

## History 490: Germany 1914-1945

Spring Semester, 2020

Section 1 (Tuesday, 4:00-6:30 p.m.).

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Professor: Dr. Brian J. Hale

E-Mail Address: [bhale@uwsp.edu](mailto:bhale@uwsp.edu); Office: CCC 465.

Office Hours: Monday, 4:00-5:00 p.m., and by prearranged appointment.

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### Course Description:

Germany has been at the center of some of the twentieth century's most crucial events. Conflicts and tensions inside Germany frequently spilled over the country's borders and affected the lives of millions of non-Germans, thus shaping the course of twentieth century European and world history. This capstone class follows the extremely volatile and often violent course of German history from the outbreak of World War I in 1914 to the collapse of the Nazi dictatorship in 1945. In particular, the seminar will examine three major themes. First, we will study the continuities and contingencies in modern German history. Was there, for example, a direct link between World War I and the rise of Hitler in the 1930s? In addition to the millions of people killed on the battlefields, what was the impact of the war on the German economy, society, and politics? Second, why did the Weimar Republic (1918-1933), which was celebrated for its liberal constitution, progressive welfare system, and vanguard culture, turn into one of the most destructive regimes in human history? What were the alternatives to this disastrous course of German history, and why did alternatives ultimately not materialize? Third, the course will entail an examination of the Nazi period and Fascism. We will address such issues as the structure of the German dictatorship, the nature of the Nazi "racial community," the peculiar mixture of popular consent and coercion, and the regime's policies of war and genocide.

The answers to these questions and the nature of these questions have been the object of historical debate for decades. By gaining a greater understanding of the German history from 1914-1945, students will be prepared to act thoughtfully and responsibly in the modern global society. Students will be engaged in a sustained discourse about the past in order to understand the present, and they will hone their skills in critical thinking, research, writing, and oral presentation. The books and other materials used in the course will provide an in-depth historical background to all of these issues. Classroom discussions and presentations will provide an opportunity to expand each student's understanding of the entire era. The written project for the course will involve a well-documented, scholarly research paper about a topic that is based on each student's interests. The students will give formal presentations about their topics in a conference-like setting.

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### Course Intended Learning Outcomes:

This course is a capstone experience for History majors. The class will be built upon the skills you have learned and developed in History 300, as well as in your upper-division classes. Students who diligently complete this course will be able to:

Demonstrate the critical thinking, quantitative, and communication skills necessary to succeed in a rapidly changing global society through reading and discussion assignments from a wide range of primary sources and secondary works.

Analyze primary historical documents in written and cinematographic form to understand the role of interpretation in the construction of knowledge about the past.

Evaluate competing historical claims about the past that inform how we think about the present.

Apply knowledge and skills gained throughout their academic career to write a scholarly research paper and to provide an overview of the work in a professional, conference-style oral presentation in the classroom.

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### Required Books:

Roger Chickering, *Imperial Germany and the Great War, 1914-1918* (New York: Cambridge University Press, 2014).

Thomas Childers, *The Third Reich. A History of Nazi Germany* (New York: Simon & Schuster, 2017).

Eric D. Weitz, *Weimar Germany. Promise and Tragedy* (Princeton: Princeton University Press, 2018).

E-Reserve readings.

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### Other Sources:

German History in Documents and Images website.

Anton Kaes, et al., *The Weimar Republic Sourcebook* (Berkeley: University of California Press, 1994).

Jeremy Noakes and Geoffrey Pridham, eds., *Nazism. A Documentary Reader*, 4 vols. (Exeter: Exeter University Press, 2008-2014).

Anson Rabinbach ed., *The Third Reich Sourcebook* (Berkeley: University of California Press, 2013).

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### Suggested Sources:

Kate L. Turabian, *A Manual for Writers*, 8<sup>th</sup> ed. (Chicago: University of Chicago Press, 2013).

