

Syllabus Details

Your one-stop shop for assignment guidelines, rubrics, and policies!

This Syllabus is Subject to Change.

All deadlines are listed in the Calendar of Learning and Teaching Activities and in BOLT's Daily Calendar Module

Total War Europe, History 327	
Spring 2023 Meeting Room: AAB 175 Meeting Times: 2:00-3:15 PM TuTh (1208) Syllabus updated 3 Feb 2023	Dr. Stallbaumer-Beishline Office: AAB 251 Office Phone: 570-389-4979 Email: Lstallba@bloomu.edu
Student Drop-in Hours Monday-Thursdays: 1:00-1:45 PM (in-person or Zoom if pre-arranged) Happy to schedule appointments outside these times as well; just contact me.	Email Etiquette: <ul style="list-style-type: none"> • Always include the topic of your email in the memo line. • Never assume that I read my email more than once a day, or that I will respond immediately when you send a message. • The lack of planning on your part does not constitute an emergency on my part.
Zoom Room for Student Drop-in Hours and if we encounter a sudden shift to remote: https://bloomu.zoom.us/j/197602557 Meeting ID: 197 602 557 Dial by your location if you run into any audio-mic problems, computer problems +1 301 715 8592 US (Germantown) +1 312 626 6799 US (Chicago) +1 646 876 9923 US (New York)	

Career-Readiness Skills in a History Course

Career-readiness competencies are outlined by the National Association of Colleges and Employers (NACE). NACE identifies eight **career readiness competencies** that are described in terms of expected **behaviors** that employers look for in university graduates. Behaviors that you can expect to develop or hone, if you actively engage with the lectures, readings, discussions, and assessments will make you more career ready. Some of these behaviors are skills that are easy to measure, others are "soft skills." In this course, several behaviors that you can develop that improve your career-readiness are

- ✓ "display curiosity; seek out opportunities to learn;" (achieved by spacing out and interleaving your review of course content and self-testing; study the readings, not just read them)
- ✓ "understand the importance of and demonstrate verbal, written, non-verbal/body language, abilities;" (achieved through making reading notes, preparing and engaging in discussions, and successful completion of writing assignments)
- ✓ "Employ active listening, persuasion and influencing skills;" (achieved in making reading notes and being prepared for discussions)
- ✓ "Be present and prepared;" (achieved by reading assignments in a timely, thoughtful manner and avoiding hastily completing work or cramming)
- ✓ "Consistently meet or exceed goals and expectations;" (achieved by reflecting upon your work and how you can improve, sometimes called self-regulation)

- ✓ "Show a high level of dedication toward doing a good job;" (achieved through successful completion or reading and writing assignments and reflecting upon ways to improve)
- ✓ "Have an attention to detail, resulting in few if any errors in their work;" (achieved by editing your written work, paying attention to dates and sequence of events, and using correct terminology, specifically naming individuals and events)
- ✓ "Accurately summarize and interpret data [we call this historical evidence and interpretations or **primary and secondary sources**] with an awareness of personal biases that may impact outcomes [what historians call **contextualizing** and **avoiding presentism**]." ¹ (achieved through engaged reading, discussion, reflection, and writing)

Learning and teaching is a shared responsibility between the professor and the students. My responsibility as the teacher is to provide expert knowledge and a stimulating environment in which to learn, identify learning goals and help you achieve them, and to offer timely, useful feedback on your progress as you test your competencies. Your responsibility as the learner is to always be prepared for class, successfully complete assignments in a *timely and thoughtful manner*, and to learn, that is to create new pathways in your brain that allow you to recall facts and concepts that you can apply to your interpretations of the history of Total War Europe.

Communication:



All course materials are found in **BOLT** <https://bolt.bloomu.edu>. All written communication is completed through your BU email address so you must access that account routinely. Any alterations to the course syllabus, meeting times, etc will be announced as a news item in BOLT and with a group email @huskies.bloomu.edu. Please ask questions if any instruction is ever unclear. I maintain a web site on learning and teaching history: <http://facstaff.bloomu.edu/lstallba> . You will find useful tutorials about how to write history essays, reading tips, etc. In addition, I will have the most updated syllabus available there in case you are having difficulty accessing it through BOLT.



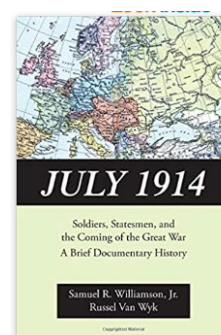
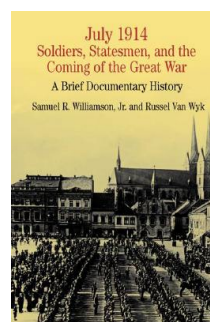
Required Texts

All readings will be distributed as PDFs through BOLT. However, I strongly recommend that students purchase the following book which we need at the beginning of the semester.

Williamson, Samuel R., and Russel van Wyk. *July 1914: Soldiers, Statesmen, and the Coming of the Great War: a Brief Documentary History*. Long Grove, Illinois: Waveland Press, 2003.

Either of these editions will work.

Consider printing the PDFs to improve reading effectiveness.



¹ <https://www.nacweb.org/career-readiness/competencies/career-readiness-defined/> accessed on 23 January 2022

Required Video Lectures

We do not have a textbook. Lectures will fill that void. In some cases, these will be in-person, and in other situations, you will need to study the videos on your time, in preparation for discussion or in preparation for the Documentary Film Analysis. On my [course webpage](#), and in BOLT, I also have recorded lectures that you might consult if you miss class or if you want to review the content.

Historical Film Documentaries Series

- [Style \(2 min\)](#)
- [Five Act Structure \(3 min\)](#)
- [Limits of Image \(3 min\)](#)
- [Viewers Expectations \(3 min\)](#)
- [Director's Choices \(18 minutes includes video clips\)](#)

Origins of World War II Series

- [How might WWI have contributed to WWII? \(18 min\)](#)
- [What was the potential for Peace and Collective Security in the 1920s and 1930s? \(13 min\)](#)
- [What were Hitler's Intentions and how did they differ from his predecessors? \(23 min\)](#)
- [Events on the "Road to War" \(part 1 of 2, 22 min\)](#)
- [Events on the "road to war" \(part 2 of 2, 26 min\)](#)
- [Appeasement as a cause \(35 min\)](#)
- [From the Sitzkrieg to the Battle of Britain \(7 min\)](#)
- [The Invasion of the Soviet Union \(9 min\)](#)

Optional Videos: Need help with writing? YouTube Videos on a variety of topics.

