

Twentieth-Century Germany (1500)

History 340.01

Meeting Room: 135 Old Science Hall

Meeting Times: 3:30-4:45, Tues & Thurs

Updated 25 August 2015

Dr. Stallbaumer-Beishline

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Office Hours:

Mondays: 1:00-3:00 PM

Tuesdays: 12:30-1:30 PM

Wednesdays: 4:30-6:00 PM

Thursdays: 12:30-1:30 PM

Happy to schedule appointments outside these times as well; just contact me.

Email Etiquette:

- always include the topic of your email in the memo line
- never send an assignment by email unless specifically instructed to do so
- never assume that I read my email more than once a day, or that I will respond immediately when you send a message
- to receive a timely response to your questions, you should call or see me during my office hours
- the lack of planning on your part does not constitute an emergency on my part

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 reading and writing assignments in a *timely and thoughtful manner*, and to learn, that is to create new pathways in your brain that allow you to recall lessons and apply to real life situations years into the future.

My promise: If you fulfill your responsibilities as a learner, upon completion of this course, you will be able to arrive at convincing historical responses to the following questions:

1. Weitz argues that the Weimar Republic is better known for its "conflict and disasters," yet also should be known for its "great political as well as cultural achievements." What are the most essential features in his balance sheet? Is Weitz convincing? Was Weimar doomed to fail by Weitz's reckoning?
2. "To what extent did the Germans become Nazis in the years 1933-1945?"
3. What was "the human reality behind mid-level participation in the Nazis' racial empire"?
4. How, if at all, were Germans "recivilized" after "perpetrating unspeakable crimes"?
5. How did ordinary Germans make and experience the "Iron Curtain"?
6. Imagine your audience is the Central Intelligence Agency. Its *Factbook* for Germany is a compilation of facts (Google it!). However, the director of the CIA has been asked to provide qualitative insight about the German national character (if there is one) given recent accusations by the Greek government that Chancellor Angela Merkel's policies hint of Nazism. You are hired as a historical consultant to respond to the following questions: "Who were the Germans? What was their national character, if they had one?" What are the most important lessons to take from the history of the five Germanies of the Twentieth-Century (Wilhelmine, Weimar, Nazi, Divided, Reunited)?

How will we accomplish these goals?

This course is organized as a reading seminar; the above questions and those listed in the calendar will shape our conversations and your reading goals. In the absence of a textbook that provides context, lectures (either recorded or in-class) will be scheduled. These will also help distribute the course readings.

We will also develop "historical" skills that will serve you well in daily life:

Text analysis, advancing a historical argument in writing, understanding sequence of events, and practicing oral discussion skills. In developing and enhancing these skills, you will improve your

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ability to communicate in writing, prioritizing large amounts of information, evaluating that information, and improving your ability to persuade.

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 (some of these are actually required to complete an assignment listed below). In addition, I will have the most updated syllabus available there in case you are having difficulty accessing it through BOLT; however, reading materials can only be accessed through BOLT → Content.

Technology Requirements & Policies



- If you struggle accessing material through one browser, try a different one.
- Be sure you routinely update Java script and internet browsers.
- 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.
- Some course materials are Flash or pdf and not supported by some Apple products (your problem not mine).
- **Use Microsoft Word to upload all written work to BOLT or to me (i.e. file extension is a .doc or .docx) or use RTF.**



Mobile Technology Policy

Put your cell phone in silent mode upon beginning class and keep it in your pocket, purse or school bag or place face down on your desk. By the way, leaving class to answer a cell phone call or text a message is an equally inappropriate use of class time.

Attempting to multi-task shows a lack of engagement in the subject matter, and it is not possible to accomplish successfully. In short, it is not conducive to learning.

If you bring a laptop, please have a G-rated screen saver. If you have either a laptop or tablet, or other mobile device, you are not allowed to game, check or send emails, tweet, Instagram, check facebook, etc. Of course, you are permitted to use them for class related activities.

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.



Required Texts

Please note: on the days in which reading assignments are discussed, you must bring them to class. As you contribute to discussion, you are going to be asked to share page numbers, read passages, etc.

Fritzsche, Peter. *Life and Death in the Third Reich*. Cambridge, Massachusetts: Harvard University Press, 2008.

Fulbrook, Mary. *A Small Town Near Auschwitz: Ordinary Nazis and the Holocaust*. Oxford: Oxford University Press, 2013.

Jarausch, Konrad. *After Hitler: Recivilizing Germans, 1945-1995*. Oxford: Oxford University Press, 2008.

Sheffer, Edith. *Burned Bridge: How East and West Germans Made the Iron Curtain*. Oxford: Oxford University Press, 2014.

Weitz, Eric D. *Weimar Germany: Promise and Tragedy*. New and Expanded Edition. Princeton: Princeton University Press, 2013.

Additional reading materials in BOLT → Content → Readings

- Wilhelmine Era Documents
- Germany at War Documents
- Robert Gellately, "The Gestapo and German Society: Political Denunciation in the Gestapo Case Files"

Textbook?

We will have no textbook that provides an over-arching interpretation of Germany during the twentieth-century. The lectures that mark the beginning of each "Germany," can only provide so much detail. If you feel the need for a "short story" about different eras of German history, consult the following website: German History through Documents and Images and read the "Introduction" (there is a print version or you can read the Overview online). Each of the chapters listed below are written by well-known historians of Germany.

