

# Syllabus Details

## 20<sup>th</sup> Century Germany (History 340)

Spring 2024

Meeting Room: 018 AAB

Meeting Times: 11:00-12:15 AM Tu/Th

(12027) Syllabus updated 14 January 2024

[Twentieth-Century Germany](#) (webpage)

Dr. Stallbaumer-Beishline

Office: 251 AAB

Phones: 570-389-4979 (AAB)

Email: [Lstallba@commonwealthu.edu](mailto:Lstallba@commonwealthu.edu)

### Student Drop-in Hours (251 AAB)

Mondays: 2:00-3:00 PM

Tuesdays: 3:30-5:00 PM

Wednesdays: 2:00-3:00 PM

Thursdays: 3:30 PM-5:00 PM

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

### Email Etiquette:

- Always include in which course you are enrolled
- Always include the topic of your email in the memo line
- Never assume that I read my email more than once a day, or that I will respond immediately when you send a message
- The lack of planning on your part does not constitute an emergency on my part

### Course Description

Explores and analyzes the five Germanies of the twentieth century, beginning with the last years of the Wilhelmine era, through the Weimar and Nazi eras, a Germany divided between East and West, and a reunited Germany. Special attention is given to interpreting how Germans navigated world wars, perpetrated genocide, experienced division and reunification, and rebuilt civil society.

**Big Idea:** How does a country, nation, nation-state invent itself – not only to survive, but thrive? Practically every generation in Germany since the creation of the Wilhelmine Empire in 1871 has confronted this challenge. German actions in World Wars and the Holocaust raised fundamental questions about whether that nation could be “re-civilized” (Konrad Jarausch). The legacy of two world wars and the Holocaust, which raises questions about collective and generational guilt, continues to shape Germany’s domestic policies and international relations. Deepening our understanding of this legacy is what shaped my selection of readings and discussion topics. Lectures (and video lectures provide foundational knowledge that contextualizes the readings.

### Career-Readiness – yes, “even in a history course” 😊

Skills that you can expect to develop in this course if you actively engage with the lectures, readings, discussions, and assessments will make you more career ready. The National Association of Colleges and Employers (NACE), identifies eight career readiness competencies that employers look for in university graduates. In this course, several behaviors that you can develop that improve your career-readiness are “display curiosity; seek out opportunities to learn;” “understand the importance of and demonstrate verbal, written, non-verbal/body language, abilities;” “Employ active listening, persuasion and influencing skills;” “Be present and prepared;” “Plan, initiate, manage, complete and evaluate projects” i.e. assignments; “Consistently meet or exceed goals and expectations;” “Show a high level of dedication toward doing a good job;” “Have an attention to detail, resulting in few if any errors in their work;” and “Accurately summarize and interpret data

[i.e. historical evidence and interpretations] with an awareness of personal biases that may impact outcomes.”<sup>1</sup>

## Learning and teaching is a shared responsibility between the professor and the students.

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

## Required Texts



Video lectures that contextualize each new era of German History replace a conventional textbook. Parts of these lectures may be delivered in class; students are expected to study them if the content is not shared in class. These are available in Brightspace and on my course webpage. Each is accompanied by Skeletal Lecture Notes.

- **Wilhelmine Germany** – Essential Questions and System of Government (3:50) – Social and Economic (4:51) – Centrifugal Forces (14:17) – Centripetal Forces (12:40) Note: bits of this lecture will be presented in our first class meeting.
- **German Responsibility for World War I and Implications for Peace** - Long-Term Causes, Militarism, Nationalism, Imperialism (11:23); Entangling Alliances and Realpolitik (10:39); The July Crisis (13:51); The Treaty of Versailles and Victors’ Justice (12:51)
- **Weimar Germany:** The Great War’s Homefront in the Rearview Mirror and Civic Engagement (13:47); Political Revolutions and the Potential Weaknesses (22:38)
- **Nazi Seizure of Power:** What is Nazism? (6:52); Hitler’s Movement (14:44); Becoming Chancellor (9:20); *Gleichschaltung* (11:20)
- **The Role of Racism in Shaping Identity in the Third Reich:** What is Racism? (6:49); Racism and Group Prejudice (11:06)
- **German Responsibility for World War II:** Weimar Foreign Policy (14:36); Centrality of Hitler (13:20); Road to War, 1933-1937 (21:33); Road to War, 1938-1938 (25:45); The Invasion of the USSR (9:53)
- **Dividing Germany:** Framing (10:05); Cold War Politics (7:04); Allied Occupation Policies (19:46)
- **West Germany, 1949-1989:** Political Parties and Civil Society (7:03); Adenauer’s “Chancellor Democracy” (14:21); Testing Civil Society (17:49); 1970s-1980s (9:54)
- **East Germany, 1949-1989:** Political Parties (4:01); Power of the State (11:08); Berlin Wall (5:09); Dissent & Opposition (4:53)
- **The “Gentle Revolution” and German Reunification:** Civil Society (2:52); International Context (4:36); Building a Civil Society in the 1980s (10:27); The Revolution (9:56)



