"History is a nightmare from which I am trying to awake."  Joyce, *Stephan Daedalus*

I. Theme: This course is intended as an introduction to the discipline of history for recently declared history majors. Its chief objective is to teach you how to write a research paper, including: formulating a thesis, finding and evaluating primary and secondary sources, marshalling evidence and taking into account counter evidence, constructing an argument, citing your sources properly, and ideally producing a paper of which you can be proud, a paper that can be presented at the HFA Spring Symposium or published in *The Chico Historian*. Another goal is to, along the way, introduce you to the varieties of history, the different questions historians pose to different kinds of sources. Finally, because I do not believe that we can do the above in a vacuum, I have chosen to focus our discussions and research on the subject of Nazism. As you shall discover, this has been studied by all kinds of historians and still can yield rich insights for the imaginative historian. So a third goal for the course will be to learn something about the rise to power of the Nazi Party and the nature of the Third Reich.

To accomplish all of this will be no easy task. Because of the importance of the class it is limited to between 20 students. Each one of you will have to make a commitment to working hard to achieve our goals. Normally I do not expect students to privilege my courses over others but in this case there is a reason to expect that you will have to work a bit harder. Hopefully the payoff will be greater as well—it is largely up to you.

For the first ten weeks we will go over some of the major debates and themes in the scholarship on Nazism. I hope as well that you will get some sense of the rich variety of approaches one could employ in history. There will be many in-class writing assignments, sometimes individual and sometimes in groups. You will not do well in them unless you come to class having already done the reading.

Finally, along the way, we will be taking time out to discuss and to practice the various skills necessary for writing a good research paper, covering such topics as selecting the right word (diction), improving one's sentence structure, formulating a thesis, and citing one's sources properly. To helps you with all of this, I have assigned Mary Lynn Rampolla's excellent little *A Pocket Guide to Writing in History*. As you prepare for the major assignment in this course, a fifteen page research paper, you will have to complete
a number of preliminary steps so that I can make sure that you are on the right track and that you do not (big mistake!) try to research and write this at the last minute.

The last five weeks of the semester you will have a break to work on your papers, but will have to come and see me personally for a discussion about the topic, your progress, your problems and so on. And then at the conclusion of the course each student will give an oral presentation on his or her paper, explaining the topic, the thesis, and the evidence.

[For the Student Learning Outcomes attached to this course see the Appendix]

II. Structure: This is a seminar as opposed to a lecture course. A lecture course, to use an analogy, is like a sailboat. The professor's hot air propels the class forward. A seminar, on the other hand, is like a galley, a ship propelled by oars. In order to move, everyone must tug at the oar; the professor merely keeps the beat. There is no place to hide in such a small class. If you have not done the reading, and done it thoughtfully, I will know. This knowledge will be painful for you and for me. But not to end on a negative note, if everyone does their share, then a seminar can be an invigorating experience, among the best intellectual experiences you will ever have.

III. Required Reading: The following books are required for every student and can be purchased at the A.S. Bookstore:

Jane Caplan, editor, Nazi Germany. A comprehensive anthology of the best recent scholarship.
Mary Lynn Rampolla, A Pocket Guide to Writing in History. Everyone must have a copy of this and follow its style in their footnotes and bibliographies.
Wolfgang Schivelbusch, Three New Deals: Reflections on Roosevelt’s America, Mussolini’s Italy, and Hitler’s Germany 1933-3. A comparative approach that situates the Third Reich in its context.
Frederic Spotts, Hitler and the Power of Aesthetics. An interesting approach to understanding Hitler and Nazism that students have enjoyed.

Finally there will be a required reader available from the AS Bookstore (the same place where you find the textbooks).

IV. Requirements: Your final grade will be based on a 500 point scale.

A. Research Paper: (200 points) The main purpose of this course is to produce an excellent, 15 page research paper on some topic related to the First World War. Please see the Guideline to Writing a Research Paper on the Portal website. Your papers must follow these guidelines exactly. Your final drafts will be due the last Tuesday of class, May 11. Please note: I will examine the papers submitted to see if they meet the Guideline above. If they do not, I will return them to you on Thursday, May 13 for you to format correctly and take 5 points off your final grade.
B. Preliminary paper assignments: (2 x 50 = 100 points): These are designed to make sure that you do the work ahead of time and to guide you in the right direction.

1). Annotated Bibliography and Topic Sketch: (50 points). Everyone will submit a 3 page, double-spaced annotated bibliography of the books, book chapters, primary documents, and articles they are thinking of using for the paper. Each item should have at least two sentences describing it and evaluating its use for the topic. If a source was particularly rich, you may spend a paragraph or two on it. You must also include a 350 word sketch of the topic you are planning to write on, to give me an idea. **Your bibliography must be formatted properly and you must have at least two journal articles (they can be electronic but they must come from peer-reviewed journals, not websites) in it. Due in class on Thursday March 4.**

2) First Draft: (50 points). Everyone will submit the first five pages of their first draft of their paper. These should be double-spaced and should represent a serious first draft, not some fluff you put together at the last minute. These will be due on **Thursday, April 8** in class. I will go over these with each student individually during the consultation period.

C. In-class Assignments: (10 x 5 = 50 points). These will include document studies, written analyses of the primary and secondary documents we will discuss in class during the first 10 weeks but also other assignments. I might ask you, for example, to cite various sources in the proper way or to compose a thesis statement on some subject we have discussed.

