

**GERMAN SOCIETY'S RESPONSES TO NAZI PROPAGANDA
PORTRAYED IN JESSICA SHATTUCK'S *THE WOMEN IN
THE CASTLE*: A HISTORICAL CRITICISM PERSPECTIVE**

THESIS

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**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG
2020**

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In Partial Fulfillment of the Requirements for the Degree of *Sarjana Sastra* (S.S.)

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2020**

STATEMENT OF AUTHORSHIP

I state that the thesis entitled "*German Society's Responses to Nazi Propaganda Portrayed in Jessica Shattuck's The Women In The Castle: A Historical Criticism Perspective*" is my original work. I do not include any materials previously written or published by another person, except those cited as references and written in the bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

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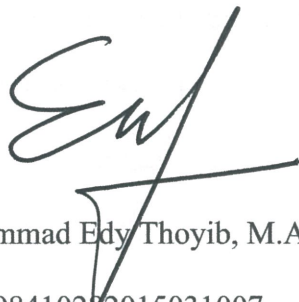
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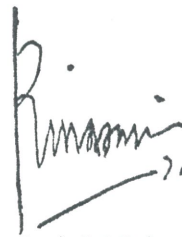
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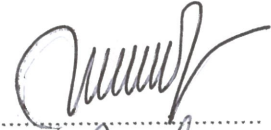
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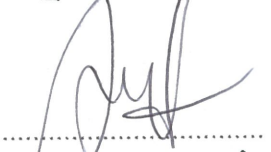
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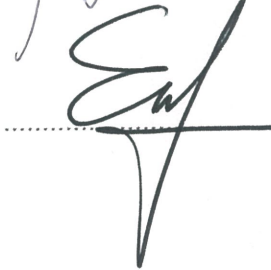
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MOTTO

You gave me the best of me,
So, you'll give you the best of you.

DEDICATION

I dedicate this work to my love, of course, my mother, father, and younger
siblings.

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I know there are many flaws in my thesis. Then, suggestions are welcome.
Hopefully, this thesis can be useful for all readers, especially in literature.

Malang, November 19, 2020

Arih Salsabila

ABSTRACT

Salsabila, Arih. 2020. “*German Society’s Responses to Nazi Propaganda Portrayed in Jessica Shattuck’s The Women In The Castle: A Historical Criticism Perspective*”. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Muhammad Edy Thoyib, M.A.

Keywords : *Propaganda, Nazi, Historical Criticism*

In Germany 1933-1945, under Hitler and Nazis’ rule, World War II happened, the war between Germany against allies. In order to win, propaganda has a significant role. Propaganda is carried out to change the understanding or position of the other party to suit our wishes (Anwar, 2016). This case often happens during armed conflicts among countries. Hitler and the Nazis also used propaganda to gain support and sympathy from German society and achieve their goal of exterminating non-Aryans, as stated in the novel *The Women In The Castle*. There are three objectives of this research. The first is to describe the forms of propaganda carried out by the Nazis against Non-Aryans such as Gypsies, Slavs, Jews, and Polish. The second is to explain how German society responds to Nazi propaganda against non-Aryans. The third is to describe the socio-political conditions in 1933-1945 reflected in the novel "*The Women In The Castle*" by Jessica Shattuck through a historical criticism approach.

The data are analyzed using the historical criticism approach, which is focused on the historical context and literary works. History and literature are closely related. History is like a rugged analytical knife because it often provides a factual basis for establishing statements regarding literary texts' meaning. This research uses the literary criticism method. The data are collected through quotations, conversations, and narratives in the novel *the Women in the Castle*. The theory used in this research is a theory related to gray propaganda and black propaganda by Paul Seabury and Angelo Codevilla (1990). Gray propaganda is a semi-official amplification of the government's voice black propaganda deals with an information (true or false), while black propaganda deals with an information (true or false), appears to come from a source other than the one from which it originated. In addition, the researcher uses the theory of gray propaganda and black propaganda from Garth S, Jowett & Victoria O'Donnell (2005) to strengthen the research results.

The results of this analysis show, (1) there are two forms of propaganda Nazi against Non-Aryan, such as Gypsies, Slavs, Jews, and Polish portrayed in the novel "*The Women In The Castle*," i.e., gray propaganda and black propaganda (2) Nazi propaganda against Non-Aryans, such as Gypsies, Slavs, Jews, and Polish received two different responses, i.e., negative and positive responses by German society, (3) The actual socio-political conditions of Germany from 1933-1945 are reflected in the novel *The Woman In The Castle*. Several significant events occurred from 1933-1945 in the Nazi government, starting from Hitler's appointment as chancellor to World War II, followed by the Holocaust. After getting the title of Fuhrer, Hitler and the Nazis were more aggressive in campaigning for anti-Semitism, so discrimination occurred both by the government and the German people against the Jews. The Nazis continued to carry out various propaganda efforts to get the people's support, but some took the fight and acted as the opposition.

ABSTRAK

Salsabila, Arih (2020). “*German Society’s Responses to Nazi Propaganda Portrayed in Jessica Shattuck’s The Women In The Castle: A Historical Criticism Perspective*”. Skripsi. Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Muhammad Edy Thooyib, M,A

Keywords : *Propaganda, Nazi, Kritik Historis.*

Pada tahun 1933-1945, terjadi perang dunia ke II antara Jerman melawan sekutu di bawah kekuasaan Hitler dan partai Nazi. Agar kemenangan tercapai, propaganda memiliki peranan penting. Propaganda dilakukan sebagai upaya untuk mengubah pemahaman atau pendirian pihak lain agar sesuai dengan keinginan kita (Anwar, 2016). Hal ini sering terjadi saat terdapat konflik bersenjata antar negara, Hitler dan Nazi juga menggunakan propaganda untuk mendapatkan dukungan dan simpati dari masyarakat Jerman untuk mencapai tujuannya dalam membasmi kaum Non-Arya seperti yang tercantum di novel *The Women In The Castle*. Tujuan penelitian ini ada tiga. Pertama, mendeskripsikan bentuk-bentuk propaganda yang dilakukan oleh Nazi terhadap bangsa Non-Aryan seperti kaum Gipsi, Slavia, Yahudi, dan masyarakat Polandia, Kedua, menjelaskan bagaimana respon masyarakat Jerman terhadap propaganda Nazi. Ketiga, mendeskripsikan kondisi sosial-politik pada tahun 1933-1945 yang tercermin di dalam novel *The Women In The Castle* oleh Jessica Shattuck melalui pendekatan kritik historis.

Analisis data dilakukan dengan pendekatan kritik historis di mana hal ini difokuskan pada konteks sejarah dan karya sastra. Sejarah dan sastra memiliki kaitan yang erat. Sejarah diibaratkan sebuah pisau analisa yang kuat, karena seringkali memberikan dasar yang kokoh untuk memancarkan pernyataan berkenaan dengan makna yang terdapat dalam teks sastra. Penelitian ini menggunakan metode literary criticism. Data penelitian dikumpulkan melalui kutipan, percakapan dan narasi di dalam novel *The Women In The Castle*. Teori yang digunakan dalam penelitian ini adalah teori propaganda hitam dan propaganda abu-abu oleh Paul Seabury & Angelo Codevilla (1990), dimana teori tersebut dapat menentukan bentuk propaganda yang dilakukan oleh Nazi di dalam novel *The Women In The Castle*. Propaganda abu-abu adalah amplifikasi semi resmi suara pemerintah sedangkan propaganda hitam merupakan propaganda yang muncul dari sumber selain sumber asalnya dan dapat memberikan informasi yang benar atau salah sedangkan propaganda. Selain itu, untuk memperkuat hasil penelitian, peneliti menggunakan teori propaganda abu-abu dan propaganda hitam dari Garth S, Jowett & Victoria O’Donnell (2005).

Hasil dari analisis ini menunjukkan, (1) terdapat dua bentuk propaganda yang dilakukan oleh Nazi terhadap bangsa Non-Aryan yaitu kaum Gipsi, Slavia, Yahudi dan masyarakat Polandia yang tercermin di dalam novel *The Women In The Castle*, yaitu propaganda abu-abu dan hitam (2) propaganda Nazi terhadap kaum Non-Aryan yaitu kaum Gipsi, Slavia, Yahudi dan masyarakat Polandia mendapatkan dua respon yang berbeda, yaitu respon negatif dan positif oleh masyarakat Jerman, (3) Kondisi nyata sosial politik Jerman 1933-1945 tercermin dalam novel *The Woman In The Castle*. Beberapa peristiwa besar terjadi pada tahun 1933-1945 di dalam pemerintahan Nazi, dimulai dari pengangkatan Hitler sebagai kanselir hingga Perang Dunia II disusul dengan peristiwa Holocaust. Setelah mendapatkan gelar Fuhrer, Hitler bersama Nazi lebih gencar mengampanyekan anti-semitism sehingga terjadilah diskriminasi baik oleh pemerintah maupun rakyat Jerman terhadap kaum Yahudi. Nazi terus melakukan berbagai upaya propaganda untuk mendapatkan dukungan rakyat namun ada juga yang melakukan perlawanan dan bertindak sebagai oposisi.

مستخلص البحث

سلسابيللا، أريه. (2020). "إجابة المجتمع ألمانية على الدعاية النازية المصورة في *The Woman In The Castle* لجيسيكا شاتوك: منظور النقد التاريخي". بحث جامعي. قسم الآداب الإنجليزية، كلية العلوم الإنسانية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. مشرف البحث: محمد إيدي طيب، الماجستير.

الكلمات المفتاحية: الدعاية، النازي، النقد التاريخي

في 1933-1945 ، حدثت حرب عالمية بينألمانية ضد الحلفاء في عهد هتلر والحزب النازي. من أجل تحقيق النصر ، للدعاية دور مهم. تتم الدعاية كمحاولة لتغيير فهم أو موقف الأطراف الأخرى بما يتناسب مع رغباتنا (Anwar, 2016). حدث هذا غالبًا عندما كانت هناك نزاعات مسلحة بين الدول، واستخدم هتلر والنازي أيضًا الدعاية لكسب الدعم والتعاطف من الشعب ألمانية لتحقيق هدف إبادة غير الأريين كما قيل في رواية *The Women In The Castle*. هناك ثلاثة أهداف لهذا البحث. الأول، يصف أشكال الدعاية التي قام بها النازي ضد الشعوب غير الآرية مثل جيبيسي وسلافيا واليهود والشعب البولندي. الثاني، يشرح كيف إجابة الجمهور الألماني للدعاية النازية. الثالث، يصف الظروف الاجتماعية والسياسية في 1933-1945 كما رويت في رواية *The Women In The Castle* "لجيسيكا شاتوك من خلال النقد التاريخي. تم إجراء تحليل البيانات باستخدام منهج النقد التاريخي الذي ركز فيه على السياق التاريخي والأعمال الأدبية. يرتبط التاريخ والأدب ارتباطًا قويا. يُشبه التاريخ بسكين تحليلي قوي ، لأنه غالبًا ما يوفر أساسًا متينًا لتصريحات تتعلق بالمعنى الوارد في النص الأدبي. يستخدم هذا البحث طريقة النقد الأدبي. تم جمع بيانات البحث من خلال الاقتباسات والمحادثات والروايات في رواية *The Women In The Castle*". الدعاية السوداء والدعاية الرمادية ل Paul seabury و Angelo Codevilla

(1990) حيث يمكن لهذه النظرية أن تحدد شكل الدعاية التي قام بها النازي في رواية "The Women In The Castle" الدعاية لرمادية هي تضخيم شبه رسمي لصوت الحكومة، بينما الدعاية السوداء هي دعائية تنشأ من مصادر غير مصدرها الأصلي، ويمكن أن تعطي معلومات صحيحة أو خاطئة أثناء الدعاية. بالإضافة إلى ذلك ، لتقوية نتائج البحث ، تستخدم الباحثة نظرية الدعاية الرمادية والدعاية السوداء من Garth S, Jowett و Victoria O'Donnell (2005). تظهر نتائج هذا البحث : ١) أن هناك نوعين من الدعاية التي قام بها النازي ضد غير الأريين، وهما العجر والسلافية واليهود و الشعب البولندي والتي حدثت في "The Women In The Castle" ، وهي الدعاية الرمادية والسوداء ٢. (الدعاية النازية ضد غير الأريين ، وهي العجر والسلافية واليهود والشعب البولندي ، ردين مختلفين ، وهما ردود فعل سلبية وإيجابية من المجتمع ألمانية ٣. (رويت الحالة الاجتماعية والسياسية الحقيقية لألمانية من 1933-1945 في رواية "The Women In The Castle".