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

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

Additional Required Readings. These are the subject of discussions, writing assignments, and the final. They can be purchased as a photocopy packet (should be less than \$15) and available in Brightspace (listed in order of use):

- Andrew Donson, "Why did German youth become fascists?" (2006)
- Manuela Achilles, "With a Passion for Reason," (2010)
- Shulamit Volkov, "On the Primacy of Political Violence," (2014)
- Laura Hilton, "The Black Market in History and Memory," (2010)
- Edith Sheffer, "On Edge: Building the border in East and West Germany," (2007)
- Michael Hughes, "Reason, Emotion, Pressure, Violence," (2012)
- Karrin Hanshew, "'Sympathy for the Devil?'" (2012)
- Paul Betts, *Within Walls: Private Life in the GDR* (2010)
  - "Introduction: Privacy in an Enclosed State"
  - "The Tyranny of Intimacy: The Stasi and East German Society" (chapter 1)
  - "East of Eden: Christian Subculture in State Socialism" (chapter 2)
- Jeff Hayton, "Krawall in der Zionskirche: Skinhead Violence ... GDR," (2015)
- Steven Pfaff, "The Politics of Peace in the GDR," (2001)
- Richard J. Evans, "From Nazism to Never Again," (2018)
- Jennifer A. Yoder, "'Revenge of the East?'" (2020)

### **Need help with writing? YouTube Videos on a variety of topics.**

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

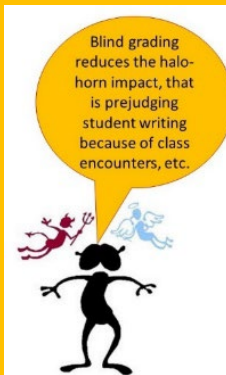
## **Assessment of Student Learning**



"...knowing how to read something results almost automatically from knowing why we are reading, and without some purpose, reading is an aimless activity." ~ Katherine Gottschalk and Keith Hjortshoj<sup>1</sup>

## Consult the Class Calendar for deadlines

- Submit all assignments to the BRIGHTSPACE assignment folders.
- Never** write your name on the pages that I read.



## Attendance

You are expected to attend class in-person but you earn no points simply for being present. Consult the policies section for more about attendance and excused absences. Students should have no expectation of being able to remote in.

## Discussion/Participation 3 points each Discussion Day

### Purpose and Task

- 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 an opportunity to test our ideas and raise questions. Discussing textual and visual evidence in class allows you to engage in a similar dialogue and to test your understanding.
- To prepare for discussions, you must be mentally present and engage in the reading in advance. Study guides for all readings help you to stay focused on the goals for reading and discussion. Each reading and lecture topic is framed with questions.
- An excellent way to review is to revisit the questions and attempt to answer them without looking at notes. This forces you to dig into long-term memory. If nothing comes to mind, then you had only processed the information through short-term memory. Amazingly, even failed attempts at retrieval will improve recall the next time. Every reading assignment is linked to a writing assignment. In advance see what that assignment requires.
- 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 to refer to what you have read. You cannot participate effectively and meaningfully otherwise.
- **Criteria**
  - Active participation in discussions includes offering interpretations, responding to questions, and asking meaningful questions informed by the readings and lectures.
  - 0 points if you are not attending; if your contributions are irrelevant or clearly not informed by the assigned readings and lecture.
  - 2 points if you attend in-person discussion but never contribute.
  - 2.7 if you attend and you make one contribution that is relevant and informed by the readings.

- 2.9 if you make at least two relevant contributions by offering interpretations, raising informed questions, pointing to evidence, supporting others in their responses, informed by readings.
- 3 points if you contribute three or more times with relevant contributions by offering interpretations or raising informed questions.

### **Makeup Discussion**

**Option 1:** Your two lowest grades are dropped which may include absences.

**Option 2:** Schedule a one-on-one discussion with instructor.

**Option 3:** Take the questions posed in the calendar on the day you missed, compose written responses with answers supported by the readings being discussed. Upload to Makeup Discussion folder in Brightspace. (This is separate from JAA or Chapter Analyses.)