Library Website: Services, Citing Resources, Chicago Style; Site; Chicago-Style Citation Quick Guide.

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### Reading Assignments:

Each week, the reading assignment for the following week from the books by Chickering, Weitz, or Childers will be posted in *Canvas*. You can rent the Kaes and Rabinbach books in the textbook section of the Dreyfus University Center bookstore. You can purchase the Chickering, Weitz, or Childers books at the bookstore or on-line from a variety of vendors. Please be sure to get the correct edition of the texts. The books are also on two-hour reserve in the UWSP library. Turabian's *Manual* is used in the History 300 course, and there are copies of it available in the bookstore and in the library.

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### Assignments and Grading:

You will complete a research project with the following separately graded components: a topic statement (10.0 points); an historiographic essay (50.0 points); a prospectus with bibliography (50.0 points); a primary source essay (50.0 points); an essay of fifteen pages (200.0 points); edit a classmate's paper (50.0 points); and give an oral presentation about your essay (75.0 points). More information about each component can be found in *Canvas* under "Essay Guidelines" and "Oral Presentation Guidelines," as well as in the handouts given to you on the first day of class.

You will facilitate seminar discussions in several ways. First, each student will be given a reading assignment from the required books. A class facilitator will introduce the main ideas of the assignment and prepare two to three questions for discussion (50.0 points each presentation). Second, students will be graded on their contributions to each class discussion. Indeed, contributing to class discussions is a significant part of your grade. It is essential that everyone come to class prepared. A successful seminar requires focus and 100% participation.

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### Important Dates:

Research paper topic due in *Canvas* by 11:55 p.m. on Tuesday, January 28.

Historiographic essay due in *Canvas* by 11:55 p.m. on Tuesday, February 18.

Prospectus and bibliography due in *Canvas* by 11:55 p.m. on Tuesday, March 3.

Primary source essay due in *Canvas* by 11:55 p.m. on Tuesday, March 10.

Rough draft of essay due in class on Tuesday, March 31 for distribution to a classmate for editing.

Edited rough draft of classmate's essay due in class on Tuesday, April 7.

Oral presentations about research papers begin on Tuesday, April 14.

Essay due in *Canvas* by 11:55 p.m. on May 8. No late essays will be accepted.

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### Grades and Notes:

Essay:	485.0 points	90 - 100% = A
Facilitator:	100.0 points	80 - 89% = B
Participation:	<u>100.0 points</u>	70 - 79% = C
Total:	685.0 points	60 - 69% = D
		0 - 59% = F

Extra credit is available on request.

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### Grading Criteria:

All students are expected to be engaged with the course materials and to participate actively in classroom discussions. The class is a "seminar" which is usually defined as a group of advanced students studying under a



professor with each doing original research and all exchanging results through reports and discussions. The requirements for each segment of the course are detailed in the handouts provided to you. It is your responsibility to prepare for all exams and complete assignments. A critical thinking rubric is located at the end of this syllabus.

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#### Rights and Responsibilities:

The UWSP administration requires that everyone read information regarding student rights and responsibilities on campus. The easiest way to accommodate this requirement is to provide you with a link to the online document that contains this information. You can click on the link in Desire to Learn under our course number. For more information, go to the following link:

<http://www.uwsp.edu/stuaffairs/Pages/departments/rightsResponsibilities.aspx>.

The Rights and Responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>.

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#### Americans with Disabilities Act:

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, see:

<http://www.uwsp.edu/stuaffairs/Documents/Rights/Respos/ADA/rightsADAPolicyinfo.pdf>.