وقعت العديد من الأحداث الكبرى في 1933-1945 في الحكومة النازية ، بدءًا من تعيين هتلر مستشارًا للحرب العالمية الثانية ثم محرقة . بعد الحصول على لقب الفوهرر ، كان هتلر والنازي أكثر عدوانية في حملاتهم من أجل معاداة السامية بحيث حدث التمييز من قبل الحكومة والشعب جيرمان ضد اليهود .استمر النازي في بذل جهود دعائية مختلفة للحصول على دعم الشعب ، ولكن كان هناك أيضًا أولئك الذين خاضوا القتال وتصرفوا كمعارضين.

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CHAPTER I

INTRODUCTION

This chapter examines the background of the study, the problem of study, objectives of the study, significance of the study, scope and limitation, definition of key terms, previous study, and research method consisting of research design, data source, data collection, and data analysis.

A. Background of the Study

A state certainly has a story in the past and inseparable from events that have occurred under its leader's rule, one of which is an armed conflict. Armed conflict is an attempt to continue the political conflict by using force, so that war always carries risks, namely the failure of these efforts. In order to win, propaganda has a significant role.

In Germany 1933-1945, under Hitler's rule, World War II happened, the war between Germany against allies. The Nazis were German fascist party controlling Germany from 1933 to 1945 under Adolf Hitler. World War II indirectly affected the conditions of society and Germany itself. During World War II, Germany was not free from propaganda about how Hitler used propaganda to gain support and sympathy from German society. Therefore, propaganda is a handy tool for carrying out political warfare (Anwar, 2016, p.97).

In general, propaganda means making an effort to change the other party's understanding or position to suit our desires. According to Linebarg (1947), *"Propaganda consist of the planned use of any form of public or mass-produced communication desined to affect the minds and emotions of a given group for a spesific public purposes, whether military, economic or political"* (Syaiful Anwar,

2016, p. 96-97). However, propaganda is often related to the discourse of media decoding that spreads the ideology, hegemony, and performance of a power or other political opponents (Bungin, 2018, p.196).

There are several ways to document or describe the history. One of them poured into literary work, such as poetry, novels, drama, and prose. According to Indratno (2010), there are four interrelated components in literary works. The four components consist of literary works, writers, readers, and reality (p.6). As we know, literature is one of the ways in portraying a situation, condition, or problem within social, economic, political, or cultural aspects for a particular time and place. Taine said literary works are not merely imaginative and personal facts, but literary works can also be a reflection or recording of culture (Endraswara, 2015, p.55).

Literature also increases information and knowledge. Reading enables them to participate in experiences that go far beyond mere facts. Fine nonfiction writers not only increase their readers; store of knowledge, they also stimulate readers to think about the many dimensions of the concepts explored in their books, encouraging questioning and critical thinking. In this way, literature also stimulates cognition (Rahayu, 2009).

However, literature cannot be separated from history. Because arguments about the meaning of literary texts are often easily elaborated by history, history is the most authoritative reference. Fitriani and Wargadinata (2018) reveal that history as a science is a series of past human events related to other humans (as social beings) which are arranged chronologically and then given meaning (interpretation) so that it is clear what happened in the past

(p.16). History is likened to a tremendous analytical knife because it often provides a solid basis for developing statements about the meaning contained in literary texts.

For instance, a novel, *The Women In The Castle*, describes how the Nazis under Hitler used propaganda before World War II until World War II occurred. Nazis' propaganda received various responses from the German society. The impact of World War II also shows how the representation of the struggle of German society at that time and social and political conditions in 1933-1945.

To discover what kind of propaganda that Nazi used, the writer uses black propaganda and gray propaganda theory by Paul Seabury and Angelo Codevilla. According to Seabury and Codevilla (1990), gray propaganda is the semiofficial amplification of a government's voice while black propaganda is information (true or false) that appears to come from a source other than the one from which it actually originated (p.168). Moreover, the researcher also uses the theory of gray propaganda and black propaganda from Garth S, Jowett & Victoria O'Donnell (2005) to strengthen the analysis results.

The researcher decides to choose this novel, *the Woman in the Castle*, because this novel is a New York Times and International bestseller, winner of the New England book award for fiction 2017. Besides, the author, Jessica Shattuck, a half-German, uncovered some relocations and insights based on her families' true story who came from Germany and added some stories from her friends' mother. In Addition, she also traces the facts and begins to explore them in greater depth then delivers them through this novel (Shattuck,

2017). According to Morrow (2017), she also won an award for *The Hazard of Good Breeding* as New York Times Notable Book and finalist for the PEN/Winship Award, and Perfect Life.

This novel is highly suitable for the theory of historical criticism because *The Women In The Castle* deals with historical novel. Furthermore, this novel describes the reflection of the history of World War II in Germany and revealed how the social and political conditions in the period 1933-1950.

The researcher finds a thesis that examined the same object and this study done by Kusumohastuti (2020) which provides the social actions carried out by the main characters in the novel; also how they relate to each other. She uses the sociological approach with social action theory by Max Weber. Besides, several articles discuss the novel *The Women In The Castle*.

First, Simon (2015) describes three very different characters, and they stretch different ends of the German political experience at that time because Marianne was a real opponent. From the beginning, she saw what was happening in Germany around her and recognized the crime that happened when she was open. Moreover, on the other hand, there was Benita, who was entirely apolitical. Ania, the third character, allowed to explore the experience of someone who was enamored of the Nazis at first.

Second, according to Callaghan (2017), *The Women In The Castle* illustrates that humanity is scary and beautiful. The reader can follow orders to lead a young mother and two children into the forest and shoot them, but the reader can also give up our own lives in pursuit of justice. How we humans can store terror, beauty, and forgiveness in our hearts is a mystery.

However, this sharp story, with insights big and small, does an excellent job exploring how three injured women find answers.

Third, Burghardt (2017) argues that this novel uses a different perspective from what is commonly found in the Holocaust literature, which focuses on the lives of Jewish victims. Shattuck showed excellent storytelling skills and allowed well-embroidered emotional truth to color this book gracefully, instilling it with a satisfying sense of reality. We understand not only people but circumstances that overshadow their choices and bring them to their destiny.

Fourth, in Kirkus Review, he discusses in this primer on how crime attacks then destroy healthy existence, Shattuck gives a simple and clear lesson about personal responsibility and morality. Not romantic or heroic, Shattuck's new novel seems to be atypical fiction of World War II today but uses sincere and evocative use of family history. To explore the involvement and long arc of individual responses to mass crime.

Fifth, Smith (2018) said "*The Women In The Castle* is a skillfully written and well-plotted novel that opens on a grand party in Germany at the beautiful house of a countess. War is only just on the tip of everyone's tongues and the sweeping calamity of what is about to happen is still unfathomable to all in attendance. The sounds and calls for resistance against tyranny are remarkably familiar to some more modern headlines. Soon enough we are transported to a dilapidated post-war Germany. The timeline of the novel is expansive and makes for a better story because of it. Readers will be engulfed in the life of these three women, and the book is full of

lessons from history that shine a light on problems of today. There are women who are speaking out against war and a ludicrous leader, struggles with a country they love being torn apart by hate, and love sewn into each chapter.”

Through the relevant studies above, the researcher will use black and gray propaganda by Paul Seabury and Angelo Codevilla (1990) and supporting theory from Garth S, Jowett & Victoria O'Donnell (2005) to discover the form of Nazi propaganda. This study also describes the response of German society toward Nazi propaganda portrayed in Jessica Shattuck's *The Women In The Castle* and how does German' socio-political condition in 1933-1945.

A. Problems of the Study

Based on the study's background above, the researcher decides to focus on the problem of study as follows,

1. What are the forms of Nazi's propaganda against non-Aryans — the Gypsies, Slavs, Jews, and Polish in Jessica Shattuck's *The Women In The Castle*?
2. How does German society respond to Nazi's propaganda against non-Aryans — the Gypsies, Slavs, Jews, and Polish portrayed in Jessica Shattuck's *The Women In The Castle*?
3. How are the socio-political condition in Germany in 1933-1945?

B. Objectives of the Study

Based on the problem of the study above, the researcher also takes some goals. As followed,

1. To describe the forms of Nazi's propaganda against non-Aryans — the Gypsies, Slavs, Jews, and Polish.

2. To explain how German society responds towards Nazi's propaganda portrayed in Jessica Shattuck's *The Women In The Castle*.
3. To describe how socio-political conditions in Germany in 1933-1950.

C. Significances of the Study

The researcher assumes this research enrich the literary understanding of the historical criticism approach, especially in issues that discuss Nazi propaganda and the responses of German society. Besides, this research can also be used as a reference for further studies concerning the same object and theory and can expand to another theory.

Practically, this paper also expected to offer some critical insight to the readers about the influence of propaganda. The researcher also expected to attract the public's attention regarding world history through a literary work and increase the awareness of readers in reading and studying history.

D. Scope and Limitation

In this research case, the researcher analyzes how German society responded to Nazi propaganda against non-Aryans, such as the Gypsies, Slavs, Jews, and Polish, under Hitler's rule, reflected in the novel *The Woman in The Castle*. To describe what form Nazi propaganda was used in the novel, the researcher uses gray and black propaganda by Paul Seabury & Angelo Codevilla (1990) and supporting theory from Garth S, Jowett & Victoria O'Donnell (2005). The researcher also describes how Germany's socio-political conditions from 1933-1945.

E. Definition of Key Terms

1. Propaganda: A deliberate and systematic effort to shape perceptions, manipulate thoughts or cognitions, and directly influence behavior to respond as the propagator desires (Affandi, 2017, p.14).
2. Nazi: A German party controlling Germany from 1933 to 1945 under Adolf Hitler (Holocaust Encyclopedia, 2022).
3. Aryan: According to the Nazi Race Ideology, the Aryans were a distinguished racial group. Germans were considered the pinnacle of the human race hierarchy and became the most racially pure class of the Aryan race (Longerich, 2010, p.30).
4. Non-Aryan: Inherently inferior races include Gypsies, Slavs, Jews, and Polish (Shattuck, 2017).

F. Previous Studies

Several studies use the Historicism approach. First, this research is conducted by Nurul Laili (2013) in the Journal of Scientific Studies of Language and Literature with the title "The Study of Historicism in the Novel *Keinahan and Sadness* by Yasuari Kawabata." The results of this study indicate that the author is involved in various forms, settings, and roles in the novel. The point that stands out about the study of Historicism in this novel is that Kawabata still maintains traditional Japanese values, which are considered very valuable even though the story told is the romance of a free modern society.

The second is written by Noviani (2015) in a thesis entitled "*Tracing History in Edgar Allan Poe's The Coliseum.*" The author uses qualitative

depiction methods and historical approaches to find a variety of relevant incidents in this poem's contents between the author's life and his poem. Via this approach, the writer believes that this poem represents the historical evidence that has ever contributed to the coliseum's construction. The building has become the emblem of the time of glory in the ancient Roman Empire. Furthermore, the author tells some facts through his term, which is the specific period, the particular place and the different events that occur in his experience, and the historical context's connection.

The third is made by Wibowo (2017) in the BBA Journal with the title "*Study Of Historicism Values In The Novel Anomie By Rilda A.Oe. Taneko.*" This research aims to expose the historical values of Rilda A.Oe. Taneko's novel *Anomie* using historicism. The data analysis is carried out using a descriptive qualitative method. He classified the data based on quotes from the novel relating to historical facts. The novel's study revealed that some sections included historical details from the 1990s (during the New Order regime). Then, student protests in the 1999s and the history of the riots in the village of Lampung Province. The characters in the novel portray these historical details.

From the previous studies above, several studies have used the same approach, namely historical criticism or historicism but have different objects. Furthermore, the author will examine the novel *The Women In The Castle* by Jessica Shattuck using the historical criticism approach.

