, synthesize, and analyze information presented in the readings. Each essay and the research paper must include a thesis, review of related literature, body, summary, footnotes, and bibliography.

SOFTWARE REQUIREMENTS

- Microsoft Office 2003 or newer versions (MS Word, MS Excel, MS PowerPoint)
- Word documents created in Office 2007 have the default file extension of **.docx**, which is not supported by APUS & some internet browsers. To ensure the Word documents you create in Office

2007 can be opened by all, students must save them with the **.doc** extension using the "Save As" feature prior to submitting for grading.

- Adobe Acrobat Reader (for PDF files)
- To view streaming media and audio, individuals should have the following installed on their machines (all are free downloads):
  - Real Audio – http://www.real.com
  - Windows Media Player – http://www.microsoft.com
  - Quick Time – http://www.apple.com/quicktime

Discussion Board Grading Rubric

Follow this rubric for submitting the individual Discussion Board answers. These total 5 points for each of the eight discussions for a total of 40 points possible, based on your analysis of the readings, the logic of your argument, and the evidence you provide to support your argument. Follow all instructions.

5 points = The student makes regular posts on the discussion board that consistently address the topics with substance and demonstrate reflection. The student responds to points made in others' posts and makes connections to topics that had previously been discussed.
4 points = The student makes substantive points that demonstrate some reflection. The student sometimes responds to other students' posts and makes occasional connections to topics that had previously been discussed.
3 points = The student participates in the discussion at a basic level. Points may be relevant but show little substance or reflection. The student generally does not respond to others' posts or make connections to topics that had been previously discussed.
2 points = The student's posts generally make obvious observations or repeat what another post had previously stated. The posts amount to little more than a gesture of participation.
1 point = The student's responses demonstrate little or no understanding of or familiarity with the topic, may be off-topic, suggesting that the student has not been reading the assigned material or following the discussion board.

Written Work Graded Rubrics

	Criteria for Brief Essays		Points
	1	2	
Organization	Sequence of information is difficult to follow and illogical.	Organization is logical and sequential.	____
Content Knowledge	Insufficient information to answer the question.	Essay reflects obvious familiarity with the readings and ability to answer the question	____
Grammar and Spelling	Work has three or more spelling	Work has two or fewer spelling errors	____

	errors and/or grammatical errors.	and/or grammatical errors.	
Format	Work is illegible, with improper paragraph structure, no pagination, or is not submitted in the proper Word format.	Work is in proper format.	____
References	Work displays no references or improper use of references.	Work displays proper and correct use of references.	____
Total Points			____

	Criteria for Research Paper				Points
	2	4	6	8	
Organization	Sequence of information is difficult to follow and illogical.	Reader has difficulty following work because the material jumps around.	Information follows a logical sequence.	Information is logical, interesting, and the argument is presented in a clear sequence.	____
Content Knowledge	Grasp of information is not present, and the question is not answered in the paper.	Information is basic but does not reflect familiarity with the course materials.	Information is adequate but lacks elaboration and explanation related to the topic.	Paper demonstrates full knowledge of material and can support argument.	____
Grammar and Spelling	Work has four or more spelling errors and/or grammatical errors.	Work has three spelling errors and/or grammatical errors.	Work has one or two spelling errors and/or grammatical errors.	Work has no spelling errors and/or grammatical errors.	____
Format	Work is illegible, with improper paragraph structure, no pagination, or is not submitted in the proper Word format.	Work has three or four areas that are incoherent and not relevant to topic. Work is not in proper format.	Work has one or two areas that are incoherent and not relevant to topic. Work is in proper format.	Work is neatly presented and properly formatted	____
References	Work displays no references.	Work does not have the appropriate number of required references or makes	Internal and external documentation is mostly correct and	Work displays the correct number of references, written and documented	____

| | | incorrect use of internal or external documentation. | appropriate. | correctly. | |
| | | | | **Total---->** | ____ |

