Spring 2016

December 21, 2015

Welcome to the course Nazism, Nazi Germany and the Holocaust (advanced level)

(7,5 ECTS credits/högskolepoäng, course code: HI8041)

Course description

On the following pages you can find important information concerning lesson programme, literature, learning outcomes, examination and assessment criteria

Teacher:

Pär Frohnert (phone: 08/16 33 89, e-mail: par.frohnert@historia.su.se)

In the first place you can find more information on the course home page on Mondo. You are of course also welcome to me with your questions. There is also information on the home page of the Department (www.historia.su.se)

Good luck!

Pär Frohnert
Aim of the course

The course gives insights into central research problems concerning National Socialism as an ideology, Nazi Germany as a power system and the terror regime, as well as the Holocaust. Among other things the following themes are dealt with: the popular support of the regime (“consensus dictatorship”?), the role of antisemitism and mass killings of other population groups than the Jews. Another topic is Sweden and the Holocaust: from “bystander” to “rescuer”.

Course design

The course is taught in English

This course is focused on your task of writing an individual paper; suggestion of topics below.

The general introductory list of course literature is short. You are expected to have read the pages at the latest to the lesson January, 28.

However the literature will be extended substantially when you start working with your paper. Below you will find a number of titles, both general texts and more thematic texts, that you may start with. The titles are suggestions and you can/should also search for other relevant titles.

The lessons encompass the teacher’s presentation of some of the central themes within the field, but the focus is put on the students’ papers and the discussion about the papers.

Nota bene! Attendance at all class sessions is required. The students must be well prepared. With specific reasons a student may arrange with the teacher about exemption from a lesson; in such a case the student will get a task to compensate the absence.

During the first part of the course you are expected to formulate a memorandum that will be discussed both in student groups and in plenary meeting during the third meeting (February, 4). Until the fourth meeting you expected to have produced a text where you show your analysis. These texts will also be discussed.

After this you have two weeks to get your paper ready which must be put up on Mondo for distribution to the teacher and all participating students.

Course literature


Lesson programme: Nazism, Nazi Germany and the Holocaust (Advanced level), spring 2014

Lesson 1
Tuesday, January, 19, 13.00-15.00, D 231: Course introduction, presentation of the paper topics.

Lesson 2
Thursday, January, 28, 13.00-16.00, D 231: NSDAP:s route to power, the Nazi power system, Nazi ideology and the Holocaust.

Delivery of memorandum on Mondo Tuesday, February, 2, four o’clock p.m, at the latest.

Meeting 3
Thursday, February 4, F 255: 1) 10.00-11.00, introduction to the presentation and group discussions of the memoranda. 2) 11.00-14.00, group work 3) 14.00-16.00, discussions in plenary meeting

N B! Individual instruction Tuesday, February, 9, 10.00-12.00, 14.00-15.00, and Wednesday, February, 10, 10.00-12.00, 13.00-14.00, D948. Everyone gets 20 minutes tutoring. A specific time table is decided February, 5.

Delivery of extract from analysis on Mondo, Monday, February, 22, 12.00 at the latest.

Meeting 4:
Thursday, February 25, 10.00-17.00, F 255: 1) 10.00-11.00, Sweden and the Holocaust and introduction to the group discussions on the extracts of analysis 2) 11.00-15.00 group work 3) 15.00-17.00 discussions in plenary meeting.

Delivery of paper on Mondo Wednesday, March, 9, 18.00, at the latest.

Lesson 5:
Tuesday, March, 15,13.00-15.00, F 255: Discussions about the completed papers.

Lesson 6:
Thursday, March, 17, 10.00-12.00, F255: Discussions about the completed papers.
Learning outcomes

To pass the course, the student is required to:
1) show substantive knowledge and insights about Nazism, Nazi Germany and the Holocaust.
2) describe and critically examine current historical research on Nazism, Nazi Germany and the Holocaust.
3) in an independent way orally and in written formulate, analyse, integrate and reflect upon different problems, concepts and phenomena within the research field.
4) show substantive knowledge about the methods, the literature and the sources used within the research field.
5) show in-depth insights about how scientific core values influence choice of theory and methods as well as results.

Examination

Grading is made according to a goal-related grading scale with seven grades:
A = Excellent, B = Very good, C = Good, D = Satisfactory, E = Sufficient, Fx = Not sufficient, F = Insufficient.