Forging an Empire: Bismarckian Germany (1866-1890) http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=2290

Wilhelmine Germany and the First World War (1890-1918) http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=11

Weimar Germany (1918/19-1933) http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=12

Nazi Germany (1933-1945) http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=13

Occupation and the Emergence of Two States (1945-1961) http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=14

Two Germanies (1961-1989) http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=15

One Germany in Europe (1989-2009) http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=16

Timelines

Keep track of major and minor events through a timeline (i.e. a graphic organizer); create a hard copy or use Prezi (so you can carry it with you electronically!). While creating your own as you learn the subject is the best approach. Here are a couple of timelines that list the highlights:

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- BBC: <http://www.bbc.com/news/world-europe-17301646>
- History World: <http://www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=ac62>
(careful, lost of distracting adds; events are narrated in chronological order)
- Wikipedia: https://en.wikipedia.org/wiki/Timeline_of_German_history

"...knowing how to read something results almost automatically from knowing why we are reading, and without some purpose, reading is an aimless activity." In advance, look at the questions posed in the syllabus, writing assignment guidelines, etc to determine your goals for reading.

Assessment of Student Learning



**Deadlines for Assignments, Quizzes, Readings,
Discussion are Listed in the Class Calendar**

Attendance

You are expected to attend class but you earn no points simply for being present. See the attendance policy for more details.

Participation Grade (approximately 0-40 points; 0-2 points for each discussion)

- ✘ Historians build a community of knowledge by engaging in dialogue about the subject matter. We are not usually trying to reach consensus. We are trying to develop plausible interpretations of the past given the information (documents from the past; other historical interpretations) available. Plausibility is outlined by the standards of the profession. Through discussion, we have the opportunity to test our ideas and raise questions. Discussing texts in class allows you to engage in a similar dialogue and to test your understanding.
 - ✘ The dialogue should be respectful and constructive.
 - ✘ You are expected not only to have read, but annotated and thought about the readings.
 - ✘ You are expected to bring the texts to class in order to make reference to what you have read. You cannot participate effectively and meaningful otherwise.
 - ✘ Contributing to discussion may include responding to a question or raising questions that reveal you are thinking about the material and essential questions raised in the syllabus. However, your contributions do not have to be limited to only correct responses to questions. Indeed discussion can help us identify misperceptions that develop from prior knowledge or a misreading of the text. History is one of those disciplines in which there may not always be right answers, but there can be wrong answers.
 - ✘ Having a bad day, or do not feel well? You will drop your two lowest discussion grades.
 - ✘ 2 points: you are expected to contribute routinely (no magic number but I do keep a tally). Your contributions are relevant to the topics; you demonstrate effective listening skills by responding to classmates and not dominating the discussion. You support interpretations or questions by referencing the text. You remain engaged throughout.
 - ✘ 1.5 points: Minimal but relevant contributions; still informed by the readings.
- Note:** if you attend and remain alert, but never contribute, the most that you can earn is a D-level grade.

Class Generated Study Guides

In reading the five monographs for this course, you will encounter many facts. Not all of them are equally important. As Bruce Lesh notes in *Why Won't you Just Tell us the Answer?* (2011), "Facts are inert unless they are employed in the pursuit of a question." (179) The essential questions that we will address are found in the calendar below, in the essay topics, and enumerated by the authors in the introductions to their books or chapters. Can you identify the facts, i.e. foundational knowledge, that are essential to know to facilitate thinking and writing about German history? This foundational knowledge

During the course of discussions, if you encounter people, events, or ideas that are foundational knowledge, and therefore fair game for the online quizzes, then provide this on paper provided at the end of class or at the beginning of the subsequent class. This approach may serve as a way of reviewing and clarify foundational knowledge that may confuse us. Indeed, if you want to write the review item up as a multiple choice exam item, I will consider using it on the online quizzes or the final exam. I will make study guide items available to all students through BOLT.

This is an experiment on my part, a sort of crowd sourcing approach, and if all else fails, I can provide a study guide, but mine may become rather lengthy if I have difficulty narrowing down the possibilities.

Jigsaw Activity for Eric Weitz, *Weimar Germany: Promise and Tragedy*:

II of us will be studying and discussing Introduction, and Chapters 1, 9, and 10. These chapters provide foundational knowledge about political and economic developments in which the theme of tragedy is more prevalent. In chapters 5-8, Weitz develops the theme of Promise more pointedly. You will sign up in advance (or luck of the draw if you don't have any particular interests). To make the workload more manageable, groups of students will be held responsible for teaching their classmates the essential contents of one of these chapters. (You are not being asked to work in groups outside of class.)

How to prepare?

Develop a T chart of For and Against

1. What are his interpretations and evidence to support his thesis in favor of promise?
2. What are his interpretations and evidence that suggest tragedy (found within the chapter, if any)?
3. Include page numbers for paraphrases, summaries and quotations. Remember classmates will borrow your ideas to compose essay 1 or need it for quizzes and the final.
4. Be so well-versed on the content that you can teach it, knowing what to include and what to leave out!