Course Outline

Week	Topic(s)	Learning Objective(s)	Reading(s) and Web Activities	Assignment(s) and Discussion Boards
1	Explain how Nazi Germany began the system of social and professional exclusion, segregation, targeting, evolving into a flawed racial ideology, and what the results were.	1-Explain how the invasion of Poland and the USSR accelerated the Final Solution. 2-Discuss how euthanasia became an acceptable program, and who qualified. 3-State which persons qualified for Nazi targeting other than Jews, and why.	Mark Roseman, *The Wannsee Conference and the Final Solution: A Reconsideration,* pp. 1-47. Bartov, *Mirrors of Destruction,* Introduction and "Fields of Glory"	**Introductions** **First Discussion**
2	Discuss how German policy, both foreign and domestic, laid the	1-Discuss the birth, function and organization of the	Roseman, pp. 48-78.	**First Discussion continued**

	ground work for the Holocaust.	*Einsatzgruppen*. 2-Explain how anti-Semitism was not exclusively a German/Nazi paradigm, but also found throughout Europe.	Bartov, *Mirrors of Destruction*, "Grand Illusions"	
3	Determine and compare the level of knowledge of the Holocaust outside and within German occupied Europe, and the global responses and actions taken.	1-Explain the importance, similarities and differences between death, concentration, and labor camps. 2-Cite examples of Jewish resistance and their knowledge of the Holocaust if any.	Roseman, pp. 79-141	**Second Discussion** **First brief essay due**.
4	Assess the German tactics in collecting and eliminating Jews and any assistance they may have received from the local populations.	1-Describe the transportation system and methods employed placing Jews and others into collective points. 2-Discuss how the Wannsee Conference altered the methods being employed against Jews and other undesirables.	Roseman, 142-72 Bartov, *Mirrors of Destruction*, "Elusive Enemies"	**Second Discussion continued**
5	Explain the nature of the relationship between the various military and police organizations, as well as the impact that mass murder had upon the men in question.	1-State the difference between the 'intentionalist' and 'functionalist' debate as related to the Holocaust. 2-Describe the liquidation of the ghettos, and how this became part of the final solution.	Browning, *Ordinary Men,* pp. xv-25 Bartov, *Mirrors of Destruction*, "Apocalyptic Visions"	**Third Discussion**
6	Explain the varying degrees of German complicity with the mass murder, and identify those groups who appeared to have the most culpability.	1-Explain what 'resettlement' was and how this varied depending upon location and administration. 2-State how the evolution of segregation, relocation, and transportation led to extermination.	Browning, *Ordinary Men,* pp. 25-48. Bartov, Mirrors of Destruction, "Conclusion"	**Third Discussion continued**

7	Analyze how Hitler organized his government, how the departments functioned, and how this method of control assisted in the development of the Final Solution.	1-Explain the options the Germans discussed regarding 'deportation', 'relocation', and 'extermination', and what that evolution was, and who was involved. 2-Explain how other groups besides the SS and SD were involved.	Browning, *Ordinary Men,* pp. 48-77.	**Fourth Discussion**
8	Describe and contrast the perceptions and attitudes of the participants within the German military from the readings	1-State the varying perceptions of those who served during the war regarding the Holocaust from all readings thus far 2-Discuss what psychological impact these actions had upon the police and soldiers.	Browning, *Ordinary Men,* pp. 78-96.	**Second brief essay due.** **Fourth Discussion continued**
9	State clearly what impact if any mass murder had upon the Germans involved.	1-State how the killing effected the killers in different ways, and why. 2-Discuss the varying degrees of both 'willing' and 'unwilling' complicity,	Browning, *Ordinary Men,* pp. 97-132.	**Fifth Discussion**
10	Trace the chain of command, and the "pecking order" of those units and persons responsible for mass murder in Poland.	1-Discuss the relationship between the order police, SD, SS and Army. 2-State the progression from passive to active actions against Jews, using examples.	Browning, *Ordinary Men,* pp. 133-189.	**Fifth Discussion continued**
11	Explain Hitler's nonviolent actions, diplomacy, territorial gains, and the eventual inclusion of the Holocaust into war plans.	1-Explain the debate over whether or not Hitler was lacking control of his government, or whether he was calculating in his methods to retain power.	Browning, *Ordinary Men,* pp. 191-223	**Sixth Discussion**
12	Explain how or if German society was accepting of the various programs, what they knew, and how the Nazis expanded their selection of those	1-Describe the conditions of labor camps and how or if this differed from extermination camps. 2-Describe the relationship between the Jewish Councils and German authorities.	Rhodes, *Masters of Death,* Author's Note through page 68.	**Sixth Discussion continued**