Keeping it lively	All about Paragraphs	Citing & Quoting	History Writing Conventions
Writing a Thesis (4:43)	Writing Paragraphs: A Definition (1:59)	Citing Sources (2:45)	Epistemology and Writing Conventions (1:27)
Writing Lively Sentences (5:08)	Writing Paragraphs: Unity and Coherency (1:49)	Quotations: When and How (4:31)	Writing Conventions: Avoid First Person (1:56)
	Writing Paragraphs: Seques (1:26)	Quotations: Framing (1:44)	Writing Conventions: Personal Pronouns (0:40)
	Writing Paragraphs: Proving Claims (1:49)		Writing Conventions: Past Tense (1:26)
	Writing Paragraph: Concluding a Paragraph (0:37)		Writing Conventions: Avoid Vernacular (2:36)
	Writing Paragraphs: Proofreading (1:18)		Writing Conventions: Sweeping Generalizations (0:49)
	Writing Paragraph: Diagnosing Problems (3:23)		Writing Conventions: Global Statements (1:15)

So, be sure to
look ahead at
assignments



Assessment of Student Learning

"...knowing how to read something results almost automatically from knowing why we are reading, and without some purpose, reading is an aimless activity."

~ Katherine Gottschalk and Keith Hjortshoj



Participation/Engagement (approximately 40 points)

Purpose

- Develop practice advancing claims through dialogue.
- Thinking out loud to increase the potential for remembering content.
- Developing listening and speaking skills that promote career-ready competencies.

Task

- Complete readings in advance of discussion as scheduled in the calendar.
- Evaluate and advance interpretations of documentary evidence (a.k.a. primary sources) and secondary sources (historians' interpretations).
- This will be done mostly in whole class discussions, but sometimes in groups.

Criteria:

- Points earned for each forum are based on level of engagement.
- 2 points: you are expected to contribute routinely (no magic number but I do keep a tally). Engagement is manifest when you draw upon relevant sources; you demonstrate effective listening skills by responding to classmates, yet you do not dominate the discussion. You support interpretations or questions by referencing the assigned work and credible sources. You remain engaged, alert throughout.
- 1.6 points: Minimal but relevant contributions; still informed by the readings.
- 1.2 points: Physically present, alert, but never contributes that day. (this is D-level grade)
- Before essays 1 and 2 are due, you are required to meet with me or submit for discussion and feedback a single body paragraph. Called **Pre-write Submission** in the calendar, these two consultations will fall under discussion for grading purposes.

Pre-Write Submission. 48 hours or earlier before the essay is due, students will provide a body paragraph for feedback. Keep in mind that in both essays, you can begin writing individual paragraphs as we work through content. Especially the first essay.

You can "submit" it in either way:

- upload to the essay folder in BOLT, then notify me by email; in this instance, I will read and provide video feedback.
- meet with me in person during Drop-In hours or schedule an appointment. To do this, it makes sense to either email me your paper or bring it on you laptop, etc. so we can work with the paragraph.

Personally, I **prefer an in-person approach**; I welcome the conversation that ensues when we talk writing. I will be looking for an effective paragraph topic sentence, how convincingly you advance your claims, and the coherency of ideas within the paragraph. (I will avoid editing your paragraph.)

- **Make up:** You can make up two missed discussions if these are accomplished in a timely manner of when the discussion occurred. The make up does not include pre-write submission since these are time sensitive. You compose responses, clearly

informed by the readings, to the questions posed in the daily calendar. These responses should be numbered and not exceed 2 pages single-spaced.

- **Stuff Happens:** You will drop your three lowest discussion grades (includes absences).

Prior Knowledge/Perception Response (5 points)

Purpose:

- Before we can advance plausible historical claims in discussion or through writing, we need to unpack our current understanding of the content.
- It helps you and your instructor deepen our appreciation for where your learning is starting from.
- Encourages reflection and can contribute to metacognition.

Task:

- Submit to Bolt by Thursday, August 20th 8:00 AM
- Respond to each question without doing research.
- Identify your responses by using the question numbers; no need to type out the questions.
- In the final exam you'll be asked to revisit these questions so keep pondering them during the semester.
- These questions will also be the subject of discussion.

Here are the Questions:

1. If a stranger were to ask you this question, how would you respond in a paragraph: What were the most important causes of World War I?
2. If a stranger were to ask you this question, how would you respond in a paragraph: What were the most important causes of World War Two in Europe?
3. What is a civilian in an age of Total War? Can there be "rules of warfare"?
4. In your opinion what are the limits and possibilities in learning history through documentaries?
5. What makes some historical interpretations more plausible than others? (You might respond to this question thinking about your own history essay writing experience or your experience reading professional historical works.)
6. What does the following quotation, "It is the one who does the work who does the learning," mean to you?

Criteria

- There can be no wrong answers unless you leave the question blank.
- Worth five points if you respond to all questions in a good faith effort.

"It is the one who does the work does the learning."

~Terry Doyle, *Helping Students Learn*, 2008

"When we develop and pose a question it opens space in our brain for the answers to that question."

~Judith Boettcher, Instructional Designer

Note Making & Learning (not graded)

- Factual knowledge and my interpretations of the Essential Questions driving this course will come in the following formats:
 - In-person lectures and video recordings
 - Primary sources (documents from the past)

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- Secondary sources (historians' interpretations)
 - To get the most from these learning opportunities, you should make notes and then review those notes by self-quizzing, developing timelines, rehearsing what you know.
 - Distribute these reviews throughout the course and return periodically to older material. You will be surprised by how much you have lost.
 - Simply re-reading or taking notes does not lead to learning, that is an ability to recall and apply, unless you use the content, which is how rehearsing and self-quizzing can contribute to learning.
 - Undertaking these strategies to learn content will improve your ability to complete writing assignments because you will be building the vocabulary of the content and discipline. You will be able to speak in more articulate terms about the events, people, and ideas that we will explore this semester.
 - Learning
-

Quizzes (30 points)

Purpose:

- Quizzes create opportunities to practice retrieval of information if we force ourselves to recall information rather than simply look at our notes.
- To make quizzes a learning opportunity, you must periodically review by self-quizzing and rehearsing the content, not just re-read, from earlier class meetings.
- To make the most of knowing that you might have quizzes distribute your reviews over time and interleave topics.