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#### Important Regulations:

- All societies have norms, and it is therefore important for you to abide by the rules of conduct in this class.
  - You must turn in an essay and all of its components, facilitate discussion, and give oral presentations in the ways listed above to pass the course.
  - Please maintain respect in the classroom. Talking to classmates, reading newspapers or books, working on materials for other classes, looking at your phone, sleeping, and packing up before the end of class are examples of disrespectful behavior.
  - Do not leave the room in the middle of class, because it is disruptive to the instructor and other students. You are expected to spend the entire 150 minutes in class. Any exceptions to this rule must be approved by the instructor prior to the class period. Appointments are not a valid excuse to leave class early.
  - Please remember to turn off cell phones, pagers, tape recorders, and other technology during class. Recording class sessions, texting, and tweeting during class is also prohibited!
  - Please keep in mind that the course rules and policies, due dates, and grading scale apply to all students equally. Therefore, you should not ask for special treatment for these features of the course.
  - **Attendance is part of your grade!!** All students are required to attend class and are responsible for all material covered in class. Attendance will be taken. If you miss **2 or more** classes (13%) during the semester, your grade will drop by 10%. If you miss **4 or more** classes (27%) during the semester, your grade will drop by 20%. If you miss **6 or more** classes (40%), you will fail the course. The only excused absences are for severe illness, your personal hospitalizations, deaths in your immediate family, and university-related functions. Appropriate documentation must be provided to me in each case.
  - You are responsible for signing the attendance sheet each day or you will be listed as absent.
  - No instance of academic misconduct, such as plagiarism or cheating, will be tolerated. They are serious offenses against fellow students and the university community.
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#### Additional Notes:

- Extra credit is available upon request. Extra credit will be offered at the discretion of the instructor. No extra credit will be granted during the last two weeks of the semester. If you miss more than 2 classes during the semester, you will not receive any type of extra credit points.
- If you require special accommodations in order to meet the requirements of this course, please contact me during the first week of the semester.
- This syllabus is subject to change throughout the semester.

## History 490: Germany 1914-1945

### Oral Presentation Guidelines

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#### Reading Assignment Presentation Guidelines:

The oral presentation about a reading assignment from Roger Chickering's *Imperial Germany and the Great War, 1914-1918*, Eric D. Weitz's *Weimar Germany. Promise and Tragedy*, and Thomas Childers' *The Third Reich. A History of Nazi Germany* must be 10 minutes long. The follow-up discussion should last at least 10 minutes. Each presentation is worth 50.0 points. You will be given a presentation date in the weekly reading assignments posted in Canvas.

Note the following general requirements for the presentation:

- The general purpose of the assignment is to inform and to stimulate discussion.
- You are required to lead the class in discussing a reading assignment.
- The reading assignment will come from one of the books listed above.

The following will result in a "0" on the assignment:

- Appearing in class unprepared to give your presentation on the scheduled presentation day.
- Missing class on the day you are scheduled to deliver your presentation.
- Note that students are responsible to know the day they are scheduled to speak and must arrive on time and fully prepared. Not knowing your scheduled presentation day is not an excuse.

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#### Essay Oral Presentation Guidelines:

The oral presentation about your research paper should be 10 minutes long leaving 10 minutes for questions and discussion. The presentation is worth 75.0 points. The grading rubric can be found on the second and third pages of these guidelines. You will be assigned a presentation date in early April. You will fail the course if you do not give an oral presentation about your essay on the assigned date.

Note the following general requirements for the presentation:

- The general purpose of the assignment is to inform and to stimulate discussion.
- In this presentation, you should effectively explain your paper's central argument, provide well-organized examples from primary and secondary sources, and generate interest in your topic among your classmates.
- Appropriate dress and appearance are required. This is a formal presentation.
- Visual aids may be part of the presentation.
- Do not exceed the time limit of the presentation, namely 10 minutes with 10 minutes for questions and discussion.
- Oral presentations that are below or exceed the time limit will receive a 10.0 point grade reduction.

The following will result in a "0" on the oral presentation assignment:

- Appearing in class unprepared to give your talk on the scheduled presentation day.
- Note that students are responsible to know the day they are scheduled to speak and must arrive on time and fully prepared. Not knowing your scheduled presentation day is not an excuse.

