

## WEEKLY PLANNER

Week	Topic	Substantive concepts	Prescribed content	Historical thinking ideas, questions and meta-concepts
1	Overview	power authoritarianism crisis	<p>What constitutes an authoritarian or single-party state?</p> <p>Introduction to authoritarian states that will be studied in this course and some commonalities:            Hitler - Germany            Mao - China            Stalin - USSR            Mussolini - Italy            Castro - Cuba            Franco - Spain</p>	<p><b>Historical perspectives</b>  <b>Cause and consequence</b>            The “new order” in 20th c. politics - Overy, 2007, p. 71 onwards.</p> <ul style="list-style-type: none"> <li>- why did the 20th century see the rise of so many authoritarian states?</li> <li>- were there common characteristics amongst these authoritarian leaders and states?</li> </ul>
2	Emergence of authoritarian states		<p><b>Conditions in which authoritarian states emerged: impact of war; weakness of political system</b></p> <p>Post-WWI treaties: Versailles and reparations:            - impact on Germany           <ul style="list-style-type: none"> <li>• political, economic, social</li> </ul>           Reparations - extent to which they crippled Germany.            Diplomacy between Germany and other nations during 1920s -1933           <ul style="list-style-type: none"> <li>• France (border tensions); Britain; USA (Dawes/Young Plans)</li> <li>• legacy of Paris peace treaties</li> </ul>           Weimar Germany</p>	<p><b>Historiography (perspectives):</b>            Students read and discuss a series of different historians' perspectives on the reparations payments that emerged from the Paris Peace Treaties.</p> <ul style="list-style-type: none"> <li>- were the reparations actually that demanding on the German economy?</li> <li>- were the reparations an unreasonable burden, or was the economy just handled badly by the Weimar government?</li> </ul> <p><b>Resources:</b></p>

			<ul style="list-style-type: none"> <li>- Successes and failures             <ul style="list-style-type: none"> <li>● structural weaknesses of government and constitution (proportional representation; presidential powers; Article 48)</li> <li>● 'Golden years'</li> <li>● Grand Coalition</li> <li>● failure to adapt to economic crises - Great Depression, reparations, hyperinflation, Ruhr crisis</li> </ul> </li> </ul>	<p>Princeton article; Huff Post article (legacy)  <a href="http://www.huffingtonpost.com/sylvie-goulard/greece-wwii-reparations-germany_b_6652232.html">http://www.huffingtonpost.com/sylvie-goulard/greece-wwii-reparations-germany_b_6652232.html</a></p> <p>Other articles as provided by teacher</p>
<p>3</p>			<p><b>Conditions in which authoritarian states emerged: economic factors; social divisions</b></p> <p>German society under Weimar 1919 - 1933</p> <ul style="list-style-type: none"> <li>- Other economic factors- examination of different social classes and destabilising events             <ul style="list-style-type: none"> <li>● German revolution 1918-19</li> <li>● Bavarian Soviet Republic 1919</li> <li>● Kapp Putsch 1920</li> <li>● 'White Terror' 1920-22</li> <li>● Munich 'Beer Hall' Putsch 1923</li> <li>● the SA/'Brownshirts'</li> </ul> </li> </ul> <p>Emergence of extremist groups - left and right wing</p> <ul style="list-style-type: none"> <li>- Spartacus League (uprising 1919); communists</li> <li>- SPD and KPD</li> <li>- <i>Freikorps</i>; conservative elite; DAP/NSDAP</li> </ul>	<p><b>Establishing historical significance (SEE KEY LEARNING ACTIVITY)</b></p> <p>Historiography surrounding Hitler's rise:</p> <ul style="list-style-type: none"> <li>- A. J. P. Taylor and William Shirer linked the rise of Nazism to the aggressive nature of the 'new' German state forged by war in 1871.</li> <li>- Karl Bracher emphasised the circumstances of Europe in the 1920s and 1930s.</li> <li>- Marxist historians associate the rise of Nazism with capitalists' attempts to resist communism.</li> <li>- Alan Bullock and Ian Kershaw have emphasised the personality of Hitler.</li> </ul> <p>(Todd &amp; Waller, 2011, p. 72)</p>

