

**PLEASE NOTE: THIS PAST SYLLABUS IS  
SUBJECT TO CHANGE!**

## **HISTORY 350B (A01) Weimar and Nazi Germany**

September – December 2018  
Mondays and Thursdays, 11:30-12:50pm

**Instructor:** Dr. Kristin Semmens

**Office:** CLE B306

**Phone:** 250-853-3809 (office)

**E-mail:** [ksemmens@uvic.ca](mailto:ksemmens@uvic.ca)

**Office Hours:** Mondays and Thursdays, 1:00 – 2:00pm, or by appointment

**CRN:** 11985



## COURSE DESCRIPTION

This course covers the history of Germany from the end of the First World War in 1918 to the end of the Second World War in 1945. It is structured thematically within a rough chronological framework. The course focuses primarily on social and cultural historical aspects, but political and economic factors will also be discussed. One of the course's key themes will be Germany's 'search for normality' after defeat and revolution in 1918 and again after Hitler came to power in 1933.

## LEARNING OUTCOMES

Students who successfully complete requirements for History 350B will be able to:

- describe and compare Germany under democracy and dictatorship between 1918 and 1945
- identify key turning points in German history between 1918 and 1945, and describe the relationship between those turning points and various political, social, cultural and economic consequences for Germany and the world
- distinguish broadly shared trends and continuities across the two periods, Weimar and Nazi
- identify, describe, and evaluate distinct scholarly approaches to historical questions about the interwar crisis
- read original evidence, scholarly arguments, and relevant popular depictions closely and critically
- devise an independent primary source analysis or final research essay, exploring and synthesising a range of sources, weighing their relative merits and limitations, and crafting a coherent and convincing argument about either the historical value of that source or a compelling thesis about the research topic
- explain and evaluate themes, concepts, and approaches relevant to the cultural history of Weimar and Nazi Germany

## TEXTBOOKS

Your core textbooks will be Eric Weitz, *Weimar Germany: Promise and Tragedy* (new and expanded edition) and Jackson Spielvogel and David Redles, *Hitler and Nazi Germany: A History* (seventh edition). Both are available at the University Bookstore. **Ideally you should read both books in full**, but if that isn't possible, then you must read at least the excerpts outlined in the course schedule below.

## READINGS

Please see the course schedule that follows. Readings not from the course textbooks are all available online. The readings are integral to the course, an important supplement to the lectures, and the basis for our seminar discussions. **They are examinable material!**

## EVALUATION AND ASSIGNMENTS

- 1) One midterm examination (20%) AND one primary source analysis (30%) – OR – one research essay (50%)
- 2) One final examination (40%)
- 3) Seminar Participation (10%)

**Please note: Students MUST complete assignments 1 and 2 to pass the course.**

**Assignment 1 (50%):** Students have the option of (A) taking one midterm examination *and* writing one primary source analysis *or* (B) completing one research essay.

**\*Note:** Students must choose one or the other of these options; they may not do both and take the higher mark. You do not need to let me know ahead of time which option you will choose.

Option A –

*Midterm Examination (20%):* **Monday, 22 October at 11:30am**

This 80 minute exam will evaluate all material covered (lectures, readings, group discussions) through a mix of short answer identification questions and a longer essay question.

*Primary Source Analysis (30%):* **Due Monday, 29 October at 11:30am**

The purpose of this assignment is to read/view, contextualize and analyze a primary source from the Weimar Republic OR the Third Reich by referring to at least three academic secondary sources, including at least one full-length monograph (book), **NOT** including your core texts, discussion group readings or the volumes listed below. Websites, encyclopedias, dictionaries, newspaper articles, etc., may only be used **in addition** to your three academic secondary sources.

You will be responsible for finding the primary source (a letter, a postcard, a poster, a song, etc.). A good collection can be found in *The Weimar Republic Sourcebook*, ed. Kaes et. al. (1995) and the four volume series *Nazism 1919-1945*, ed. Noakes and Pridham, on reserve in the library under my name. There are also good online collections of primary sources (eg. <http://germanhistorydocs.ghi-dc.org>), but if using an online source, I would **STRONGLY** advise running the website by me in advance. If the primary source is taken from a dubious website, you will not pass the assignment and there are no rewrites of submitted analyses. In any case, if using an online source, you **MUST** cite the full website address with the date accessed when first referring to your source in the assignment. **You will need to provide a copy of the primary source (\*not just a website address\*) with your essay.**

You will then place the primary source into an appropriate historical context, while analyzing the language or imagery used. You need to ask: What does this source tell me more about? How? Does it do so effectively? Reliably? What are some of the problems that might arise in using this as an historical source (ie. author's bias, photographic editing, issues of translation, etc.)? In essence, you are asking: Is this a valuable historical source?