Task: Quizzes take different forms as listed here.

Historical Film Documentary Techniques "Quiz" (5 points)

Requires that you create a free Voice Thread account. Here are the [directions to register for a new account](#). Here are directions on [how to navigate this quiz](#). Review your notes from the five part series, Historical Film Documentary Techniques, then take the Voice Thread "Quiz" <https://voicethread.com/share/21606574/>

Wrong War Thesis "Quiz" (5 points)

Submitting a completed film study guide to the BOLT folder will be your quiz.

Online Quizzes for World War II Required Video Lectures (5 points per quiz; 20 points total) Topics for Each Quiz:

Quiz 1: How might WWI have contributed to WWII? What was the potential for peace and collective security in the 1920s and 1930s? What were Hitler's Intentions and how did they differ from his predecessors?

Quiz 2: What were the events on the "road to war"? 2 Parts

Quiz 3: How was appeasement, if at all, responsible for the origins of war in 1939?

Quiz 4: From the Sitzkrieg to the Battle of Britain; The Invasion of the Soviet Union

Journal Article Analysis (JAA) (10 points each, 30 points total)

Purpose:

- Each pair of articles share a theme related to Total War Europe.
- Evaluate the plausibility of recent interpretations on events associated with Total War Europe.
- Reach conclusions on how academic journal articles contribute to the historiographies of the Total War era.

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- During discussion of the Journals, students will be sharing content with classmates. Therefore, you should know your content well enough to teach it (figuratively speaking).
- Discover how the conventions in academic historical writing are evident in journal articles and the advantages of making them part of your research.

Leverage the Conventional Structure of a Journal Article to improve reading effectiveness:

- Historians write journal articles for a variety of reasons. It might be the result of a case study that does not merit a book (monograph) length discussion; it might be motivated by a desire to generate dialogue within the historical community, which may or may not eventually lead to a book.
- Intro portion: Justify their research topic and methodology by reviewing the works of others (historiography), identifying gaps (not necessarily weaknesses) in these interpretations, and then explaining how they will contribute (methodology and primary sources).
- Usually, they offer a thesis in the introductory section, but they may only provide a focus statement. A thesis may be located in subsections of the journal article or not developed until the conclusion.
- Look for questions posed by the author: in some cases, these questions point to a claim or part of thesis, and in some cases they are raised rhetorically to critique historians' interpretation.
- Each subsection, usually labeled, will contribute to the overarching goal of the essay and predominantly be based upon primary source evidence. In these portions they will leave behind a footnote trail that references the documentary evidence or archives that they have consulted.
- Much like a book, these journal articles will offer summaries at the end of sections or at the end of the article. Expect them to wrap up their claims and the way they proved them.
- Look for clues to the author's goal in the title of the article as well as the introductory section where they position their work in the context of research already done.
- Skim through the article and look at the titles of the subsections then quickly read through the intro and conclusion to create a greater awareness of where the author is going.
- Write down unfamiliar words, concepts, events, names to look up their meaning.
- Given what you know about the structure of the journal articles, read a paragraph then in a few words summarize what that paragraph was achieving. You may think that sort of note taking could be tedious, but you'll find it unnecessary to keep re-reading. Why? Because as you make notes and test your recall with notes closed, you will improve your learning.
- After you have read a subsection of the journal article jot down a few notes and begin to contemplate the content and the plausibility of the interpretation given the authors stated goals.
- In making your notes be sure to authentically paraphrase or summarize and write down page numbers!
- If you lack familiarity with the subject and you can't authentically paraphrase or summarize, be sure that verbatim passages are put into quotation marks.
- Always record page numbers so that you can retrace your steps.
- Consider printing the journal article and studying from a hard copy unless you are incredibly adept at using annotation tools with PDFs.

Task:

- Select one of two article for three different discussions.

- [Please sign up for the four journal articles](#) that you will be reading for discussion (this is a google doc).
- Master the content of your journal article for each discussion well enough that if you were asked to teach it, you could.
- Be prepared to help classmates who did not read your article learn more about the content during discussions.
- Each Journal Article Analysis should be divided into sections and labeled as section 1, 2, and 3:

Provide the citation for the Journal article as it would appear in a works consulted bibliography following Turabian (a.k.a. Chicago Manual of Style).

Avoid retying the question. If you are concerned that I cannot recognize your responses to the separate question, then mark them.

Section 1

Summarize the introduction using these questions as a guide:

- How does the author position themselves in the context of earlier interpretations (a.k.a. historiography)? How do they explain their research methods (if they do)?
- What are they claiming will be their original contribution?
- What is their thesis?

Section 2

For **each** subsection of the article

- Right a brief summary of what the author was seeking to prove.
- Explain the methods and primary sources used to conduct their research how they proved their claims.
- Then respond to the following question for each subsection: Was their interpretation plausible?
- (In two instances, the authors did not create subsections, so I will mark the shifts for you.)

Section 3

- How has the article topic contributed to your knowledge of the era?
- What have you discovered about "doing history" from thinking about how journal articles are researched and written?

Articles

Journal Article Analysis 1

Jenkinson, Jacqueline, and Caroline Verdier, "War trauma among Belgian refugee women in Scotland in the First World War," *Women's History Review*, 28, no. 7 (2019): 2057-1077.

OR

Stice, Elizabeth. "Contrast and Contact: Civilians in French Trench Newspapers of the Great War," *French History* 34, no. 1 (2020): 43-62.

Journal Article Analysis 2

Downs, Laura Lee. "Au Revoir les Enfants: Wartime Evacuation and the Politics of Childhood in France and Britain, 1939-45." *History Workshop Journal* 82 (August 2016): 121-150.

OR

Mouton, Michelle. "The *Kinderlandverschickung*: Childhood Memories of War Re-Examined." *German History* 37, no. 2 (2018): 186-204.

Journal Article Analysis 3

Huebel, Sebastian. "Disguise and Defiance: German Jewish Men and Their Underground Experienced in Nazi Germany, 1941-45." *Shofar: An Interdisciplinary Journal of Jewish Studies* 36, no. 3 (Winter 2018): 110-141.

OR

Kaplan, Marion. "Did Gender Matter during the Holocaust?" *Jewish Social Studies: History, Culture, Society* 24, no. 2 (Winter 2019): 37-56.