G. Research Method

1. Research Design

This research applies literary criticism because the research attempts to analyze a novel as literary work. According to Klarer (2005), text from all literary genres, such as fiction, poetry, or drama, is primary sources that denote the traditional object of analysis in literary criticism. Furthermore, literary criticism is mostly interested in the analysis, interpretation, and evaluation of primary sources (Klarer, 2005, p.73).

To analyze this research, the writer uses historical criticism approach by Hippolyte A. Taine in studying the novel *The Woman in the Castle*. Historical criticism attempts to understand a literary work by exploring the social, cultural, and intellectual context that created it (Gioia and Kennedy, 1995, p.1798). According to Taine, there are three essential components to the flow of historicism: (1) race, (2) milieu, and (3) moment. Furthermore, this research is supported by gray propaganda and black propaganda theory by Paul Seabury and Angelo Codevilla (1990).

2. Data and Data Source

The data source used for this research is a novel of *the Woman in the Castle* by Jessica Shattuck published in 2017 by William Morrow, an Imprint of Harper Collins Publisher. This novel consists of 297 pages and 38 chapters. The data in this analysis are obtained from quotations, conversations, and narratives.

3. Data Collection

The researcher does several ways to collect the data:

1. Reading the novel, *The Women In The Castle*
2. Rereading the novel
3. Highlighting quotations, conversations, and narratives are depicting Nazi's propaganda and the responses of German society also the social, political, and economic conditions of Germany 1934-1950 reflected in the novel.
4. Classifying the data based on the problem of the study.

4. Data Analysis

Based on data source and collection, the researcher takes the following steps:

1. Classifying the collected data
2. Ensuring the data related to the form of Nazi propaganda, German society's responses to Nazi propaganda against non-Aryan and socio-political condition in Germany in 1933-1945.
3. Verifying the finding by relating the data with the analysis
4. Drawing conclusion of the analysis

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers the literature theory related to this study. As follows, historical criticism, propaganda, Nazi, Nazi Regime, author's biography.

A. Historical Criticism

Hamilton (2015) said "*Historicism (or 'historism' in this translation of Curtius' Historismus) is a critical movement insisting on the prime importance of historical context to the interpretation of texts of all kinds*" (p.2). Historical criticism attempts to understand a literary work by exploring the social, cultural, and intellectual context that created it. This context inevitably incorporates the biography and atmosphere of the artist. Historical critics are less concerned with illustrating the literary significance of today's readers than with helping us appreciate the work by recreating, as closely as possible, the exact context and effect it had on its original audience (Gioia and Kennedy, 1995, p.1798).

Historicism was first developed in Germany in the 19th century and then spread to England and America. A significant figure in historicism is Hippolyte A. Taine, a French national who lived from 1828 to 1893. According to Taine, there are three essential components to the flow of historicism: (1) race, (2) milieu, and (3) moment. The race contains items related to ethnicity and genetics. The milieu is linked to the region of residence, while moment is a significant event that takes place at that time (Wibowo, 2017, p.92).

Wellek and Warren adds historicism is a literary reconstruction that enters people's minds and attitudes from the ages who have been studied using their standards or styles and eliminates what has become the initial conception of our thinking. Thus, the historical approach considers the relevance of literature as a social document that reflects its era (Ratna, 2007: 106).

Historical critique, which we are now turning to, concerns the text's time/place, its origins, events addressed in or implied by the document. Historical criticism is focused on textual and literary criticism, and its end product is the writing of history, a narrative that reports events in an approximately chronological series (Grant, 1963, ch.5).

Grant (1963) said the chronological series is a skeleton of history. Without it, there can be no historical narrative and no understanding of casual relationships. While what is prior is not always the cause or cause of what is posterior, what is posterior can never be the cause or cause of what is prior. For this reason, those who criticize the quest for what happened' as 'mere events.' Also, the findings as 'nothing but a chronicle' are incorrect. It cannot be published without chronicle history. Even the past study concerning social, political, economic, philosophical, or theological theory must be based on a chronological sequence (ch.5).

The fundamental principle of historical criticism is that literature is the result of an artist's desire to say something and the product of his historical period, influenced by norms, aspirations, fears, prejudices, attitudes, and weaknesses of the day. Therefore, the best approach for a reader is to position

a work of literature in its historical context and explore what current issues it represents (Gillespie, 2010, p.CD36).

Historical critics' main task is to try to reconstruct knowledge of how humans lived, thought, and felt in a specific place when the work was written. This job includes study for students or critics. To be a historical critic, you have to research and learn more about the period in which the text was written. We should also explore how different readers have interpreted literary work differently over time (Tim Gillespie, 2010).

Historical critics can do even more digging if they are interested. A literary work represents not only the zeitgeist or "spirit of the time. In which it was written but perhaps also the period in which the novel is written (Gillespie, 2010).

The essential advantage is the most literal one. Some works—those with references to historical events and characters that we do not know about require background information. Without a particular historical context, they are nonsensical. Any novel, short story, poem, or play in a particular time is likely to be more meaningful if the reader knows anything about its historical context (Tim Gillespie, 2010).

Another advantage of the historical approach is its understanding that we can use literature to learn more about history. One of the early advocates of historical criticism, a French scholar with an exciting name, Hippolyte Taine, wrote that "all artworks are determined by an author's personal background, environment, and historic era, a literary critic's main goal should be to research the historic context of the work to "make the past

present." Interestingly, Taine suggested that this process's advantages were much more significant for our knowledge of history than our understanding of literature. As he wrote in the opening line of his influential 1863 *English Literature Biography*, "History has been transformed ... by the study of literature" (1974, 309). Thus, historical criticism becomes a reciprocal process: as history illuminates a novel or a poem for us, so does a novel or a poem illuminate history. The act of reading literature is thus a form of historical study (Tim Gillespie, 2010)

Maybe the critical way that literature may illuminate history is how it focuses on the person. Invariably a powerful, distinctive individual voice and consciousness is at the core of enduring literary works. Enthusiast readers also speak about how they momentarily adopt the accent, bond with a character, or learn to see the world from a different perspective through a literary character's eyes. When we are empathetic towards literature, we are invited to think and experience a different human force than we usually do. Then we have to consider the differences between our experience and that of others, and we have to face commonalities and inconsistencies. In that sense, literature is personal (Tim Gillespie, 2010).

Compare this to Josef Stalin's chillingly perceptive, frequently cited assertion, "A single death is a tragedy; a million deaths is a number." Statistics are impersonal. Literature is an alternative to statistics with its devotion to the singular. For example, we can read about the Holocaust and struggle to understand, both morally and intellectually, the horrific notion of the genocide of millions of people (Tim Gillespie, 2010).

However, the individual accounts that can be found in Anne Frank's diary hidden in her Amsterdam attic, the novels *Number the Stars* by Lois Lowry or *Sophie's Option* by William Styron and the memoirs of Elie Wiesel and Primo Levi. These compel us to view this monumental tragedy through the eyes of other human beings like us. We must face up to the enormous historical fact of 6 million deaths, but maybe we can feel more deeply the enormous loss through a dedication to a single life portrayed in literary works (Tim Gillespie, 2010).

Therefore, historical criticism marks the age-old curiosity in the influence of historical events on authors and their works, giving readers and students a wide variety of resources for study into literature, history, and their complex interweaving (Tim Gillespie, 2010).

B. Propaganda

Propaganda means making efforts to change the understanding or standpoint of the other party to suit our wishes. Propaganda is an inseparable part of armed conflict between countries. Any party always carries it out so that the conflict's implementation can proceed with the results according to the warring parties' expectations (Anwar, 2016, p.96).

As we know, armed conflict is an attempt to continue the political conflict by using violence, so that war always carries risks, namely failure of these efforts. In order for these efforts to produce victory, propaganda has a vital role (Syaiful Anwar, 2016).

In many instances, propaganda has also played a significant role in making these feuds more efficient. Since there is a close relationship between

changing a nation's views on the efforts, they are making and the fighting spirit of that nation mainly it is combatant components (Syaiful Anwar, 2016). Regarding the meaning of this propaganda, several experts give various views, one of these experts is Linebarger (1938), stating that:

"Propaganda consists of the planned use of any form of public or mass produced communication designed to affect the minds and emotions of a given group for a specific public purpose, whether military, economic, or political" (p.38).

According to Cull, Culbert, and Welch (2013), the source of propaganda is likely to be an institution, organization, group, or individual. Sometimes there is complete openness about the source of the propaganda, while on other occasions, it is necessary to conceal the source's identity to achieve particular objectives (Welch, 2017).

Seabury and Codevilla (1990) divide propaganda into two types, i.e., gray propaganda and black propaganda " (Anwar, 2016, p.97). Gray Propaganda is the semiofficial amplification of a government's voice. Foreigners are not only focus on what a nation's government says but also to what the country's nonofficial and authoritative voices say. Thus, a government can strengthen its hand in political warfare by enlisting the support of these voices (Seabury and Codevilla, 1990, p. 167).

Gray propaganda is a type of propaganda that falls somewhere in between white and black propaganda (Jowett and O'Donnell, 2005). Chunningham (2002) also states that gray propaganda is often used to refer to an ambiguous message in which the identity of its source and the integrity of the message falls between black and white propaganda to varying degrees.

Jowett and O'Donnell (2005) add the source of gray propaganda may or may not be identified, and the accuracy of the information is uncertain. In

some cases, the source of the message was correctly identified, but the information was inaccurate (p.20). For instance, when Allies and Germans circulated false atrocity stories, this is a form of gray propaganda because the source was known but the information was false (Jowett and O'Donnell, 2015, p.181).

Gray propaganda is often adopted because it is more direct and aggressive (Cull, Culbert, and Welch, 2013, p.152), but the content of the message raises doubts, confuses people's minds, pits one against the other, intrigues, and gossip. This propaganda was deliberately designed to make people doubt a problem that was currently developing (Shoelhi, 2012). Affandi (2017) added that gray propaganda is sometimes illogical and irrational. This propaganda aims to have an emotional effect on the target audience.

According to Jowett and O'Donnell (2005), gray propaganda is also used to embarrass an enemy, or competitor and this propaganda is not limited to governments. For example, companies that distort statistics on annual reports, advertising that suggests a product will achieve result that it cannot, films that are made solely for product placement, and television evangelists who personally keep the money they solicit for religious causes all tend to fall in the gray propaganda category (p.21). Gray propaganda can also serve to help foreigners deceive themselves and provide a government with the dangerous pleasure of saying things that it doesn't really mean or has not really thought through (Seabury and Codevilla, 1990).

Black propaganda deals with an information (true or false), appears to come from a source other than the one from which it originated. Information

or suggestions that are black propaganda enjoy the appeal of appearing to come from a disinterested source when they do not. For this reason, black propaganda can be powerful (Seabury and Codevilla, 1990, p.168).

Welch (2017) maintains that "Black" propaganda (occasionally called "secret" propaganda) attempts to disguise one's identity by pretending to be someone or from a different place than the correct source. Codevilla (2008) stated that black propaganda originates from an unknown source, and the key to black propaganda is the fact that it most often appears to come from a disinterested source when the fact it does not. Jowett and O'Donnell (2005) add that black propaganda is when the source is concealed or credited to a false authority (p.17). When the identity is hidden, the analyst's task is demanding and quite challenging to detect black propaganda until all the facts are known. Black propaganda has a deliberate distortion. (Jowett and O'Donnell, 2015).

The success or failure of black propaganda depends on the receiver's willingness to accept the source's credibility and the message's content (Jowett and O'Donnell, 2005). However, Black propaganda must be consonant with other policy efforts in order to be effective at all. There is a constant temptation to run black propaganda, like other secret activities, not as an adjunct to policy but as a policy in itself (Seabury and Codevilla, 1990).

Furthermore, Black propaganda has the potential to discredit other individuals and organizations by spreading lies, fabrications, and deceptions including all types of creative deceit but revealing the identity of black propaganda can lead to the subversion of the propaganda itself (Linkov,

Roslycky, and Trump, 2019; Jowett and O'Donnell, 2005). According to Shoelhi (2012), black propaganda is launched cunningly as a tactical weapon to deceive, is full of falsehood, is dishonest, unethical, and tends to think one-sidedly.

