

Twentieth Century German History (History 340-01)

Spring 2019

Meeting Room: G 31 OSH

Meeting Times: 2:00-3:15 Tu/Th

(1681)

Syllabus updated on 21 January 2019

Dr. Stallbaumer-Beishline

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Email: Lstallba@bloomu.edu

Office Hours:

Mondays: 2:00-3:00 PM

Tuesdays: 3:15-4:15 PM

Wednesdays: 2:00-3:00 PM

Thursdays: 3:15-4:15 PM

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

Interim Director of the TALE Center, Andruss Library, 419-420; phone: 570-389-5244; mostly mornings

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 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 historical responses, hopefully convincing and plausible, to the following questions:

1. Have the Germans always been a nation? Do the Germans have a national character?
2. Was Weimar Germany doomed to fail? Did it collapse or was it overthrown?
3. "To what extent did the Germans become Nazis in the years 1933-1945?" How did "ordinary Germans" contribute to Nazi racial policies?
4. After perpetrating unspeakable crimes in the Nazi years, how do we know the Germans have been "recivilized"?
5. How did ordinary Germans make and experience the "Iron Curtain"?

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.

Technology Requirements & Policies



- If you struggle accessing material through one browser, try a different one. (Safari is notoriously unreliable; Chrome

tends to work best.)

- If you are sent video feedback, I use Screencast.com, note that some web browsers will block this content. Know how to change these settings to unblock.
- Be sure you routinely update Java script and internet browsers.
- High-speed internet (no dial up) to stream recorded lectures and view documentaries. Be aware that wireless connections can be slower.
- You need to 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) or use rtf/odt. Failure to upload written work that I can open with ODT or .doc or .docx will result in withholding your grade for that item until you correct the error.



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 to text a message is an equally inappropriate use of class time. You are demonstrating an inability to exercise self-control and prioritize. Cut the cords, be independent and avoid addictive behavior! (If you are on-call for your job, you need to make me aware of that.)

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

You should not need a laptop while attending class. Lecture notes and readings are in the photocopy packet or distributed in advance. While screening films, you should have your eyes on the movie, not your laptop. (Usually my policy is: If you bring a laptop, tablet, etc., please have a G-rated screen saver. You should not access games, check or send emails, tweet, Instagram, check facebook, etc. If I even SUSPECT from your facial features that you are multitasking or not paying attention to the course, I will ask you to never bring it again. Of course, you are permitted to use them for class related activities.)

Consequences? You may be asked to leave the class if you are suspected or 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



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.

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

Additional Readings distributed through BOLT or as class handouts

- Alon Confino, "The Nation as a Local Metaphor," (1993)
- Eric Weitz, "Weimar Germany and its Histories," (2010)
- Manuela Achilles, "With a Pasion for Reason," (2010)
- Shulamit Volkov, "On the Primacy of Political Violence," (2014)
- Todd Weir, "The Christian Front Against Godlessness," (2015)
- Laura Hilton, "The Black Market in History and Memory," (2010)
- Michael Hughes, "Reason, Emotion, Pressure, Violence," 2012
- Karrin Hanshew, "'Sympathy for the Devil?'" (2012)
- Konrad Jarausch, "The Federal Republic at Sixty," (2010)
- Richard J. Evans, "From Nazism to Never Again," (2018)

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:

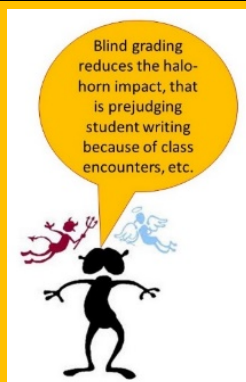
- BBC: <http://www.bbc.com/news/world-europe-17301646>
- History World: <http://www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=ac62> (careful, lost of distracting adds; events are narrated in chronological order)
- Wikipedia: https://en.wikipedia.org/wiki/Timeline_of_German_history



Want to know what historians expect about writing, citing and quoting history essays?