Criteria

- Each is worth 10 points.
- There are three journal article analysis to complete.
- See Rubric below for criteria.
- **Stuff Happens:** You may use the Stuff Happens option on one JAA. This provides you with an additional 72 hours beyond the deadline to complete your assignment. To use your "stuff happens option," you need to email me so that I can keep records, and you must still submit a hardcopy of your work within the deadline (unless instructed otherwise).

Submission format

NO NAMES: Leave your name off the paper. I grade blindly to avoid the halo and horn effect. Bring a **hard copy** to class and upload to BOLT.

Format: single-spaced

Citation Method & Academic Integrity: Either a footnote or page numbers in parenthesis outside of punctuation. Anytime that you summarize, authentically paraphrase, or quote, you must cite. In addition, verbatim language from the original source must also be put in quotation marks.

Highly competent 9-10 points	<input type="checkbox"/> Fully responds to all of the sections <input type="checkbox"/> creates very usable notes that an outsider could read and understand the subject <input type="checkbox"/> qualitatively better as evidenced in Word choice and details <input type="checkbox"/> makes use of quoting to persuade <input type="checkbox"/> authentically paraphrases or summarizes <input type="checkbox"/> judges the plausibility of the historical interpretation within the context of the authors stated goals and how they use evidence or examples to support claims <input type="checkbox"/> Makes no errors in interpreting the historian's works <input type="checkbox"/> Parenthetically cites page numbers: origins of ideas, paraphrases, and/or quotations.
Competent 8-point range	<input type="checkbox"/> Response to all of the sections but a bit uneven <input type="checkbox"/> Speaks about plausibility but struggling to show how the author's evidence supports their claims <input type="checkbox"/> Minor errors in interpreting the historian's work <input type="checkbox"/> Examples or quotations are persuasive if you're an outsider but an insider can think of better examples <input type="checkbox"/> Authentically paraphrases or summarizes <input type="checkbox"/> Word choice and details may confuse an outsider but an insider could easily understand <input type="checkbox"/> Parenthetically cites page numbers: origins of ideas, paraphrases, and/or quotations.
Novice with promise	<input type="checkbox"/> Struggles somewhat with recognizing the most essential points of the historians' interpretations (might leave out an important idea)

7-point range	<input type="checkbox"/> Attempts to answer all questions posed but responses are unevenly weighted or not wholly convincing <input type="checkbox"/> Makes errors with the historian's interpretations suggesting that they are struggling or completed the work in haste <input type="checkbox"/> Plausibility tends to be "proven" by saying the interpretation seems reasonable <input type="checkbox"/> Lack of detail: reference to dates, word choice would leave an outsider confused an insider could tease out the meaning <input type="checkbox"/> Authentically paraphrases and summarizes <input type="checkbox"/> Parenthetically sites page numbers: origins of ideas, paraphrases, and/or quotations.
Below 7-points	<input type="checkbox"/> incomplete <input type="checkbox"/> significant errors <input type="checkbox"/> fails to cite origins of ideas paraphrases and or quotations <input type="checkbox"/> inauthentically paraphrases or plagiarizes <input type="checkbox"/> an insider even struggles to comprehend <input type="checkbox"/> word choice vague details lacking that suggest student does not understand the history for the context <input type="checkbox"/> misrepresents the historical source <input type="checkbox"/> fails to support answers with examples or fails to discuss them

Two Comparative Documentary Film Analysis (10 points each; 20 points total)

Purpose:

- Discover the limits and possibilities of learning and teaching history through documentaries.
- Comparing two films will allow you to deepen your appreciation for potential approaches to the subject matter and genre.
- To practice recognizing how documentarians advance their thesis through imagery and text.

Task:

- You have learned about documentary filmmaking by watching the videos and completed the Documentary Film Analysis "Quiz."
- Access the films through BOLT.
 - First Documentary Film Analysis: *They Shall Not Grow Old* (90 minutes); *The Great War: Slaughter* (50 minutes)
 - Second Documentary Film Analysis: *The World at War: Genocide* (52 minutes); *The Nazis a Warning from History: The Road to Treblinka* (50 minutes)
- You should consider watching them more than once to develop an appreciation for the history and artistry in the documentary.
- Submit analysis to BOLT Content by date in calendar.
- The Comparative Film Analysis should respond to the following questions. Simply provide the question number then respond:
 1. What is the historical problem being posed (elaboration of issues) or claims being advanced?
 2. Identify and explain the use of **ONE of these cinematic techniques** in the documentary. Do this by describing at least two examples and explain what was being proven in each. Consider providing a screen shot
 - a. Focus/zoom, sweep over images to create the impression of a moving image

- b. Use of metaphor
 - c. Film footage or still images from the era
 - d. Matching images from the era to spoken word (words may be imagined)
 - e. Use of CGI (Computer Generated Images)
 - f. Witness testimony
 - g. Interviews of historical consultants
 - h. Re-enactment (usually with dialogue)
 - i. Quoting essential historical figures
 - j. Creating dialogue inspired by the evidence or what they imagine
 - k. Sound consider diegetic sound, real or imagined **AND** non-diegetic sound
3. How did each example of this technique impact you as a viewer? Did it create an expectation “for making a truthful representation of reality” or was it aesthetically appealing, or both? Or was it off-putting? Explain why?
 4. “Evidence” used to support an interpretation is the combination of sound and narration coupled with image (still or moving). Traditional footnotes and bibliography are missing. Identify one persuasive interpretation or claim and discuss what made it so.
 5. Was there any part of the interpretation that was less convincing? Discuss why.

Then compare the two documentaries:

6. If you had to recommend only one of these films, which one and why?
7. In thinking about the two films, what have you discovered about the limits and possibilities of learning and teaching history through documentaries?

Submission Format:

- Single space
- Number your responses; no need to type questions
- Make clear which documentary film you are discussing
- Write in complete sentences, but not being scored for grammar, spelling
- Scored based on content and ability to speak knowingly about film techniques and impact on viewers
- Comparisons should sink rocks, but don’t skip stones

Criteria

- Each is worth 10 points
- See rubric below

Submission format

- **NO NAMES:** Leave your name leave your name off the paper. I grade blindly to avoid the halo and horn effect. Bring a **hard copy** to class and upload to BOLT.
- **Format:** single-spaced
- **Citation method & Academic Integrity:** Either a footnote or page numbers in parenthesis outside of punctuation. Anytime that you summarize, authentically paraphrase, or quote, you must cite. In addition, verbatim language from the original source must also be put in quotation marks.