Black propaganda is also considered disinformation because the information is false and veiled. In Jowett and O'Donnell (2005), Shultz & Godson defines *disinformation* as "false, incomplete, or misleading information that is passed, fed, or confirmed to a targeted individual, group, or country." Disinformation is also deliberately designed to weaken the enemy and is made through newspapers by journalists who are actually secret agents of foreign countries (pp.21-22). In Barnett and Lord (1989), Codevilla conveyed that there is nothing inherently wrong with spreading the truth by black propaganda, and, so long as this is aimed at foreign audiences. Indeed, the unmasking of a disinformation agent would seem to be the very definition of the defensive use of black propaganda.

Joseph Goebbels, Hitler's propaganda minister, also claimed that outrageous charges evoke more belief than milder statements that merely twist the truth slightly (Jowett and O'Donnell, 2005, p.17). Black propaganda uses various kinds of media as its instruments, such as newspapers, official or unofficial leaflets, radio broadcasts, to films (Affandi, 2017, p.74).

In terms of comparing the implementation of invasion and defense, the invasion operator will tend not to be supported by the people in general. In contrast, the effort to defend the country tends to get people's support in general. Invasion means carrying out attacks against certain countries and

nations, which have sovereignty and the right to exist so that invasion, if not appropriately packaged, will be labeled as aggression by part or all of the international community (Anwar, 2016, p.97).

On the other hand, the state and nation that survive will get sympathetic and political support because they carry out these defense efforts in the country's territory, which is legally theirs. Thus, the party that will invade a particular country will make propaganda efforts to reverse this condition, so that the support will turn to the party that carried out the invasion (Syaiful Anwar, 2016).

Regarding the aims and objectives of propaganda as an activity, Wright (1983) stated as follows:

"Propaganda is the process of manipulating symbols so as to affect the opinion of a group... Propaganda seeks to manipulate symbols so that opinions in a given population will maintain or change direction, become more or less intense, more or less homogeneous, and more or less continuous. Propaganda is conducted through access to or control of instruments of communication-in modern societies, especially the press, moving picture, radio, and television".

To realize their propaganda plan, the opposing party will utilize various means, which they consider sufficient. The most widely used ways are making posters, banners that are distributed directly in the field, or through existing mass media, such as newspapers, magazines, television, and cyberspace. Verbal propaganda can be spread via radio and television. They can also produce pamphlets distributed manually in the field or distributed from the air by airplane. State officials or their community leaders can also give speeches in public places or places of worship, or speech broadcast via television and radio media (Anwar, 2016, p.102).

Artists can spread propaganda directly or indirectly through dramas or films. They intend to change the perspective of their nation or the international community, that their people are humans in the class of angels. In contrast, our nation is human in the class of demons or devils. They can also take advantage of sophisticated means such as cyberspace or the internet, by disseminating news that has been modified for propaganda purposes. To target specific people, they can have direct talks using the telephone (Syaiful Anwar, 2016).

The methods of propaganda carried out by various countries described above are prevalent. They are considered quite useful in shaping the opinion of their nation and their opponents. This method is also in line with what is explained by Steuter and Wills (2008), that what is often used is a symbol or metaphor, describes the nation as a person who is faithful and just or righteous and his opponent as demonic or demonic. As well as the depiction of their country as a perfect human or human, while the opposing nation is half human or sub-human (Syaiful Anwar, 2016).

C. Nazi Regime

Early the 1920s in Germany was a period of social, economic, and political riots due to the direct defeat of Germany in World War I (1914-1918). The German empire collapsed and was replaced by the new Democratic Republic, the Weimar Republic (Holocaust Encyclopedia, 2022). In June 1919, German leaders in the Weimar Republic were forced to sign the Versailles agreement, where Germany accepted full responsibility for World War I. This agreement was made unilaterally by the Allies to punish Germany.

Germany was not given an opportunity for negotiations, and they were given punishment provisions such as military, economic, and regional (Zidah, 2020).

In addition, few refused the Weimar Republic's formation because the Republic was considered to have stabbed Germany from behind. Because of the approval of the Versailles agreement, Germany was sentenced to a large war debt that caused an economic crisis (Raspati, 2019). The Republic of Weimar also faced various political and economic problems, especially from the German Communist Party and German Labor Party. The German Labor Party, which later turned into the German-Socialist National Labor Party or the Nazi Party, wanted to overthrow the Government of the Weimar Republic due to dissatisfaction after World War I (Holocaust Encyclopedia, 2022 & Avissa, 2017).

Various reactions were received by the Government of the Weimar Republic of Weimar from fostering and instilling a sense of dissatisfaction to violence, as done by Adolf Hitler, who at that time led the Nazi Party. He tried to win power by doing a coup. Still, this movement failed, and this was known as Beer Hall Putsch (Holocaust Encyclopedia, 2022). This coup finally ended with Hitler's arrest on November 11, 1923, and he was jailed for five years. During his imprisonment, Hitler wrote a collection of books called *Mein Kampf* (Affandi, 2017, p. 26).

This *Mein Kampf* book tells how Hitler's life experiences lived in Vienna, and he felt life in Vienna was a "years of study and misery." (Hitler, 2010, p. 30). Conditions in Vienna were the saturation point of Hitler against the Jews. He felt hatred and revenge for them because when Hitler stopped in Vienna,

he saw the Jews had oppressed the German people, so they experienced suffering, unemployment, and the absence of social justice (Putra, 2014).

Hitler realized that the German people still had a sense of nationalism, so he used this to move the German people to be free from Jewish shackles. He also emphasized that Jews and Communists caused the Germans chaos. He handed over all the mistakes and bad events that befell Germany to them (Russel, 2005, p.15)

From this incident, a very high sense of nationalism toward Germany grew. He aspired to fight for and free Germany from oppression, and even Hitler wanted to control the country he also believed that the German race was the most superior in the world or can be called the race Arya (Theodore Russell, 2005, p. 11)

After Hitler left prison, he and the Nazis changed tactics in winning the election. He emphasized a sense of nationalism for the Nazi Party. Hitler also saw the misery of the people made by the Versailles agreement, so Hitler and his party used this chaos to provoke the people. Hitler promised to destroy the Versailles agreement, which he said was the signing of the Versailles agreement that made Germany destroyed and would eliminate the Jews and Communists from Germany (Zidah, 2020).

Hitler managed to get rid of his party rival in various ways, such as eliminating anti-Nazis, so he became the sole ruler of Germany (Zidah, 2020). Plus, the world experienced the great depression, so unemployment, hunger, poverty, and homelessness became severe problems in Germany in early 1930 (Holocaust Encyclopedia, 2022).

The German people began to lose trust and become bored with the Weimar Republic, so ratifying the new law seemed impossible. This condition is utilized by radical political groups, including the Nazi Party, using propaganda to get people's support. The Nazis won by getting 33% of the votes in November 1932 (Holocaust Encyclopedia, 2022). Hitler was later appointed as the German Chancellor by Paul Von Hindenburg on January 30, 1933, for being pressured by politicians, industry, and business communities (Afandi, 2017, p. 27).

Hitler did not necessarily become a dictator, but he transformed Germany by manipulating the democratic political system so that he succeeded in destroying German democracy and creating a dictatorship using existing laws. In the climax, Augustus 1934, President Hindenburg died, and Hitler announced himself as Führer or German leader (Holocaust Encyclopedia, 2022).

D. Historical Background

The appointment of Adolf Hitler as the Chancellor on January 30, 1933 was the beginning of the cruel power of the Nazi regime. The main target is forming a consolidation of strength and removing political opposition (Intan, 2017). Hitler moved quickly to make Germany a single dictatorship and organize the power of the police known as SA, SS, and Gestapo to carry out Nazi policies such as tracing the streets to study and kill several opponents of the Nazi regime. This method gave fear to the Germans and others who did not support the Nazis. With the lure of wages, a sense of brotherhood, and charming brotherhood, tens of thousands of unemployed young people are

ready to wear brown shirts and high boots of Nazi (Sturmabteilungen). He also convinced his cabinet to impose an emergency and end individual freedom, such as freedom of the press, speech, and gathering. In addition, government officers are also allowed to read postal letters, eavesdrop on telephone conversations, and search private homes without a warrant (Holocaust Encyclopedia, 2022).

After Hitler became Chancellor, he and the Nazis were more aggressive in providing campaigns with intimidation, terror, and violence. The thoughts contained in the book *Mein Kampf* began to be carried out, such as spreading their ideology about the superior race owned by the German "Aryan" through radio, films, newspapers, and posters affixed to public places and at school. Nazis also used the government, police, and court to implement their anti-semitic ideology (Anti-Defamation League, 2019, p. 1). The textbook is also one of the propaganda and censorship efforts used by the Nazis (Holocaust Encyclopedia, 2022).

Not only spread his anti-Semitic racial ideology, but the Nazis also glorified Adolf Hitler by using his pictures on postcards, posters, and press in launching his propaganda. Furthermore, they made the radio more affordable so that many residents could listen to Nazi ideas like negative ideas about Jews and broadcast Nazi speeches even through public loudspeakers. In addition to publishing it on the radio, the Nazis also spread the vision through images, magazines, films, cartoons, and other media. Under the leadership of Goebbels, the Nazis also held a large parade and the Nazi Party celebration.

They formed groups such as the German youths and the German leaders who supported Nazi ideals (Holocaust Encyclopedia, 2022).

Nazis began to practice National Socialist ideology which brought together the ideas of racial antisemitism. The thought brings 1. The inferiority of Jews (by their race or genetic makeup), 2. Social Darwinism (specific individuals or ethnic groups are dominant because of their inherent genetic superiority), and 3. Lebensraum (the belief that Germans needed more living space, i.e., more territory, particularly in Eastern Europe). Nazism also embraced the attitude of total anti-Bolshevism and demanded revenge against those people, especially Jews, whom they claimed had "betrayed" Germany during World War I and caused it to be vanquished by the enemy (Shoah Resource Center, 1993, p.1).

The first step to support Hitler's becoming a dictator started with the Reichstag fire. Van der Lubbe burned Reichstag, and Hitler used this incident to persuade President Hindenburg to ratify the law to stop communists. Hitler claims that van der Lubbe has the potential to give a threat from a more remarkable communist to the government. As a result, President Hindenburg passed the Reichstag fire decree, which resulted in the arrest of 4000 communists, including party leaders; this meant Hitler captured power and got rid of his biggest enemy (Hodder & Stoughton, 2018).

The following crucial action was the endorsement of The Enabling Act, a law that the Nazis inaugurated to hold the dictator's power for the Hitler government for four years. After the acceptance of The Enabling Act, in which Hitler had the right to approve the law without Reichstag's approval, the

Civil Service Act was applied (Anti-Defamation League, 2019, p.1). Nazis began to attack Jews by boycotting their business, dismissing Jews from civil service, and quota restrictions for schools or Jewish universities in Germany. Not only that, thousands of Nazi students and teachers also burned and destroyed anti-Nazi books and books written by Non-Arya (Intan, 2017).

Hitler also used his position to remove political parties and all considered threats or oppositions. For instance, he killed Ernst Rohm and SA leaders in April 1934. This event was known as the Night of the Long Knives, which made Hitler 100% dictator and was nicknamed Fuhrer (Hodder & Stoughton, 2018). The same year, President Von Hindenburg died, Hitler replaced him and added the title of president, so he gained absolute power over Germany (Shoah Resource Center, 1993, p.2).

In addition, in the same year the SS (Security Police) was established in conjunction with Gestapo (Special State Police), they began eliminating every opposition and making concentration camps throughout Germany, sending all considered enemies without a judiciary. Nazi built the first concentration camp in 1933 along with the ratification of the "Law for the Prevention of Offspring with Hereditary Diseases," which resulted in forced sterilization for German citizens or certain groups that hold disabilities and derivative diseases (Anti-Defamation League, 2019, p.2; Breitman, 2017, p.22).

After the Nazis succeeded in building their initial power in 1933-1934, the Nazis continued to focus on economic improvement. Nazis suppressed substantial unemployment and started to revitalize the German military (Shoah Resource Center, 1993, p.3). In reducing unemployment, Hitler

squeezed labor and resources in the regions with cruel occupation (Affandi, 2017, p.29). Hitler also set a new German soldier only from the Arya group, which means the Jews should not follow them (Anti-Defamation League, 2019, p.2).

