HIS 235: Hitler’s Germany, 1914-1945
University of Rochester • Fall 2015 • 4 Credits • MW 9:00-10:15AM • Hutchison Hall 473

Course Description
This course covers the political, social, and cultural history of Germany from 1914-1945, with a postscript on Germany since the end of the Second World War. Central to the course is the effort to understand the rise, triumph, and fall of Hitler and the National Socialist party, regime, and ideology. We will pay particular attention to the differing experiences of various segments of the German population under democracy and then Nazism, including workers, women, and ethnic minorities, especially German Jews. Readings, lectures, and papers are designed to acquaint the student with the course subject matter and give practice in historical interpretation and reasoned argument.

This course is part of the Department of History’s War, Revolution and Society Cluster.

Course Materials
The following books are required for this course:


Additional required and recommended course readings will be available on Blackboard, and will be noted with an asterisk (*) in the course schedule. I reserve the right to add, remove, or otherwise change course readings, within reason, over the course of the term.
**Class Structure and Expectations**

I will conduct this course in a hybrid lecture/discussion format, combining short lectures with substantial group and class discussions on the assigned readings as well as occasional presentations by individual students or groups of students. It is crucial that you are present and prepared for every class session promptly at 9:00 AM, and that you plan to stay for the entire session each day.

You may use laptops, tablets or audio recording devices in the classroom, as long as using those devices does not distract your classmates. Cell phones should be placed in silent/vibrate mode during all class sessions; it goes without saying that you should not use or answer the phone during class, but in the rare cases when it may be necessary, you should leave the room to avoid being a distraction. Do not overestimate your ability to multitask: if you miss a portion of the class—whether lecture or discussion—because you were tardy, texting, answering your phone, or otherwise not paying attention, we will not necessarily review that material.

Remember that some weeks of this term will have heavier workloads than others throughout the term—be prepared to adjust when necessary. Independent out-of-class work (i.e. required reading and writing assignments) is a significant part of your learning process at the University of Rochester: it is your responsibility to be aware of the class schedule and allow yourself enough time to prepare each week.

**University of Rochester Email:** I will send all notifications and announcements for this course to your UR email addresses, including adjustments to the schedule and/or reading assignments. Plan to check your rochester.edu addresses at least once a day (and definitely before class on Mondays and Wednesdays). I will respond directly to emails sent to me from non-UR addresses, but it is your responsibility to check your UR account for any messages sent to the whole class.

**Blackboard:** All course information, including this syllabus, assignment information, and additional readings will be posted on Blackboard. I will make every effort to post additional readings well in advance of the week for which they are on the schedule. You are responsible for printing out additional readings and assignment information sheets if you would like hard copies to refer to in class. I will not provide extra copies.

**HIS 235W:** Students enrolled in HIS 235W will have additional writing assignments, one additional recommended book, and an adjusted grading structure. These students should refer to the HIS 235W Syllabus Addendum, which I will pass out in a separate meeting with 235W students at the end of class on the first day of the term.

**Grading Policies**

There are two primary components for your grade in this course, writing assignment points and miscellaneous points. By turning in completed writing assignments over the course of the term, you can earn up to 100 writing points. Miscellaneous points are earned by attending class sessions, participating in class discussions, presenting in class, turning in rough drafts of writing assignments and utilizing my office hours. You can earn up to 100 miscellaneous points.
Final grades will be calculated out of 200 points on the following basis:

<table>
<thead>
<tr>
<th>Point total greater than or equal to</th>
<th>190</th>
<th>180</th>
<th>170</th>
<th>160</th>
<th>150</th>
<th>135</th>
<th>120</th>
<th>105</th>
<th>85</th>
<th>65</th>
<th>45</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final grade</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>C-</td>
<td>D+</td>
<td>D</td>
<td>D-</td>
<td>E</td>
</tr>
</tbody>
</table>

**Writing Assignments:** You are not required to complete every writing assignment over the course of the term. However, you will likely have to complete many of them to receive the best possible final grade. Students who commit to writing one of the longer papers (the recent research review or the research paper) will, as a result, have to write fewer short assignments.

**Reading Response/Primary Source Response** (up to 5 points each, no more than ten for the term, no more than one per week): Considering at least two different required or recommended readings (which may include individual documents from Robert Moeller’s book) from one particular week, write a short and informal response of roughly 400-500 words that addresses one or more of the questions raised in that week’s class discussions. I will assess reading responses based on your engagement with the question(s) and the readings.