WRITING, CITING, QUOTING			
Writing a Thesis	https://youtu.be/11H_KVP-8r0	Citing Source	https://youtu.be/Zyc2KFXnOS0
Writing Lively Sentences	https://youtu.be/yg3EzGYnPHU	Quotations: When and How	https://youtu.be/LANKDP5uks4
Writing Paragraphs a Definition	https://youtu.be/O-EOrLkJbq8	Quotations: Framing	https://youtu.be/LeHR9KW-T-5I
Writing Paragraphs: Unity and Coherency	https://youtu.be/SGF4ALsot3k	Epistemology and Writing Conventions	https://youtu.be/gIh7hsIEBfk
Writing Paragraphs: Segues	https://youtu.be/vj_yhgzsGcs	Writing Conventions: Avoid First Person	https://youtu.be/fOkV0FgIdR4
Writing Paragraphs: Proving Claims	https://youtu.be/RZF0wJ1CzOo	Writing Conventions: Personal Pronouns	https://youtu.be/OnTstJ0edNk
Writing Paragraph: Concluding a Paragraph	https://youtu.be/oHtMvepU_jI	Writing Conventions: Past Tense	https://youtu.be/tIeTYeqxQXY
Writing Paragraphs: Proofreading	https://youtu.be/xQScA50mJGg	Writing Conventions: Avoid Vernacular	https://youtu.be/RhGuAIDDsQm
Writing Paragraph: Diagnosing Problems	https://youtu.be/jb018mU5-vg	Writing Conventions: Sweeping Generalizations	https://youtu.be/W7mV8RHOO20
		Writing Conventions: Global Statements	https://youtu.be/XkH--Uun36Q

Assessment of Student Learning



Deadlines for are listed in the Class Calendar below.

- Submit all assignments as a hard copy and upload to the BOLT assignment folders.
- Never write your name on the pages that I read.
- Do not waste paper with a cover page.

Attendance

You are expected to attend class but you earn no points simply for being present. Consult the policies section for more about attendance and excused absences.

Participation Grade

- 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 to have made notes 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 meaningfully otherwise.
- Contributing to discussion includes: raising questions about confusing passages or historical context and responding to questions that reveals you are thinking about the material and essential questions raised in the syllabus. 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.
 - 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, 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)
- **Stuff Happens:** You will drop your two lowest discussion grades (includes absences due to an isolated sick day).
- **Making up Excused Discussions:** See attendance policy below. If your absence is excused, you must submit typed responses to the discussion questions listed in the calendar on the day that you missed or schedule a separate discussion. These makeups must be completed within five days of having missed the class and will earn you 1.8 points.

Prior Knowledge/Perception (5 points)

Please describe or explain what you know or your perceptions, about the following topics. The goal is to get your initial knowledge or perceptions on paper, then on the final, you will be asked to respond to these questions again from a more informed perspective to explore what you have learned.

1. Have the Germans always been a nation? Do the Germans have a national character?
2. Was Weimar Germany (1918-1933) doomed to fail? Did it collapse or was it overthrown?

3. "To what extent did the Germans become Nazis in the years 1933-1945?" How did "ordinary Germans" contribute to Nazi racial policies?
4. How did ordinary Germans make and experience the "Iron Curtain"?
5. After perpetrating unspeakable crimes in the Nazi years, have the Germans been "recivilized"?

How will this be graded?

Not graded by whether or not you are correct, but whether or not you have attempted to answer each question or explain what your struggles are in answering the questions (it is possible that even the questions might not yet make sense).

Details for Format:

- Single Spaced, about 1 page in length, not to exceed 2 pages single-spaced
- Number the questions to organize your responses.
- Font: (Typed, single-spaced, Verdana 10 point font; Calibri 11 point font; or Times New Roman 10 point font.).

Details for Submission: You will be asked to upload to BOLT; no need to submit a hard copy. See calendar below for deadline.