By grading both the paper and active participation at the lessons and meetings are considered. Most importance is given the paper.

Assessment criteria

By grading of the paper the above mentioned learning outcomes are considered. Due to the fact that this is a course on the advanced level concerning a specific field one of the main goals is the student’s acquirement of in-depth knowledge. The paper shall show proofs of the control of the art of formulating a problem which is scholarly interesting, relate this to the current state of research, perform an analysis of the literature and find an effective form for presentation of results and argumentation. Worth underlining is also the requirement that the papers shall give proofs of the knowledge of the source situation and the insight how sources methodologically may be used for the formulated problem (by way of examples).

Beside the above mentioned learning outcomes which are related to the assessment criteria it must be added that the paper also should show competence of contextualisation of the chosen problem. The course is given on the advanced level and it is presupposed that the student through the proposed literature within the course and formerly obtained knowledge has a wider knowledge about the time period and the phenomena treated in the course.
To reach the different grades it is required that the student:

A  - is able to accomplish the writing of a paper within a certain thematic field within the comprehensive field in a very independent and critical way
    - thereby all in all shows excellent ability according to the criteria above

B  - is able to accomplish the writing of a paper within a certain thematic field within the comprehensive field in an independent way
    - thereby all in all shows very good ability according to the criteria above

C  - is able to accomplish the writing of a paper within a certain thematic field within the comprehensive field in an on the whole independent way
    - thereby all in all shows good ability according to the criteria above

D  - is able to accomplish the writing of a paper within a certain thematic field within the comprehensive field in a satisfactory way
    - thereby all in all clearly shows satisfactory ability according to the criteria above

E  - is able to accomplish the writing of a paper within a certain thematic field within the comprehensive field in a sufficient way (minimum demands)
    - thereby all in all shows sufficient ability (minimum demands) according to the criteria above.

Fx  - Shows insufficient ability to write a paper within a certain thematic field within the comprehensive field.
    thereby all in all shows insufficient ability according to the criteria above.

F   - Lacks the ability to write a paper within a certain thematic field within the comprehensive field
Suggestions for paper topics for the course Nazism, Nazi Germany and the Holocaust

(Suggestions of German titles may be provided from the teacher.)

To get an overview of the literature for a certain topic one can use the advanced searching function in LIBRIS, contact a librarian at Stockholm University library or use a special bibliography (the following are available at Kungliga biblioteket):


- Philipp Gassert & Daniel S Mattern, The Hitler Library: a Bibliography, 2001

- Michael Ruck, Bibliographie zum Nationalsozialismus, 1995 (In German, but also contains literature in English)

General titles and anthologies which have tips of literature

**Nazism, Nazi Germany and the Holocaust and the Holocaust**

Wolfgang Benz, A concise history of the Third Reich, 2006 (translation)

Michael Burleigh, The Third Reich. A New History 2000 (useful commented bibliography)


Ian Kershaw, Hitler, 2 vol, Hubris. 1889-1936, Nemesis. 1936-1945., 2004 (extensive fotnotes with references)

Tim Kirk, Nazi Germany, 2007 (good bibliography presented for different areas )

Karl Christian Lammers, Nazismens epoke. Førerstat, Volksgemeinschaft og racekrig, 2003 (In Danish, good bibliography)

Michael R Marrus, The Holocaust in History, 1987

Nazism, Neil Gregor (ed), 2000 (uppdated until the 1990s)

Roderick Stackelberg, Hitler’s Germany. Origins, Interpretations, Legacies, 1999 (good bibliography)

The Third Reich, Christian Leitz (ed), 1999

**Especially on the Holocaust**

Yehuda Bauer, Rethinking the Holocaust (also in Swedish), 2001
Donald Bloxham & Tony Kushner, The Holocaust. Critical Historical Approaches, 2005

Christopher Browning, The Origins of the Final Solution. The Evolution of Nazi Jewish Policy 1939-1942, 2004 (extensive bibliography)

Saul Friedländer, The Years of Extermination. Nazi Germany and the Jews 1939-1945, 2007 (very extensive bibliography, probably the best available starting point today)

Peter Fritzsche, Life and Death in the Third Reich, 2008

Raul Hilberg, Perpetrators, Victims, Bystranders. The Jewish Catastrophe 1933-1945, 1992