Chapter 5: "Building a New Germany"

_____ ; _____ ; _____ ; _____ ; _____ ;

Chapter 6: "Sound and Image"

_____ ; _____ ; _____ ; _____ ; _____ ;

Chapter 7: "Culture and Mass Society"

_____ ; _____ ; _____ ; _____ ; _____ ;

Chapter 8: "Bodies and Sex"

_____ ; _____ ; _____ ; _____ ; _____ ;

Two Foundational Knowledge Online Quizzes (approximately 15 points each)

- To place events in their correct chronological sequence;
- To identify and explain significant events and people in German history;
- To recognize accurate statements about secondary source interpretations of German history;
- To explain the meaning of essential quotations from assigned readings;
- Format may include short answer or paragraph responses; multiple choice; matching; order sequencing; fill-in-the-blank.
- Quizzes will be accessible through BOLT for a limited period of time with a reasonable time limit for completion.
- **Quiz 1:** Wilhelmine and Weimar Germany
- **Quiz 2:** Nazi Germany and the Holocaust
- Sources to review in preparation for the exam include:
 - Lecture notes;
 - Class Generated Study Guides;
 - All assigned readings up to the point of the quiz deadline.

In-Class Final Exam (approximately no more than 50 points)

Part I:

- Cumulative;
- To place events in their correct chronological sequence;
- To identify and explain significant events and people in German history;
- To recognize accurate statements about secondary source interpretations of German history;
- To explain the meaning of essential quotations from assigned readings;
- Format may include short answer or paragraph responses; multiple choice; matching; order sequencing; fill-in-the-blank.

Part II, Essay: Imagine your audience is the Central Intelligence Agency. Its *Factbook* for Germany is a compilation of facts (Google it!). However, the director of the CIA has been asked to provide qualitative insight about the German national character (if there is one) given recent accusations by the Greek government that Chancellor Angela Merkel's policies hint of Nazism. You are hired as a historical consultant to respond to the following questions: "Who were the Germans? What was their national character, if they had one?" What are the most important lessons to take from the history of the five Germanies of the Twentieth-Century (Wilhelmine, Weimar, Nazi, Divided, Reunited)?

Historical Essays (select three out of five) (50 points each)

A week before the deadline of each essay, students will be asked to make a commitment. Do they plan to write the upcoming essay? Your decision should be based on the appeal of the question and your other course-life obligations. If you do not fulfill your commitment, **then 5 points are automatically deducted from your next essay.** As discussions develop, the essay questions might be revised slightly, but these are the questions:

1. Weitz argues that the Weimar Republic is better known for its "conflict and disasters," yet also should be known for its "great political as well as cultural achievements." What are the most essential features in his balance sheet? Is Weitz convincing? Was Weimar doomed to fail by Weitz's reckoning?
2. "To what extent did the Germans become Nazis in the years 1933-1945?" How convincing is Fritzsche's interpretations?

3. What was "the human reality behind mid-level participation in the Nazis' racial empire"? Does Fulbrook's study shed light on how ordinary Germans may have contributed to the Holocaust?
4. How, if at all, were Germans "recivilized" after "perpetrating unspeakable crimes"? Does Jarasuch advance a convincing interpretations?
5. How did ordinary Germans make and experience the "Iron Curtain"? Does Sheffer put forth a convincing case that Germans bear the responsibility for the process and outcomes?

General Guidelines that apply to all essays:

- ✘ **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 subject matter. Do not assume the reader knows the essay question, the assignments, 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.
- ✘ Understand that writing a historical essay is rhetorical exercise, and the goal is to persuade the reader of your interpretation. Your essays must be plausible. Common factors that undermine plausibility: regurgitating lecture notes or simply summarizing portions of the book; failing to comprehend the complexity of the historian's research and conclusions; failing to prioritize or select the most convincing examples to support your interpretations; dumping data or facts without analyzing them; telling a story or describing what happened chronologically rather than advancing an interpretation.
- ✘ No outside research is required; your assigned readings will provide you with sufficient evidence to advance plausible interpretations.
- ✘ Follow conventions of writing historical essays.
- ✘ History Writing tutorials are available on my website to help guide you through the writing process. In addition, a writing manual is located in BOLT that reviews this information and explains how to cite.
- ✘ 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.
- ✘ Must be submitted in **two formats**: upload a copy to BOLT as a Microsoft Word document, i.e. it should end with a .doc or .docx or rtf and as a hard copy in class.
- ✘ **DO NOT** PUT YOUR NAME ON YOUR ESSAY OR IN THE HEADER/FOOTER so that I may grade blindly. Your name should only appear on the back of the last page.
- ✘ 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.
- ✘ Number of pages, 6-10 are an approximation, 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.
- ✘ **TWLEVE-HOUR Rule:** If you would like feedback, please share drafts (partial or complete) with me at least 12 hours in advance in order to get feedback. Or at least discuss how you plan to tackle the essay questions. I am here to help, not so much to help you make the grade, but to help improve your writing skills.