"...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 Hjortshoj¹

Thinking about Secondary Sources (TASS)

(10 points each; total of 20 points)

General Guidelines:

- These are informal writing assignments in which you respond to the questions posed to the separate TASS assignments; not to exceed 2 pages, single spaced; submitted as a Microsoft Word document (ends with a .doc or .docx) to BOLT and a hard copy to class.
- **Informal does not mean slipshod work thrown together at the last minute.**
- **By informal**, avoid adopting the essay format (NO introduction, no conclusion), just number your responses. **By informal**, I am **not** suggesting that you write a stream of consciousness or randomly pose thoughts.
- The questions encourage you to demonstrate that you have read critically the assigned secondary sources and are based on the principle of writing through is thinking through.
- If your TASS appears to be notes from discussion, you will **fail** the assignment.
- Audience? While the instructor may be the only reader, do not assume the reader knows the question, the course content or the readings.

To thrive on a TASS:

- Read and contemplate the questions in advance
- Read and study the assigned material (without creating tunnel vision)
- Any claim that you make, i.e. your answers to the questions, must be supported to persuade an outsider.

¹ Katherine Gottschalk and Keith Hjortshoj, *Elements of Teaching Writing: A Resource for Instructors in all Disciplines* (New York: Bedford/St. Martins, 2003), 124.

How to support your claims?

- support with an either a quotation that you then explain (i.e. be sure if you are quoting to frame the quotation)
- **Or** summarize or authentically paraphrase best examples originating from the secondary sources,
- **then** corroborate with a second example.
- Do not ignore ideas or evidence that can undermine your interpretation.

**Should you cite your sources?**

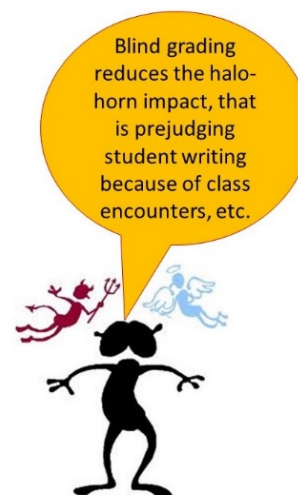
- Any idea not your own, and that is not common knowledge (stated by three or more people; routinely found in textbooks or encyclopedias) should be cited so that your work can be retraced.
- Cite even if you are paraphrasing or summarizing.
- Quotation marks must encase verbatim passages to signal the reader that these are not your words.
- You must authentically paraphrase, not just change every third or fifth word, and declare that you are putting the ideas into your own words.
 - Cite** the source and page number. ALWAYS make your work re-traceable for the professor. **Please note:** the format below is modified and would NEVER be acceptable in a formal history paper.
 - To cite secondary sources, provide author's last name and page number outside the sentence punctuation like this. (Fritzsche, 234)

Details for Format:

- Single Spaced, about 1 page in length, not to exceed 2 pages single-spaced
- Number the questions to organize your responses.
- Font: (Typed, single-spaced, Verdana 10 point font; Calibri 11 point font; or Times New Roman 10 point font.)

Details for Submission:

- Bring a hard copy to class with your name written on the back of the page so that I may grade blindly.
- If you do not attend class, it is your responsibility to get a hard copy to me by the time that class begins.**
- Also, upload a copy to BOLT before class begins that day as a word document (ending in .doc or .docx) or as ODT. This is done to reduce the potential for plagiarism. Failure to submit to BOLT in the word document or ODT format will lead to your grade being withheld. Mac/Apple users are responsible for resolving the obstacles created by not using a PC.

**TASS 1: Alon Confino & German Nationhood**

1. What is Alon Confino's thesis (i.e. claims) in his essay, "The Nation as Local Metaphor"?
2. What steps does he take to support his claims throughout his essay?

3. Is he persuasive? Be specific, don't just simply say he is persuasive because he used a lot of sources.

TASS 2 – Weimar Interpretations

Select either Weitz, Achilles, Volkov, or Weir and respond to the following questions:

1. What is the author's thesis (i.e. claims) set forth in their essay?
2. What steps do they take to support their claims?
3. Would this author conclude that Weimar was doomed to fail or was it overthrown? Explain how you arrive at your opinion.