**Stuff happens option for discussion:** we all have bad days, fail to engage, or get overwhelmed with work, and cannot prepare adequately. Your two lowest discussion grades will be dropped at the end of the semester (an absence maybe the lowest grade). So, it is better to attend and be ill-prepared, than not to attend.

## **Online Quizzes on Lecture Content (each quiz is worth 5 points)**

- **Context:** We have no textbook for the course, so foundational knowledge must be delivered and learned from lectures. Lecture content that will be delivered in person may exceed our 75-minute class sessions. The in-person delivery will focus on what requires deeper elaboration. So, be prepared to complete lecture content outside of class before taking the quiz.
- **Purpose - Why Quizzes?** To help move information from working memory into long-term memory, we must practice retrieving that information, which will take the form of quizzes. It is an imperfect learning and teaching practice. Why? You may engage in mass practice, that is take the quiz so quickly after the lecture that you are testing your short-term recall skills. Or, because the quiz is online, you may take the quiz with "open notes" or seek out a friend's help. Thus, the learning value of quizzes depends upon you (it always does). A portion of the final exam will include questions about lecture content. Therefore, I urge you to periodically test yourself on earlier events and people to deepen your learning.
- **QUIZ Topics**
  - Quiz 1: German Responsibility for World War I and Implications for Peace - Long-Term Causes, Militarism, Nationalism, Imperialism (11:23); Entangling Alliances and Realpolitik (10:39); The July Crisis (13:51); The Treaty of Versailles and Victors' Justice (12:51)
  - Quiz 2: Weimar Germany: The Great War's Homefront in the Rearview Mirror and Civic Engagement (13:47); Political Revolutions and the Potential Weaknesses of Weimar (22:38)
  - Quiz 3: Nazi Seizure of Power: What is Nazism? (6:52); Hitler's Movement (14:44); Becoming Chancellor (9:20); Gleichschaltung (11:20)
  - Quiz 4: German Responsibility for World War II: Weimar Foreign Policy (14:36); Centrality of Hitler (13:20); Road to War, 1933-1937 (21:33); Road to War, 1938-1939 (25:45); The Invasion of the USSR (9:53)

- ❑ Quiz 5: Dividing Germany: Framing (10:05); Cold War Politics (7:04); Allied Occupation Policies (19:46)
  - ❑ Quiz 6: West Germany, 1949-1989: Political Parties and Civil Society (7:03); Adenauer's "Chancellor Democracy" (14:21); Testing Civil Society (17:49); 1970s-1980s (9:54)
  - ❑ Quiz 7: East Germany, 1949-1989: Political Parties (4:01); Power of the State (11:08); Berlin Wall (5:09); Dissent & Opposition (4:53)
  - ❑ Quiz 8: The "Gentle Revolution" and German Reunification: Civil Society (2:52); International Context (4:36); Building a Civil Society in the 1980s (10:27); The Revolution (9:56)
- Each quiz will be made available for a period of five days as listed in the Calendar of Learning and Teaching Activities.
  - Quiz questions are drawn from Skeletal Lecture Notes associated with the lecture.
  - Time limits are set to discourage students from relying heavily upon your notes and encourage you to retrieve from your memory.
  - Quiz Timer: 10 minutes with a 5-minute grace period
  - **NO MAKEUP for missed quizzes.**
  - You can drop the lowest quiz score (or non-submission); YET, if you take all quizzes and earn at least 75% on each quiz, you will earn 3 bonus points.
  - Quizzes will include any combination of matching; true/false that requires explanation; multiple choice; ordering events; fill-in-the-blank; and short answers.

### Journal Article Analysis (JAA) (10 points each)

#### Purpose:

- Each article is a case study for larger issues about Germans living in the twentieth century.
- Evaluate the plausibility of recent interpretations.
- Reach conclusions on how academic journal articles contribute to the historiographies of German history.
- Discover how the conventions in academic historical writing are evident in journal articles and essential to building critical reading skills.

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

- Historians write journal articles for a variety of reasons. It might be the result of a case study that does not merit a book (monograph) length discussion; it might be motivated by a desire to generate dialogue within the historical community, which may eventually lead to a book.
- Intro portion: Justify their research topic and methodology by reviewing the works of others (historiography), identifying gaps (not necessarily weaknesses) in these interpretations, and then explaining how they will contribute (methodology and primary sources).
- Usually, they offer a thesis in the introductory section, but they may only provide a focus statement. A thesis may be in subsections of the journal article or not developed until the conclusion.
- Look for questions posed by the author: in some cases, these questions point to a claim or part of thesis, and in some cases, they are raised rhetorically to critique historians' interpretation.
- Each subsection, usually labeled, will contribute to the overarching goal of the essay, and predominantly be based upon primary source evidence. In these

portions they will leave behind a footnote trail that references the documentary evidence or archives that they have consulted.