Sentiment against Jews continued to increase, and at its peak on September 15, 1935, Hitler determined Nuremberg's law. The rule for German blood protection and honor, as well as the regulation of the Reich population, is the core of the anti-Jewish movement, supervision, and control of Jews in all German land. The definition of Jews here is not based on identity or personal or religious questions that they believe but lies in their ancestors. This classification is the initial stage of the following action of destruction of the Jews because, according to the Nazis, antisemitism can only be completed by concentration camps (Intan, 2017).

Avissa (2017) added that the law of Nuremberg eliminated the fundamental rights of the Jewish nations, such as prohibiting them from visiting almost all public places in Germany and marrying other countries besides Jews. The right to get a job is also limited, especially in law, treatment, and education. They are considered inappropriate to side with the Germans of the Aryan Race descendants, and even the Nazis have the right to take over the wealth of Jews.

Hitler also had ambitions to control Europe. One of the goals is to unite all Germans speaking in Europe. Starting from the German annexation of Austria in 1938, known as Anschluss and followed by the struggle for Sudetenland, a

Czechoslovakia region without resistance, made Hitler even braver in eliminating the Jews in their growing reach (Breitman, 2017, p. 23).

At the end of October 1938, Gestapo carried around 17,000 Jews from Poland to no man's land between the Polish and German borders. The Jews without citizenship, who could not enter Poland or return to Germany, were allowed to wander in this no man's land until the Polish government established refugee camps for them directly on its border (Breitman, 2017, p.23).

The climax was when a seventeen-year-old child named Herschel shot Ernst Vom Rath, a low-ranking diplomat. He did it after receiving the news that his father, Grynszpan, and his family, who were expelled from their homes, shops, and property, were confiscated and forced to move to the Poland border (Anti-Defamation League, 2019, p.4).

Ernst Vom Rath finally died on November 9, 1938. Joseph Goebbels, Head of Hitler's propaganda, considers that Grynszpan's attack was a direct attack on the Reich. He used this incident to launch the Pogrom, known as Kristallnacht or "Night of Broken Glass" (Anti-Defamation League, 2019, p. 4). In the evening, Goebbels recommended the "spontaneous" outbreak against Jews, starting from a campaign of violence by SA throughout the country against German Jews. The attack lasted for several days, killing around 100 Jews, injuring many others, and destroying more than 7,000 Jewish businesses and 267 synagogues throughout Germany (Breitman, 2017, p.23). Not only that, the grave and school were damaged. Around 30,000 Jews were also

arrested and sent to Concentration Camps (Anti-Defamation League, 2019, p. 4).

Starting on November 12, 1938, the Nazis forcibly handed over all Jewish businesses to Germany and prohibited them from practicing medical and legal. They were also subject to a fine of one billion Reichsmark, and even Jewish children were banned from schools and colleges. Kristallnacht marks the beginning of the end, where the policy that leads to forced emigration to one of systematic physical destruction is imposed. The next step was to move the Jews out of their homes, isolate them in the Ghetto, and finally deport them to the forced Work Camp and Death (Anti-Defamation League, 2019, pp. 4-5).

At the end of 1939, the Nazi government began to act aggressively and tried to expand its territory of power by invading Poland, causing the outbreak of World War II (Avisia, 2017). During the early years of the war, the Nazis relied on propaganda and indoctrination to introduce the "Jews" as genuinely evil figures, thus laying the foundation for what would happen later (Anti-Defamation League, 2019, p. 5). Nazis also stipulated that listening to foreign radio was illegal, and they assumed that information from outside Germany was a security threat. Even Nazis sentenced death for those who violated it (Holocaust Encyclopedia, 2022).

The following year, German troops continued their victory parade to most of Europe, winning Denmark, Norway, the Netherlands, Belgium, Luxemburg, and France. In every country conquered by the Nazis, Jews were forced to use a Jewish badge (using Daud Stars) in public so that it was quickly identified and then isolated in the Ghetto. The conditions in the Ghetto

are terrible; Thousands die daily due to hunger and disease. Making Europe "Judenrein" free from Jews was the top priority of Nazis (Anti-Defamation League, 2019, p. 5).

On June 22, 1941, the German army invaded the Soviet Union. Einsatzgruppen accompanied the military unit, a particular action group tasked with destroying Jews through mass shootings. As soon as an area is secured, they will gather the Jews and transport them to the location of the massacre, usually on the city's edge, and start shooting every man, woman, and child. These groups continue to kill more than two million Jews in Baltic, Ukraine, and Russian countries, assisted by local police to shoot 33,771 Jews (Anti-Defamation League, 2019, p. 5).

On December 7, 1941, the United States entered World War II, and Germany also declared war on the United States (Anti-Defamation League, 2019, p. 6). Some German Jews were also deported to the east. For example, in 1941 and early 1942, the Nazis deported thousands of German and Austrian Jews to a Ghetto in Riga, Latvia (Breitman, 2017, p. 26).

Moreover, to clean the ethnicity of Jews, Nazis also made other groups considered "inferior," such as gypsies, people with disabilities, Jehova's testimonies, homosexuals, and some Slavia people, such as Poland and Slavia, as targets (Intan, 2017). Nazis executed Communist officials until the end of 1941, and they almost killed the entire remaining Ghetto population (Breitman, 2017, pp. 26-27)

For Nazis, even mass shootings were not fast or efficient enough, so Hitler ordered the construction of 6 death camps to kill as many people as quickly as

possible in January 1942, the Wannsee Conference was held. Nazis made this conference to transport Jews from Ghetto throughout Europe to be replaced in this death camp. Until the Ghetto was liquidated entirely, the Jews were collected and forced to the local "Umschlagplatz," or railroad tracks. Often people are forced to wait in very hot or freezing weather, sometimes for days, until the train is available. When the train finally arrived, families were often torn down when the SS guard and police pushed them into the railroad boxes designed to transport livestock. The trip, whether for hours or often for days, was carried out by standing, without food, water, or toilet (Anti-Defamation League, 2019, p. 5).

Upon arrival at the camp, the Nazis started their "selection," sending victims to the right or left. Strong young prisoners are sometimes "lucky" and left to live for forced work. However, even most of them finally surrender to hunger and disease. For most women with children, sick people, older adults, and others who are "useless," death appears in sight. Nazis herded these people in a hurry to a building containing gas rooms. They were ordered to take off their clothes and then herded naked into the "bathroom." Up to 2,000 people can be accommodated in some of these rooms. Large steel doors are closed, and carbon monoxide or Zyklon B (cyanide) forms out of the shower's pole. Within minutes, everyone died. About half of all Jews killed in the Holocaust died in the gas room in this death camp (Anti-Defamation League, 2019, p. 6).

Until early February 1843, German soldiers began to surrender, and Nazi ideologists admitted that the war had entered a difficult phase. The reason is

that the American and British bombings of the vital economic center in Germany, Hamburg, succeeded in disrupting urban activity and destroying civil morals. Goebbels tries a new propaganda strategy by making a speech that confirms that Germany must make a "total war" where Germany must take revenge and sacrifice, but this only succeeds within a specific limit (Breitman, 2017, p. 44).

This weakened German situation was used by some resistance groups, including the remnants of socialists, communists, and trading unions, to carry out coups and attempts to kill Hitler (Holocaust Encyclopedia, 2022). Initially, they had planned this since Hitler aspired to control Europe and carry out his dictatorship (Octavania, 2015). Even one of the Army General Chief of Staff, Ludwig Beck, resigned in 1938 to try to overthrow Hitler by forcibly preventing the occurrence of war but failed because it was hampered by Hitler's popularity and various diplomatic wins (Breitman, 2017, pp. 16-17).

Various efforts to carry out a coup of the Hitler government from conservative resistance, such as telling allies about German opposition from an early age. Besides, they wrote, printed, and circulated anti-Nazi writings among citizens to encourage active resistance at the risk of being found out that their family members would be executed. (Breitman, 2017, pp. 16-17). The peak, the murder and coup attempt on July 20, 1944, carried out by Claus Von Stauffenberg, a member of the Swabia-Catholic aristocracy who served as a Major and Staff of the German armed forces, revealed bombs at Hitler's headquarters in the eastern region. However, Hitler only suffered minor injuries (Holocaust Encyclopedia, 2022). The peak, the murder and coup

attempt on July 20, 1944, carried out by Claus Von Stauffenberg, a member of the Swabia-Catholic aristocracy who served as a Major and Staff of the German armed forces, revealed bombs at Hitler's headquarters in the eastern region. However, Hitler only suffered minor injuries (Holocaust Encyclopedia, 2022).

After failing in the coup and attempted murder, Hitler's survival was broadcast via radio on the same night, which made the opportunity to give a coup to Hitler missing. Stauffenberg was arrested and shot dead, as well as other conspiracy perpetrators. Some were arrested, tortured, tried, and then executed brutally, such as strangled and hung (Holocaust Encyclopedia, 2022).

On February 13-14, 1945, the Allies made a bombing at Dresden, causing a death toll of around 40,000. Towards the end of the war, not only the allies wanted to reduce German infrastructure, but Hitler also did the same thing by issuing a scorched "Earth Decree" to the Minister of Weapons and War Production, Albert Speer. However, he refused it because he admitted that Germany had been defeated (Breitman, 2017, p. 45).

Germany must resign, and the SS decides to evacuate remote concentration camps and send prisoners who are malnourished and sick in the "death parade." Nazis shot or allowed to die those who could not continue the journey without food, water, good clothes, or shoes—those who made it needed medical treatment and supplies. Rampant disease and hungry and sick prisoners can only wait for the liberation or death of allies. Many Jews who were released during the spring of 1945 almost died, and many died tragically shortly after discharge. (Anti-Defamation League, 2019, p. 7). Nevertheless,

Holocaust made Germany one of the most significant genocide cases in history, with 6 million deaths and 11 million victims (Dewi, Rahayu, 2020)

E. Author's Biography

Jessica Shattuck is an American author, her debut novel, *The Hazards of Good Breeding*, was a finalist for the L.L. Winship/PEN New England Award and a *New York Times* notable book, both in 2003. She subsequently published the novel *Perfect Life* in 2009. Her third novel, *The Women In The Castle* (2017), became a *New York Times* bestseller.

Shattuck says this story has its roots in her childhood. "My mother is German, so I grew up visiting my grandparents in the summer, and I also grew up with a very strong shame about being half German. ... I loved going there and I loved my grandparents, but I also know there is a very dark history, and I feel very conflicted about that" (Scott Simon, Weekend Edition Saturday, March 25, 2017).

Jessica Shattuck, a journalist, and author of two previous novels, said she was forced to write *The Women In The Castle* because of the deep shame about her German heritage. The result is a novel that is evocative, poignant, and profoundly moving. Set mainly in Germany before, during, and after World War II, many of these stories told in flashbacks that allow us to glimpse the lives of three women and their children bound together by their experiences during the Nazi era (Burghardt, 2017).

Shattuck, who says his family history inspires the novel, is at its best in the second half of the book, as he turns his gaze to the immediate postwar years while lying in Germany is a tactic of survival and a way of life. Whether

fishing along the riverside where concentration camp victims were shot or making a living as a wedding photographer after serving as photo editors for Nazi newspapers, Germans in the late 1940s and early 1950s were portrayed as denying who they were (Fischer, 2017).

CHAPTER III

FINDING AND DISCUSSION

This chapter presents the finding and discussion, which aims to answer the problem of the study in this research. The following finding and discussion is divided into three parts. (1) the forms of Nazi propaganda against non-Aryans - the Gypsies, Slavs, and Jews, Polish, the Communists (2) the responses of German society to Nazi propaganda, and (3) the socio-political condition in Germany 1933-1945.

A. Forms of Nazi propaganda against non-Aryans — the Gypsies, Slavs, and Jews, Polish, and the Communists.

As Seabury and Codevilla have stated, propaganda is divided into two types, namely (1) Gray Propaganda, which he defines as "the semiofficial of a government's voice," and (2) Black Propaganda, which he defines as "information (true or false) that appears to come from a source other than the one from which it actually originated.