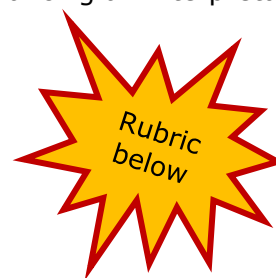
Points	TASS Rubric (used as a guide not a calculator)	Updated 21 Jan 2019
9-10	<input type="checkbox"/> Supports responses with examples either by quoting, summarizing, or paraphrasing <input type="checkbox"/> Quotations show an ability to recognize what is essential in the historians' thesis or use of evidence <input type="checkbox"/> Goes beyond explaining historian's interpretations, by acknowledging strengths and weaknesses in historical interpretations <input type="checkbox"/> Supports opinion with the evidence from secondary (synthesizing and analyzing) <input type="checkbox"/> Word choice, names, dates and events are referenced with specificity suggesting student comprehends context <input type="checkbox"/> Does not ignore evidence that could undermine answers to questions <input type="checkbox"/> An outsider would have few if any questions <input type="checkbox"/> Recognizes the complexity of the problems posed in the questions; does not offer easy answers <input type="checkbox"/> Does not misrepresent the historian's interpretations	<input type="checkbox"/> Answers all questions posed <input type="checkbox"/> Cites ideas, paraphrases, summaries and quotations <input type="checkbox"/> Avoids inauthentic paraphrasing or plagiarism. <input type="checkbox"/> Verbatim passages are in quotation marks.
8	<input type="checkbox"/> Responds evenly and convincingly to the questions posed <input type="checkbox"/> Makes no errors in summarizing historians' interpretations but may struggle with what is essential <input type="checkbox"/> An insider might have isolated concerns about whether or not the student fully understands (can be evident in articulation, word choice, ineffective use of quotations, etc.)	<input type="checkbox"/> Avoids inauthentic paraphrasing or plagiarism. <input type="checkbox"/> Verbatim passages are in quotation marks.
7	<input type="checkbox"/> Responds to all questions, but may lack balance <input type="checkbox"/> Makes isolated errors in interpreting the secondary source or events referenced. <input type="checkbox"/> May ignore evidence that undermines interpretation leaving the impression that student is struggling <input type="checkbox"/> Assumes historian is convincing because of their professional status. <input type="checkbox"/> Context not being acknowledged through the use of dates, names or imprecise word choice <input type="checkbox"/> Recognizes what is important but may struggle with how to explain (sometimes evident in poor articulation or heavy dependence on quoting).	<input type="checkbox"/> Avoids inauthentic paraphrasing or plagiarism. <input type="checkbox"/> Verbatim passages are in quotation marks.
6 or below	<input type="checkbox"/> Submits a TASS, but does not answer all questions posed <input type="checkbox"/> TASS appears to be notes from discussion and <u>not</u> the reading. <input type="checkbox"/> Evidence or examples are not corroborated <input type="checkbox"/> Patterns of misinterpretation or misrepresentation suggest problems in comprehension or hasty work <input type="checkbox"/> An insider has questions resulting from confusion. <input type="checkbox"/> An outsider is lost.	<input type="checkbox"/> Fails to cite <input type="checkbox"/> Plagiarizes or inauthentic paraphrasing <input type="checkbox"/> Fails to place verbatim passages in quotation marks

<input type="checkbox"/>	Lacks specific dates, names, word choice suggesting student does not understand context.	
<input type="checkbox"/>	Identifies evidence or examples but fails to explain.	
<input type="checkbox"/>	Strings together quotations, does not interpret.	

