

HIST/AMST 2017

Nazism and American Culture

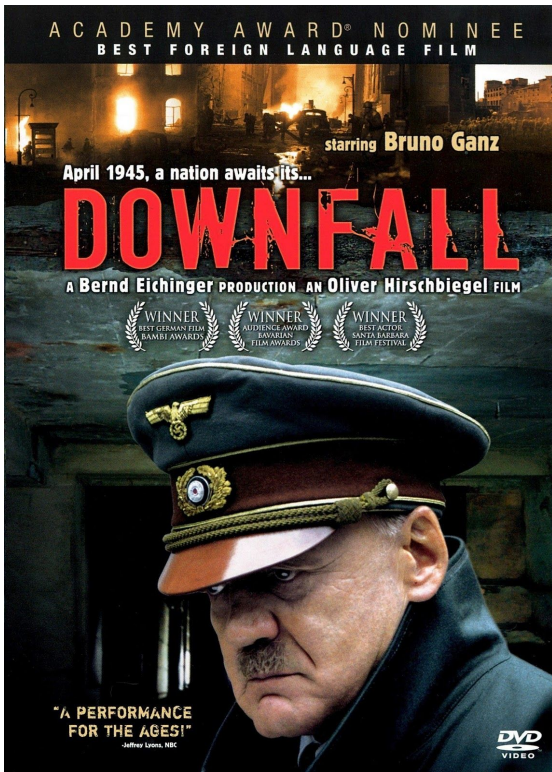
Spring 2017

Tues/Thurs 11:00am-12:15pm



Course Description:

This course will explore the significance of Nazism and Hitler in American politics and culture. Since the 1930s, the rise of Hitler's Germany led to deep debates in American life, and images of Nazism and Hitler entered political and cultural dialogues. By putting the relationship between Nazi Germany, Hitler, the German and American people into historical perspective, a more nuanced understanding of the symbolic and practical significance of these images and invocations will emerge. The goal of this course is to enable students to understand the historical and cultural roots—and sometimes ironies—of shorthand symbols and terminology that filter into political and cultural discourse. This course builds on recent scholarship in transnational history by examining developments across nation-state boundaries, and it explores American culture in a global context.



Instructors:

Katherine Jewell,
kjewell1@fitchburgstate.edu
 Office: Miller 301-B; Office Hours:
 Tues/Thurs 12:30-2

Ben Lieberman,
blieberman@fitchburgstate.edu
 Office: Miller 303; Office Hours:

Required Texts:

Monique Laney, *German Rocketeers in the Heart of Dixie: Making Sense of the Nazi Past During the Civil Rights Era*

Primary and Secondary Sources on Blackboard

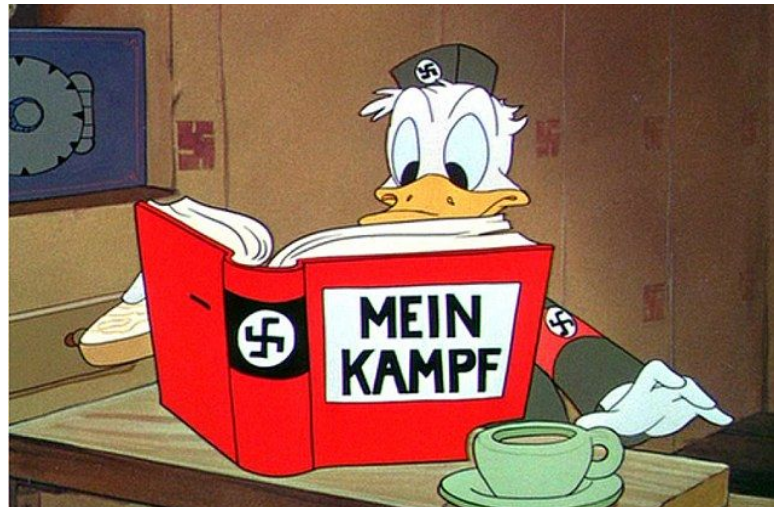
Assignments and Grading:

10% Weekly Journal Posts: total of 12 for the whole semester. Reflect on the week's readings and discussion, making sure to use at least one example from a reading or document used in the course. These are informal posts, roughly a paragraph long. They can serve as starting places for your final research paper, when the time comes.