Furthermore, the Nazis carried out Gray Propaganda and Black propaganda to gain the German people's full support, reflected in the novel *The Women In The Castle*.

1. Gray Propaganda

Gray propaganda is the semiofficial amplification of a government's voice. The source may or may not be identified, and the accuracy of the information is uncertain.

The first gray propaganda was further disseminated through the German Paper in cornering the Polish population for the war that occurred, written in the following excerpt.

“—but Ania believes the stories she reads in the German papers, which call it a war of self-defense. According to the papers, the Poles have made a number of incursions onto German soil, murdering innocent citizens and taking over their radio station in Gleiwitz. Their next lager is also fine. It is 1940. Germany is at war. Most German papers still call it a war of self-defense” (Shattuck 2017:210)

The above narrative shows that information had been spread through German newspapers saying that Poland attacked Germany first, killed innocent citizens, and took over the radio station Gleiwitz. That is why Germany called this war a form of self-defense and cornered Poland. Again, German makes this gray propaganda to justify the war that they made through Nazi newspapers as the semiofficial of a government's voice.

The second propaganda has released through the German newspaper, gray propaganda was carried out regarding Poles and Slavs' custom, as the following quotation.

“The Völkischer Beobachter runs disturbing stories about their poor hygiene and laziness. They breed like rabbits and live on the best, most arable plots of land, much of which, until the last war, belonged to Germany. They need German order, modernity, and management. And Hitler is just the man to bring this to them—look at what wonders he has done for Germany's crime rate! It is not just unemployment he has fixed; under his leadership the country has become a much safer, more peaceful, and more orderly place.” (Shattuck 2017:210)

From the above quote, gray propaganda was also spread through German newspapers, which reported Poles and Slavs' customs regarding their laziness and independence. Hitler described them so severely. Thinking that the Poles had taken the German citizens' land and only reproduced there so that their race was considered inadequate and one-sided by the German population, Germany needed Hitler. The spread of propaganda through German

newspapers is also included as the semiofficial of a government's voice. The accuracy of the news is uncertain, especially regarding the bad habits and criminal behavior of Poles and Slavs.

The third propaganda comes when Hitler always blamed the Jews, mainly for economic matters.

“Listening to the radio at that first lager in 1936, Ania believes Hitler’s assertion that Jews are rich businessmen who have profited from Germany’s troubles and taken the best jobs in Germany. And that those who are not rich, which is to say mostly the eastern Jews who have immigrated here from Poland, Romania, and the Baltic, are freeloaders and Bolsheviks. They are Trotsky followers, the same people who set the Reichstag on fire and created the “Bavarian Soviet Republic.” Her grasp of the details is vague, but she understands this last group of agitators is dangerous. She accepts this in the abstract, of course. The actual Jews she knows are different. Herr Goldblum, the grocer, or the Cornbluth girls from her grammar school, for example, are neither rich nor Bolshevik. They are kind, ordinary people who happen to belong to a bad group. But how can Hitler know who is a “good Jew” and who isn’t? Easier to evict them all and prevent infiltration. Where they will go —back to Poland, Romania, wherever they came from? America? Israel? Madagascar?—is not Ania’s concern.” (Shattuck 2017:209)

From the quote above, this gray propaganda vilifies the image of the Jews. This propaganda showed that Hitler blamed the Jews for exploiting Germany's situation, and many Jews became businessmen there. It made Hitler feel that he had seized the land of the German people. As for the poor, Hitler and the Nazis considered him parasites and members of the Bolsheviks, and Trotskyites, who had burned to the ground and founded the Bavarian Soviet Republic. At first, Ania believed Hitler's statement even though she still doubted the information, until finally, she met the Jews, and the reality was different. The Jews he met were other; they were good. This information shows that the level of accuracy of information is uncertain and spreads by semiofficial government’s voice through radio.

The fourth propaganda is when Hitler blamed the Jews for their fate in the quotation below.

“They had watched him make a masterwork of scapegoating Jews for Germany’s fall from power and persuade his followers that enlightenment, humanity, and tolerance were weaknesses—“Jewish” ideas that led to defeat” (Shattuck 2017:64)

This quote embodies Hitler's statement, which points to three aspects that led to the defeat of the Jewish people: benevolence, humanity, and tolerance. Therefore, Hitler tried to influence his followers with nonsense statements and pitted the Jews and the Germans against each other. He also blamed and scapegoated the Jewish nation for the fall of Germany. This propaganda tends to fall into the gray propaganda because the information given is uncertain, and the message seeks to have an emotional effect on the German people so that they can justify Hitler's actions to attack the Jews.

The fifth propaganda is spread through Nazi posters regarding Jews’s bad physique and their vices. This case also is written in the following narrations.

“The boy should drink much water,” an older man says kindly as he passes them on the platform in Frankfurt. He is followed by his wife, who wears a heavy winter coat and clutches a number of suitcases. They are Jews, Ania realizes when she sees their gold stars. The stars are a new requirement, and it is the first time she has seen one. For that matter, it is the first time she has seen a Jew in a long time. She is taken aback by the man’s kindness. In the absence of contact, her idea of Jews has unified with the images on the Nazi posters: beak nosed and nefarious. But this man and his wife look ordinary and sad. She thanks him and thinks suddenly of Otto Smeltz, her onetime friend and partner. Where has he ended up?” (Shattuck 2017:212)

From the narrative above, the Nazis distributed a poster for their propaganda about Jews. It described that Jews have a nosed and nefarious beak, although Ania initially felt it was true. In the end, this was not proven by Ania. Gray propaganda can come from a clear source where the Nazis spread this propaganda through posters where this was a semi-official government’s voice. This propaganda also presents misleading information and aims to embarrass Jews.

The sixth gray propaganda is when Hitler always said that Jews were trash. Putting the Polish population into a corner was something the Nazis often did for propaganda, as was the concept of "lowly person" listed in the passage below.

"When she finally slept, Marianne dreamed of the Polish laborers. All day they had stirred in the crevices of her mind, rattling tinnily in the corners where she had buried them. Now they marched forward like a ghostly jury in her sleep. There had been maybe twenty of them, assigned to live on the estate in Weisslau when all the local boys and men who usually worked the fields had been sent to the front. They were from farther east, a part of Poland that had become the General Government, Polish citizens deemed unfit for Germanization. So in the parlance of the Nazis, they were to provide labor to the master race. A lot of Nazi garbage." (Shattuck 2017:105)

"The laborers wore P for Polen, or "Polish worker," stitched onto their ragged uniforms. They reported to Roland Zeppel, the farm overseer. Untermenschen, he called them. "Underpeople"—the Nazi term for nonAryans—the Gypsies, Slavs, and Jews at the bottom of the lot. They are people, too, Marianne had said when she heard him use the word. You must treat them with dignity. Roland Zeppel whipped out a Nazi pamphlet about managing foreign laborers. "Do not confuse Polish workers with Germans. They are not allowed at the table. Fraternizing is punishable by law." (Shattuck 2017:106)

The narrative above describes how the Polish people were enslaved to work for a superior race and were deemed unfit to be Germans. Even their group was considered trash. The following quote also clarifies that non-Aryan Gypsies, Slavs, and Jews were the lowest class group according to the Nazis. Their group deserved to be abused or enslaved. They did not deserve to be compared to the Germans and were thought of them as an inferior race. According to the message, this was gray propaganda, and the message was used to shame Jews as enemies. This propaganda was also spread through pamphlets and voiced by Nazi followers as a semiofficial government with gossip that had a specific purpose so that the German people felt entitled to enslave them because they belonged to a lower race.

The seventh gray propaganda related to lower race status for Poles and Slavs, and their criminal act shows in the following quote.

“Ania also accepts Hitler’s statement that Poles and Slavs and easterners belong to a lower race, disproportionately represented in civilization’s criminal elements. In her training as a youth leader she learned the science of this: genetics and brain size and forehead measurements, statistics of their incarceration for stealing and rape and murder. (Shattuck 2017:209)

From the quote above, propaganda also spread through Hitler's statements. Hitler showed that he exceedingly hated Poles, Slavs, and Eastern Europeans and humiliated them. He described them as lowly races and criminals who often committed murder, rape, and theft. This propaganda also includes gray propaganda carried out individually, namely through Hitler's statements, and information regarding Jewish criminal acts is not necessarily accurate.

2. Black Propaganda

Black Propaganda is defined as "information (true or false) that appears to come from a source other than the one from which it actually originated by or unknown source. The source of black propaganda may be concealed or credited to a false authority. Black propaganda also has the potential to discredit other individuals and organizations by spreading lies, fabrications, and deceptions. Black propaganda is also considered disinformation because the information is false and veiled.

The first black propaganda comes when Nazi accused the Jews of being the cause of Ernst vom Rath lying in the hospital. A seventeen-year-old boy, one of a family of Polish Jews expelled from Germany but not allowed into Poland shot Ernst vom Rath, as the narrative below.

“In Paris, Ernst vom Rath lay in a hospital bed, the victim of an attempted assassination, and in Munich the Nazis were whipping the country into a frenzy for revenge. Never mind that prior to the event no one had even heard of vom Rath—an obscure, midlevel German diplomat—and that his assassin was a boy of

seventeen, or that the shooting was itself an act of revenge: the assassin's family was among the thousands of Jews huddled at the Polish border, expelled from Germany, barred entry by Poland. The Nazis were not deterred by complex facts.” (Shattuck 2017:7)

The data above shows that there is no definite source that provides information about the attempted murder of Vom Rath, which was carried out by a child who came from Polish Jewry. No one had heard about Ernst vom Rath before, also that his position was valid, but the Nazis did not try to find this source's accuracy because it benefited the Nazis in their mission to destroy the Jews in Munich. The source of this black propaganda could not be identified, and this information tends to be one-sided.

The second black propaganda was distributed through leaflets to refugees about the victory that would be achieved by Germany, as the following quotation.

“Occasionally they come across stations set up by the National Socialist People's Welfare, where boisterous volunteers hand out soup and propaganda: the Germans are merely waiting for the newest installment of weapons before they turn back the tide; the Russians are so desperate they are conscripting women; the supposedly kindly American troops advancing in the west are only the frontrunners—they are followed by Jewish Einsatzgruppen eager for revenge. That is why it is imperative to continue the fight. The Germans must triumph or be killed. No one believes it. The Germans are losing. This is clear from the flood of humans marching west.” (Shattuck 2017:96)

The above narrative also shows that the volunteers received propaganda leaflets of unknown origin. The message convinced the residents there that Germany would soon win and reverse the situation while Russia would lose. However, in reality, Germany ended in defeat. This propaganda includes black propaganda because the source cannot be identified, and this message spreads lies.

The third propaganda is when Hitler planned resettlement for the Jews under the pretext that the Germans needed more space and resources, as explained in the narration below.

“Early in her Landjahr training, she received a glowing booklet about a camp for Jews in Poland, a clean, orderly place, with a hospital and vocational training programs. The word resettlement conjured an image of a village emptied of its inhabitants, who had been resettled to another village, emptied of its inhabitants, who had also been resettled, and so on—with each population pushing farther into the wide and roomy east. A continent of people shifting to make Lebensraum, living space, for their bursting population. There is an easy logic to it. After all, there are eighty million people living on five hundred thousand square kilometers in Germany.” (Shattuck 2017:213)

“But now, everyone knows the “settlements” are really just camps, and the camps are no better than the squalid “Jew houses” where the few remaining Jews in German cities have been confined” (Shattuck 2017:213)

From this data, a booklet reveals camps for Jews in Poland. The booklet describes that the camp the Jews will occupy is clean and orderly, with a hospital and a vocational training program. However, it was all a lie because the Jewish camps were even worse than the Jewish homes. Therefore, this propaganda is black propaganda because it is unknown where the source of the booklet comes from, and it is full of falsity. Apart from that, this propaganda aims so that the people of Germany would agree to the resettlement idea for Jews.

B. The Responses of German Society to Nazi Propaganda

Nazi propaganda indeed received various reactions from the German public, both positive and negative.

1. Positive Responses

Nazi propaganda received various reactions, one of which was the positive response it received from followers or the German community itself, such as the conversation below regarding vom Rath's death.