			<ul style="list-style-type: none"> <li>● Fear of communism</li> <li>● Rise of nationalism</li> <li>● ‘stabbed in the back” myth</li> </ul>	<p><b>Historical determinism</b></p> <p>Hitler a product of Germany’s militaristic history; Germans never developed a democratic tradition because they preferred strong, authoritarian government – which Hitler continued- Taylor. (Todd &amp; Waller, 2011, p. 72)</p>
4			<p><b>Methods used to establish authoritarian states: the role of leaders; ideology; persuasion and coercion; the use of force; propaganda</b></p> <p>Hitler and development of NSDAP 1920s</p> <ul style="list-style-type: none"> <li>- <i>Mein Kampf</i> and prison</li> <li>- ideology (25 point program) - nationalism, racialism, anti-semitism and <i>volksgemeinschaft</i></li> <li>- <i>Führerprinzip</i> (will of the leader)</li> <li>- <i>lebensraum</i></li> <li>- membership and appeal/recruitment</li> <li>- ‘Brownshirts’/SA and use of violence</li> <li>- increased party discipline and campaigning</li> <li>- SS</li> <li>- ‘November Criminals’</li> <li>- Marches, uniforms, speeches</li> <li>- economic crises and parliamentary chaos</li> <li>- July 1932 elections</li> </ul>	<p>Evaluating the ‘evolution’ of the NSDAP (Nazi party) throughout the 1920s to early 1930s - why the change from violence and ‘revolution’ to the attainment of power through legal means (standing for Reichstag elections)</p>

5	<p><b>Consolidation and maintenance of power</b></p>		<p><b>Use of legal methods; use of force; charismatic leadership; dissemination of propaganda</b></p> <p>Election results  <i>Reichstag</i> fire and emergency decree  Chancellorship and Enabling Act  <i>Gleichschaltung</i> coordination process  Banning of other political parties  Banning of trade unions  Concordant with Church  Law for the Restoration of the Professional Civil Service April 1933  Compulsory Nazi professional leagues and organisations (ie. for teachers)  “Law to ensure the Unity of Party and State” (one-party state legally established) Dec 1933  Night of the Long Knives June 1934  Appeal of Hitler - oratory skills and charisma  Populist appeal  Hindenburg’s death  Propaganda ‘machine’ - Goebbels and Ministry for Popular Enlightenment and Propaganda  Repression  New laws against Jews and minorities  Swift economic measures  Hitler Youth and BDM (girls)  Use of SS and Secret Police (Gestapo)  Forced membership of Nazi party  Education policies</p>	<p><b>Use primary sources as evidence (SEE KEY LEARNING ACTIVITY)</b></p> <p>“Find out more about those who voted for the Nazi Party in 1930–32. Research the level of support for the Nazis, explaining which aspects of Nazism each group found attractive and arrange your points under the following headings: working class; lower middle class (shopkeepers and office workers); upper middle class (businessmen, bankers and professionals); the élite (aristocracy, army officers, members of government); Protestants/Catholics; northern Germans/southern Germans; others” (Todd &amp; Waller, 2011, p. 72).</p> <p>Was Hitler’s rise to power inevitable in the context of Germany in 1918–33?</p> <p>How effectively did Hitler consolidate his power between March 1933 and August 1934? (Todd &amp; Waller, 2011, p. 89)</p> <p>Why did Hitler rely primarily on the law to help consolidate his power? (Todd &amp; Waller, 2011, p. 90)</p>
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6			<p><b>Nature, extent and treatment of opposition</b></p> <p>Types of opposition: Bishop Galen, Pastor Bonhoeffer; youth groups (ie. Swing movement; White Rose movement; Edelweiss Pirates; jazz fans); academics; minority groups; underground groups organised from abroad; <i>Rote Kapelle</i>; army members; intelligence agency resistance workers; some university students.</p> <p>Nature and extent of their opposition</p> <p>Treatment of opposition groups/individual: repression; secret police; arrest; concentration camps; execution.</p>	<p>Do the incidents of resistance and opposition mean that other Germans who followed Nazi laws were complicit in the crimes of the Nazi regime?</p>
7			<p><b>The impact of the success and/or failure of foreign policy on the maintenance of power</b></p> <p><i>Lebensraum</i>  Nazi-Soviet Pact  Involvement with Spanish Civil War  Remilitarization of the Rhineland 1936  Anschluss with Austria 1938  Entry into Czechoslovakia 1938  Early victories that caused false sense of security  Failure of <i>Blitzkrieg</i> - Germany ill-prepared for extended war  Axis powers</p>	<p>Why is the Spanish Civil War referred to as a 'dress rehearsal' for WW2? Do you think this is accurate?</p> <p>What impact did the appeasement policy have on Hitler's ambitions?</p>
8	Aims and results of		Aims and impact of domestic economic, political, cultural and social policies	Understanding the ethical dimension of historical