Laurence Reece, Auschwitz, the Nazis & the Final Solution, 2005 (good popular science, no bibliography, written in connection to the solid BBC production with the same name on DVD)

Shoah, Claude Lanzmann, DVD, 1985

In general on sources:


Nazism 1919-1945, Vol 3, Foreign Policy, War and Racial Extermination, J Noakes & G Pridham (eds), 2001

Rita Steinhardt Botwinick (ed), A Holocaust Reader. From Ideology to Annihilation, Upper Salder River, 1997 (not to be found in LIBRIS)

Links:

Forum for living history (Forum för levande historia, a state authority with the mission to promote tolerance) = www.levandehistoria.org

Haus der Wannseekonferenz = www.ghwk.de (also in English and Swedish)

Imperial War Museum, London (The Holocaust Exhibition) = www.iwm.org.uk

The Holocaust Memorial Museum, Washington DC = www.ushmm.org

Topographie des Terrors, Berlin (A documentation centre on the place where the Reichssicherheitshauptamt (Main National Security Administration) which was the central police and terror authority in Nazi Germany) = www.topographie.de
Suggestions for paper topics

(NB! In several cases there are no special tips on literature, in these cases see instead the general works mentioned above.)

Nazism’s road to power, 1919-1933

Richard Evans, The Coming of the Third Reich, 2003 (a modern work of high quality, extensive bibliography)

Nazism as an ideology

Under this very extensive heading one may chose to focus on different elements in the very composite and contradictory Nazi ideology. Among them the understanding of man, the concept of ”Volk”, racism and the idea about political rule

Stackelberg (good bibliography)

Roger Griffin, The Nature of Fascism, 1993 (a modern classics within the area, but also much contested)

Roger Griffin, Modernism and Fascism. The Sense of a Beginning under Mussolini and Hitler, 2007


Fascism. Critical Concepts in Political Science, Vol 1-5. 2004

Nazism and Hitler

Evans

Kershaw

National Socialism and antisemitism/racism

Antisemitism as a set of ideas, not the actual persecutions (such topics are listed )

Philippe Burrin, Nazi Anti-Semitism. From Prejudice to the Holocaust, 2000

"Gleichschaltung" of the German society after 1933

After coming to power in 1933, the Nazis very quickly took control over a large number of areas of the society ("Gleichschaltung", approximately subordination and synchronisation).

Stackelberg (good bibliography)

"Doppelstaat” and polycentrism: state and party in Nazi Germany

Stackelberg (good bibliography)

Nazism and the working class

Nazism and trade and industry

Women and Nazism

Jill Stephenson, Women in Nazi Germany, 2001

"People’s community", terror and consent

Robert Gellately, Backing Hitler. Consent & Coercion in Nazi Germany, 2001

Eric A Johnson & Karl-Heinz Reuband, What We Knew. Terror, Mass Murder and Everyday Life in Nazi Germany, 2005

Police, terror and persecutions of "enemies of the people”

Robert Gellately, Backing Hitler. Consent & Coercion in Nazi Germany, 2001

Propaganda in Nazi Germany


Everyday life in Nazi Germany

Pierre Aycoberry, The Social History of the Third Reich 1933-1945, 1999 (translation)

The churches and Nazism

Historiska institutionen

Stockholms universitet
106 91 Stockholm
Besöksadress:
Södra huset, Hus D, plan 9
Universitetsvägen 10, Frescati
Telefon: vx 08-16 20 00
Telefax: 08-16 75 48
E-post: expedition@historia.su.se
Nazism and culture

Nazism, youth and school

Nazism and the military

Nazism and the humanities/sciences

The Holocaust. Perpetrators as a group

E.g biographies by:


Katrin Himmler, The Himmler Brothers. A German Family History, 2007

Harald Welzer. Gärningsmän. Hur helt vanliga människor blir massmördare, 2007 (translation from German, unfortunately not in English)

David Cesarani, Eichmann: His life and crimes Adolf. 2004

Christopher Browning, Ordinary men, Reserve Police Battalion 101 and the final solution in Poland, 1992, 2001 (also in Swedish)

The Holocaust. Collaborators in other countries


Jan T. Gross, Neighbors. The Destruction of the Jewish Community in Jedwabne, Poland, 2002