#### **Format -**

1. Analyses must be in essay form **with endnotes or footnotes** and **MUST** include a list of **'Works Cited'** at the end on a separate page. **\*Analyses without proper source citation will not be marked.\***
2. Length and Presentation: Word count = 1500 words. It must be presented on 8 ½ x 11 inch paper and double-spaced, in 12 point font. Please number the pages.
3. References: Students must use footnotes or endnotes – no parenthetical documentation. References must clearly indicate the sources for your ideas and **ALL** direct quotations with ***specific page numbers***. If in doubt, provide a citation. Also, do **NOT** rely too heavily on direct quotations; you should express yourself in your own words.
4. Internet Sources: Use at your own risk! Few websites count as “academic” sources. See me if you have questions.
5. Style: Consult the Department of History style guide, available online via the Department's website ([http://web.uvic.ca/history/style\\_guide.htm](http://web.uvic.ca/history/style_guide.htm)). Choose a citation style – one using footnotes or endnotes – and then be consistent.
6. Please do not use binders or folders, etc. Staple the pages. Use a plain cover page with the essay title, course number (History 350B-A01), my name (Dr. K. Semmens), your name, student number and the date.
7. No written assignments accepted by e-mail. Submit in class or to the History office, Monday-Friday, 8am-4pm.

**LATE ASSIGNMENTS:** A penalty of 3% per day (including weekends) will be deducted for late assignments. In special circumstances a student may arrange for an extension. Such arrangements must be made **in person** *no less than one week before the assignment is due*. I do not accept requests for extensions over the phone or by e-mail. There are no re-writes once a paper has been submitted. **NO ASSIGNMENTS WILL BE ACCEPTED MORE THAN TWO WEEKS AFTER THE ORIGINAL DUE DATE.**

Option B –

Research Essay (50%): **Due Thursday, 22 November at 11:30am**

Students will write one research essay, either in response to one of the questions at the end of this syllabus or on a topic devised in consultation with me. Students devising their own topic **MUST** receive my formal permission. They must submit, in hard copy (not by e-mail), one typewritten page outlining the topic to be investigated along with the titles of

three secondary sources to be consulted. This topic proposal must be submitted by **Thursday, 15 November**.

LATE ASSIGNMENTS: See above.

### **Format -**

The essay must:

1. Be **2500 words** in length (you must include a word count at the end)
2. Be typed and double-spaced (12 point font)
3. Include page numbers
4. Include a “Works Cited” (ie. all books and articles *referenced* in your notes)
5. Use footnotes or endnotes as references; no parenthetical references (consult the Departmental style guide, available online for proper format). **\*Essays without proper source citation will not be marked!\***
6. Cite a minimum of **SIX** different academic sources, two of which must be post-2000 if possible. At least one of these six sources must be a published **monograph (ie. book)**, not an incomplete “Google book”. Internet sources may only be used **in addition** to the required six sources, and the complete web address and the date on which they were accessed must be provided. The course textbooks and readings may also be used, but **only in addition** to your six other sources. Ditto for atlases, dictionaries, encyclopedias, newspaper articles, etc.
7. Have a clear and strongly argued thesis statement. Introduce your reader to your argument in the first paragraph and use the following paragraphs to defend your claims, or raise a question at the outset, provide the evidence and build to a clearly-stated answer by your conclusion.
8. Include a cover page with essay title, student name and number, class and instructor name (History 350B-A01; Dr. K. Semmens).
9. No written assignments accepted by e-mail. Submit in class or to the History office, Monday-Friday, 8am-4pm.

### **Assignment 2: Final Examination (40%)**

Your final examination in December will contain both short-answer questions and essay questions. You will be tested on everything covered in class, in the seminars and in your readings up to the date of the exam. It will be a two-hour exam.

The date of the final examination is still to be determined. **Students are required to wait until the final examination timetable is posted before making travel or work plans.**

### **Assignment 3: Seminar Participation (10%)**

On four days, we will be breaking into two smaller groups to discuss the readings assigned for that date (see syllabus). One half of the class will come for the first 40 minutes; the second half will come for the remaining 40 minutes. For each discussion group, oral participation will be marked out of 2.5 (total = 10). *Attending the discussion groups is not enough to achieve a passing participation grade.* Students will be evaluated on both the quantity and the quality of their comments.

Seminars are an interactive process and they introduce you to a different kind of learning. But they only work if you have read the assigned material and are willing to discuss it with your classmates. Please come prepared. Students are expected to attend and contribute to each seminar even though it is not mandatory to pass the course. **Students will also be examined on material and topics discussed in the seminars.**

### **PLAGIARISM**

Students are expected to submit their own original work and are not permitted to re-submit material written for another course. Plagiarism consists of using the words and ideas of another author without appropriate citation ***including material taken from Internet websites AND including work you have submitted for other courses!*** Any plagiarism and/or insufficient citations will be penalized, ranging from a zero on the assignment to a failing grade for the course. Please see the University calendar and the History Department's handout for further information. **Please note: I reserve the right to use plagiarism detection software or other platforms to assess the integrity of all student work. I am also required by the History Department to submit all cases of suspected plagiarism to our Undergraduate Coordinator for further investigation without exception. If you still have questions, please ask me.**