- Much like a book, these journal articles will offer summaries at the end of sections or at the end of the article. Expect them to wrap up their claims and the way they proved them.
- Look for clues to the author's goal in the title of the article as well as the introductory section where they position their work in the context of research already done.
- Skim through the article and look at the titles of the subsections then quickly read through the intro and conclusion to create a greater awareness of where the author is going.
- Write down unfamiliar words, concepts, events, names to look up their meaning.
- Given what you know about the structure of the journal articles, read a paragraph then in a few words summarize what that paragraph was achieving. You may think that sort of note taking could be tedious, but it is more effective than re-reading. Why? Because as you make notes and test your recall with notes closed, you will improve your learning.
- After you have read a subsection of the journal article jot down a few notes and begin to contemplate the content and the plausibility of the interpretation given the authors stated goals.
- In making your notes be sure to authentically paraphrase or summarize and write down page numbers!
- If you lack familiarity with the subject and you can't authentically paraphrase or summarize, be sure that verbatim passages are put into quotation marks.
- Always record page numbers so that you can retrace your steps.
- Consider printing the journal article and studying from a hard copy unless you are incredibly adept at using annotation tools with PDFs.

**Task:**

- Each Journal Article Analysis should be divided into sections and labeled as section 1, 2, and 3 (or further break it down into 1a, 1b, 1c, etc.):

**Section 1**

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

Summarize the introduction using these questions as a guide:

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

**Section 2**

For **each** subsection of the article

- a. Right a brief summary of what the author was seeking to prove so that an outsider could understand.
- b. Explain the methods and primary sources used to conduct their research and how they proved their claims.
- c. Then respond to the following question for each subsection: Was their interpretation plausible? To evaluate plausibility, consider what the author set out to prove and did they support their claims with evidence or examples. Simply saying that they used lots of documents is not a discussion of plausibility

- d. Note: if the article is not divided into titled subsections, identify transitions, and create your own "subsections."

### Section 3

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

### Journal Articles

- #1 Andrew Donson, "Why did German youth become fascists?" (2006)
- #2 **EITHER** Manuela Achilles, "With a Passion for Reason," (2010)  
**OR** Shulamit Volkov, "On the Primacy of Political Violence," (2014)
- #3 Laura Hilton, "The Black Market in History and Memory," (2010)
- #4 Edith Sheffer, "On Edge: Building the border in East and West Germany," (2007)
- #5 **EITHER** Michael Hughes, "Reason, Emotion, Pressure, Violence," (2012)  
**OR** Karrin Hanshew, "'Sympathy for the Devil?'" (2012)
- #6 Paul Betts, *Within Walls: Private Life in the GDR* (2010)
  - o **EITHER** "The Tyranny of Intimacy: The Stasi and East German Society" (chapter 1)
  - o **OR** "East of Eden: Christian Subculture in State Socialism" (chapter 2)
- #7 Jeff Hayton, "Krawall in der Zionskirche: Skinhead Violence ... GDR," (2015)
- #8 Steven Pfaff, "The Politics of Peace in the GDR," (2001)

Because of the back-to-back discussions of a few of the readings above, students will select one of two articles to write their JAA for #2, #5, and #6. However, all students are expected to read each of the articles assigned (not just the ones they signed up for). [Please sign up for JAA #2, #5, and #6 here.](#)

### Criteria

- Each is worth 10 points.
- See Rubric below for criteria.

### Submission

- **Submission format**
  - NO NAMES:** Leave your name off the paper. I grade blindly to avoid the halo and horn effect.
  - Bring a **hard copy** to class and upload a word document (not PDF) to Brightspace.
  - Format:** single-spaced
  - Citation Method & Academic Integrity:** Either a footnote or page numbers in parenthesis outside of punctuation. Anytime that you summarize, authentically paraphrase, or quote, you must cite. In addition, verbatim language from the original source must also be put in quotation marks.
- **No late work**
  - You are required to turn in hard copies of your assignments and upload to Brightspace on time, unless you have an excused absence as defined in the policies. In which case, contact me to arrange to print your submission. Another option is to ask a classmate to bring your printed work to class.
  - Late work** is simply not accepted.
- **Stuff Happens:** You may use the Stuff Happens option on one JAA. This provides you with an additional 72 hours beyond the deadline to complete your assignment. To use your "stuff happens option," you need to email me before the assignment deadline to notify me of your plans. You must still submit a hardcopy of your work within the deadline (unless instructed otherwise due to the deadline extending into the weekend).