The Holocaust as a policy area

Peter Longerich, The Unwritten Order. Hitler’s Role in the Final Solution, 2001

The persecutions until 1939

Evans

"Aryanization"

Evans

Jewish emigration

Historiska institutionen
Refugees from Nazi Germany and the liberal European States, Frank Caestecker & Bob Moore (eds), 2010


The Holocaust and economy


The Holocaust and antisemitism

Philippe Burrin, Nazi Anti-Semitism. From Prejudice to the Holocaust, 2005

Daniel Goldhagen, Hitler’s Willing Executioners. Ordinary Germans and the Holocaust, 1996 (very controversial)

The Holocaust and the war


“Eutanasia”

Henry Friedlander, The Origins of Nazi Genocide. From Euthanasia to the Final Solution, 2005

The victims: Germany’s and Europe’s Jews

Marion A. Kaplan, Between Dignity and Despair. Jewish Life in Nazi Germany, 1998

“Widerstand” – resistance within Germany

Resistance, adaptation, resignation - offrens agerande

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106 91 Stockholm

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Johnson & Reuband

Testimonies of the victims

Bloxham & Kushner

Primo Levi, Survival in Auschwitz, (1958)

The victims: Romanies, homosexuals, prisoners of war, Slavic populations

Robert Gellately & Nathan Stoltzfus, Social outsiders in Nazi Germany, 2001


Betty Alt & Silvia Folts, Weeping Violins: the Gypsy Tragedy in Europe, 2010

The Holocaust in different ways: deportations, ghettos, mass shootings, concentration camps, extermination camps

Victims: women

Vera Laska, Women in the Resistance and in the Holocaust. The Voices of Eyewitnesses. Westport 1983

Forced labour

The Allied and the Holocaust

Tony Kushner, The Holocaust and the liberal imagination, 1994

Bystanders and the Holocaust

Bystanders to the Holocaust. A Re-evaluation, David Cesarani & Paul A Levine (eds), 2002

Kushner 1994

Räddare, Motståndsrörelser och Förintelsen

Eric Silver, The book of the just. The unsong heroes who rescued Jews from Hitler 1992 (also in Swedish)

Martin Gilbert, The Righteous. The Unsung Heroes of the Holocaust, 2003

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Telefax: 08-16 75 48
E-post: expedition@historia.su.se
Nathan Stolzfus, Resistance of the heart. Intermarriage and the Rosenstrasse protest in Nazi Germany, 1996, 2001 (also in Swedish)

**Sweden, Nazi Germany and the Holocaust**

most literature in Swedish, talk with the teacher
An overview of German, Nazi, and Holocaust medicine brings together a group of subjects discussed separately elsewhere. Topics considered include While Nazi Germany was rampaging throughout Europe perpetrating mass slaughter, some health professionals were working on innovative health and prevention interventions promoting life. At the same time many of their colleagues were working on destroying life. In consideration of the intersection of genetics and disability, this article highlights the significant concerns raised as genetic science and technology advances, and the consequences for disability rights, particularly the core concepts of non-discrimination, and respect for diversity and difference. The Holocaust was the Nazis' assault on the Jews between 1933 and 1945. It culminated in what the Nazis called the 'Final Solution of the Jewish Question in Europe', in which six million Jews were murdered. The Jews figured in Nazi ideology as the arch-enemy of the Aryan race. The Jews were not the only victims of Nazism. It is estimated that as many as 15 million civilians were killed by this murderous and racist regime, including millions of Slavs and 'asiatics', 200,000 Gypsies and members of various other groups. Thousands of people, including Germans of African "The Holocaust - An Introduction (I): Nazi Germany: Ideology, The Jews and the World" is the first of the two courses and covers the following themes in its three weeks: Week 1: From Hatred to Core Ideology We will try to delve into Nazi ideology and the special place of Jews and Judaism in it. We will also discuss how the National Socialist Party converted the German Democracy of the Weimar Republic into a totalitarian regime within a short period of time, and its meaning for Jews and non-Jewish citizens. The Holocaust was an inconceivable historical event, which forever robbed Western culture of its innocence. This online course is offered in an innovative, multi-level format, comprising: * Comprehensive lectures by leading researchers from Tel Aviv University and Yad Vashem.