Essays (50 points each)

General Guidelines that apply to both 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 content. 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 secondary source evidence you had at your disposal.
- ✘ Understand that writing a historical essay is a 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; heavy reliance on the most obvious evidence; ignoring sources or points of view that could undermine interpretations; 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.
- ✘ 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 encourage you to learn more about history writing. These are listed above and will be available in BOLT.
- ✘ 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.
- ✘ Direct quotations should be used judiciously to reinforce your interpretation. Quotations, paraphrases, and summaries of ideas must be cited unless it is common knowledge.
- ✘ Must be submitted to BOLT as a Microsoft Word document, i.e. it should end with a .doc or .docx or rtf
- ✘ 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 or Works-Consulted page is unnecessary.
- ✘ Number of pages 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 you improve your writing skills.



Essay 1: "To what extent did the Germans become Nazis in the years 1933-1945?" How convincing is Fritzsche's interpretations?

Essay 2: Mary Fulbrook argues that without "ordinary Nazis" like Udo Klause, who experienced inner doubts, the Holocaust would not have been possible. How might "ordinary Nazis" facilitated the implementation of racial policies and ultimately make extermination possible? Is Mary Fulbrook's interpretations convincing?

Essay 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) <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 		<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

<ul style="list-style-type: none"> relies more on primary sources than secondary sources when available, relevant or assigned correctly places/explains events in chronological sequence 	
<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 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 COMMENTS:	<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>)

Form revised 23 October 2015

In-Class Final Exam (about 50 or 60 points)

(point distribution will be clarified before the final)

In-Class Part I: Cumulative (between 10-20 points)

- 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 readings assigned throughout the semester.**
- Format may include short answer or paragraph responses; multiple choice; matching; order sequencing; fill-in-the-blank.

In-Class Part II: Long paragraph responses (between 10-20 points)

- Potential Big Questions explored by Edith Sheffer in *Burned Bridges* (open to revision or refinement)
 - 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?
 - Make notes around the questions listed in the calendar for discussions of Sheffer.

Part III, Essay (about 20 points): TAKE HOME Portion submitted with the In-Class Exam
At the beginning of the course, you were asked to respond to these questions as part of a Prior Knowledge/Perception assignment:

1. Have the Germans always been a nation? Do the Germans have a national character?
2. Was Weimar Germany doomed to fail? Did it collapse or was it overthrown?
3. “To what extent did the Germans become Nazis in the years 1933-1945?” How did “ordinary Germans” contribute to Nazi racial policies?
4. How did ordinary Germans make and experience the “Iron Curtain”?
5. After perpetrating unspeakable crimes in the Nazi years, have the Germans been “recivilized”?

During the course, we have examined these topics in depth. Now, it is time to revisit and ponder what you have learned by selecting three of the five questions above. 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 formula 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, 5):

The evidence from secondary sources 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) And this is currently what I believe:

Submission:

- Not to exceed 1 page single-spaced per question
- let me grade blindly
- hard copy in class &
- upload to BOLT Assignment Folder
- cite your sources parenthetically (since this is a bit informal)

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 200). 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%		

Policies

**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.**



Know these 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

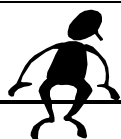


Dr. Stallbaumer's Attendance and Assignment Deadlines' Policies

- ✦ Regular classroom attendance is expected. There is a direct corollary between attendance and doing well in the course.
- ✦ An absence is excused if you have a varsity sports event, religious holy days, military and military reserve activity, documented extended illnesses, and funerals. You must provide documentation that allows me to verify that your excuse is legitimate. (Documentation for illnesses are only necessary when extended absences; missing a day because you have the flu or a cold does not have to be documented. Remember, you drop the two lowest grades for discussion.)
- ✦ 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.
- ✦ **Making up Excused Discussions:** See attendance policy below. If your absence is excused, you must submit typed responses to the discussion questions listed in the calendar on the day that you missed or schedule a separate discussion. These makeups must be completed within five days of having missed the class and will earn you 1.8 points.
- ✦ **Absent on a day when a hard copy of the assignment is due?** I am not responsible for printing the hard copies of your work, so get a classmate or friend to deliver a hard copy. (I do not look in BOLT for submissions until grading is complete.)

✂ **Lecture or Film day?** Get notes from someone else; films will be available in BOLT.

