"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 along the way is to 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 the Weimar Republic, the period of German history from the defeat in the First World War in 1918 to the Nazi seizure of power in 1933. As you shall discover, these tumultuous years—as famous for innovative cultural achievements as well as dangerous political battles—have been studied by all kinds of historians. So a third goal for the course will be to learn something about this exciting and problematic period.

To accomplish all of this will be no easy task. Because of the importance of the class it is limited to 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 the Weimar Republic. 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 ten 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:

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.

Eric D. Weitz, *Weimar Germany: Promise and Tragedy*. This will serve as our principal text, offering a narrative of German history, emphasizing culture.

Kaes, Jay, & Dimendberg, *The Weimar Republic Sourcebook*. This mammoth tome will be the source of most of our primary readings. We will only be reading a small portion of it but the rest may be useful for your research projects.

There will also be a number of readings posted on the Vista page for the course.

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, 10 page research paper on some topic related to the Weimar Republic. 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, December 7. 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, December 9 for you to format correctly and take 5 points on the 100 point scale for your final paper grade.**
You have two options regarding submission of your final paper.

1) **First Draft option:** Everyone has the option of submitting a complete first draft of their paper, complete with bibliography and everything, **to the History Department office on Wednesday, November 10 by 5pm.** I will then return it marked up with my suggestions for improvements during your individual consultation with me in the following weeks. **Your first draft will be graded (100 points). Your final draft then will count for only 100 points.**

2) **No First Draft option:** If you do not want to submit a full first draft by November 10 you can submit your final paper on **Tuesday, December 7.** In that case I will not be line editing your paper but will read it attentively and give it a grade (200 points). This is obviously riskier but if you are confident in your abilities you may go ahead and risk it.

B. **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 paper. 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 September 23.**

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 for those who need it.

F. **Class participation:** (50 points) As I’ve already mentioned, intelligent and informed participation in class discussions is vital to making a seminar work. It’s also a fairly easy way to raise your grade.
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. (Aug 24 and 26) Introduction: The Lost War
   A. Weitz: Chapter 1
   Introduction
   B. Fritzsche: 3-82
   Group Quiz # 1

2. (Aug 31 and Sep 2) A Shaky Beginning
   A. Fritzsche: 85-236
   In-class assignments # 1
   B. Visit to Library (MLIB 226) 2pm

3. (Sep 7 and 9) Economy and Society
   A. Weitz: Chapter 4
   Peukert, Generation Gaps (Vista)
   Rampolla: 2 & 4
   In-class assignment # 2
   B. Sourcebook: 5, 11, 22, 29
   Group Quiz # 2 & 3

4. (Sep 14 and 16) Berlin and its Enemies
   A. Weitz: Chapter 2
   Sourcebook: 158, 164, 165
   Group Quiz # 4
   B. Film: screening of “Berlin: Symphony of a City”
   In-class assignment # 3 (due Tuesday Sep 21)

5. (Sept 21 and 23) Modern Art and Architecture
   A. Weitz: Chapter 5
   Sourcebook: 189, 197
   Rampolla: Chapters 5 & 7
   In-class assignment # 4
   B. Sourcebook: 167, 169, 177, 181
   Group Quiz # 5

6. (Sept 28 and 30) Americanism vs. Cultural Pessimism
   A. Weitz: Chapter 6
   Peukert, ‘Americanism’ versus Kulturkritik (Vista)
   In-class assignment # 5
Rampolla: Chapter 6  
B. Sourcebook: 139, 143, 151, 155  
Group Quiz # 6  
Annotated bibliographies due September 30

7. (Oct 5 and 7) Bodies: Men and Women  
   A. Weitz: Chapter 8  
   Ross, Naked Germany (Vista)  
   Sourcebook: 292, 294, 298, 299  
   In-class assignment # 6  
   B. Sourcebook: 306, 307, 308, 310, 313  
   Group Quiz # 7

8. (Oct 12 and 14) Revolution in Film  
   A. Weitz: Chapter 8  
   Screening of "Metropolis" Monday, October 11, 7:30 pm at the 1078 Gallery, 820 Broadway  
   In-class assignments # 7 & 8 due Tuesday, October 19  
   B. Sourcebook: 262, 263  
   Group quiz # 8

9. (Oct 19 and 21) Revolution from the Right  
   A. Weitz: Chapter 9  
   Spotts, from Power of Aesthetics (Vista)  
   In-class assignment # 9  
   B. Sourcebook: 133, 137, 143  
   Group Quiz # 9

10. (Oct 26 and 28) The Nazi Seizure of Power  
    A. Fritzsche, 139-214  
    In-class assignments # 10  
    B. Fritzsche, 217-235  
    Group Quiz # 10

11. (Nov 2 and 4) Personal Consultations  
    These will be set up in 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. (Nov 9) Personal Consultations  
    Note: Thursday November 11 is a holiday. I will try to see the remaining students during my office hours or some other time this week.

13. (Nov 16 and 18) Research and Writing  
    Use this time to put your paper in its final shape and to work on your oral presentations
THANKSGIVING VACATION

14. (Nov 30 and Dec 2) Class Presentations

15. (Dec 7 and 9) Class Presentations

Final papers due December 7 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.