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) <ul style="list-style-type: none"> • corroborates with at least two pieces of evidence/factual examples to support a single point in the argument • does not ignore contrary evidence • in-depth/articulate analysis of evidence • judicious use of quotations to gain reader's confidence • accurately interprets primary & secondary sources in their context • uses quotations as evidence convincingly • word choice and use of details such as dates, names, etc is knowledgeable to help the reader understand the context • accurate use of specialized vocabulary • avoids overgeneralizations and oversimplifications • exploits a variety of sources if available/relevant • relies more on primary sources than secondary sources when available, relevant or assigned • correctly places/explains events in chronological sequence 	<input type="checkbox"/> interpretation is not (wholly) plausible/convincing <ul style="list-style-type: none"> • evidence or factual examples are not corroborated • heavy reliance on limited sources despite availability • ignores more convincing evidence or ineffectively corroborates • ignores contrary evidence that could undermine interpretation • misinterprets or misrepresents sources (primary or secondary) • unconvincing, poorly articulated, or inarticulate interpretation of evidence • deeper analysis was necessary • describes/narrates events but does not interpret • fails to contextualize or accurately interpret context • quotations as evidence are unconvincing, under-utilized, or non-existent • lacks specificity in word choice or details such as dates, names, etc, or inaccurate use of specialized vocabulary • 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 <ul style="list-style-type: none"> • uses footnotes (not parenthetical citations) • footnotes provide sufficient information to retrace source of ideas and exactly follow guidelines; • cites ideas, even if paraphrased or summarized, not original to the student; • authentically paraphrases; • puts verbatim passages into quotation marks) 	<input type="checkbox"/> citing sources incorrectly <input type="checkbox"/> commits plagiarism <ul style="list-style-type: none"> • by failing to cite paraphrased or summarized ideas; ideas not your own • by failing to put quotation marks around verbatim passages (impossible to discern student's words from quoted source) • by failing to paraphrase authentically • 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 (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, 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>)
COMMENTS: 	

Form revised 28 January 2013

What Makes the Grade in a Historical Essay?

Dr. L. M. Stallbaumer-Beishline

A Range: Content

- In each paragraph, uses at least two pieces of convincing evidence to support major points in the argument (given the available primary and/or secondary sources)
- Relies more on primary sources than secondary interpretations to advance an argument (if the primary are available).
- Imaginative use of sources; shows an ability to synthesize; makes use of diverse accounts and challenging sources.
- Does not ignore evidence (primary or secondary) that could undermine argument.
- Does not advance an argument that is not supported by the evidence.
- Effectively and convincingly interprets the evidence for the reader.
- Makes no fact or concept errors (incredibly minor fact errors are tolerable).
- Knows what facts and details to include which demonstrates an ability to contextualize.
- Effectively uses quotations as evidence to advance an argument.
- Thesis statement addresses the question assigned and is located at the end of the introductory paragraph.
- Makes reference to specific dates or sequence of events when appropriate to establish a timeframe.

A Range: Presentation

- Word choice demonstrates an extensive vocabulary.
- Word choice effectively and accurately conveys meaning.
- Paragraph topic sentences consistently further the thesis.
- Paragraph transitions smoothly guide the reader to the next point of the argument.
- Effectively segues between sentences all of the time.
- Avoids common grammatical mistakes (standard English): e.g. verb tense error, verb-subject agreement error, spelling errors, punctuation error, error in word order, pronouns always have clear antecedents.
- Avoids passive voice except when appropriate.
- Writes in simple past tense except where it is appropriate to use present or subjunctive.
- Effectively frames quotations all of the time.
- Organized in a logical and persuasive manner.
- Quality of presentation suggests that author has taken time to proofread and edit one's own work.
- Introduction is informative and demonstrates an ability to know what essential details, facts, and dates should be offered.
- Conclusion restates the major points of the argument and how it was proven as a reminder to the reader.
- Correct citation of sources always allows the reader to retrace the author's steps.
- Clean copy (limited instructor markings) indicates a sincere effort to proofread and edit.
- Does not assume audience is the instructor.

B Range: Content

- Expectations for A Range are the same.
- The evidence is predictable but well-chosen, slightly less effort to exploit potentially diverse or challenging sources.

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- Qualitatively different from the A Range that is manifest in presentation.

B Range: Presentation

- Word choice is occasionally less effective or repetitive.
- Wordiness rarely inhibits the flow for the reader.
- Paragraph topic sentences consistently further thesis, but less creative in composition.
- Makes minor grammatical mistakes (standard English).
- Rare difficulty in effectively framing a quotation.
- Inappropriate use of passive voice on rare occasions.
- Organized in a logical and persuasive manner.
- Correct citation of sources always allows the reader to retrace the author's steps.
- Should have proofread and edited paper at least one more time.
- Conclusion restates major points of the argument, but does not remind reader how thesis was proven.
- Occasionally, assumes the reader is the professor.

C Range: Content

- Obvious evidence is effectively utilized, but not necessarily the most convincing evidence.
- May rely more on secondary sources to support argument when primary are available.
- Sometimes struggles with what facts and dates that are essential to contextualize essay.
- Makes no more than two minor fact errors.
- Makes no major factual or concept errors.
- Does not convincingly use two pieces of convincing evidence to support major points in the argument (given the available primary and/or secondary sources).
- While the author does not ignore evidence (primary or secondary) that could undermine argument, s/he does not use sources in an imaginative way.

C Range: Presentation

- Thesis may be a focus statement or absent, but paragraph topic sentences clearly and consistently advance a coherent argument.
- Thesis is present, but paragraph topic sentences do not clearly and consistently advance a coherent argument.
- Wordiness inhibits author's meaning occasionally but the argument is coherent.
- Needs to proofread and edit paper more thoroughly.
- Assumes audience knows about the subject/course content.

D Range

- Makes a major fact error or concept error.
- Thesis is absent and indicates some difficulty in remaining focused on advancing an argument, but an argument can still be teased out by the reader.
- Paragraph topic sentences (and the paragraphs) are sometimes descriptive rather than advancing a thesis.
- Has difficulty discerning what background information should be explained to provide context for the argument.
- Evidence is partially or only minimally convincing, but student can still recognize what is relevant.
- Passive voice and/or wordiness causes the reader to struggle frequently.
- Inadequate editing made reader struggle to the point that comprehension was undermined.
- Assumes reader should know the assignment, the evidence, etc.