- A wee bit more flexibility: You will drop the lowest (or non-submission) JAA score. If, however, you submit all JAAs and you earn a 7.5 or higher on all of them, you earn 5 bonus points at the end of the semester.

## RUBRIC

Highly competent 9-10 points	<input type="checkbox"/> Fully responds to all of the sections <input type="checkbox"/> Creates very usable notes that an outsider could read and understand the subject <input type="checkbox"/> Qualitatively better as evidenced in word choice and details <input type="checkbox"/> Makes use of quoting to persuade <input type="checkbox"/> Authentically paraphrases or summarizes <input type="checkbox"/> Judges the plausibility of the historical interpretation within the context of the authors stated goals and how they use evidence or examples to support claims <input type="checkbox"/> Makes no errors in interpreting the historian's works <input type="checkbox"/> Parenthetically cites page numbers: origins of ideas, paraphrases, and/or quotations.
Competent 8-point range	<input type="checkbox"/> Response to all the sections but a bit uneven <input type="checkbox"/> Speaks about plausibility but struggling to show how the author's evidence supports their claims <input type="checkbox"/> Minor errors in interpreting the historian's work <input type="checkbox"/> Examples or quotations are persuasive if you're an outsider but an insider can think of better examples <input type="checkbox"/> Authentically paraphrases or summarizes <input type="checkbox"/> Word choice and details may confuse an outsider but an insider could easily understand <input type="checkbox"/> Parenthetically cites page numbers: origins of ideas, paraphrases, and/or quotations.
Novice with promise 7-point range	<input type="checkbox"/> Struggles somewhat with recognizing the most essential points of the historians' interpretations (might leave out an important idea) <input type="checkbox"/> Attempts to answer all questions posed but responses are unevenly weighted or not wholly convincing <input type="checkbox"/> Makes errors with the historian's interpretations suggesting that they are struggling or completed the work in haste <input type="checkbox"/> Plausibility tends to be "proven" by saying the interpretation seems reasonable <input type="checkbox"/> Lack of detail: reference to dates, word choice would leave an outsider confused an insider could tease out the meaning <input type="checkbox"/> Authentically paraphrases and summarizes <input type="checkbox"/> Parenthetically sites page numbers: origins of ideas, paraphrases, and/or quotations.
Below 7-points	<input type="checkbox"/> incomplete <input type="checkbox"/> significant errors <input type="checkbox"/> fails to cite origins of ideas paraphrases and or quotations <input type="checkbox"/> inauthentically paraphrases or plagiarizes <input type="checkbox"/> an insider even struggles to comprehend <input type="checkbox"/> word choice vague details lacking that suggest student does not understand the history for the context <input type="checkbox"/> misrepresents the historical source <input type="checkbox"/> fails to support answers with examples or fails to discuss them

## Fritzsche Chapter Analyses (10 points each)

### **Purpose:**

To encourage students to deepen their learning by creating meaningful reading notes in preparation for discussion and the final exam.

**The essential question driving Peter Fritzsche:** "To what extent did the Germans become Nazis in the years 1933-1945?"

Each chapter is intended to contribute to Fritzsche's complex interpretation. First though not quantifiable, he leans towards the belief that "more Germans were Nazis and Germans more National Socialist than was previously thought." (p. 7) Second, that Nazi state policies and actions compelled Germans to debate what it meant to become "a National Socialist, a comrade, a race-minded German, of remaining true to the old or joining the new. They grappled with questions about the importance of fitting in, the convenience of going along, and the responsibilities the individual owed to the collective. ... The outcomes of these examinations varied from person to person, but the *process* gave them an ideological inflection." (p. 8)

Divide each chapter analyses into the following parts:

1. What is each chapter's thesis?
2. How does each subsection within each chapter contribute to proving the chapter thesis? Provide two examples for each subsection that corroborate. Write so an outsider could understand.
3. How does each chapter contribute to the plausibility of Fritzsche's claims outlined in his introduction? To evaluate plausibility you must determine what Fritzsche's stated goals are for the chapter, how he relates these goals to his thesis in the introduction, and how that chapter's evidence supports (wholly or partially) the thesis.
4. Using the content of this chapter, answer the following question based upon what you have discovered, "To what extent did the Germans become Nazis in the years 1933-1945?"