	<p><b>policies</b></p>		<p>Economic:            Law for the Protection of Retail Trade            Four-Year Plan            The New Plan            Pursuit of self-sufficiency, or autarky            'guns and butter' conflict            anti-unemployment policies and projects; ie.            DAF  <i>Wehrwirtschaft</i> - defence economy to prepare for war, as opposed to real economic solutions to domestic problems</p> <p>Political:            Civil Service Law            Reich Food Estate etc.            Nuremberg Laws  <i>Reichskristallnacht</i>  <i>Euthanasia programme</i>            'Final Solution'            control of teachers, students and changes to curriculum</p> <p>Social:            Concordant with Catholic Church; relationship between Nazis and the churches within Germany  <i>Lebensborn</i> programme            Hitler Youth</p> <p>Cultural:            Culture used as propaganda tool</p>	<p><b>interpretation</b>  <b>(SEE KEY LEARNING ACTIVITY)</b></p> <p>How successful were the Nazis in bringing about economic recovery in the years 1933-39? (Todd &amp; Waller, 2011, p. 99).</p> <p>Was there really an economic 'miracle', or was the economy not as bad as Hitler portrayed when he took office? (Historiography on coherent economy, or one that evolved from political whims)</p> <p>To what extent was Nazi economic policy driven by ideology? (Todd &amp; Waller, 2011, p. 99)</p> <p>What impact did rearmament have on the economy?</p>
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			<p>Reverted to 'traditional' art forms (ie. Wagner; Strauss)          Art and culture used for reinforcing Nazi ideology</p> <ul style="list-style-type: none"> <li>- 'blood and soil'</li> <li>- anti-feminism</li> <li>- anti-Semitism</li> <li>- order (Todd &amp; Waller, 2011, p. 108)</li> </ul> <p>Heavy censorship          'Burning of the books'          Annual Great German Art exhibition          Reich Chamber of Culture          Expulsion or exile of artists (and intelligentsia)          Use of radio (for propaganda purposes)          Popularisation of the arts: music festivals;          'Strength Through Joy' program          Reich Film Chamber - use of film</p>	
<p>9</p>			<p><b>The impact of policies on women and minorities</b></p> <p>Women in Nazi Germany:</p> <ul style="list-style-type: none"> <li>- birth incentives</li> <li>- maternity benefits increased</li> <li>- discouragement of female labour (duty of women was as mothers and housewives)</li> <li>- generous marriage allowances</li> </ul> <p>Contradictions in policies towards women (changes that occurred as war was extended)</p> <p>Minority groups:</p> <ul style="list-style-type: none"> <li>- Nazi criteria for <i>Volksegenossen</i> ('race comrade')</li> </ul>	<p><b>Cause and consequence (SEE KEY LEARNING ACTIVITY)</b></p> <p><b>Take historical perspectives (SEE KEY LEARNING ACTIVITY)</b></p>

			<ul style="list-style-type: none"> <li>- Asocials:             <ul style="list-style-type: none"> <li>- habitual criminals</li> <li>- beggars/tramps/'work-shy'</li> <li>- social deviants</li> <li>- juvenile delinquents</li> <li>- alcoholics</li> <li>- prostitutes</li> <li>- homosexuals</li> <li>- political prisoners</li> </ul> </li> <li>- Biological outsiders:             <ul style="list-style-type: none"> <li>- those with hereditary illnesses (and other mental health issues)</li> <li>- gypsies</li> <li>- Jews</li> </ul> </li> </ul> <p>Euthanasia Persecution Concentration camps Ghettos Other methods of exterminating minorities (ie. <i>Einsatzgruppen</i>) 'Final Solution'</p>	
10			<p><b>Authoritarian control and the extent to which it was achieved</b></p> <p>Historiography on efficiency of Nazi regime: effectively run, or "confused polycratic system"? (Todd &amp; Waller, 2011, p. 88) - "cumulative radicalism" (links to ideology of survival of the fittest - competition)</p>	<p><b>Identifying continuity and change (SEE KEY LEARNING ACTIVITY)</b></p>



			<p>Structuralist (Hitler was weak dictator) v intentionalist historians (Hitler as powerful)</p> <p>Was there a cult of personality?</p>	
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