F Range

- Makes major fact errors.
- Raises completely irrelevant issues.
- Fails to address the assignment prompt.
- Does not support any assertions with convincing evidence either by quoting or paraphrasing, then citing.
- Presentation lacks topic sentences, ineffective paragraph breaks, inarticulate in places, etc.

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 ____). A letter grade will be based on the percentage of total points earned. I try to update the BOLT gradebook periodically.

A Range

A 94-100%
A- 90-93%

B Range

B+ 87-89%
B 84-86%
B- 80-83%

C Range

C+ 77-79%
C 74-76%
C- 70-73%

D Range

D+ 67-69%
D 60-66%

F Range

F 0-59%

Policies



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**Integrity, simply defined, is doing what is right even when no one is looking.
Do not make a mockery of individual achievement.
Take pride in your work and respect others' work.**

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

http://www.bloomu.edu/policies_procedures/3512

Student Disruptive Behavior Policy

http://www.bloomu.edu/policies_procedures/3881

Attendance Policy

http://www.bloomu.edu/policies_procedures/3506



Dr. Stallbaumer's Attendance and Assignment Deadlines' Policies

- ✘ Regular classroom attendance is expected.
- ✘ An absence is excused if you have a varsity sports event, religious holy days, military and military reserve activity, illness that is documented by the health center or a doctor, and funerals. You must provide documentation that allows me to verify that your excuse is legitimate.
- ✘ There is no makeup for unexcused absences; examples include court dates, sleeping in, studying for other classes, leaving campus early or arriving late because of ride-sharing, family vacations, even tending to a sick relative, etc. By the way, **falsely representing** why you are absent is a violation of academic integrity.
- ✘ It is the **student's responsibility** to contact the professor to make up work promptly. **Do not wait until the next class meeting to discuss makeup or submit makeup work unless that was the arrangement we made.**
- ✘ **Deadlines:** You are required to turn in your assignments on time in hard copy and in the BOLT Dropbox. Unless you have an excused absence as defined in the policy 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 must still provide a hard copy in addition to submitting to the BOLT Dropbox.**
- ✘ BOLT Dropbox is time-stamped and Quiz Deadlines close immediately. So be sure to allow sufficient time to upload to the dropbox or complete quizzes. Keep an electronic "mail trail" of receipts.
- ✘ You should always have backup copies of your files and print "hard copies" so you do not lose your work. Do not bring thumb-drives, disks, etc to my office and expect me to print your essays.

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. This provides you with an additional 72 hours beyond the assignment deadline to complete your assignment. To use your

“stuff happens option,” you need to contact me so that I can provide you with special access to BOLT dropbox, and you must still submit a hardcopy of your work within the deadline.



Need help with study skills and writing?

The Bloomsburg University Writing Center (BUWC) offers free support for graduate and undergraduate writers at any point in the writing process. They will not write any part of your paper, but they can help you get started and then keep going; they can read what you have written and ask questions to help you think about what your readers might need; they can work with you on grammar, mechanics, or format; and they can help you develop strategies for proofreading and editing.

BUWC consultants are available to conduct sessions online. Commuting students or any student who wants to work with a consultant but cannot get to one of our locations will be able to reach us online through a link we will provide. Students will be able to see and speak with consultants and share their documents, usually without having to download any new software. We will be offering workshops and individual tutorials for students who are interested in working with us online.

BUWC opens for Fall 2015 on the first day of the semester. Hours are Mon.—Thurs. from 10:00 a.m. to 7:00 p.m. and Fridays from 10:00 a.m. to 1:00 p.m. in Bakeless 206. There are also night hours on Sunday through Thursday from 7:00 p.m. -11:00 p.m. in Andruss Library. You can drop in or request an appointment through email: buwc@bloomu.edu. Visit their website (bloomu.edu/writingcenter) for more information.

University Tutorial Services: If you feel you need extra help to improve your academic performance in this or any of your courses, please consider requesting a tutor in University Tutorial Services (UTS). UTS offers peer tutoring at no charge to Bloomsburg University students. The UTS office is located in Warren Student Services Center, Room 13.

Accommodative 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 Office of Accommodative 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 Accommodative Services Office, please contact this office in the Warren Student Services Center, Room 043 as soon as possible to establish your eligibility.

Reading the Calendar

According to the schedule below, you should have studied, not just read, by the date of the class meeting the assigned readings and be prepared to discuss them. Please note when assignments are due.

If classes are canceled because of road conditions, bad weather, etc., **I will use BOLT and your school email accounts** to announce any changes that must be made to the syllabus; it is your responsibility to check for these notifications. If in doubt, please do not hesitate to contact me.