DUE: before the beginning of class on Wednesday of the following week, preferably emailed to me at e.h.limbach@rochester.edu with your last name, “Reading Response” and the week of the term/dates in the subject line.

**Article Analysis** (up to 10 points each, no more than two articles for the term): Considering any of the scholarly articles on the term reading list, or any single chapter from the books by Eric Weitz or Thomas Kühne, write an essay of roughly 1000 words that identifies the article/chapter’s primary argument and evaluates the author’s interpretation of evidence in support of that argument.

DUE: No more than three weeks after the week in which that particular article/chapter was listed on the term schedule.

**Literary Analysis** (up to 10 points each, no more than two analyses for the term): Considering any of the works on the term reading list that date to the time period that we are studying (The Road Back, Gilgi, What’s to Become of the Boy? or The End: Hamburg 1943), write an essay of roughly 1000 words that explains some aspect of the work as a reflection of its historical context and assesses the work’s value as a historical document. You will want to draw on your knowledge of the period from the primary sources in Robert Moeller’s book, secondary sources like the books by Thomas Kühne and Eric Weitz and the various scholarly articles on the schedule, or my short lectures.

DUE: No more than three weeks after the final week in which that particular work was listed on the term schedule.

**Midterm Essay** (up to 15 points): Essay prompt to be determined later, but will be discussed in class during Week 5.

DUE: 10/26/15
Final Essay (up to 15 points): Essay prompt to be determined later, but will be discussed in class during Week 12.

DUE: 12/19/15

Recent Research Review (up to 30 points): Choose five articles published by academic authors on a single broad topic in reputable academic journals during the past fifteen years and write an essay of roughly 1,500-2,000 words that assesses the individual arguments and interpretations of each article and provides a comparative analysis of those various approaches. You may use either of the books written by Eric Weitz or Thomas Kühne to replace two of the five articles, but you may not review both books in the same essay. You must also select at least one article that does not appear on the course schedule as either required or recommended reading. Your research review must include a works reviewed page formatted in Chicago style, as well as citations for any other resources used. I highly recommend consulting with me about potential topic areas early in the term.

DUE: 11/23/15

Research Paper (up to 50 points): Using primary source research, propose and support an argument regarding some aspect of German history during this time period in an essay of roughly 3,000-4,000 words. I highly recommend consulting with me about potential topics and research direction early in the term, and you should plan to turn in at least one rough draft. German language skills are helpful but not required to do research in this area, since many excellent sources have been translated into English and are available online or in Rush Rhees Library. Your research paper must include footnotes or endnotes and a works cited page formatted in Chicago style; if you are unsure about this, please speak with me earlier in the term rather than later.

DUE: 11/23/15

While it is possible to write both a recent research review and a research paper, I recommend only choosing one of those two assignments, since they are both due on the same day (this does not apply to HIS 235W students; please refer to Syllabus Addendum on this point).

All writing assignments must be turned in directly to me as hard copies or via email. Hard copies should be given to me in class or during my office hours; assignments left at the History Department main office, at my office when I am not there, or in my mailbox will be counted as turned in only when I have them in my hands (and if you do leave an assignment at my office or in my mailbox, email me to let me know). You may send me reading responses by email as text, but longer assignments submitted via email must be attached in .doc, .docx, .txt, or .pdf formats ONLY—if I cannot open the file, it is your responsibility to provide me with a new version. I will only count the assignment as turned in when I can access the text of the assignment.

I will accept most assignments up to one week after the due date, but late assignments turned in after the end of class on the due date will be assessed a two-point penalty. I will not accept reading responses turned in more than one week after the particular reading(s) that they address.
Because of my deadline for submitting final grades to the university at the end of the term, I cannot accept final essays or any other writing assignments after 10:30 AM on December 19th.

I will use the following rubric to score individual writing assignment components, with specific criteria and components to be decided on a per-assignment basis.

A score of:

5…indicates that your performance on the component exceeds all of the expected criteria, and is particularly exceptional
4…indicates that your performance meets all of the expected criteria, which is what I expect from a well-prepared UR student
3…indicates that your performance is acceptable and meets some of the expected criteria, but could improve in one or more ways
2…indicates that your performance is incomplete and/or needs substantial work or effort to be considered acceptable
1…indicates that your performance is unacceptable, i.e. you did not follow directions or otherwise put forth minimal effort.