Highly competent 9-10 points	<input type="checkbox"/> Fully responds to each question <input type="checkbox"/> Clearly explains historical problem/major claims of documentaries <input type="checkbox"/> Correctly identifies and explains cinematic technique with two examples <input type="checkbox"/> Explains how the technique impacted the viewer <input type="checkbox"/> Identifies and explains a claim that is persuasive <input type="checkbox"/> Identifies and explains a less convincing claim or interpretation <input type="checkbox"/> Recommendation explains why and makes sense given their analysis
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	<input type="checkbox"/> Supports discussion of limits and possibilities with specifics that are persuasive <input type="checkbox"/> Written with clarity leaving no questions from the reader. <input type="checkbox"/> Thoughtful pondering of limits and possibilities of learning history from documentaries
Competent 8-point range	<input type="checkbox"/> Response to all of the sections but a bit uneven <input type="checkbox"/> Discussion of film examples are effective, but an insider can suggest better ways to express or will seek clarification <input type="checkbox"/> Correctly using terminology of the event and filmmaking but could be articulated more effectively
Novice with promise 7-point range	<input type="checkbox"/> Struggles to explain techniques evident in word choice or depth of explanation <input type="checkbox"/> Complies with assignment but there is little evidence that they are thinking about the limits and possibilities to learn history from a documentary <input type="checkbox"/> Outsider struggles to comprehend the technique or its impact, but an insider can tease it out.
Below 7- points	<input type="checkbox"/> incomplete <input type="checkbox"/> misrepresents film content <input type="checkbox"/> an insider even struggles to comprehend <input type="checkbox"/> word choice vague, details lacking that suggest student does not understand the historical context <input type="checkbox"/> misrepresents the historical source <input type="checkbox"/> fails to support answers with examples or fails to discuss them

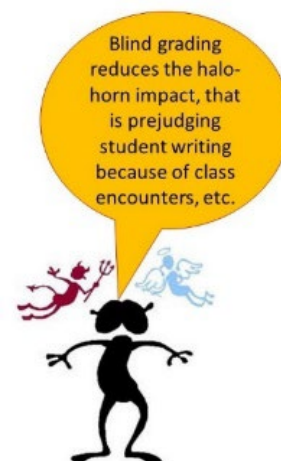
Two Essays (each worth 50 points)

Purpose:

- Gain practice and experience advancing plausible historical interpretations. Writing a historical essay is rhetorical exercise and the goal is to persuade the reader of your interpretation.
- Develop writing skills in consultation with the professor.
- These essays require you to sift through a variety of sources and evidence; you must determine what is essential and relevant to advancing a plausible thesis. Doing so improves your information literacy skills.

Task:

- No outside research is required.
- You are expected to use the assigned primary and secondary sources.
- Follow conventions of writing historical essays.
- **Pre-Write Submission**
 - 48 hours or earlier before the essay is due, students will provide a body paragraph for feedback. Keep in mind that in both essays, you can begin writing individual paragraphs as we work through content. Especially the first essay.
 - You can "submit" it in either way:
 - upload to the essay folder in BOLT, then notify me by email; in this instance, I will read and provide video feedback.



- meet with me in person during Drop-In hours or schedule an appointment. To do this, it makes sense to either email me your paper or bring it on you laptop, etc. so we can work with the paragraph.
- Personally, I prefer an in-person approach; I welcome the conversation that ensues when we talk writing. I will be looking for an effective paragraph topic sentence, how convincingly you advance your claims, and the coherency of ideas within the paragraph. (I will avoid editing your paragraph.)

Criteria:

A **rubric** can be found below, but here is some advice.

- Your essays must be **plausible**. Common factors that undermine plausibility: regurgitating lecture notes or textbook; heavy reliance on a small number of sources; ignoring primary or secondary sources that could undermine interpretations; relying more heavily on secondary sources when primary sources are available; failing to contextualize the evidence; dumping data or facts without analyzing it; telling a story or describing what happened chronologically rather than advancing an interpretation.
- **Know your Audience.** Your essay should be written so that any intelligent person having a limited understanding of the era could read it and comprehend the content. Do not assume the reader knows the essay question, the assignment, the readings, what happened in class, or is your professor; still understand that the primary reader of your essay, me, knows what kind of primary and secondary source evidence you had at your disposal.
- Your essay should have an introductory paragraph that ends with a thesis (not focus) statement, a body of several paragraphs that begin with paragraph topic sentences that further your thesis, and a conclusion that restates the main points of your thesis. Be sure that your thesis answers fully the question being posed in each essay.
- Direct quotations should be used yet sparingly and judiciously to reinforce your interpretation. Quotations, paraphrases, and summaries of ideas must be cited unless it is common knowledge.
- Essay Length? Number of pages are an approximation (7-10 pages), so please do not fill pages simply to achieve a magical number. Also, you may need to exceed the approximations but be certain that the excess is not due to wordiness or to a failure to make choices about what is the most convincing evidence.

Submission

- Submit a hard copy in class and upload the same version to BOLT. This must be a Microsoft Word Document, i.e. it should end with a .doc or .docx
- Your answer should be in essay format and include page numbers, standard 1-inch margins, typed, double-spaced, and in Verdana 10 point font or Times New Roman 12 point font. Be sure to set your default font!
- FOOTNOTES are required. **No** parenthetical or endnote citations. Bibliography is unnecessary. The Essay Writing Manual provides more instructions on this.
- Pre-Write Submissions are achieved through in-person meetings or by BOLT 48 hours in advance.
- I never presume that students know the writing moves that meet the criteria of an effective historical essay. So, I welcome consulting with you throughout the semester.

Stuff Happens Option: Recognizing that stuff happens that could interfere with submitting written work on time, you are allowed to use the “stuff happens” excuse **once for one of the essays**. This provides you with an additional 72 hours beyond the deadline to complete

your assignment. To use your “stuff happens option,” you need to email me so that I can keep records, and you must still submit a hardcopy of your work within the deadline (unless instructed otherwise).

Essay 1 either a or b

Essential to know: The chapters that we will study for this essay include documentary evidence framed out by the authors interpretation of that evidence. Therefore, you should separate out your interpretation of the excerpted documents from ideas that Williamson and Van Wyk inspire from their contributions to each chapter.