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 deadline to complete your assignment. To use your “stuff happens option,” you need to email me with the request, but no need to explain why, before the assignment is due. You will be asked to submit the hard copy unless the new deadline hits on a weekend. May only be used once on either TASS 1 or 2 or Essay 1 or 2.



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' growth as writers and readers. We enjoy both easing the writing process for all students of every major and also helping students develop strategies to help them read and make sense of course and research material. We are a free resource for undergraduate and graduate students. Our diverse staff 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. Students set the agenda for each appointment—whether they're concerned about getting started on a writing project, or about improving clarity, grammar, organization, citations or any other aspect of writing or the English language. Appointments are highly recommended, but walk-ins are welcome.

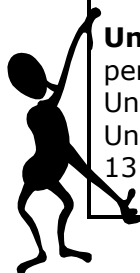
WALES consultants are also available to conduct sessions **online**. Commuting students or any student who wants to work with a consultant but cannot get to one of our locations will be able to reach us online through a link we will provide. Students will be able to speak with consultants and share their 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.

WALES hours for Spring 2019

- In Bakeless 206, Mon.—Thurs. from 9:00 am to 7:00 pm and Fridays from 9:00 am to 4:00 pm.
- In the Elwell lobby area, Sun.—Thurs. from 9:00 pm to 11:00 pm.
- In Andruss (Schweiker Room), Sun.—Thurs. from 7:00 pm to 9:00 pm.

You can drop in to Bakeless 206 or request an appointment through email: wales@bloomu.edu. Visit their website (www.bloomu.edu/wales) 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 Course 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 Meeting Dates	Schedule of Assignment Deadlines, Readings, Class Meetings
Tues, 22 Jan	Course Introduction <ul style="list-style-type: none"> • “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	<input type="checkbox"/> Begin reading: Alon Confino, “The Nation as Local Metaphor,” (1993) <input type="checkbox"/> Prior Knowledge/Perception Upload to BOLT Coursework by 2:00 PM on FRIDAY, 25 January (only time hard copy is not necessary)
Thurs, 24 Jan	Lecture: What is Wilhelmine Germany’s Legacy?
Between classes do the following	<input type="checkbox"/> By Friday, 25 January, 2:00 PM, you should have uploaded your Prior Knowledge/Perception assignment to BOLT. <input type="checkbox"/> Read and Make Notes: Alon Confino, “The Nation as Local Metaphor,” (1993)
Tues, 29 Jan	Discussion: Was Wilhelmine Germany a Nation? <ol style="list-style-type: none"> 1. What does the concept of <i>Heimat</i> mean in the context of German history? 2. How did Germans construct a sense of nationhood during the Wilhelmine era? 3. How did Germans “reconcile the peculiarities of the region and the oneness of the nation” with Germanness?
Between classes do the following	<input type="checkbox"/> Submit hard copy of TASS 1 Thursday, 31 January in class PLUS upload to BOLT Coursework by 2:00 PM

Thurs, 31 January	Lecture: Origins of WWI, German Responsibility and Documentaries
Between classes do the following	<input type="checkbox"/> Read and Make Notes: <input type="checkbox"/> Eric Weitz, "Weimar Germany and its Histories," (2010) <input type="checkbox"/> Manuela Achilles, "With a Pasion for Reason," (2010)
Tues, 5 Feb	Discussion: 1. What claims (i.e. thesis) does the author make, and how do they support them? 2. What do you learn about the narrative of crisis that tends to dominate the histories of Weimar? 3. Is the narrative of conflict and disaster helpful or an impediment to learning about Weimar Germany?
Between classes do the following	<input type="checkbox"/> Read and Make Notes: Shulamit Volkov, "On the Primacy of Political Violence," (2014)
Thurs, 7 Feb	Discussion: 1. What claims (i.e. thesis) does the author make, and how do they support them? 2. How might political violence shaped Germans and their perceptions of democracy? 3. Is the narrative of conflict and disaster helpful or an impediment to learning about Weimar Germany?
Between classes do the following	<input type="checkbox"/> Read and Make Notes: Todd Weir, "The Christian Front Against Godlessness," (2015)
Tues, 12 Feb	Discussion: 1. What claims (i.e. thesis) does the author make, and how do they support them? 2. What motivated the Christian Front to support or at least tolerate Nazism? 3. Is the narrative of conflict and disaster helpful or an impediment to learning about Weimar Germany?
Between classes do the following	<input type="checkbox"/> Submit hard copy of TASS 2 Thursday, 14 February in class PLUS upload to BOLT Coursework by 2:00 PM
Thurs, 14 Feb	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
Tues, 19 Feb	Discussion: 1. What methods does Fritzsche adopt to prove that Germans became Nazis? 2. To what extent did Germans identify with Nazis? How can this be proven in a dictatorship?