Students who are not giving a presentation must critique the presentation. One or two people will be selected randomly from the class to perform the critique. You will receive 50.0 points for diligently providing your fellow students with fair criticism.

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Evaluation Form for the Day of Essay Oral Presentation:

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Topic: \_\_\_\_\_

Level 1: Standard (60.0-65.0 points)

- Presentation is informative
- Presentation conforms to assignment requirements
- Presentation folder materials complete
- Presentation within time limits
- Central idea clearly stated
- Identifiable introduction and conclusion
- Delivery without serious errors and competent

Level 2: Good (65.0-69.0 points):

- Meets all of Level 1 standards
- Topic is challenging
- Introduction
  - Attention-getter relates to audience
  - Introduces and justifies topic to audience
  - Establishes speaker credibility
  - Clearly previews main points
- Body
  - Clear organization
  - Supporting evidence is accurate, relevant, objective
  - Skilled connectives (transitions)
- Conclusion
  - Signals end of speech
  - Summarizes main points
  - Reinforces central idea
- Avoids distracting mannerisms in delivery

Level 3: Superior (70.0-75.0 points):

- Meets all Level 1 and Level 2 requirements
- Audience-centered
  - Generally contributes to knowledge of audience
  - Generates positive interest in audience
- Polished delivery
  - Use of language creates vividness and special interest in message
  - Fluent and polished manner of delivery

Needs Improvement (less than 60.0 points):

- Seriously deficient in Level 1 requirements
- Not present or unprepared to deliver on scheduled day
- Delivery significantly deviates from assignment

## History 490: Germany 1914-1945

### Essay Guidelines

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### Essay Guidelines

You will write a fifteen-page essay during the semester about a topic of your choice dealing with Germany from 1914 to 1945. The essay and its components are worth 485.0 points.

You have available several important collections of primary sources which can be used for the essay. They include Anton Kaes, et. al., eds., *The Weimar Republic Sourcebook* (Berkeley: University of California Press, 1994), Anson Rabinbach and Sander L. Gilman, eds., *The Third Reich. A Sourcebook* (Berkeley: University of California Press, 2013), and the German History in Documents and Images website. The essay must, therefore, be built on an array of primary sources. The Kaes and Rabinbach collections of primary sources are available at the Dreyfus University Center bookstore. The German History in Documents and Images website is available online. You may supplement these books with another collection of primary sources: Jeremy Noakes and Geoffrey Pridham, eds., *Nazism. A Documentary Reader*, 4 vols. (Exeter: Exeter University Press, 2008-2014). The four volumes are on reserve in the library. Moreover, other digital collections are available that provide much information about World War I.

For guidance about how to research a topic and write an essay, please consult:

Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8<sup>th</sup> ed. (Chicago and London: University of Chicago Press, 2013).

The text by Turabian has been used by the UWSP History Department faculty in a variety of courses during the past several years, especially in History 300. It has a lot of helpful information.

The essay project consists of a number of components:

You will complete a research project with the following separately graded components: a topic statement (10.0 points); an historiographic essay (50.0 points); a prospectus with bibliography (50.0 points); a primary source essay (50.0 points); an essay of fifteen pages (200.0 points); edit a classmate's paper (50.0 points); and give an oral presentation about your essay (75.0 points). The written components must be uploaded to Canvas in MS Word (\*.docx) format. Each component must have a title page with your name, the instructor's name, and the course name on it.