- a. Drawing upon the working assumption that “individuals, not anonymous forces, make the decisions for war” (p. 4), Williamson and Van Wyk examine how civil-military relations may have contributed to war in July 1914. Advance an interpretation responding to the central question: “Did military considerations dictate political decisions in July 1914, and were governments forced to war because of military pressures?” (p. 3)
- b. The assignment of war guilt for World War I was easy for the peacemakers in 1919, but subsequent scholars have challenged not only their assignment of guilt but have also suggested a more appropriate word would have been responsibility. Evaluate the degree of guilt or responsibility of the following belligerents: Serbia, Austria-Hungary, Germany, and Russia. In doing so, advance your own interpretation about the origins of the First World War.

Essay 2:

Essential to know: You should demonstrate that you understand what the “wrong war” thesis is, and its limitations, to advance your thesis.

The documentary, the *Nazis a Warning from History*, claims that Hitler got the “Wrong War” in 1939? By implication the invasion of the USSR was expected and therefore inevitable, not meriting close examination. (Indeed, routinely the interpretations of Germany’s invasion of the USSR in summer 1941 is portrayed as inevitable.) Write an essay that responds to these two questions: 1) how plausible is the “wrong war” thesis given what you have learned about the origins of the war in recorded lectures and documentary evidence? 2) What is lost, oversimplified, and/or misrepresented when interpretations of the invasion of the USSR are then portrayed as inevitable? (Note these two questions will prompt you to write a rather complex thesis.)

RUBRIC	
Content: _____	Composition: _____ Essay Grade: _____
Commendable:	Room for Improvement:
<input type="checkbox"/> clean copy quality suggests student took time to proofread and edit before submitting; appearance is professional	<input type="checkbox"/> devote more time to proofreading and editing; appearance is unprofessional
<input type="checkbox"/> well-defined thesis (sophisticated, recognizes complexity of the problem) <input type="checkbox"/> thesis present and addresses the question/assignment	<input type="checkbox"/> absent thesis <input type="checkbox"/> thesis present but does not fully or clearly address the question/assignment
<input type="checkbox"/> audience (does not assume audience knows the assignment, sources, explains unconventional terms, events, ideas, people, and provides sense of chronology)	<input type="checkbox"/> audience (assumes audience is professor/grader who knows the assignment, sources, factual content, and dates; fails sometimes/always to explain)
<input type="checkbox"/> effective introduction (knows what background is relevant; explains the essential problem defined by the assignment)	<input type="checkbox"/> rework introduction (insufficient background; does not explain the essential problem found in the essay question)

<input type="checkbox"/> effective conclusion (reminds the reader of the major points of the argument making reference to selected details and the kind of evidence utilized)	<input type="checkbox"/> rework conclusion (does not restate the main points of the argument; does not make reference to select details essential to paragraphs; introduces new evidence or ideas; absent)
<input type="checkbox"/> effective ¶ topic sentences advancing a thesis	<input type="checkbox"/> ¶ topic sentences only describe or not advancing a thesis consistently
<input type="checkbox"/> all content in all paragraphs are dedicated to proving thesis	<input type="checkbox"/> some content in paragraphs not clearly or wholly contributing to proving thesis (suggests the author is struggling with comprehension; inability to prioritize what is essential)
<input type="checkbox"/> interpretation is plausible/convincing (history standards) <input type="checkbox"/> corroborates with at least two pieces of evidence/factual examples to support a single point in the argument <input type="checkbox"/> does not ignore contrary evidence <input type="checkbox"/> in-depth/articulate analysis of evidence <input type="checkbox"/> judicious use of quotations to gain reader's confidence <input type="checkbox"/> accurately interprets primary & secondary sources in their context <input type="checkbox"/> uses quotations as evidence convincingly <input type="checkbox"/> word choice and use of details such as dates, names, etc is knowledgeable to help the reader understand the context <input type="checkbox"/> accurate use of specialized vocabulary <input type="checkbox"/> avoids overgeneralizations and oversimplifications <input type="checkbox"/> exploits a variety of sources if available/relevant <input type="checkbox"/> relies more on primary sources than secondary sources when available, relevant or assigned <input type="checkbox"/> correctly places/explains events in chronological sequence	<input type="checkbox"/> interpretation is not (wholly) plausible/convincing <input type="checkbox"/> does not provide evidence or examples to support claims <input type="checkbox"/> evidence or factual examples are not corroborated <input type="checkbox"/> heavy reliance on limited sources despite availability <input type="checkbox"/> ignores more convincing evidence or ineffectively corroborates <input type="checkbox"/> ignores contrary evidence that could undermine interpretation <input type="checkbox"/> misinterprets or misrepresents sources (primary or secondary) <input type="checkbox"/> unconvincing, poorly articulated, or inarticulate interpretation of evidence <input type="checkbox"/> deeper analysis was necessary <input type="checkbox"/> describes/narrates events but does not interpret <input type="checkbox"/> fails to contextualize or accurately interpret context <input type="checkbox"/> quotations as evidence are unconvincing, under-utilized, or non-existent <input type="checkbox"/> lacks specificity in word choice or details such as dates, names, etc, or inaccurate use of specialized vocabulary <input type="checkbox"/> mistakes in chronology/sequence undermine interpretation
<input type="checkbox"/> command of topic (factually correct; accurate context & chronology)	<input type="checkbox"/> factual or concept errors (minor errors that do not detract from interpretation; undermines essay partially or completely)
<input type="checkbox"/> well-structured (paragraphs are in logical order; effective paragraph breaking; sentences are in logical order)	<input type="checkbox"/> rethink organization (paragraphs out of order; ineffective paragraph breaking; sentence order within paragraphs)
<input type="checkbox"/> well-documented <input type="checkbox"/> uses footnotes (not parenthetical citations) <input type="checkbox"/> footnotes provide sufficient information to retrace source of ideas and exactly follow guidelines; <input type="checkbox"/> cites ideas, even if paraphrased or summarized, not original to the student; <input type="checkbox"/> authentically paraphrases; <input type="checkbox"/> puts verbatim passages into quotation marks)	<input type="checkbox"/> citing sources incorrectly <input type="checkbox"/> violates academic integrity <input type="checkbox"/> by failing to cite paraphrased or summarized ideas; ideas not your own <input type="checkbox"/> by failing to put quotation marks around verbatim passages (impossible to discern student's words from quoted source) <input type="checkbox"/> by failing to paraphrase authentically <input type="checkbox"/> by failing to cite quoted sources
<input type="checkbox"/> effectively frames quotations (gives attribution to the author; provides context for the quotation; explains how the quotation is evidence for the argument)	<input type="checkbox"/> ineffectively frames quotations (fails to give attribution to the author; fails to contextualize the quotation; fails to explain what the quotation proves)
<input type="checkbox"/> clearly written and convincing (includes appropriate word choice; active voice; uses third person; simple past tense; extensive/sophisticated vocabulary; in short, follows the stylistic conventions for writing history papers) <input type="checkbox"/> not just clearly written; articulate, creative, and convincing	<input type="checkbox"/> fix unclear language (<i>wordy, awk, clarify</i>) <input type="checkbox"/> fix word choice (<i>wc</i>)/usage (<i>wu</i>)/order (<i>wo</i>) <input type="checkbox"/> fix passive voice (<i>pv</i>) <input type="checkbox"/> fix verb tense (verb-subject agreement; write about the past in the past tense) (<i>v.t.</i>) <input type="checkbox"/> develop vocabulary (word choice is unnecessarily repetitious, inaccurate, or limited) (<i>wc rep, inaccurate, meaning unclear</i>) <input type="checkbox"/> fix the use of personal pronouns (e.g. you) or first person (e.g. I) (<i>pers. pron.</i>) <input type="checkbox"/> pronouns (unclear antecedents; singular/plural agreement) <input type="checkbox"/> fix punctuation (e.g. commas; semicolons; colons; possessive case) (<i>punct</i>) <input type="checkbox"/> fix spelling errors (<i>sp</i>) <input type="checkbox"/> fix paragraph topic sentence (<i>ineff. ¶ ts</i>) <input type="checkbox"/> fix paragraph transitions (chaining ideas b/w paragraphs; jump in logic; not summarizing the evidence in the paragraph) (<i>¶ trans</i>) <input type="checkbox"/> fix sentence segues (chaining ideas b/w sentences; jump in logic) (<i>s.s.</i>)