D. Group Quizzes: (10 x 10 = 100 points). The class will be divided into permanent quiz groups of between two to three people. They will always be based on the secondary readings we discuss and will be worth 10 points apiece. Most of them will be short essays although I may employ different formats from time to time. All will be closed book so you should be sure and do the reading carefully before class.

E. Presentations: (50 points). Since one of the Student Learning Outcomes for this class is # 4: “Oral presentations are clear and comprehensive,” we will spend the last three weeks of class on presentations of exactly ten minutes in duration. Students must use PowerPoint to accompany their presentation. I will provide instruction beforehand on how to give an oral presentation.

F. Class participation: For students who have been exceptionally good in class participation, who clearly have done the reading and thought about it carefully, I will raise their objective grade by as much as 2 points on a 100 point scale. On the other hand, for students who have consistently shown up not having done the reading, sullen and unengaged, and who consistently do not participate in a thoughtful way, they will have their objective grade lowered by as much as 2 points.

**Class attendance is mandatory.** I will take roll call each class. You are allowed a maximum of two excused absences. You must ask me beforehand for one of these and I
may ask for documentation. Anyone who misses more than two classes for any reason will automatically be flunked from the course.

V. Schedule:

1. (Jan 26 and 28) Introduction to the Historiography of Nazism
   A. Reader: Chapter 1 Kershaw, “Historians and the problem of explaining Nazism”
   In-class assignment # 1
   B. Nazi Germany: Caplan
   Rampolla, Chapter 2, 4-5
   Group Quiz # 1

2. (Feb 2 and 4) What is Nazism?
   A. Reader: Chapter 1 Primary Sources
   In-class assignment # 2
   B. Nazi Germany: Evans, Fritzsche
   Rampolla, Chapter 6
   Group Quiz # 2

3. (Feb 9 and 11) The Enigma of Hitler
   A. Reader: Chapter 2 Rosenbaum
   In-class assignment # 3
   B. Nazi Germany: Noakes
   Reader: Chapter 2 Kershaw
   Rampolla, Chapters 7
   Group Quiz # 3

4. (Feb 16 and 18) Nazism and Aesthetics
   A. Spotts: Chapters 1-3, 4 (pp 3-120; 151-220)
   Group Quiz # 4
   B. Film: “Architecture of Doom”
   In-class assignment #4 (due Tuesday, Feb 23)

5. (Feb 23 and 25) Building the Folk Community
   A. Reader: Chapter 3
   In-class assignment # 5
   B. Nazi Germany: Stephenson, Stiegmann-Gall
   Group Quiz # 5

6. (Mar 2 and 4) Contextualizing the Third Reich
   A. Schivelbusch, Intro, Chapters 1-3
   In-class assignment # 6
   B. Schivelbusch, Chapters 4-5, Epilogue
   Group Quiz # 6

Annotated bibliographies due March 4
7. (Mar 13) Nazi Economic Policy
No Class Tuesday, March 11—Mandatory Unpaid Furlough Day
\hspace{1cm} B. Nazi Germany: Tooze
\hspace{1cm} Group Quiz # 7

SPRING VACATION

8. (Mar. 23 and 25) Resistance in the Third Reich
\hspace{1cm} A. Reader: Chapter 4:
\hspace{3cm} In-class assignment # 7 & 8
\hspace{1cm} B. Nazi Germany: Wachsmann
\hspace{1cm} Group quiz # 8

9. (Mar. 30) The Holocaust
No Class Thursday, April 1—Mandatory Unpaid Furlough Day
\hspace{1cm} B. Reader: Chapter 5
\hspace{1cm} Group Quiz # 9

10. (Apr. 6 and 8) The Memory of the Third Reich
\hspace{1cm} A. Nazi Germany: Moeller
\hspace{3cm} In-class assignments #9 & 10
\hspace{1cm} B. Reader: Chapter 6
\hspace{1cm} Group Quiz # 10
\hspace{1cm} First drafts due April 8

11. (Apr 13 and 15) Personal Consultations
These will be set up in the first week of class based on a drawing of lots. Each student will have fifteen minutes to consult with me about their paper and performance in my office during our regular class time or at another time if that’s not convenient.

12. (Apr 20 and 23) Research and Writing
Use this time to put your paper in its final shape and to work on your oral presentations

13. (Apr 27 and 29) Research and Writing
See above.

14. (May 4) Class Presentations
The oral presentations will be given in order chosen by lot.
No Class, Thursday May 6—Mandatory Unpaid Furlough Day

15. (May 11 and 13) Class Presentations

Final papers due May 11 in class
Appendix: Student Learning Outcomes [SLOs] for History 290

Department rules require that I include these in the syllabus. In this course we are going to “practice with feedback” SLOs 2, 6, and 7 and “introduce” SLOs 1, 3-5.

1. Student’s work demonstrates critical use and proper citation of both primary and secondary sources.
2. Student’s work employs the formal styles of writing, argumentation, and presentation that historians use.
3. Student’s work demonstrates a basic mastery of research techniques that historians use.
4. Oral presentations are clear and comprehensive.
5. Student’s work demonstrates an understanding of historiographic traditions.
6. Student’s work reflects an understanding of the intellectual, political, economic, social, and cultural history of the United States, Europe, Classical Civilization, the Near East, or one “Non-Western” area.
7. Student’s work reflects an understanding of the roles of race, class, gender, or ethnicity in history.