	deemed 'undesirable'.			
13	State clearly what, if any, military benefit was derived from the genocide, from all perspectives.	1-Discuss how politics and economics secured Hitler and the Nazi Party a foothold in the German psyche.	Rhodes, *Masters of Death,* pp. 69-135	**Seventh Discussion**
14	Identify how, where, and when the death squads operated, and the results of their actions.	1-State how big business was incorporated into the greater Nazi economic plan, and how Jews played a role. 2-State the rationale, origin and method of controlling German society, especially those targeted for 'special treatment,' including non Jews, and why.	Rhodes, *Masters of Death,* pp. 136-179	**Seventh Discussion continued**
15	Analyze the 'thread of continuity' regarding the escalation of murder, and its transformation.	1-Explain how the Holocaust evolved from mass killing in great round ups, to the well-organized destruction within the death camps. Refer to previous reading from Roseman also. 2-Discuss the paradox of authorized, unlimited mass murder and the subsequent conflicting orders restricting the killings, depending upon organization and upper command structure.	Rhodes, *Masters of Death,* pp. 179-228.	**Eighth Discussion** **Term paper due**
16	Assess the Allied wartime and post-war perceptions of the Holocaust, and what actions were taken against those involved.	1-Explain how foreign policy shaped the eventual Holocaust. 2-Discuss Hitler's views on Bolshevism and Judaism. 3-State whether or not Hitler was a 'reactionary' or 'instigator' regarding the Holocaust.	Rhodes, *Masters of Death,* pp. 229-282.	**Eighth Discussion continued**

CITATION AND REFERENCE STYLE

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will require students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations,* 6th ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the *Chicago Manual*. See Chicago Style Manual

The *Chicago Style Manual* for book-length works and its *Turabian* offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut--including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design/designation.

1. Front matter--e.g., title page, copyright statement, dedication, table of contents, lists of illustrations or tables, acknowledgements, abstract.
2. Narrative with scholarly attributions.
3. Back matter--bibliography, appendices.

NETIQUETTE

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

STUDENT HANDBOOK

The staff at American Public University System (APUS) knows how hard it is for students to balance work and other commitments while pursuing a college education. We created the APUS Student Handbook as the ultimate reference for answers to questions about administrative and academic policies and procedures. APUS students do not have to wait for our offices to be open in order to find the information they need to succeed. No matter what location or time zone our students are in, they can consult the online Student Handbook with any questions about financial aid, tuition assistance and refunds, registration, drop/withdrawal or extensions, the University System's grading system, and the electronic classroom. The handbook also covers issues related to various student services, academic guidance, and each student's rights and responsibilities. Of course, there may be a unique question that requires additional information outside that which is covered in the handbook. APUS students should use the contact information listed online inside their campus to contact the APUS staff with any additional questions. See Student Handbook.

> **Online Library Research Center & Learning Resources**
>
> The Online Library Resource Center is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Center provides access to special learning resources, which the University has contracted to assist with your studies.

APUS Library Tools

- **Book Catalog -** Link to thousands of *electronic* books
- **Databases -** Find *articles* and reports from scholarly journals, magazines, and newspapers
  - ABC Clio US at War
  - CIAO
  - EBSCO
  - Praeger Security International
  - ProQuest
- **Journal Title Search Engine**
  - *American Historical Review* from 2/01/1975 to 1 year ago in EBSCO
  - *Cold War History* from 08/01/2000 to 1 year ago in EBSCO
  - *Early Medieval Europe* from 03/01/1998 to 1 year ago in EBSCO
  - *Journal of American History* from 03/01/1983 in EBSCO
  - *Journal of Early Modern History* from 02/01/1999 to 1 year ago in EBSCO
  - *Journal of Medieval and Early Modern Studies* from 01/10/1997 to 1 year ago in EBSCO
  - *Journal of World History* from 04/01/1998 to present in ProQuest
- **Historical Research Methods**
  - The Historical Approach to Research
  - Historical Research Methods
  - Reading, Writing, and Researching for History: A Guide for College Students
  - A Student's Guide to the Study of History