### **Submission**

- **Submission format**
  - a. **NO NAMES:** Leave your name off the paper. I grade blindly to avoid the halo and horn effect.
  - b. Bring a **hard copy** to class and upload a word document (not PDF) to Brightspace.
  - c. **Format:** single-spaced
  - d. **Citation Method & Academic Integrity:** Either a footnote or page numbers in parenthesis outside of punctuation. Anytime that you summarize, authentically paraphrase, or quote, you must cite. In addition, verbatim language from the original source must also be put in quotation marks.
- **No late work**
  - a. You are required to turn in hard copies of your assignments and upload to Brightspace on time, unless you have an excused absence as defined in the policies. In which case, contact me to arrange to print your submission. Another option is to ask a classmate to bring your printed work to class.
  - b. **Late work** is simply not accepted.

- **Stuff Happens:** You may use the Stuff Happens option on one Fritzsche Chapter Analyses. 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 before the assignment deadline to notify me of your plans. You must still submit a hardcopy of your work within the deadline (unless instructed otherwise due to the deadline extending into the weekend).

**Criteria**

- Each is worth 10 points.
- Submit four chapter analyses: “Reviving the Nation;” “Racial Grooming;” “Empire of Destruction;” and “Intimate Knowledge.”
- See Rubric below for criteria.

Points	Fritzsche Chapter Analyses Rubric (used as a guide not a calculator)	Draft 14 January 2024
9-10 Excelling	<input type="checkbox"/> Answers all questions posed <input type="checkbox"/> Supports responses with at least two examples either by quoting, summarizing, or paraphrasing for each subsection and explains them <input type="checkbox"/> Incorporates quotations that show an ability to recognize what is essential to the Fritzsche’s claims <input type="checkbox"/> Evaluation of plausibility is based on what Fritzsche sets out to prove and how he uses evidence to support his claims <input type="checkbox"/> When asked to offer own interpretation, supports with persuasive examples from Fritzsche <input type="checkbox"/> Word choice, names, dates and events are referenced with specificity suggesting student comprehends content and context <input type="checkbox"/> Articulate, pleasure to read <input type="checkbox"/> An outsider, reading your responses, could explain Fritzsche’s claims <input type="checkbox"/> Does not misrepresent the Fritzsche’s interpretations or the historical events	<input type="checkbox"/> Parenthetically cites ideas, paraphrases, summaries, and quotations <input type="checkbox"/> Avoids inauthentic paraphrasing or plagiarism <input type="checkbox"/> Verbatim passages are in quotation marks
8 above average	<input type="checkbox"/> Responds evenly and convincingly to the questions posed with two examples by quoting, summarizing, paraphrasing, yet an insider might think of better examples <input type="checkbox"/> Makes no errors in summarizing historians’ interpretations but word choice suggests student is struggling with the historical content <input type="checkbox"/> Makes minor errors in representing the history or context <input type="checkbox"/> An insider knows that the quotations are not the most persuasive or representative of the Fritzsche’s work <input type="checkbox"/> Recognizes essential ideas, even quotes them, but struggles to explain in their own words. <input type="checkbox"/> An outsider might have isolated questions because explanations are incomplete or difficult to follow (an insider could tease out the meaning) <input type="checkbox"/> When asked to offer own interpretation, an insider can think of more effective examples from the historian’s work compared to what the student offered	
7 Competent	<input type="checkbox"/> Responds to all questions, but unevenly suggesting struggle <input type="checkbox"/> Makes errors in interpreting Fritzsche that suggests they are struggling with the big ideas	

	<input type="checkbox"/> May only offer one example by quoting, summarizing, paraphrasing in response to questions <input type="checkbox"/> When asked to offer own interpretation, seems to ignore evidence in the historian's work that makes response less convincing <input type="checkbox"/> Imprecise word choice, fails to use dates or names consistently <input type="checkbox"/> Recognizes what is important but may struggle with how to explain but an insider can tease out meaning <input type="checkbox"/> An insider can tease out meaning, but an outsider is potentially lost	
6 or below	<input type="checkbox"/> Submits an analysis, but does not answer all questions posed <input type="checkbox"/> Evidence or factual information is not corroborated <input type="checkbox"/> Patterns of misinterpretation or misrepresentation suggest problems in comprehension or hasty work <input type="checkbox"/> Reporting what student heard in discussion <input type="checkbox"/> An outsider has significant questions, an insider struggles <input type="checkbox"/> Lacks specific dates, names, word choice suggesting student does not understand context <input type="checkbox"/> Identifies historian's claims but fails to explain <input type="checkbox"/> Strings together quotations, does not interpret or explain	<input type="checkbox"/> Fails to cite <input type="checkbox"/> Plagiarizes or inauthentic paraphrasing <input type="checkbox"/> Fails to place verbatim passages in quotation marks

### Final In-Class Exam (approximately 50-60 points)

Point distribution will be clarified before the final

"Objective Portion" (10-15 points tentative)

- Knowledge of lecture content will be examined through multiple choice, matching, ordering, and/or fill-in-the-blank.