“By the champagne fountain, Gerhardt Friedlander argued with the Stollmeyers, a set of drunken, ruddy-faced twins who were devoted Nazis. The crowd cleared a nervous circle around them.

“The conspiracy of world Jewry will not stop at murdering vom Rath,” one of the Stollmeyers ranted. “We must take action against them—” “Don’t be a fool,” Gerhardt spat. “Vom Rath was killed by a deranged seventeen-year-old, not a conspiracy.”

“A deranged seventeen-year-old who was a Jew and a Bolshevik,” his opponent argued, “who wanted to destroy the pride and unity of the German Volk . . .” (Shattuck 2017:19)

The conversation above shows that Gerhardt Friedlander and the Stollmeyers believed the information provided by Nazis about the death of Vom Rath, who was killed by young Jews and Bolsheviks, denying that it was not a conspiracy but a reality and thought Jews existed to destroy German pride and unity. Both were loyal followers of the Nazis.

Therefore, the German people's support Hitler's propaganda about Germany required more space in their country shows in the narrative below.

“At the Golden Onion, Benita and Connie sat beside a pleasantly flickering fire, and Connie ordered them each a glass of the local cider and a schnitzel. It struck Benita as comical—a fancy staff officer from Berlin, ordering this. “So tell me,” he asked when their cider was before them and the Jägerschnitzel steamed greasily on its plate. “What do you really think of all this marching and saluting and repatriating the German peoples of Europe?”

Benita was shocked at his question—the implication and glib tone. It was, maybe, a trick, she thought. After all, had he not said he was here on some official business?

“I think it is a kindness by our Führer to bring them back into their motherland. And also the German people need more room and space,” she parroted Fräulein Brebel in a confused rush. (Shattuck 2017:49)

“Who told you that?” Connie asked, laughing.

“No one—it’s what I think,” Benita said, drawing herself up straight.

“And what of all the opponents and Communists and Jews who’ve been arrested?”

Benita stared at him in disbelief. It was a traitorous line of questioning. And the basis for the question was fuzzy in her mind—certainly in Frühlinghausen no great number of people had been arrested. She stared down at her hands and could feel the blood racing to her cheeks.” (Shattuck 2017:49)

The conversation above shows that part of German society, Benita, supports what Hitler wanted to do, namely, to herald the German people's return to Europe. They also did not care about the fate of Jews, Communists, and all German opponents even though they were going to be arrested or

removed. Hitler convinced the German people that what he was doing was in German society's interest, which today needs more space to live.

Many ardent Nazis also consider that they belonged to a superior race while the nonAryans - the Gypsies, Slavs, and Jews were a lowly race, as in the quotation below.

“The laborers wore P for Polen, or “Polish worker,” stitched onto their ragged uniforms. They reported to Roland Zeppel, the farm overseer. Untermenschen, he called them. “Underpeople”—the Nazi term for nonAryans—the Gypsies, Slavs, and Jews at the bottom of the lot. They are people, too, Marianne had said when she heard him use the word. You must treat them with dignity. Roland Zeppel whipped out a Nazi pamphlet about managing foreign laborers. “Do not confuse Polish workers with Germans. They are not allowed at the table. Fraternizing is punishable by law.”

Marianne glared at him.

She had never liked the man. He had been a member of the party from the beginning, and even before that, he was not well liked. He had no skills or smarts or education to distinguish him, which made him just the sort to be taken with the notion that he belonged to a master race.” (Shattuck 2017:106)

The data above explains that the Nazis and ardent believed so strongly that they were a superior racial group. They felt they were entitled to be treated non-Aryan - the Gypsies, Slavs, and Jews like slaves and considered them a lowly race who deserved no company. Being friends with them was against the law. That is the flyer the Nazis made, and they agreed to it.

To recognize their lowly race, Nazis judge the Jews to represent crime, as in the quotation below.

“Ania also accepts Hitler’s statement that Poles and Slavs and easterners belong to a lower race, disproportionately represented in civilization’s criminal elements. In her training as a youth leader she learned the science of this: genetics and brain size and forehead measurements, statistics of their incarceration for stealing and rape and murder.” (Shattuck 2017:209)

The data above explains that Ania accepts Hitler's statement that Poles and Slavs are a lowly race representing crimes such as murder, rapists, and thieves, identical to genetics, brain size, and forehead width.

By radio, propaganda about the ugliness of the Jews living in Germany also spread. It shows in the following quotation.

“Listening to the radio at that first lager in 1936, Ania believes Hitler’s assertion that Jews are rich businessmen who have profited from Germany’s troubles and taken the best jobs in Germany. And that those who are not rich, which is to say mostly the eastern Jews who have immigrated here from Poland, Romania, and the Baltic, are freeloaders and Bolsheviks. They are Trotsky followers, the same people who set the Reichstag on fire and created the “Bavarian Soviet Republic.” (Shattuck 2017:209)

The narration above explains Ania believes that the wealthy Jews have seized all the jobs in Germany, and they have succeeded in becoming wealthy executives. They take advantage of opportunities and take advantage when things go wrong in Germany. On the other hand, poor Jews considered parasites and members of the Bolsheviks.

Besides, Ania was convinced by Hitler's statement regarding the Jews mining their wealth in Germany, as the narrative below.

“Volunteers distribute tickets to those waiting: two coats per family, two pieces of bedding, shoes for everyone. What a windfall! Thank goodness she has arrived early enough for the best picks. She selects a lovely camel-colored wool coat with silver buttons for Anselm (much finer than any he has ever owned), a thick green wool cape for Gudrun, two feather beds, and a practical pair of shoes for each. The question of where all this has come from does not even occur to her until she checks out. Redistributed, the volunteer stamps on a paper listing the items Ania has selected.

“Redistributed from where?” Ania asks.

“From deportees,” the volunteer says curtly.

So these are belongings Jews sent east have left behind. The thought is dismaying. Some little boy had to leave this handsome coat. But then it confirms what the Führer has been saying—the Jews of Germany have made themselves unreasonably rich. Who would leave behind such a coat unless they owned an even better one they could bring along?” (Shattuck 2017:213)

The quotation above explains that Ania is increasingly convinced about how the Jews in Germany only enrich themselves with abundant wealth because Ania gets the distribution of useful things such as robes, coats, shoes, and others. According to Ania, the stuff was excellent, and it confirmed that what Hitler said was true.

In German newspapers, Germany attacking Poland was a form of self-defense, shows in this narration.

“When the boys are two and three, Germany invades Poland. No one wants war—it has been only twenty-one years since their last one!—but Ania believes the stories she reads in the German papers, which call it a war of self-defense. According to the papers, the Poles have made a number of incursions onto German soil, murdering innocent citizens and taking over their radio station in Gleiwitz. She is an intelligent woman, but she is not a skeptic. It must be true if the paper reports it.” (Shattuck 2017:210)

From the data above, Ania believes in the self-defense story. How in the newspaper was written Poland had attacked parts of Germany and killed innocent citizens. The German people, including Ania, agreed to the war, which Hitler called a form of self-defense.

Likewise, about the concept of deportation and murder, according to Hitler, as the quote below.

“In the last year, Ania has heard new horror stories: of KZ inmates worked so hard they drop dead, of women and children shot to death in the woods, of giant ovens where Jews are gassed. She does not believe the worst of these. The Führer who dreamed up Landjahr lagers and one-pot Sunday dinners would never order such unconscionable things. It is one thing to deport the Jews, another to murder them. The stories smack of Allied propaganda—the kind written on the leaflets that the RAF drops.” (Shattuck 2017:215)

The narrative above tells Ania did not believe that Hitler did such heinous things as ordering prisoners to work hard to death, gassing Jews. Ania did not believe that and still thought it was Allied propaganda spread through the air.

2. Negative Responses

Aloof from positive responses or statements of approval to news, issues, or information disseminated by the Nazis, of course, there are parts of German society who choose to oppose the rhetoric of Hitler and the Nazis or reject their ideas and refuse to believe their propaganda.

As Marianne did in response to a story in which the Nazis ransacked Munich over a rumor that young Jews would kill one German diplomat Ernst vom Rath shows in the quotation below.

“In Paris, Ernst vom Rath lay in a hospital bed, the victim of an attempted assassination, and in Munich the Nazis were whipping the country into a frenzy for revenge. Never mind that prior to the event no one had even heard of vom Rath—an obscure, midlevel German diplomat—and that his assassin was a boy of seventeen, or that the shooting was itself an act of revenge: the assassin’s family was among the thousands of Jews huddled at the Polish border, expelled from Germany, barred entry by Poland. The Nazis were not deterred by complex facts. All the more cause to gather reasonable people here at the castle, away from the madness! Marianne had argued just yesterday. Today, in the rain, her argument seemed trite.” (Shattuck 2017:7)

From the data above, Marianne felt that she disagreed with the Nazi actions of taking revenge and tearing apart Munich because of a rumor about one of his diplomats, Ernst vom Rath. He is being attempted murder by a young Jew aged seventeen whom he said was one of the Jewish families stranded on the Polish border after being kicked out of Germany. Despite the fact, it is just a rumor, and the Nazis do not care about that. According to Marianne, it was essential to gather logical minds to fight the madness of Hitler and the Nazis. Of course, Marianne also did not believe the rumors that spread, such as the conversation below.

“As the news spread, guests with government roles or substantial properties in nearby cities took off down the hill, speeding drunkenly around curves, honking and flashing their headlights. They were followed, more soberly, by the few Jewish guests. A few voyeuristic idiots drove to the neighboring town of Ehrenheim to see how far the rioting had spread.

By the champagne fountain, Gerhardt Friedlander argued with the Stollmeyers, a set of drunken, ruddy-faced twins who were devoted Nazis. The crowd cleared a nervous circle around them.

“The conspiracy of world Jewry will not stop at murdering vom Rath,” one of the Stollmeyers ranted. “We must take action against them—”

“Don’t be a fool,” Gerhardt spat. “Vom Rath was killed by a deranged seventeen-year-old, not a conspiracy.”

“A deranged seventeen-year-old who was a Jew and a Bolshevik,” his opponent argued, “who wanted to destroy the pride and unity of the German Volk . . .”

Marianne could not listen. This absurd Nazi blather was everywhere, ripe for adoption by the likes of the simpleminded Stollmeyers. How had those two ever made the guest list? Thank God Gerhardt was there to put them in their place.” (Shattuck 2017:19)

The data above shows Marianne strongly disagrees with the Nazis. According to Marianne, their ideas were too ridiculous, and the Nazis were too quick to conclude the rumor even though they did not know the truth of the news. Apart from that, Marianne also criticized other matters regarding the case of Ernst vom Rath.

“Poor Ernst vom Rath lay in some hospital bed and thousands of Jews slept out in the cold borderland. Germany was being run by a loudmouthed rabble-rouser, bent on baiting other nations to war and making life miserable for countless innocent citizens. And here they were, drinking champagne and dancing to Scott Joplin.” (Shattuck 2017:14)

The narrative reveals Marianne dislikes Hitler because, according to her, Hitler is a figure who has big mouths, likes to fight, and makes people miserable. The most prominent thing is that Hitler was a provocateur of all his ideas or propaganda to provoke other countries to go to war. It was also evident that many Jews were displaced at the border and compared the fate of the supposedly unfortunate Ernst vom Rath.

So were the reasons for the war that served as the basis for Poland's Nazi seizure illustrates in the narration below.

“Mama!” Elisabeth, age six, and Katarina, age four, shrieked with delight. Elfie, their sweet, mild-mannered au pair, glanced up at Marianne with a beleaguered expression.
“Isn’t it true that Hitler is going to take back Poland next?” Elisabeth asked, bouncing on the mattress.
“Elisabeth!” Marianne exclaimed. “Where did you get this idea?”
“I heard Herr Zeppel saying it to Papa,” she said, still bouncing
“No,” Marianne said. “And why would you think that was anything to be excited about? It would mean war!”
“But it’s supposed to be ours.” Elisabeth pouted, stopping midbounce. “And, anyway, Herr Zeppel said the Poles can’t manage themselves.” “What nonsense,” Marianne said, irritated that Albrecht had allowed the child to hear such talk. Zeppel was the overseer of their estate in Silesia and an ardent Nazi. Albrecht tolerated the man’s nonsense because they had grown up together: Weisslau was a small town.
“But it was ours, wasn’t it?” Elisabeth insisted. “Before the war?” “Elisabeth,” Marianne said, sighing, “you concern yourself with what is yours, please—and that includes the book you are supposed to be reading with Elfie right now.” (Shattuck 2017:8)

From the above conversation, Marianne did not like the idea of the Nazis wanting to conquer Poland. According to him, there was no need to seize what did not belong to Germany, and he certainly did not like any war that the Nazis had to take Poland.