Most importantly, under this system, well-prepared students in my courses earn 4s on most of their written work. I reserve component scores of 5 to reward truly insightful and well-crafted writing. However, my goal is always to help you earn the highest grade possible, on each assignment and for the course as a whole, but that depends on your willingness to ask questions, submit drafts, and seek feedback, whether in class, during my office hours, or via email.

Miscellaneous Points: You can earn miscellaneous points for the following.

Class attendance: 1 point per day, up to 28 points for the term.

Class participation: up to 2 points per day, up to 50 points for the term.

Class presentations: 2 points for participation in group presentation, 4 points for individual presentation, up to 20 points for the term. Several opportunities for group presentations will be available during regular class sessions. In addition, individual students and groups of students will have opportunities to volunteer to present articles and book chapters throughout the term.

Rough drafts of writing assignments (submitted at least five days before due date): less than 50% complete (by word count), 1 point; 50% to 99% complete, 3 points; complete rough draft, 5 points; up to 15 points for the term. Points are for simply submitting the rough draft; I will provide feedback, but not necessarily a potential score. Reading responses cannot be submitted as rough drafts, and for other short assignments (analyses and midterm/final essays) I will only give points for one version of a rough draft. For longer assignments (the recent research review or research paper) I will give points for up to three rough drafts (no more than one per week) provided that each draft shows substantial improvement over the previous. I will always try to return comments on rough drafts within 48 hours of receiving them.
Utilizing office hours: 5 points per visit, up to 20 points for the term.

At any point during the term, I may offer additional writing assignment and/or miscellaneous points for in-class assignments and activities at my discretion.

Academic Honesty

The University of Rochester’s Academic Honesty Policy applies to all work in this course. For further information, see www.rochester.edu/college/honesty.

In particular, I want you to be aware of the potential for plagiarism, which is the attempt to mislead an audience by presenting someone else’s words, concepts or ideas as your own without giving the original author proper credit. This can include copying complete sections of other texts into your writing without indicating a direct quote, but it also includes making a close paraphrase without adequate citation: merely changing a few words does not change the fact that you are presenting someone else’s ideas as your own. Because grading is inherently comparative, plagiarism is also unfair to your peers and classmates who have spent significant time and effort writing original work.
Schedule of Topics and Readings

Required readings are critical background for each week’s lectures and class discussions. I have split up the longer novels and memoirs into across several weeks to help you with planning; we will usually discuss these works during the last week they are on the schedule. Recommended readings are not required, but do provide important additional viewpoints. Many (if not all) of the articles listed as recommended readings will be presented in class by individual students or groups of students over the course of the term.

Readings marked with an asterisk (*) are available on the course Blackboard site. Readings from Robert Moeller’s *The Nazi State and German Society* are indicated by document number rather than page number.

**Week 1—Aug. 31/ Sept. 2: Intro to course/the scope of German history**
- Required Reading: None

**Week 2—Sept. 9: Germany at the end of the long 19th century**
- Required Reading: Remarque, Prologue through end of Part 3 (pp. 3-148); Blackbourn*
- Note: NO CLASS on Monday, September 7th (Labor Day)

**Week 3—Sept. 14/16: Ending World War I, Versailles and soldiers’ homecomings**
- Required Reading: Remarque, Part 4 through Epilogue (pp. 149-313); Kühne, Intro & Ch. 1 (pp. 1-31); Weitz, Intro & Ch. 1 (pp. 1-39); Moeller Doc. 1;
- Recommended Reading: Kienitz*

**Week 4—Sept. 21/23: Establishing the New Germany**
- Required Reading: Weitz, Chs. 2 & 3 (pp. 42-127)
- Recommended Reading: Fritzsche*

**Week 5—Sept. 28/30: Weimar-era politics: revolution and counterrevolution**
- Required Reading: Weitz, Chs. 4 & 5 (pp. 129-206); Moeller Doc. 5
- Recommended Reading: Achilles*

**Week 6—Oct. 7: Culture in Weimar-era German cities**
- Required Reading: Keun, pp. 3-75; Weitz Chs. 6 & 7 (pp. 207-296)
- Recommended Reading: Fulda*
- Note: NO CLASS on Monday, October 5th (Fall Term Break)

