DALHOUSSIE UNIVERSITY

Department of History
Fall 2015

20\textsuperscript{TH}-CENTURY GERMANY

\[ \text{HIST 2032 } \]

Wed, Fri 12:35-1:55 pm
J. Bingham
History Dept.,
McCain 3173

James Dunn 135
Office Hours:
Thur 1:30-3:30
(or by appt.)

Phone: 902.494.3641
e-mail: <John.Bingham@Dal.Ca>

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\textbf{COURSE TEXTS}

The following textbooks may be purchased online at Amazon.ca.

\begin{itemize}
  \item Rachel Seiffert, \textit{Lore} (orig. title: The \textit{Dark Room}; either edition is fine) (amazon $19.95) \textbf{[REQUIRED; ALSO ON 24-HR RESERVE AT KILLAM LIBRARY]}
  \item Mary Fulbrook, \textit{A History of Germany 1918-2014: The Divided Nation}, 4th ed. (amazon.ca $48.95) \textbf{[RECOMMENDED; ALSO ON 2-HR RESERVE AT KILLAM LIBRARY]}
\end{itemize}

Additional readings and documents will be posted on our BBL course website (Dalhousie.blackboard.com).

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\textbf{CLASS FORMAT}

Class meetings will consist of lectures on the history and culture of our period, alternating loosely with open discussions covering selected issues and readings.
**Grading / Assignments**

Written assignments comprise two linked “document” essays, one short and one of medium length, a map test and a final exam. (Details below).

Assignments are to be submitted as email attachments only, no later than 4:00 p.m. on the due date. It is each student’s responsibility to ensure the assignment reaches me on time. Computer difficulties are not an acceptable excuse.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document/essay sketch (4 pp.)</td>
<td>Friday, 9 October</td>
<td>20%</td>
</tr>
<tr>
<td>Map test</td>
<td>Friday, 16 October (in class)</td>
<td>10%</td>
</tr>
<tr>
<td>Document (12 pp.)</td>
<td>Friday, 27 November</td>
<td>30%</td>
</tr>
<tr>
<td>Final exam (85 mins.)</td>
<td>Friday, 4 December (in class)</td>
<td>25%</td>
</tr>
<tr>
<td>Class attendance</td>
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<td>15%</td>
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</tbody>
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**Essays**

You have available two possible alternatives for your essays:

1. The “document” essay involves two steps. The first short, introductory essay will open your subject and offer some exploratory writing on it. You will pick a person in the past from a list of possible suggestions I will provide. Your historical research will help you understand and write about that person’s context as you create a first-person account of their historical experience (i.e., diary, autobiography, letter(s), a speech). Please keep in mind that this assignment requires historical research, not merely imaginative writing. Feel free to think creatively in the initial stages, imagine scenarios, construct characters and situations. Give them life, colour, complexity. Experiment with multiple voices or points of view through letters “to and from,” mixing diary entries with other media. Once you’ve decided on a subject and an approach, read thoroughly about the subject’s social milieu, ideology, politics, and so forth. The first short essay will receive a grade and additional comments and suggestions. With that feedback you will edit and expand it into a more extensive work.

2. A standard research essay, on a topic of your choice. The format will be the same, with an initial shorter essay that will be graded and received comments and suggestions. You will then edit and expand the essay into a longer, more in-depth piece.

All essay topics, as well as document subjects that are not on the suggestion list, must be explicitly approved by me ahead of time; essays on unapproved topics will not be accepted for grading.

Keep in mind that library resources are limited, and usage of books can be extremely heavy,
depending on subject matter and availability. Decide on your topic early and begin research immediately. If you wait until the last minute, you may not be able to get the materials you need. (E.g., everybody wants to write about the Eastern Front in the Second World War; those books go fast). Lack of research materials will not be accepted as an excuse for late submission of essays. Many of the best materials that offer good places to start are on reserve for this course in Killam Library. If you have questions or need assistance with your topic or research materials, please ask me. Remember that books and articles not immediately available at Killam Library can be ordered online from other university libraries in the area via Novanet Express; delivery is free and usually within 48 hours.

**Format guidelines** and research help are available online at the Dalhousie History Department’s Style Guide. Follow the links from history.dal.ca → “For Current Students” → “Style Guide.” A hard copy is available free in the History Department, 1158 McCain.

**Essays are to be word-processed.** Double-space, number your pages, use a 12-point font (10-point for foot/endnotes is acceptable), and use 1-inch margins. *Any paper that does not conform to these basic guidelines will be docked 5 percentage points automatically.*

In order to be fair to all students, **extensions will be given only in cases of certified personal or family emergencies.** Assignments are to be submitted as email attachments only, no later than 4:00 p.m. on the due date. It is each student’s responsibility to ensure the assignment reaches me on time. Computer difficulties will not be accepted as an excuse. Assignments will be accepted up to five days late; however, **a late penalty of five percentage points (5%) will incur for each day after the due date (including weekends).**

**Academic Integrity**

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (*The Center for Academic Integrity, Duke University, 1999*). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

**What does academic integrity mean?**

At university we advance knowledge by building on the work of other people. Academic integrity means that we are honest and accurate in creating and communicating all academic products. Acknowledgement of other people’s work must be done in a way that does not leave the reader in any doubt as to whose work it is. Academic integrity means trustworthy conduct such as not cheating on examinations and not misrepresenting information. It is the student’s responsibility to seek assistance to ensure that these standards are met.