	<p>3. Fritzsche contends that "much of the power of Nazism rested on the appearance of unanimity". How does he develop this interpretation? Is it convincing?</p> <p>4. "To what extent did the Germans become Nazis in the years 1933-1945?"</p>
Between classes do the following	<input type="checkbox"/> Continue reading Fritzsche
Thurs, 21 Feb	Screen Documentary: The Nazis: A Warning from History, Between Chaos and Consent
Between classes do the following	<input type="checkbox"/> Read and make notes: Fritzsche, <i>Life and Death in the Third Reich</i> , Chapter 2
Tues, 26 Feb	Discussion: <ol style="list-style-type: none"> 1. In what ways did everyday Germans come into contact with the Nazi racial state? 2. How does "Racial Grooming" support Fritzsche's thesis that Germans were made into Nazis?
Between classes do the following	<input type="checkbox"/> Be reading Fritzsche
Thurs, 28 Feb	Screen Documentary: The Wild East
Between classes do the following	<input type="checkbox"/> Read and make notes: Fritzsche, <i>Life and Death in the Third Reich</i> , Chapter 3
Tues, 5 Mar	Discussion: <ol style="list-style-type: none"> 1. What were the goals of Germany's "imperial project"? 2. 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, 7 Mar	Discussion: <ol style="list-style-type: none"> 1. What level of knowledge did ordinary Germans have about racial persecution and extermination during the war years? 2. "To what extent did the Germans become Nazis in the years 1933-1945?"
Between classes do the following	Pre-writing and composing ESSAY 1 due after spring break!

	 <p>Spring Break, 11-15 March</p>
Between classes do the following	Be composing and re-writing Essay 1
Tues, 19 Mar	Lecture: Context of the Holocaust
Between classes do the following	<input type="checkbox"/> Submit hard copy of Essay 1 Thursday, 21 March in class PLUS upload to BOLT Coursework by 2:00 PM
Thurs, 21 Mar	Screen Documentary: t.b.a.
Between classes do the following	<input type="checkbox"/> Read and make notes: Fulbrook, <i>A Small Town Near Auschwitz</i> , chapters 1-4
Tues, 26 Mar	Discussion: <ol style="list-style-type: none"> 1. Who was Udo Klausas? What were his choices? How was he made into a Nazi? 2. What is essential to know about Będzin before 1939? 3. What is Fulbrook's personal entanglements with the subject? How might it affect her research/writing? 4. 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"/> Pre-writing ESSAY 2
Thurs, 28 Mar	Discussion: <ol style="list-style-type: none"> 1. How were the Jews of Będzin persecuted? 2. How did the Jews of Będzin respond to the rapid changes and escalating violence? 3. What was Udo Klausas's role in this persecution and specific events? 4. 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 <input type="checkbox"/> Pre-writing ESSAY 2
Tues, 2 April	Discussion: <ol style="list-style-type: none"> 1. How did the Jews of Będzin experience and respond to deportations and exterminations? 2. What was Udo Klausas's role? What degree of responsibility should he bare for extermination even if he was not present at the events?