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Final Exam (approximately 60 points)

In-Class Portion of Exam (perhaps 40 points) will test your ability

1. To recall foundational knowledge and place events in correct sequence through multiple choice, matching, open-ended short answers.
2. Interpret evidence in context that we explored during the semester.
3. Essay: How did analogies of Hitler evolve over time? Are these analogies useful or more of a hindrance when used today? (This question may be modified, since it is based upon our last reading discussion.)

Take Home Portion (20 points)

At the beginning of the semester, you were asked to provide your prior knowledge or perception of several questions. Now, I am asking you to revisit what you originally wrote and reflect upon what you have learned. Select three out of the following five questions:

1. If a stranger were to ask you this question, how would you respond in a paragraph: What were the most important causes of World War I?
2. If a stranger were to ask you this question, how would you respond in a paragraph: What were the most important causes of World War Two in Europe?
3. What is a civilian in an age of Total War? Can there be "rules of warfare"?
4. In your opinion what are the limits and possibilities in learning history through documentaries?
5. What makes some historical interpretations more plausible than others?

This is not a conventional essay with an introduction and conclusion, but you are expected to communicate clearly and take time to edit.

Here is a template that you could follow to provide structure:

- At the beginning of the semester, this is what I knew or perceived with respect to question (1,2,3,4):
- The evidence that most greatly contributed to my knowledge or challenged my perceptions included: discuss at least two pieces of evidence.
- Here is why my knowledge or perceptions have developed, deepened, changed, evolved (which verb you choose depends upon your starting point) An my interpretation currently is ...

How to submit:

- You should not exceed a page (approximate), single-spaced, per question
- **Use Microsoft Word** to upload all written work to BOLT (i.e. file extension is a .doc or .docx)
- Bring a hard copy to class and submit with the in-class final and upload to BOLT.

How will this be graded?

Highest points (16-20) assigned to responses that:

- Communicate clearly so the reader rarely stumbles (this includes effective word choice, active voice, simple past tense, limited use of first person, with isolated grammar and punctuation errors that can be chalked up to typos not a pattern)
- Corroborates with a meaningful deep analysis of least two pieces of evidence
- Accurately interprets primary and secondary sources in their context
- Uses quotations as evidence convincingly
- Word choice and use of details such as dates, names, etc reveals knowledge of events and context

Copyright 2023 Lisa M. Stallbaumer-Beishline as to this syllabus and all lectures. During this course students are prohibited from selling notes to or being paid for taking notes by any person or commercial firm without the express written permission of the professor teaching this course. The syllabus is subject to change.

- Correctly places events in chronological sequence
- Avoids overgeneralizations and oversimplifications
- Does not ignore contrary evidence, indeed confronts it
- Responds fully to three questions
- Authentically paraphrases, no detectable plagiarism, verbatim passages put in quotation marks
- Cites so I can retrace ideas and quotations

13.5-15.9 points

Lacking in some of the above qualities, but responds fully to three questions

Technology Requirements & Policies



- The most reliable internet browsers are Google Chrome and Mozilla Firefox. If you struggle accessing material through one browser, try a different one.
- Be sure you routinely update internet browsers and other apps.
- High-speed internet (no dial up). Be aware that wireless connections can be slower.
- You know how and are able to access all course materials from BOLT.
- **Use Microsoft Word** to upload all written work to BOLT or to me (i.e. file extension is a .doc or .docx).
- Every student has access to **Office 365** through the University – Even Mac users!



Mobile Technology Policy

Put your cell phone in silent mode upon beginning class and squirrel it away somewhere so you won't be tempted to check your phone. Leaving class to answer your phone or text a message is an inappropriate use of class time.

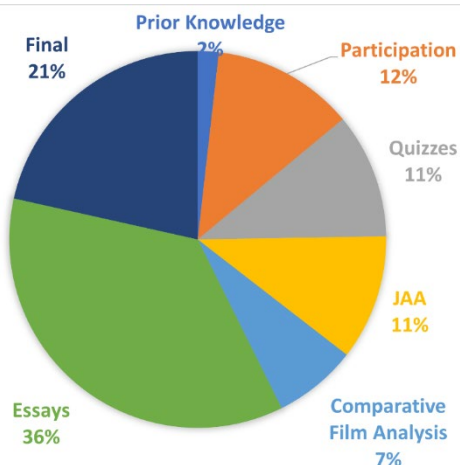
If you bring a laptop, please have a G-rated screen saver.