Class Calendar

This Class Calendar is Subject to Change and Assignments Are Subject to Revision

Class Meeting Dates	Schedule of Assignment Deadlines, Readings, Class Meeting Goals
Tues, 25 Aug	<p>Course Introduction</p> <ul style="list-style-type: none"> • Syllabus Review Activity • “Who were the Germans? What was their national character, if they had one?” What do our studies teach us about the five Germanies of the twentieth century?
Between classes do the following	<ul style="list-style-type: none"> <input type="checkbox"/> Read and make notes from Wilhelmine Germany Documents <ul style="list-style-type: none"> <input type="checkbox"/> Group A will read and study documents 202-209, 213-215 <input type="checkbox"/> Group B will read and study documents 217, 222-225, 227, 228, 232, 234, 236 <input type="checkbox"/> Read and ponder Doing History (especially Historical Significance and Reading Primary Sources)
Thurs, 27 Aug <div style="background-color: orange; padding: 2px; display: inline-block;">Any contributions to Class Study Guide?</div>	<p>Discussion: Look for patterns in the documents that may reveal what life was like in Wilhelmine Germany (these largely originate from the reign of Wilhelm II (1888-1918) for the following groups or issues:</p> <ul style="list-style-type: none"> • Rural life • Elitism • Working class • Urban life • Political extremism • Middle Class • Conservatives <p>Bring ideas about patterns to class so that we can contemplate larger questions:</p> <ul style="list-style-type: none"> • Did Wilhelmine Germany create a “deeply flawed social and political system” that crippled Weimar and made Hitler possible? • Were the tensions in Wilhelmine Germany created by rapid modernization and the “country’s precocious dynamism”? <p>Second goal of reading: If you were writing a critique of this section of the GHDI website, do you believe that the editors have served the web audience well?</p> <p>After reading and trying to make sense of the documents, then read the introduction that the editors provide for the entire era of Wilhelm II’s reign.</p>
Between classes do the following	<ul style="list-style-type: none"> <input type="checkbox"/> Review what we have read and/or start reading for upcoming assignments.
Tues, 1 Sep	<p>Lecture:</p> <ul style="list-style-type: none"> • What is Wilhelmine Germany’s Legacy?
Between classes do the following	<ul style="list-style-type: none"> <input type="checkbox"/> Read and make notes Germany at War Documents
Thurs, 3 Sep	<p>Discussion:</p> <ul style="list-style-type: none"> • What was the impact of war on German politics and social relations?

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	<ul style="list-style-type: none"> • What sort of privations and political ferment occurred during the war years? • If you encounter documents that reference the social group(s) that you studied from previous discussion, what were their experiences during the war in comparison? • How did mobilization for war occur? What was its impact on German society? • Did Wilhelmine Germany create a “deeply flawed social and political system” that crippled Weimar and made Hitler possible? • Were the tensions in Wilhelmine Germany created by rapid modernization and the “country’s precocious dynamism”?
Between classes do the following	<input type="checkbox"/> Read and make notes: Weitz, <i>Weimar Germany: Promise and Tragedy</i> , Intro, Chapter 1
Tues, 8 Sep Any contributions to Class Study Guide?	Discussion: <ul style="list-style-type: none"> • Why does Weitz believe in the importance of also telling the promising aspects of Weimar Germany’s history? • What are the events that make up Weimar’s troubling start?
Between classes do the following	<input type="checkbox"/> Read and make notes: Weitz, <i>Weimar Germany: Promise and Tragedy</i> , Chapters 3-4
Thurs 10 Sep Any contributions to Class Study Guide?	Discussion: <ul style="list-style-type: none"> • What were the obstacles that “continually challenged” Weimar’s democratic promise? • What were the economic challenges facing Weimar? • Why does Weitz maintain that “every policy dispute had the potential to become an existential crisis of ‘the system’”?
Between classes do the following	<input type="checkbox"/> Prepare for the Jigsaw Activity (more details in section discussing Participation grade, approximately p. 4) <input type="checkbox"/> Read and make notes: Weitz, <i>Weimar Germany: Promise and Tragedy</i> , Chapters 5-8 <input type="checkbox"/> Make a commitment by Tuesday, 15 Sep to compose Essay 1 ?
Tues, 15 Sep Any contributions to Class Study Guide?	Discussion: <ul style="list-style-type: none"> • What is the best evidence for and against Weimar Germany possessing promise as manifest in the chapters: “Building a New Germany”; “Sound and Image”; “Culture and Mass Society”; and “Bodies and Sex”?
Between classes do the following	<input type="checkbox"/> Read and make notes: Weitz, <i>Weimar Germany: Promise and Tragedy</i> , Chapters 9-10
Thurs, 17 Sep Any contributions to Class Study Guide?	Discussion: <ul style="list-style-type: none"> • Weitz argues that the Weimar Republic is better known for its “conflict and disasters,” yet also should be known for its “great political as well as cultural achievements.” What are the most essential features in his balance sheet? Is Weitz convincing? • Was Weimar doomed to fail by Weitz’s reckoning?
Between classes do the following	<input type="checkbox"/> Complete Essay 1 <input type="checkbox"/> Upload a copy to BOLT by 3:29 PM, Tuesday 22 September, and bring a hard copy to class with no name