	<ol style="list-style-type: none"> 3. What was "the human reality behind mid-level participation in the Nazis' racial empire"? 4. 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: <input type="checkbox"/> Laura Hilton, "The Black Market in History and Memory," (2010) <input type="checkbox"/> Composing and Re-writing ESSAY 2
Thurs, 4 Apr	Discussion: Germans as Victims <ol style="list-style-type: none"> 1. How were Germans able to create a sense of victimhood in the post war years? 2. Why does Evans believe that the Germans have accepted the "sins of the past"?
Between classes do the following	<input type="checkbox"/> Composing and Re-writing ESSAY 2
Tues, 9 Apr	Lecture: Two Germanies Historical Context
Between classes do the following	<input type="checkbox"/> Submit hard copy of Essay 2 Thursday, 11 April in class PLUS upload to BOLT Coursework by 2:00 PM
Thurs, 11 Apr	Screen Documentary: t.b.a.
Between classes do the following	<input type="checkbox"/> Read and make notes: Sheffer, <i>Burned Bridge</i> , Intro and Part 1
Tues, 16 Apr	Discussion: <ol style="list-style-type: none"> 1. How deeply divided did the Germans become? 2. To what extent was the division created by coercion and how much by "mundane attitudes and actions of ordinary people"? 3. How did ordinary Germans make and experience the "Iron Curtain" between 1945-1952? 4. 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 2
Thurs, 18 Apr	Discussion: <ol style="list-style-type: none"> 1. How deeply divided did the Germans become? 2. To what extent was the division created by coercion and how much by "mundane attitudes and actions of ordinary people"? 3. How did ordinary Germans make and experience the "Iron Curtain" between 1952-1961? 4. What does Sheffer mean by "Living Wall"? 5. 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
Tues, 23 Apr	<p>Discussion:</p> <ol style="list-style-type: none"> 1. How deeply divided did the Germans become? 2. To what extent was the division created by coercion and how much by "mundane attitudes and actions of ordinary people"? 3. How did ordinary Germans make and experience the "Iron Curtain" between 1961-1989? 4. What are the new divides now that Germany the "Iron Curtain" collapsed or was torn down? 5. 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: <input type="checkbox"/> Michael Hughes, "Reason, Emotion, Pressure, Violence," (2012) <input type="checkbox"/> Karrin Hanshaw, "Sympathy for the Devil?" (2012)
Thurs, 25 Apr	<p>Discussion:</p> <ol style="list-style-type: none"> 1. Have Germans been "recivilized"? 2. How did the Weimar and Nazi legacies impact West Germans commitment to civil society and democracy? 3. Can post-Wende Germany move beyond the legacies of its pre-1945 histories?
Between classes do the following	<input type="checkbox"/> Read and make Notes: Konrad Jarausch, "The Federal Republic at Sixty," (2010) <input type="checkbox"/> Be studying for the final and completing the take home portion.
Tues, 30 Apr	<p>Discussion:</p> <ol style="list-style-type: none"> 1. Have Germans been "recivilized"? 2. How did the Weimar and Nazi legacies impact West Germans commitment to civil society and democracy? 3. Can post-Wende Germany move beyond the legacies of its pre-1945 histories?
Between classes do the following	<input type="checkbox"/> Read and make Notes: Richard J. Evans, "From Nazism to Never Again," (2018) <input type="checkbox"/> Be studying for the final and completing the take home portion.
Thurs, 2 May	<p>Discussion:</p> <ol style="list-style-type: none"> 1. Have Germans been "recivilized"? 2. How did the Weimar and Nazi legacies impact West Germans commitment to civil society and democracy? 3. Can post-Wende Germany move beyond the legacies of its pre-1945 histories? 4. Do you share Jarausch and Evan's optimism about Germany having learned from its history?

<p>Between classes do the following</p>	<p><input type="checkbox"/> Be studying for your final and completing the take home portion.</p>
<p>Tuesday, 7 May, 12:30-2:30 PM</p>	<p>Final Exam – In Class This was the time and date of the final as of 21 January 2019.</p>





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