**Week 7—Oct. 12/14: New Germany, New Germans**
- Required Reading: Keun, pp. 77-210; Weitz Ch. 8 (pp. 297-330); Moeller Docs. 2, 3, 6
- Recommended Reading: Marhoefer*; Jensen*

**Week 8—Oct. 19/21: National Socialism as political movement**
- Required Reading: Weitz, Ch. 9 (pp. 332-360); Moeller Docs. 4, 7
- Recommended Reading: Reichardt*

**Week 9—Oct. 26/28: The revolution of 1933**
- Required Reading: Weitz, Ch. 10 & Conclusion (pp. 361-408); Moeller Docs. 8-11, 13, 21
- Recommended Reading: Feuchtwanger*
- Assignment: Midterm Essay due by 10/26
Week 10—Nov. 2/4: National Socialism in power
  Required Reading: Böll Intro & Chs. 1-8 (pp. vii-xi, 5-44); Moeller Docs. 12, 14-16, 24, 26, 28
  Recommended Reading: Muhlenfeld*

Week 11—Nov. 9/11: Participation and resistance in the Nazi racial state
  Required Reading: Böll Chs. 9-18 (pp. 45-82); Kühne Ch. 2; Moeller Docs. 17, 18, 27, 51
  Recommended Reading: Bock*

Week 12—Nov. 16/18: The Nazi state goes to war
  Required Reading: Kühne Ch. 3; Moeller Docs. 34-39, 52-54
  Recommended Reading: Kundrus*

Week 13—Nov. 23/25: Mass killings and genocide
  Required Reading: Kühne Ch. 4; Moeller Docs. 29-33, 45-47
  Recommended Reading: Priemel*; Struve*
  Assignment: Final drafts of Recent Research Reviews or Research Papers due by 11/23.

Week 14—Nov. 30/Dec. 2: War and the home front—defining victimhood
  Required Reading: Nossack, Kühne Ch. 5; Moeller Docs. 41-44, 56, 57; Kohut (excerpts)*

Week 15—Dec. 7/9: History and memory after 1945
  Required Reading: Moeller Docs. 58, 59

Final Exam Period: Saturday, December 19th, 8:30 AM: There is no formal final exam or class meeting, but all writing assignments must be turned in by 10:30 AM on December 19th to count toward the final grade in the course, including your final essay. Because of the University’s expectation that I will submit final grades for the term on Monday, December 21st, I cannot accept any assignments turned in after that time.
Syllabus addendum for HIS 235W: Hitler’s Germany, 1914-1945, Fall Term 2015

Additional Course Materials

William Kelleher Storey, *Writing History: A Guide for Students*, 4th ed., New York: Oxford University Press, 2013. (not required, but highly recommended as a writing guide; if you have another preferred writing guide, e.g. Turabian, Booth/Colomb or Rampolla, you’re more than welcome to use that)

**HIS 235W-specific Grading Policies**

In HIS 235W, you can earn up to 150 writing points and 100 miscellaneous points. Final grades will be calculated out of 250 points on the following basis:

<table>
<thead>
<tr>
<th>Point total greater than or equal to</th>
<th>235</th>
<th>220</th>
<th>205</th>
<th>190</th>
<th>175</th>
<th>155</th>
<th>135</th>
<th>115</th>
<th>95</th>
<th>75</th>
<th>55</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final grade</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>C-</td>
<td>D+</td>
<td>D</td>
<td>D-</td>
<td>E</td>
</tr>
</tbody>
</table>

Writing assignment descriptions, due dates, and grading policies are the same as noted on the HIS 235 syllabus. However, for HIS 235W, you may write up to twelve reading responses, three article analyses and three literary analyses along with the midterm and final essays. You must also write either a recent research review or a research paper. You may choose to write both a recent research review and a research paper on related topics; in that case, your recent research review will be due on October 14th and the research paper on November 23rd.

Depending on your schedules, those taking HIS 235W will have at least three or four additional short meetings as a group with me, either at the end of a class session (with the rest of the class dismissed early) or at another convenient time and place, to discuss project status as well as particular aspects of William Storey’s writing guide. You will receive additional miscellaneous points for attending these meetings.