1. The topic you choose to research and write about must be uploaded to Canvas by 11:55 p.m. on Tuesday, January 28. Include the topic to be investigated along with the questions you want to answer in your research. In other words, why are you going to write about your particular topic?
2. An historiographic essay must be uploaded to Canvas by 11:55 p.m. on Tuesday, February 18. The essay must be 3-4 double-spaced pages in which you describe, compare, and evaluate the arguments of three scholarly publications (peer-reviewed journal articles or chapters from scholarly monographs). For each scholarly publication, explain the author's argument; briefly describe the supporting evidence and the publication's structure; and explain the historiographic context of the argument. Cite all sources in endnotes, using the note format described in Turabian's *Manual*.\*
3. A prospectus and bibliography must be uploaded to Canvas by 11:55 p.m. on Tuesday, March 3. The one-page, single-spaced prospectus will provide an overview of the paper, including the topic and the issues to be covered. Present a working hypothesis and explain why the project is worth investigating. The bibliography should include approximately 5-10 sources, including books, peer-reviewed scholarly journals, websites, newspapers and magazines. The bibliography must be typed on a separate piece of paper. Consult Turabian's *Manual*, chapters 16-17 for the correct format.
4. A primary source essay must be uploaded to Canvas by 11:55 p.m. on Tuesday, March 10. Present a clear thesis statement for your essay. Support the thesis with evidence from four primary sources. The essay must be at least 3-4 double-spaced pages in length.\*

5. A rough draft of the essay is due in class on Tuesday, March 31. It will be given to one of your classmates for editing. It must have a title page. It must be double-spaced. The edited paper is due in class on Tuesday, April 7 and will be returned to the writer at that time.
6. Oral presentations about your essays will begin on Tuesday, April 14.
7. The final draft of your essay must be uploaded to Canvas by 11:55 p.m. on Thursday, May 8. No late essays will be accepted!

Each essay MUST have the following:

1. A title page consisting of the paper's title, your name, and the instructor's name.
2. Each essay must have fifteen pages of text. It must be double-spaced with margins no wider than one inch at the top, bottom, and sides. There should be no more than two spaces between paragraphs. Number each page of the text, but do not number the title page. It does not count. Points will be deducted if you do not write at least a full fifteen pages of text.
3. Long quotations must be single-spaced and indented on both margins.
4. Do not use subtitles in the body of the essay. They simply take up a lot of space. Concentrate on writing good transitions from one paragraph to the next.
5. Endnotes are required!! They are simply footnotes put at the end of the essay. The endnotes must be on a separate piece of paper entitled "Endnotes." They should be single-spaced. The endnotes must be formatted according Turabian's *Manual*, chapters 16-17. The endnotes must be in Arabic numerals (1, 2, 3), not Roman numerals (i, ii, iii)!
6. Citations in the text must be in Arabic numerals. The number must be placed after all forms of punctuation. In other words, the citation number must be after a period, comma, and semi-colon.
7. Finally, you must have a bibliography on a separate piece of paper at the very end of the essay. It must be organized alphabetically by the last name of the author and include the title of the work, the place of publication, and the date of publication. Do not number the entries. The bibliography must be single-spaced. Consult Turabian's *Manual* for more information.
8. Your grade will DROP if you do not comply with these requirements.

Please remember that correct citation is the key to avoid plagiarism. What kind of information must be cited in an essay? The following list is provided by the historians Carole Berkin and Betty S. Anderson:\*\*

1. Quotes.
2. Ideas, analyses, and opinions.
3. Unique words or phrases created by the author.
4. Disputed facts.
5. Paraphrasing or copying the bulk of a sentence of paragraph.

What kind of information does NOT have to be cited? Once again, Berkin and Anderson provide examples:\*\*

1. Dates.
2. "Common knowledge" facts.
3. "Common knowledge" analyses, such as "The Crusades caused a reaction in the Muslim world."
4. Every word in a given paragraph.
5. Your own words.

If you have questions, please discuss them with me during class, by email, or during my office hours. The grading criteria for the essays are listed on page two of the syllabus. Please begin thinking about your topics immediately!

\* Taken from Professor Harper's History 300 syllabus (Fall 2019).

\*\* Carole Berkin and Betty S. Anderson, *The History Handbook* (Boston and New York: Houghton Mifflin, 2003), 104-105.

\*\*\* Berkin, *Handbook*, 106.