Short Answer (10-15 points tentative)

- Be able to explain the meaning of essential quotations from journal articles that we discussed during the semester.

Essay (10 points tentative)

"To what extent did the Germans become Nazis in the years 1933-1945?"

An essay has an introduction with thesis, body paragraphs, and concluding paragraph.

For and Against (10 points tentative): What are at least two arguments in favor and two arguments against one of the following two statements (select one).

1. Post-Wende Germany should no longer be defined by its pre-1945 legacies. It has, in essence, become "recivilized" as Konrad Jarausch would suggest.
2. East and West Germany (German Democratic Republic or GDR and Federal Republic of Germany or FRG) successfully restored "civil society" which gave them a solid foundation when reunification (Post-Wende) occurred.

## 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 be 256 points). A letter grade will be based on the percentage of total points earned.

**A Range**

**B Range**

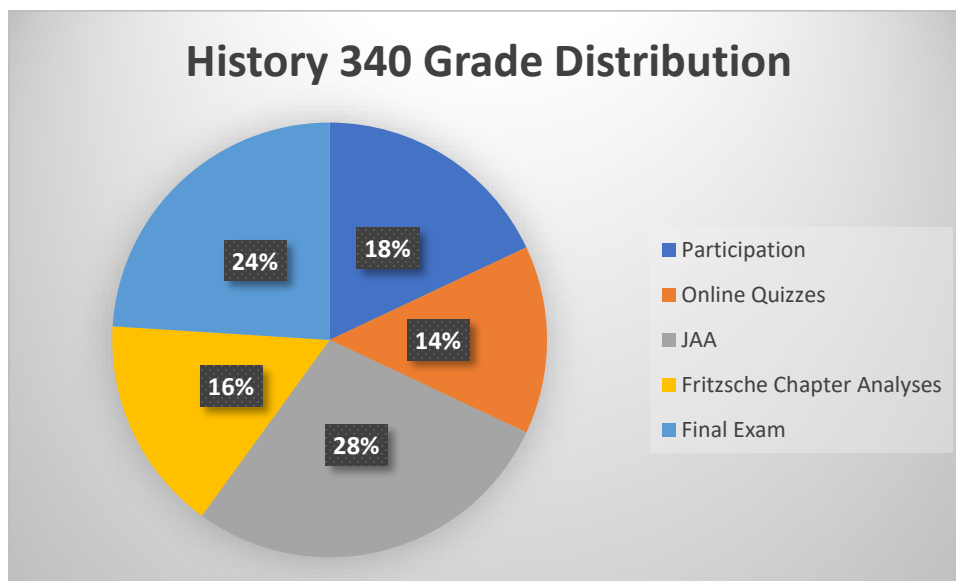
**C Range**

**D Range**

**F Range**

Copyright 2024 Lisa M. Stallbaumer-Beishline as to this syllabus and all lectures. During this course students are prohibited from selling notes to or being paid for taking notes by any person or commercial firm without the express written permission of the professor teaching this course.

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%		



### Technology Requirements & Policies

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



#### Device Policy and Digital Reading

- **Put your cell phone** in silent mode upon beginning class and squirrel it away somewhere so you won't be tempted to check your phone.
- Leaving class to answer your phone or text a message is an inappropriate use of class time.
- If you bring a laptop, please have a G-rated screen saver. Turn off all notifications and close all windows.
- Research shows that using a device in class can distract people around you. If you must have a laptop or tablet to facilitate your learning in this course, close all apps and alerts, so you and others will not be distracted. Distractions are not conducive to learning. Even when our phones buzz in silent mode, some individuals are distracted.
- Laptops will not be necessary when we are watching a film.
- Accessing reading material through BRIGHTSPACE is an appropriate use of a device, however, research shows that most students read more effectively when they read from hard copy. **Why?** When we read digital sources, we often follow a pattern to create shortcuts to the information. The reading that you will complete for this course "is ultimately an encounter between [you] and another

mind [the author of the text or document]" and making shortcuts undermines your engagement.

- If you read digitally, you need to develop a note-making system that deepens your learning and turn-off pop ups and notifications to reduce distractions.
- There will be times when I will simply tell you to close your laptop unless you have an accommodation.