30% Four Response Papers: respond to a set of primary and secondary sources and class discussion. There are several opportunities for topics; review the course schedule below for topics, questions, and due dates (due at the beginning of class as listed on the syllabus). These will be graded using a rubric distributed in class.

20% Discussion Participation and Attendance

30% Final Research Paper: select a contemporary or historical event, controversy, political debate or discourse, or cultural product to highlight your understanding of



the interaction between Nazism, American identity, or to explore how images of Hitler and Nazism have been used or have changed over time.

10% Final Portfolio: more information will be available for class (for all above assignments, as well)

Fitchburg State encourages the full participation of individuals with disabilities in all aspects of campus living and learning. To support access and inclusion, Fitchburg State offers reasonable accommodations to students who have documented disabilities (e.g. physical, learning, psychiatric, sensory, etc.). If you require accommodations for this class, please provide me with a copy of your Accommodation Agreement as soon as possible so that we can discuss your specific needs. Any information that you share with me will be held in the strictest confidence, unless you give me permission to do otherwise. If you require academic accommodations but do not have an Accommodation Agreement, contact Disability Services a.s.a.p. to establish your eligibility: www.fitchburgstate.edu/disability or 978-665-4020

Expectations

We expect students to come to class prepared to participate, and bring all assigned readings and/or notes on readings to class.

Taking notes in class, even on discussions, will be highly beneficial in completing all written assignments and is strongly recommended.

The use of cell phones is not allowed during class.

Students should use laptops or other similar devices only for the purpose of the class. If they choose to use laptops, they must sit in the rear of the classroom so that their screens do not distract other students.

We expect students to demonstrate professional comportment. Please note that attendance and comportment contribute to the grade for class participation.

This course may examine images, themes, and events that are upsetting. Should a student need to excuse self from class, they should do so quietly and without disturbing the class, but these exits should be kept to an **absolute minimum** to avoid disrupting the class.

Course Schedule

*We reserve the right to add, delete, or change topics, readings, and/or assignments as needed throughout the semester. **Please bring all assigned readings to class. If you***

choose to access the readings electronically, please do not use your devices for anything other than class materials.

#	Date	Topic and Readings	Assignment Due
1	Tuesday, January 17	Introduction	
Part I. Foundations of German-American Relations (1800s-1933)			
2	Thursday, January 19	<p>19th Century Emigration/Immigration Data on Emigration http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=1739</p> <p>Assimilation and German-Americans http://www.economist.com/news/united-states/21642222-americas-largest-ethnic-group-has-assimilated-so-well-people-barely-notice-it</p> <p>Beer and American Culture</p>	
3	Tuesday, January 24	<p>Germany in the American Eye; the US in the German Eye Karl May: http://www.karl-may-museum.de/web/start.php?lang=de&kID=25 https://centerofthewest.org/2013/07/09/lecture-the-german-wild-west/</p> <p>Karl May: The 'Wild West' as Seen in Germany by Feilitzsch, Heribert Frhr. v Journal of Popular Culture, 1993, Volume 27, Issue 3 Via FSU Library</p>	
4	Thursday, January 26	<p>Clash of Empires: The World at War German War Goals: http://germanhistorydocs.ghi-dc.org/sub_doclist.cfm?sub_id=133&section_id=11</p> <p>US War Goals: Wilson's Fourteen Points http://avalon.law.yale.edu/20th_century/wilson14.asp</p>	