If you have either a laptop or tablet, or other mobile device, close all apps and alerts, so you will not be tempted to multi-task. Distractions are not conducive to learning.

Consequences? You may be asked to leave the class if you are found to be violating the above policies. You will be asked not to bring your laptop to class or to leave if you are making inappropriate use of your laptop or mobile device.

Grading Scale

Grades are earned and not based on "effort"; the letter grade communicates a level of competency: excellent (A range); above average (B range); average (C range); below average (D range); and unacceptable (F range). Total points are determined at the end of the semester (the points will approximately add up to 279 points). A letter grade will be based on the percentage of total points earned.



A Range	B Range	C Range	D Range	F Range
A 94-100%	B+ 87-89%	C+ 77-79%	D+ 67-69%	F 0-59%
A- 90-93%	B 84-86%	C 74-76%	D 60-66%	
	B- 80-83%	C- 70-73%		

COVID 19 and the Safety of All:

We want to get back to normal, and it's clear from being in public, most people now forgo masks. Allergies and other illnesses (cold, flu, bronchitis) can easily be confused with COVID. Within the classroom, others may have a weakened immune system or loved ones who are vulnerable. We also know that depending upon the timing of a home test, you may or may not test positive. So, I am urging students to exercise caution. At the least, if you have symptoms that might be COVID, yet you have tested negative, wear a mask while in class, cover your coughs and sneezes with your elbow, and sanitize your hands frequently. In general, if you are not well, no matter the reason, it's best to take a sick day and follow course make-up policies. Just email in advance to let me know. I am not asking for documentation.

More generally, follow university policy with respect to masks and hygiene. Each Friday, we are sent an email entitled "Masking Update." I urge everyone to get vaccinated not just for COVID but also the Flu.

You are expected to be familiar with the following university policies:

Academic Integrity

Academic dishonesty includes cheating, plagiarism, fabrication, misrepresenting circumstances, impersonation, obtaining an unfair advantage, aiding and abetting of academic dishonesty, falsification of records and official documents, and unauthorized access to computerized academic or administrative records or systems. For detailed definitions of these examples of academic dishonesty, consult Bloomsburg University's: <https://www.bloomu.edu/prp-3512-academic-integrity-policy>

Student Code of Conduct

<https://www.bloomu.edu/documents/student-code-conduct>

Student Disruptive Behavior Policy

<https://www.bloomu.edu/prp-3881-student-disruptive-behavior-policy>

University Attendance Policy

<https://www.bloomu.edu/prp-3506-class-attendance-policy>

Dr. Stallbaumer's Attendance and Assignment Deadlines' Policies

- Regular in-person classroom attendance is expected.
- An absence is excused if you have a varsity sports event, religious holy days, military and military reserve activity, illness.
- An absence is excused if you suspect that you may have COVID, or if you suspect having been exposed to COVID and must quarantine.
- I will not be asking for documentation for excused absences. It creates a burden for students to get the documentation, and because I hope that every student will behave honorably. **Falsely representing** your absence is a violation of academic integrity.
- There is no makeup for unexcused absences; examples include but not limited to court dates, sleeping in, studying for other classes, leaving campus early or arriving late because of ride-sharing, family vacations, and seeking to remote in because you do not feel like walking to class. In short, activities within your control that prompt you to choose to skip class.
- It is the **student's responsibility** to contact the professor to make up work promptly. **Do not wait until the next class meeting.**
- **Deadlines for written work.** You are required to turn in your assignments on time, unless you have an excused absence as defined in the policies above. Late work will

only be accepted within 24 hours of the deadline. **You will only receive half credit of the grade that you would have earned for any late work.**

- You should always keep an electronic “mail trail” that indicates you have submitted your assignments to the BOLT Coursework → Assignment Submission Folder.
- You should always have backup copies of your files so you do not lose your work.

[Food Assistance](#), [Counseling and Human Development](#), [Husky Success](#), which allows you to request help, are just three of the major ways the university can help students who struggle, pandemic or no pandemic.

Need Help with Study Skills and Writing?



BU's Writing and Literacy Engagement Studio (WALES) Support for Writing and Reading

The Writing and Literacy Engagement Studio (WALES), supports students on all three campuses in their growth as writers and readers. We enjoy easing the writing process for all students from any background working in any major. We also enjoy helping students develop strategies for reading and making sense of texts and course material. Students set the agenda for each appointment—whether they're concerned about their reading material, about getting started on a writing project, about improving clarity, grammar, organization, or citations, or about any other aspect of reading, writing, or the English language. Our diverse group of WALES Consultants represent a variety of majors and share the common goal of working with students to develop skills and strategies that help them grow as readers and writers.

WALES will be open in BAKELESS 206 and also available online via ZOOM.

To make a WALES appointment, either come to BCH 206 or use your Huskies email to contact wales@bloomu.edu. You might also be able to just drop in to BCH 206 and work with the first available consultant, often immediately.

Please see the WALES website <https://www.bloomu.edu/offices-directory/writing-and-literacy-engagement-studio-wales>

Hours

WALES Consultants can work in person or via Zoom during most of our hours, but night and weekend hours are available only via Zoom.

Saturdays and Sundays (Zoom only) 7:00 pm to 11:00 pm

Mondays - Thursdays (in person or via Zoom) 10:00 am to 9:00 pm
(Zoom only) from 9:00 pm to 11:00 pm

Fridays (In person or via Zoom) 10:00 am to 3:30 pm

University Learning Center (formerly Tutorial Services):

If you feel you need extra help to improve your academic performance in this or any of your courses, please consider reaching out to the University Learning Center. The Learning Center offers peer tutoring, supplemental learning, and academic coaching at no charge to Bloomsburg University students. The ULC office is located in Warren Student Services Center, Room 119.

University Disability Services

- Any students eligible for classroom accommodations are invited to meet with me to discuss their concerns and to present their disclosure forms from the University Disability Services.
- Our university provides reasonable accommodations to students who have documented disabilities. If you have a documented disability that requires academic accommodations and are not registered with the University Disability Services, please contact this office in the Warren Student Services Center as soon as possible to establish your eligibility.