**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.

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

### **Academic Integrity**

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

### **Artificial Intelligence, Chatbots and Academic Integrity**

- I have no interest in reading something created by AI. I want to know what you think. So, do not use it.
- Learning requires struggle, and using AI as a short cut undermines learning.
- Study the assigned sources, watch the films, attend class meetings, and engage with the course material, and you will not need to resort to getting "help" from AI.
- Much like I cannot prevent a student from Googling to look for "inspiration" in their writing, students can also use Chat GPT, Google Bard, etc. If students are resorting to these web-based tools because they have not been engaged in the course readings and discussion, missing class meetings and lecture, or are desperately completing work in haste, then drawing upon AI is a violation of academic integrity. You are not engaged in the learning process, but simply trying to complete an assignment to earn points.
- Be aware that the material generated by AI may be inaccurate, incomplete, and otherwise problematic. It especially fails to address the assignment prompts for the course using the assigned textual sources.
- Most written work for the course lacks absolute right or wrong answers, and chatbots and googling do not handle ambiguity well.
- A gray area in the use of AI to improve what you have already written or to help organize your thoughts even though you have engaged with the course content. In these cases, it makes more sense to consult the professor for additional support or visit WALES and seek help on writing, than using AI or Googling. But if you resort to AI or Googling, you must submit the chatbot text as a separate file with the assignment in Brightspace.
- The goal of the course is to get you to think, not to earn a passing grade *per se*, and having played with Chat GPT and Google Bard, the AI results are inferior to the assigned materials. The chat is predictable, common, and does not make effective, persuasive use of the assigned readings, films, and lectures. Indeed, the vocabulary is atypical for most undergraduates.
- Every assignment submission requires that you upload to a Brightspace folder and bring a hard copy to class. If you do not upload your assignment as a word document to Brightspace, you will not be given a grade or have your work returned.

- If I find an AI report of thirty percent or more, I will assume that you have violated my academic integrity policy.

#### **Student Code of Conduct**

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

#### **Student Disruptive Behavior Policy**

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

#### **University Attendance Policy**

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

### **Dr. Stallbaumer's Attendance and Assignment Deadlines' Policies**

- ✘ Regular in-person classroom attendance is expected.
- ✘ When students have more than three absences during the semester, I find that many of them do not do well. **Why?** In-person class sessions make learning a community effort. You may miss details that cannot be explained in the syllabus. You are not engaged in the learning.
- ✘ An absence is excused if you have a varsity sports event, religious holy days, military and military reserve activity, illness.
- ✘ An absence is excused if you suspect that you may have COVID, or if you suspect having been exposed to COVID and must quarantine.
- ✘ I will not ask for documentation for excused absences. It creates a burden for students to get the documentation, and because I hope that every student will behave honorably. **Falsely representing** your absence is a violation of academic integrity.
- ✘ There is no makeup for unexcused absences; examples include but not limited to court dates, sleeping in, studying for other classes, leaving campus early or arriving late because of ridesharing, family vacations, and seeking to remote in because you do not feel like walking to class. In short, activities within your control that prompt you to choose to skip class.
- ✘ It is the **student's responsibility** to contact the professor to make up work promptly. **Do not wait until the next class meeting.**
- ✘ **Deadlines for written work.**
  - You are required to turn in hard copies of your assignments and upload to Brightspace on time, unless you have an excused absence as defined in the policies above. In which case, contact me to arrange to print your submission. Another option is to ask a classmate to bring your printed work to class.
  - **Late work** is simply not accepted.
  - Students are offered "stuff happens" to provide some flexibility which are explained in the assignments.
- ✘ Online quizzes are open for several days, and so students should have no expectation that they will be re-opened.
- ✘ You should always keep an electronic "mail trail" that indicates you have submitted your assignments to the BRIGHTSPACE Coursework → Assignment Submission Folder.
- ✘ You should always have backup copies of your files, so you do not lose your work.

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



### **Need Help with Study Skills and Writing?**

Copyright 2024 Lisa M. Stallbaumer-Beishline as to this syllabus and all lectures. During this course students are prohibited from selling notes to or being paid for taking notes by any person or commercial firm without the express written permission of the professor teaching this course.

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

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

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

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

#### **Hours**

- WALES Consultants can work in person or via Zoom during most of our hours, but night and weekend hours are available only via Zoom.
- Saturdays and Sundays (Zoom only) 7:00 pm to 11:00 pm
- Mondays - Thursdays (in person or via Zoom) 10:00 am to 9:00 pm
- (Zoom only) from 9:00 pm to 11:00 pm
- Fridays (In person or via Zoom) 10:00 am to 3:30 pm

#### **University Learning Center (formerly Tutorial Services):**

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

#### **University Disability Services**

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