### **COURSE EXPERIENCE SURVEY (CES)**

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

## COURSE SCHEDULE AND READINGS

Thursday, 6 September	Course Introduction
Monday, 10 September	The November Revolution (Weitz, <i>Weimar Germany</i> , 1-27)
Thursday, 13 September	The National Assembly and the Treaty of Versailles (Weitz, <i>Weimar Germany</i> , 27-39)
Monday, 17 September	Hyperinflation (Weitz, <i>Weimar Germany</i> , 129-145)
Thursday, 20 September	The “Worker Problem” (Weitz, <i>Weimar Germany</i> , 81-127)
<b>Monday, 24 September</b>	<b>Seminar 1 – The “Culture Problem”</b> (Andrew Dickson, “Culture in Weimar Germany: On the Edge of of the Volcano”, <i>British Library</i> , <a href="https://www.bl.uk/20th-century-literature/articles/on-the-edge-of-the-volcano-culture-in-weimar-germany">https://www.bl.uk/20th-century-literature/articles/on-the-edge-of-the-volcano-culture-in-weimar-germany</a> ; Weitz, <i>Weimar Germany</i> , images between 274 and 275; “Images – High and Low Culture” on <i>German History in Documents and Images</i> , <a href="http://germanhistorydocs.ghi-dc.org/sub_imglist.cfm?sub_id=366&amp;section_id=12">http://germanhistorydocs.ghi-dc.org/sub_imglist.cfm?sub_id=366&amp;section_id=12</a> )  <b>Group A: 11:30am</b> <b>Group B: 12:10pm</b>
Thursday, 27 September	<b>ASSIGNMENTS WORKSHOP</b>
Monday, 1 October	The “Woman Problem” (Weitz, <i>Weimar Germany</i> , 55-57, 145-155, 297-330)
Thursday, 4 October	The “Youth Problem” (No readings)
Monday, 8 October	<b>NO CLASS – THANKSGIVING MONDAY</b>
Thursday, 11 October	The Rise of Hitler and the NSDAP (Weitz, <i>Weimar Germany</i> , 331-349)

<b>Monday, 15 October</b>	<b>Seminar 2 – The “Jewish Problem”</b> (Showalter, ‘Letters to <i>Der Stürmer</i> ’, <i>Modern Judaism</i> 3, n. 2 (1983): 173-187; Borut, ‘Antisemitism in Tourist Facilities’, <i>Yad Vashem Studies</i> 28 (2000): 7-50)
	<b>Group A: 11:30am</b> <b>Group B: 12:10pm</b>
Thursday, 18 October	Depression and the End of Weimar (Weitz, <i>Weimar Germany</i> , 161-168, 349-408)
Monday, 22 October	<b>**MIDTERM EXAMINATION**</b>
Thursday, 25 October	The Seizure of Power ( <i>Machtergreifung</i> ) (Spielvogel, <i>Hitler</i> , 69-80)
Monday, 29 October	Economic Recovery under Hitler (Spielvogel, <i>Hitler</i> , 89-100)
	<b>**PRIMARY SOURCE ANALYSES DUE**</b>
Thursday, 1 November	Nazi Racism (Spielvogel, <i>Hitler</i> , 100-107)
Monday, 5 November	Women in the Third Reich (Spielvogel, <i>Hitler</i> , 165-166, 169-179)
Thursday, 8 November	The Terror Apparatus (Spielvogel, <i>Hitler</i> , 107-114; 155-162)
Monday, 12 November	<b>NO CLASS – READING BREAK</b>
Thursday, 15 November	The Road to War (Spielvogel, <i>Hitler</i> , 184-200)
<b>Monday, 19 November</b>	<b>Seminar 3 – Tourism in the Third Reich</b> (Semmens, <i>Seeing Hitler’s Germany</i> , 98-128; Baranowski, “A Family Vacation for Workers”, <i>German History</i> (2007) 25(4): 539-559)
	<b>Group A: 11:30am</b> <b>Group B: 12:10pm</b>



Thursday, 22 November

Resisting Hitler  
(Spielvogel, *Hitler*, 114-116, 119-120)

**\*\*RESEARCH ESSAYS DUE\*\***

Monday, 26 November

Hitler's War  
(Spielvogel, *Hitler*, 200-249)

Thursday, 29 November

The Holocaust  
(Spielvogel, *Hitler*, 253-279)

**Monday, 3 December**

**Seminar 4 – Coming to Terms with the Nazi Past**  
(Niven and Paver, *Memorialization in Germany since 1945*,  
114-133; 157-167; 243-252)

**Group A: 11:30am**

**Group B: 12:10pm**

## **SUGGESTED ESSAY QUESTIONS:**

The November Revolution: real or rhetorical?

The Treaty of Versailles: a fatal or merely critical “illness” for the Weimar Republic?

Women in Weimar: emancipated or restricted?

Weimar youth culture: modern or anti-modern?

Jews in Weimar society: integrated or alienated?

Big business in the Third Reich: influential or ultimately unimportant?

Nazi propaganda: consistent or contradictory?

Women in the Third Reich: victims or beneficiaries of the Nazi regime?

The Third Reich’s mobilization for war: successful or ineffectual?

The road to Auschwitz: twisted or straight?