5	Tuesday, January 31	<p>US and Germany in the Great War US Propaganda http://www.loc.gov/pictures/collection/wipos/</p> <p>Analyzing the German Defeat and its Consequences</p>	Response Paper: analyze one of the images of American propaganda
6	Thursday, February 2	<p>American Influence/German Influence Modernism and Americanism/Mass Culture Girls Gone Wild in Weimar Germany: Siegfried Kracauer on Girlkultur and the Un-Kultur of Americanism, by <u>Michael Ermarth</u>, <i>Modernism/modernity</i>, 2012, Volume 19, Issue 1</p> <p>Bauhaus in America The Gropius House: http://www.historicnewengland.org/historic-properties/homes/Gropius%20House</p>	Response Paper: Analyze a piece of evidence that reflects German influence in American culture
7	Tuesday, February 7	<p>Reparations, the United States, and Comparative Recovery Dawes Plan--Dawes Report: http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=4417 The United States and German Economies in the 1920s</p>	
8	Thursday, February 9	SNOW DAY	Response Paper: What difficulties do historians face in defining fascism, and what historical examples are most useful in explaining its evolution? What are some examples of “generic fascism” that you can identify, and how would you differentiate that from functional equivalents of fascism?

9	Tuesday, February 14	Fascism -- Then and Now Paxton, "The Five Stages of Fascism" available on JSTOR (sign in using Fitchburg State login info if accessing off campus) http://links.jstor.org/sici?sici=0022-2801%28199803%2970%3A1%3C1%3ATFSOF%3E2.0.CO%3B2-3	
10	Thursday, February 16	The Great Depression and the Grassroots 1930s Nelson Lichtenstein, "The United States in the Great Depression: Was the Fascist Door Open?" In <i>Routes into the Abyss: Coping with Crises in the 1930s</i> , edited by Konrad Helmut and Maderthaner Wolfgang, 115-26. (PDF on Blackboard)	
Part II. The Third Reich and the United States (1933-1945)			
11	Tuesday, February 21	American Foreign Policy and Hitler's View "Hitler's Image of the United States" by <u>Gerhard L. Weinberg</u> , <i>The American Historical Review</i> , 07/1964, Volume 69, Issue 4	REVISED -- Response Paper TWO OPTIONS: Response Paper: What is Lichtenstein's argument? Do you agree with his assessment of the checks on American Fascism in the 1930s? Did FDR overreach in constructing the New Deal, at any point? OR What is Nolan's argument about FDR's presentation of his foreign policy regarding Germany and the USSR? Do you agree with Nolan? If so, why; if not, why not?
12	Thursday, February 23	The US and Refugees in the 1930s; Debating FDR's Foreign Policy Leadership	

		<p>Manifest, St. Louis--Voyage of the St. Louis: https://www.ushmm.org/wlc/en/article.php?ModuleId=10005267 "Anne Frank and her family were also denied entry as refugees to the U.S." https://www.washingtonpost.com/news/worldviews/wp/2015/11/24/anne-frank-and-her-family-were-also-denied-entry-as-refugees-to-the-u-s/?utm_term=.07252d82123c</p> <p>Cathal Nolan, "Bodyguard of Lies," PDF on Blackboard</p>	
13	Tuesday, February 28	<p>Wartime Propaganda and the Image of the Other Donald Duck Goes to War http://www.pbs.org/wgbh/amex/goebbels/peopleevents/e_propaganda.html http://www.vulture.com/2015/10/how-mickey-mouse-fought-world-war-ii.html https://herb.ashp.cuny.edu/items/show/1826 (Review a few examples of wartime propaganda from the above links)</p>	<p>NEW RESPONSE Paper: German Refugees.</p> <p>Articles for consideration: Susan Welch, "American Opinion Toward Jews During the Nazi Era: Results from Quota Sample Polling During the 1930s and 1940s," <i>Social Science Quarterly</i>, 09/2014, Volume 95, Issue 3 AND https://www.washingtonpost.com/news/worldviews/wp/2015/11/24/anne-frank-and-her-family-were-also-denied-entry-as-refugees-to-the-u-s/?utm_term=.cc0675f86bd4</p> <p>You can also consult, C.P. Vincent, "The Voyage of the St Louis" <i>Holocaust and Genocide Studies</i> (2011) 25 (2): 252-289 (Currently</p>