**How can you achieve academic integrity?**

We must all work together to prevent academic dishonesty because it is unfair to honest students. The following are some ways that you can achieve academic integrity; some may not be applicable...
in all circumstances.
• make sure you understand Dalhousie’s policies on academic integrity (see academicintegrity.dal.ca)
• do not cheat in examinations or write an exam or test for someone else
• do not falsify data or lab results

Be sure not to plagiarize, intentionally or unintentionally, for example...
• clearly indicate the sources used in your written or oral work. This includes computer codes/programs, artistic or architectural works, scientific projects, performances, web page designs, graphical representations, diagrams, videos, and images
• do not use the work of another from the Internet or any other source and submit it as your own
• when you use the ideas of other people (paraphrasing), make sure to acknowledge the source
• do not submit work that has been completed through collaboration or previously submitted for another assignment without permission from your instructor (These examples should be considered only as a guide and not an exhaustive list.)

**Where can you turn for help?**
If you are ever unsure about any aspect of your academic work, contact me (or the TA):
• Academic Integrity website (academicintegrity.dal.ca)
  - Links to policies, definitions, online tutorials, tips on citing and paraphrasing
• Writing Centre (see http://www.dal.ca/campus_life/student_services/academic-support/writing-and-study-skills.html)
  - Assistance with learning to write academic documents, reviewing papers for discipline-specific writing standards, organization, argument, transitions, writing styles and citations
• Dalhousie Libraries (see http://libraries.dal.ca/writing_and_styleguides.html)
  - Workshops, online tutorials, citation guides, Assignment Calculator, RefWorks
• Dalhousie Student Advocacy Service (see http://www.dsu.ca/services/community-student-services/student-advocacy-service)
  - Assists students with academic appeals and student discipline procedures.
• Senate Office (www.senate.dal.ca)
  - List of Academic Integrity Officers, discipline flowchart, Senate Discipline Committee

**What will happen if an allegation of an academic offence is made against you?**
As your instructor, I am required to report every suspected offence. The full process is outlined in the Faculty Discipline Flow Chart (see http://www.dal.ca/dept/university_secretariat/academic-integrity.html) and includes the following:
• Each Faculty has an Academic Integrity Officer (AIO) who receives allegations from instructors
• Based on the evidence provided, the AIO decides if there is evidence to proceed with the allegation and you will be notified of the process
• If the case proceeds, you will receive a PENDING grade until the matter is resolved
• If you are found guilty of an offence, a penalty will be assigned ranging from a warning, to failure of the assignment or failure of the class, to expulsion from the University. Penalties may also include a notation on your transcript that indicates that you have committed an academic offence.
As a student in HIST 2032, you are to:

- make electronic copies of different drafts as you write (“Save As” function - Draft1, Draft2, etc.)
- keep an electronic copy of any paper you submit
- keep all your research notes until you have received a final grade for the course

You may be required to submit at any time one or all of your writing drafts, as well as your research notes.
If you have questions, please ask. Dalhousie offers extensive resources to help students understand and avoid plagiarism < academicintegrity.dal.ca>.

**Office of Student Accessibility & Accommodation**

Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under Canadian human rights legislation.

Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student’s accommodation. There is an honorarium of $75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information or send an email to notetaking@dal.ca
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Required Reading</th>
<th>Recommended Reading</th>
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</thead>
<tbody>
<tr>
<td>WEEK 1</td>
<td>Sep 11</td>
<td><em>Introductions / Germany as History</em></td>
<td>✔ [KR] Rachel Seiffert, <em>Lore / The Dark Room</em> (complete)</td>
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</tbody>
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**DOCUMENT/ESSAY SKETCH DUE FRIDAY, 9 OCTOBER**

| WEEK 6 | Oct 14/16 | *Third Reich I - Power* |
W.S. Allen 2:  *Nazi Seizure of Power*, chaps. 6-9

Richard J. Evans, *The Coming of the Third Reich*

- **MAP TEST FRIDAY, 16 OCTOBER (In Class, 30 mins)** -

### WEEK 7  Oct 21/23  Third Reich II - Regime


- **[RECOMMENDED]** Fulbrook, *History of Germany*, chap. 4

### WEEK 8  Oct 28/30  Third Reich III - War

- **[BBL]**: Richard Bessel, chap. 3: “Nazism and the Second World War”

- **[RECOMMENDED]** Fulbrook, *History of Germany*, chap. 5

### WEEK 9  Nov 4/6  In The Ruins: Defeat, Despair, Denazification, Justice

- **[BBL / R]**: Anon., *A Woman in Berlin*, 34-82


### WEEK 10  Nov 13  Division and Occupation

- **[BBL / R]**: Giles MacDonogh, *After the Reich: The Brutal History of the Allied Occupation*, pp. 199-249
WEEK 11

Nov 18/20

*East / West*


[ ] [BBL / R]: Mary Fulbrook, *Anatomy of a Dictatorship*, chap. 3

[RECOMMENDED] Fulbrook, *History of Germany*, chaps. 7-10

WEEK 12

Nov 25/27

*Dissent, “Revolution,” Unification*

[ ] [BBL / R]: Mary Fulbrook, *The People’s State*, chap. 11

[ ] [BBL]: Anna Funder, *Stasiland: Stories from Behind the Berlin Wall*, 88-117, 139-45 (chaps. 9-11, 14)


· COMPLETE DOCUMENT/ESSAY DUE FRIDAY, 27 NOVEMBER ·

WEEK 13

Dec 2/4

*The History Wars: Meaning and Coming to Terms with German History*


[ ] E-JOURNAL


· FINAL EXAM FRIDAY, 4 DECEMBER (In class, 85 mins.) ·