Hitler's idea of a superior race in the book *Mein Kampf*; his 'struggle' also received a negative response from German society.

"It is our duty," Connie said. "If we don't work actively to defeat Hitler, it will only get worse. This man—this zealot who calls himself our leader—will ruin everything we have achieved as a united nation." He continued, "If we don't begin to mobilize like-minded people against him, if we don't begin to actively enlist our contacts abroad—the English, the Americans, the French—he will draw us into a war, and worse. If you listen to the things this man says—if you really listen, and read—it's all there in that hideous book of his, Mein Kampf; his 'struggle' is to turn us all into animals! Read it, really read it, know thine enemies—his vision is medieval! Worse than medieval, anarchic! That life is nothing more than a fight for resources to be waged between the races—this 'Master Race' he likes to speak of and the racial profiles he has devised—these are the tools he will use to divide us and conquer." (Shattuck 2017:16)

From the narrative above, Connie wants to fight and defeat Hitler because he is afraid that things will worsen. According to Connie, Hitler would turn German society into an animal, as stated in the book *Mein Kampf*; his 'struggle,' Hitler's vision, and the mission were terrible, according to Connie. Hitler only wanted to compete for resources between the superior race that always proclaimed his designs' racial profile. That idea had the potential to divide German society's unity, so that he gave the idea to his friends for active resistance.

How the Nazis scapegoated Jews - even Marianne and her friends know, as the quote below shows.

"For so long Marianne and Albrecht and many of their friends had known Hitler was a lunatic, a leader whose lowbrow appeal to people's most selfish, self-pitying emotions and ignorance was an embarrassment for their country. They had watched him make a masterwork of scapegoating Jews for Germany's fall from power and persuade his followers that enlightenment, humanity, and tolerance

were weaknesses—“Jewish” ideas that led to defeat. They had wrung their hands over his dangerous confections, his fervor, and his lack of humanity. But Freddy Lederer’s account was something new to Marianne. She lay in bed that night and knew Connie was right. Hitler must die.” (Shattuck 2017:64)

The data above illustrates how Marianne, Albrecht, and their friends were convinced to put up a fight against Hitler after hearing Freddy Lederer's story about how Hitler made dangerous amalgamations for the Jews and pushed his human side away. Hitler also considered the Jews lost because of their actions. According to Hitler, virtue, humanity, and tolerance are weaknesses, which provoked *Albrecht* and his friends' opposite reaction. They are against that.

While Ania is thinking and imagining talking to her daughter about Nazi ideas and deeds, she is confused.

“The Völkischer Beobachter runs disturbing stories about their poor hygiene and laziness. They breed like rabbits and live on the best, most arable plots of land, much of which, until the last war, belonged to Germany. They need German order, modernity, and management. And Hitler is just the man to bring this to them—look at what wonders he has done for Germany’s crime rate! It is not just unemployment he has fixed; under his leadership the country has become a much safer, more peaceful, and more orderly place. Weren’t you alarmed by all the racist talk? Hitler’s rants about the “Jewish virus” and “the noble German” . . . You can’t read more than four sentences by the man without knowing he was a racist fanatic, Ania’s daughter will press. I didn’t notice is all Ania can say. And it is true, as outlandish as it sounds. She has never been taught that drawing distinctions between races is dangerous. In Germany, there is no great history of equal rights.” (Shattuck 2017:209)

The above conversation shows that Ania denies what she agreed to do about Germany, requiring Hitler for German rule, modernity, and governance. She imagined her daughter would answer how racist Hitler's speeches were about the "Jewish virus" and "German nobility." She has the same opinion as his daughter in his heart, but he still hesitates to admit it.

C. The Socio-Political Conditions in Germany in 1933-1950

The socio-political conditions in Germany in 1933-1945, written in the novel *The Women In The Castle*, reflect the actual situation in Germany under

the reign of Adolf Hitler and the Nazis. After World War I, German society became increasingly interested in the Nazis. Some saw him as a young, dynamic, and proactive force that could improve Germany's social and economic problems. German society also likes the ideology of anti-Semitism and anti-communism. In addition, they were passionate about revolutionary change with the Nazis and interested in the "superior race" or Aryan vision presented to pure-blooded Germans. The Nazis said that the Aryans had their place as a superior society (Shoah Resource Center, 1993, p.2).

Hitler created the German youth movement by forming active, domineering, brave, and brutal youths to create rugged and robust young people. He succeeded (Anti-Defamation League, 2019, p.2). Apart from German youths, Hitler also formed the League of German Girls to realize his superior racial ideology (Breitman, 2017, p.39).

Hitler used anti-Semitism as a political weapon to gain the support of the German public, blaming the Jews for Germany's problems, such as Germany's defeat in World War I, leading to the economic depression and the threat of Bolshevik communism border. The accusations were increasingly intensified so that the German people believed that or at least they agreed with Hitler. Once in control, he implemented the Enabling Act, which suspended individual liberties and gave powers to the executive (Anti-Defamation League, 2019, p.1).

Hitler strengthened his campaign of intimidation, terror, and violence. He and the Nazis used the government, police, courts, and schools to carry out their terror executive. In addition, propaganda was also spread through

newspapers, textbooks, music, art, film, and radio to implement their racist ideology where the Germans were the superior racial purity. At the same time, the Jews were the lowest race, aged and evil (Anti-Defamation League, 2019, pp. 1-2). The Nazi leadership spread propaganda to glorify Hitler through posters, the press, and other media (Holocaust Encyclopedia, 2022).

Terror is not only carried out on Jews but anyone who is considered an enemy of the state, such as communists and other radicals (Anti-Defamation League, 2019, p. 1) . The Nazis used the Reichstag's burning to eliminate the communists (Hodder & Stoughton, 2018). It culminated in the enacted Nuremberg laws, which established clear racial criteria for German citizenship and prohibited mixed marriages and sexual relations between German Jews and "Aryan" Germans (Breitman, 2017, p.23). The Nuremberg Law also stipulates that Jews are second-class citizens, and they are required to wear a star-shaped symbol as their identity (Anti-Defamation League, 2019, pp. 3-4).

Under his leadership, Hitler formed the SS (Security Police) and the Gestapo (Special State Police). The Nazis also created concentration camps, ghettos, transit camps, and labor camps throughout Germany to concentrate the Jewish population. This action would make it easier for them to execute and eliminate Jews, Poles, communists, and anyone else who was not willing to work for the Nazis and was considered inferior along with the SS and the Gestapo (Anti-Defamation League, 2019; World Without Genocide, 2013).

Hitler wanted to unite all ethnic Germans on the European continent under one flag, starting with the return of Austria to the German Reich or empire known as the *Anschluss* on March 12, 1938. After that, Hitler and the Nazis

began deporting around 17,000 Polish Jews to the Polish border through the Gestapo, expelled from Germany but not allowed into Poland. As a result, the secretary of the German embassy, Ernst Eduard vom Rath, was shot by one of the Polish Jewish children in Paris whose parents were victims of this action (Breitman, 2017, p.23).

This shooting was Hitler's reason for revenge and attacking the Jews in Munich. This incident was a *Kristallnacht*, where the SA (Sturm Abteilung) carried out a campaign of violence against the Jews in Germany which killed 100 Jews and caused injuries. Additionally, the SA confiscated Jewish assets and property and destroyed their businesses (Breitman, 2017).

The German invasion of Poland on September 1, 1939, started World War II. Hitler invaded, intending to remove the Jews from Europe. SS soldiers started deporting Jews, killing them, and working them to death in forced labor camps. SS soldiers also took Jewish women, children, and older people to the forest to be killed one by one in the southern region of Lublin. Besides that, the Jews were enslaved by the Nazis. If they refused, Communists, Jews, and Polish nationalists would be purged or killed. The Nazis also built giant ovens in death camps that were used for the mass gassing of Jews (Anti-Defamation League, 2019).

After the occupation of the Soviet Union by Germany, the massacres and mass shootings of Jews by German soldiers in Poland continued even when military units accompanied by the *Einsatzgruppen* (special groups) also massacred Jews, Roma, and Communist officials in Ukraine, the Baltic and Russia (Anti-Defamation League, 2019, p.5).

The actions of Hitler and the Nazis received criticism from various parties, especially the German members of the resistance group. This group planned to assassinate Hitler because they thought there would be more victims if it were not stopped. Nevertheless, their efforts failed. Hitler announced that he was safe over the radio and that everyone who planned the assassination had been executed and hanged while their wives were sent to prisons or concentration camps (Breitman, 2017, p.20).

In 1940, France and UK declared war on Germany. Following the war between the Allies (United States) and Germany, the Soviet Union again became the enemy of the Nazis. Ultimately, Germany surrendered to the allies on May 7, 1945. This war certainly caused many casualties. Many people mourned, including young children, women, the elderly, soldiers, and prisoners injured and stranded on the streets (Anti-Defamation League, 2019).

CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter gives the conclusion and suggestion related to this research, "*German Society Respond toward Nazi Propaganda Portrayed in Jessica Shattuck's Women in the Castle: Historical Criticism.*"

A. Conclusion

After conducting an in-depth analysis of Jessica Shattuck's novel, *The Women In The Castle*, the researcher found two forms of propaganda in this research, namely gray propaganda and black propaganda. The Nazis carried out seven gray propagandas; where this propaganda spread through German and Nazi newspapers, radio, and posters with information that was not necessarily accurate. In addition, the writer found three pieces of black propaganda carried out by the Nazis whose sources were not clearly known, with messages that spread lies, one-sided information, and were full of falsehoods.

The researcher also encountered two different responses from German society to the propaganda carried out by the Nazis. There were nine positive responses from Germans, starting from followers of the Nazis and some German societies who supported Hitler's wishes, such as the invasion of Poland, detention, deportation, and killing of Jews, Communists, and all opponents of Germany. Furthermore, they also believe that non-Aryans such as the Gypsies, Slavs, and Jews belong to the lowly race who like committing criminal and parasitic acts. Not only did it get a positive response, but Nazi propaganda also received seven negative responses from a group of resistance

and several German societies. They did not even support conquering Poland and fought against the ideas of Hitler and the Nazis, which according to some Germans, was an act of provocation and racism against the Jews.

This research also reveals the socio-political conditions in 1933-1945, reflected in the novel *The Women In The Castle*. The German invasion of Poland on September 1, 1939, led by Hitler, started World War II. Hitler and the Nazis used propaganda to win the sympathy of the German people so that Hitler and the Nazis could carry out their mission of eliminating the Jews from Europe. In addition, Hitler's racial ideology was also spread through various media where non-Aryans - Gypsies, Slavs, Jews, and Poles were the lowest race. Non-Aryans, especially Jews, were persecuted, killed, enslaved, and deported by the Nazis to concentration and extermination camps. The massacre of the Jews is known as the Holocaust. They also experienced discrimination by both the government and the German people. Not only Jews but communists were also removed because they were considered enemies of the state. Apart from receiving support from the German people, the Nazis and Hitler also received resistance from resistance groups. They tried to kill Hitler even though they failed. Furthermore, the researcher found that the novel *The Women In The Castle* provides an overview of the socio-political conditions similar to those in 1933-1945.

B. Suggestion

The thing to remember is that a literary work is inseparable from the historical past, and that is its uniqueness. Historical novels need to be

considered in a study; apart from revealing historical facts packed with epics and are not dull, readers can also feel the conditions at that time.

The Women In The Castle novel is a historical novel that tells the history of the Nazi government in 1933-1945 from various perspectives carried by several characters in this novel. Moreover, this novel is very suitable to be examined using historical criticism. The researcher expects this study can be used as a reference in researching other literary works that implement historical criticism.

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CURRICULUM VITAE



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