			the FSU Library is working on making this article available to us.)
14	Thursday, March 2	Wartime Propaganda and the Image of the Other (cont.)	
15	Tuesday, March 7	The American West and the German East Selection from <i>Black Earth</i>	Response Paper: Analyze an artifact of wartime propaganda and the images of the enemy (American or German).
16	Thursday, March 9	Trials and Human Rights Responses to Eichmann Selections from the American press. Excerpt from Elizabeth Borgwardt, <i>A New Deal for the World</i> , (PDF on Blackboard)	
	March 14/16	SPRING BREAK	
Part III: Nazism in Memory across the Atlantic			
17	Tuesday, March 21	Postwar Occupation Excerpt, Maria Hohn, <i>GIs and Frauleins</i> (PDF on Blackboard)	
18	Thursday, March 23	The Holocaust in American Culture Henningsson, "The Place of the Holocaust in the American Economy of Evil" in <i>The German-American Encounter</i> OR Lawrence Baron, "The Holocaust and American Public Memory, 1945-1960." <i>Holocaust and Genocide Studies</i> 17, no. 1 (2003): 62-88.	
19	Tuesday, March 28	Exiles and Postwar Society Shore, "Gained in Translation: Hollywood Films, German Publics" in <i>The German-American Encounter</i> Laney, Introduction - Chapter 1 (pps. 1-42)	

20	Thursday, March 31	New International Order Laney, Chapter 2-3, (pps. 43-93)	
21	Tuesday, April 4	Nazism in American Culture -- the 1960s Laney, Chapter 4-5 (pps. 94-124)	
22	Thursday, April 6	German Rocketeers Discuss Laney - Skype Session w/author Laney, Chapter 6-Epilogue (pps. 125-206)	REQUIRED Response Paper: What are Laney's key arguments? How does the presence of the German rocketeers in Huntsville challenge or support ideas about the Nazi past? What should have happened in the Rudolph case?
23	Tuesday, April 11	The Seventies Berghahn, "Fordism and West German Industrial Culture, 1945-1989" in <i>The German-American Encounter</i> (PDF on Blackboard)	
24	Thursday, April 13	Cold War 2/End of Cold War McClelland-Nugent, "Wonder Woman Against the Nazis: Gendering Villainy in DC Comics" (PDF on Blackboard)	
25	Tuesday, April 18	The Nazi Past and Memory and Uses of the Past -- the 1980s TBD	
26	Thursday, April 20	Uses of Nazis and Hitler in Political Speech and Research Paper Workshop MICHAEL JANOFSKY. "Increasingly, Political War of Words is Fought with Nazi Imagery." <i>New York Times (1923-Current File)</i> , Oct 23, 1995. 1, https://web.fitchburgstate.edu:2443/login?url=http://search.proquest.com/docview/109519019?accountid=10896 .	Response Paper: Analyze a recent (last 20 years) example of the use of Nazism/Hitler in political speech or cultural production. These can be the starting point for the final research paper.
27	Tuesday, April 25	"Lessons" of Appeasement Selected speeches and opinion pieces available on Blackboard	

28	Thursday, April 27	NO CLASS -- Undergraduate Research Conference	
29	Tuesday, May 2	<p>Altright and Neo-Nazis Hemmer, http://www.vox.com/the-big-idea/2016/12/2/13814728/alt-right-spencer-irony-racism-punks-skinheads</p> <p>Listen to segment 2 (starting at 18:55) of <i>PastPresent</i>: http://www.pastpresentpodcast.com/episodes/2016/9/12/episode-50-mother-teresa-the-alt-right-and-taco-trucks</p>	
30	Thursday, May 4	<p>Germany, America, and the Future of Western Liberalism and Current Cultural Uses of Nazis</p> <ul style="list-style-type: none"> - Read ONE: <ul style="list-style-type: none"> - Jeff Hayton, "Digital Nazis: Genre, History and the Displacement of Evil in First-Person Shooters" - Sven Jüngerkes and Christine Wienand, "A Past that Refuses to Die: Nazi Zombie Film and the Legacy of Occupation: - Mimmi Woisnitza, "Messing Up World War II-Exploitation: The Challenges of Role-Play in Quentin Tarnatino's <i>Inglorious Bastards</i>" 	
31	Tuesday, May 9	Conclusion	Draft of Research Paper Due
32	Thursday, May 11	Poster Session	
	Final Exam Date	Final Paper and Portfolio Due	