	<input type="checkbox"/> Online Quiz about Wilhelmine and Weimar Germany open between 18 and 22 September at 11:59 PM.
Tues, 22 Sep	Lecture: Nazi German Context
Between classes do the following	<input type="checkbox"/> Read and make notes: Fritzsche, <i>Life and Death in the Third Reich</i> , Introduction and Chapter 1
Thurs, 24 Sep <div style="border: 1px solid black; background-color: #FFD700; padding: 2px; width: fit-content;">Any contributions to Class Study Guide?</div>	Discussion: <ul style="list-style-type: none"> • What methods does Fritzsche adopt to prove that Germans became Nazis? • To what extent did Germans identify with Nazis? How can this be proven in a dictatorship? • Fritzsche contends that “much of the power of Nazism rested on the appearance of unanimity”. How does he develop this interpretation? Is it convincing? • "To what extent did the Germans become Nazis in the years 1933-1945?"
Between classes do the following	<input type="checkbox"/> Read and make notes: Gellately, “The Gestapo and German Society: Political Denunciation in the Gestapo Case Files” (located in BOLT)
Tues, 29 Sep <div style="border: 1px solid black; background-color: #FFD700; padding: 2px; width: fit-content;">Any contributions to Class Study Guide?</div>	Discussion: <ul style="list-style-type: none"> • Robert Gellately argues that denunciations to the Gestapo provide evidence of conformity or support for the system. How did these denunciations occur? • Did Germans live in terror everyday or does Gellately’s research suggest that many Germans backed Hitler?
Between classes do the following	<input type="checkbox"/> Read and make notes: Fritzsche, <i>Life and Death in the Third Reich</i> , Chapter 2
Thurs, 1 Oct	Discussion: <ul style="list-style-type: none"> • In what ways did everyday Germans come into contact with the Nazi racial state? • How does “Racial Grooming” support Fritzsche’s thesis that Germans were made into Nazis?
Between classes do the following	<input type="checkbox"/> Read and make notes: Fritzsche, <i>Life and Death in the Third Reich</i> , Chapter 3 <input type="checkbox"/> Make a commitment by Tuesday, 6 Oct to compose Essay 2?
Tues, 6 Oct <div style="border: 1px solid black; background-color: #FFD700; padding: 2px; width: fit-content;">Any contributions to Class Study Guide?</div>	Discussion: <ul style="list-style-type: none"> • What were the goals of Germany’s “imperial project”? • To what extent did ordinary Germans embrace the “Empire of Destruction”?
Between classes do the following	<input type="checkbox"/> Read and make notes: Fritzsche, <i>Life and Death in the Third Reich</i> , Chapter 4
Thurs, 8 Oct <div style="border: 1px solid black; background-color: #FFD700; padding: 2px; width: fit-content;">Any contributions to Class Study Guide?</div>	Discussion: <ul style="list-style-type: none"> • What level of knowledge did ordinary Germans have about racial persecution and extermination during the war years? • "To what extent did the Germans become Nazis in the years 1933-1945?"

Between classes do the following	<input type="checkbox"/> Complete Essay 2 <input type="checkbox"/> Upload a copy to BOLT by 3:29 PM, Tuesday 13 Oct, and bring a hard copy to class with no name
Tues, 13 Oct	Lecture: Context of the Holocaust
Between classes do the following	<input type="checkbox"/> Read and make notes: Fulbrook, <i>A Small Town Near Auschwitz</i> , chapters 1-4
Thurs, 15 Oct <div style="border: 1px solid black; background-color: #FFD700; padding: 2px; width: fit-content;">Any contributions to Class Study Guide?</div>	Discussion: <ul style="list-style-type: none"> • Who was Udo Klausa? What were his choices? How was he made into a Nazi? • What is essential to know about Będzin before 1939? • What is Fulbrook's personal entanglements with the subject? How might it affect her research/writing? • Does Fulbrook's study shed light on how ordinary Germans may have contributed to the Holocaust?
Between classes do the following	<input type="checkbox"/> Read and make notes: Fulbrook, <i>A Small Town Near Auschwitz</i> , chapters 5-9 <input type="checkbox"/> Make a commitment by Tuesday, 20 Oct to compose Essay 3 ?
Tues, 20 Oct <div style="border: 1px solid black; background-color: #FFD700; padding: 2px; width: fit-content;">Any contributions to Class Study Guide?</div>	Discussion: <ul style="list-style-type: none"> • How were the Jews of Będzin persecuted? • How did the Jews of Będzin respond to the rapid changes and escalating violence? • What was Udo Klausa's role in this persecution and specific events? • Does Fulbrook's study shed light on how ordinary Germans may have contributed to the Holocaust?
Between classes do the following	<input type="checkbox"/> Read and make notes: Fulbrook, <i>A Small Town Near Auschwitz</i> , chapters 10-13
Thurs, 22 Oct <div style="border: 1px solid black; background-color: #FFD700; padding: 2px; width: fit-content;">Any contributions to Class Study Guide?</div>	Discussion: <ul style="list-style-type: none"> • How did the Jews of Będzin experience and respond to deportations and exterminations? • What was Udo Klausa's role? What degree of responsibility should he bare for extermination even if he was not present at the events? • What was "the human reality behind mid-level participation in the Nazis' racial empire"? • Does Fulbrook's study shed light on how ordinary Germans may have contributed to the Holocaust?
Between classes do the following	<input type="checkbox"/> Complete Essay 3 <input type="checkbox"/> Upload a copy to BOLT by 3:29 PM, Tuesday 27 Oct, and bring a hard copy to class with no name <input type="checkbox"/> Online Quiz about Nazi Germany and the Holocaust open between 22 and 27 October at 11:59 PM.
Tues, 27 Oct	Lecture: Context of 1945
Between classes do the following	<input type="checkbox"/> Read and make notes: Jaraus, <i>After Hitler</i> , Intro and Part I (pages 3-98)
Thurs, 29 Oct	Discussion:

<p>Any contributions to Class Study Guide?</p>	<ul style="list-style-type: none"> • How were the Germans recivilized by the occupying powers (i.e. what were some of the policies and procedures)? How successful were they? • How much of the change was imposed by the occupying powers? How much were the Germans independently responsible for? • How did Germans develop "a sincere commitment to human rights" or were "recivilized" after "perpetrating unspeakable crimes"?
<p>Between classes do the following</p>	<input type="checkbox"/> Read and make notes: Jarausch, <i>After Hitler</i> , Part II (pages 99-184) <input type="checkbox"/> Make a commitment by Tuesday, 3 Nov to compose Essay 4 ?
<p>Tues, 3 Nov</p> <p>Any contributions to Class Study Guide?</p>	<p>Discussion:</p> <ul style="list-style-type: none"> • Against the back drop of a Germany becoming divided, Jarausch describes political and cultural events that prove, for the most part that Germany has recivilized. What are they? Is he convincing? • How did Germans develop "a sincere commitment to human rights" or were "recivilized" after "perpetrating unspeakable crimes"?
<p>Between classes do the following</p>	<input type="checkbox"/> Read and make notes: Jarausch, <i>After Hitler</i> , Part III and Conclusion (pages 185-281)
<p>Thurs, 5 Nov</p> <p>Any contributions to Class Study Guide?</p>	<p>Discussion:</p> <ul style="list-style-type: none"> • In part III, Jarausch describes several challenges that Germany has faced since reunification, have these undermined the recivilization? • How did Germans develop "a sincere commitment to human rights" or were "recivilized" after "perpetrating unspeakable crimes"?
<p>Between classes do the following</p>	<input type="checkbox"/> Complete Essay 4 <input type="checkbox"/> Upload a copy to BOLT by 3:29 PM, Tuesday 10 Nov, and bring a hard copy to class with no name
<p>Tues, 10 Nov</p>	<p>Lecture: Context of Divided Germany</p>
<p>Between classes do the following</p>	<input type="checkbox"/> Read and make notes: Sheffer, <i>Burned Bridge</i> , Intro and Part 1
<p>Thurs, 12 Nov</p> <p>Any contributions to Class Study Guide?</p>	<p>Discussion:</p> <ul style="list-style-type: none"> • How deeply divided did the Germans become? • To what extent was the division created by coercion and how much by "mundane attitudes and actions of ordinary people"? • How did ordinary Germans make and experience the "Iron Curtain" between 1945-1952? • Does Sheffer put forth a convincing case that Germans bear the responsibility for the process and outcomes?
<p>Between classes do the following</p>	<input type="checkbox"/> Read and make notes: Sheffer, <i>Burned Bridge</i> , Part 2 <input type="checkbox"/> Make a commitment by Tuesday, 17 Nov to compose Essay 5 ?
<p>Tues, 17 Nov</p> <p>Any contributions to Class Study Guide?</p>	<p>Discussion:</p> <ul style="list-style-type: none"> • How deeply divided did the Germans become? • To what extent was the division created by coercion and how much by "mundane attitudes and actions of ordinary people"? • How did ordinary Germans make and experience the "Iron Curtain" between 1952-1961? • What does Sheffer mean by "Living Wall"?

	<ul style="list-style-type: none"> Does Sheffer put forth a convincing case that Germans bear the responsibility for the process and outcomes?
Between classes do the following	<input type="checkbox"/> Read and make notes: Sheffer, <i>Burned Bridge</i> , Part 3 and Epilogue
Thurs, 19 Nov Any contributions to Class Study Guide?	<p>Discussion:</p> <ul style="list-style-type: none"> How deeply divided did the Germans become? To what extent was the division created by coercion and how much by “mundane attitudes and actions of ordinary people”? How did ordinary Germans make and experience the “Iron Curtain” between 1961-1989? What are the new divides now that Germany the “Iron Curtain” collapsed or was torn down? Does Sheffer put forth a convincing case that Germans bear the responsibility for the process and outcomes?
Between classes do the following	<input type="checkbox"/> Complete Essay 5 <input type="checkbox"/> Upload a copy to BOLT by 3:29 PM, Tuesday 24 Nov
Tues, 24 Nov	No class meeting – “Reading Day”
Thurs, 26 Nov	No class meeting – Thanksgiving
Between classes do the following	<input type="checkbox"/> Read and make notes: t.b.a.
Tues, 1 Dec	Lecture: Germany after <i>Die Wende</i>
Between classes do the following	<input type="checkbox"/> Study for the final
Thurs, 3 Dec	t.b.a.
Between classes do the following	<input type="checkbox"/> Study for the final
Monday, 7 December, 10:30-12:30	<p>In Class Final Exam</p> <p>Part I, Cumulative Section:</p> <ul style="list-style-type: none"> To place events in their correct chronological sequence; To identify and explain significant events and people in German history; To recognize accurate statements about secondary source interpretations of German history; To explain the meaning of essential quotations from assigned readings; Format may include short answer or paragraph responses; multiple choice; matching; order sequencing; fill-in-the-blank. <p>Part II, Essay: Imagine your audience is the Central Intelligence Agency. Its <i>Factbook</i> for Germany is a compilation of facts (Google it!). However, the director of the CIA has been asked to provide qualitative insight about the German national character (if there is one) given recent accusations by the Greek government that Chancellor Angela Merkel’s policies hint of Nazism. You are hired as a historical consultant to respond to the following questions: “Who were the Germans? What was their national character, if they had one?” What are the most important lessons to take from the history of the five Germanies of the Twentieth-Century (Wilhelmine, Weimar, Nazi, Divided, Reunited)?</p>

