



School of Humanities and Languages

ARTS3295, Understanding Nazi Germany S2, 2014

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1. Course Staff and Contact Details			
Course Convenor			
Name	Günter Minnerup	Room	MB365
Phone	93853051	Email	g.minnerup@unsw.edu.au
Consultation Time	Fridays, 1-2pm, or by arrangement		
Lecturer			
Name	As above	Room	
Phone		Email	
Consultation Time			
Tutors			
Name	As above	Room	
Phone		Email	
Name		Room	
Phone		Email	
Name		Room	
Phone		Email	

2. Course Details	
Units of Credit (UoC)	6
Course Description	<p>The horrors of the Third Reich are well known even to those who have never seriously studied German history but the causes are still a mystery to many and the object of never-ending controversies among specialist scholars. This course focuses on the main issues of historians' debates and aims to familiarise students with the key arguments and their broader significance. There is a textbook strongly recommended for purchase from the UNSW bookstore (see bibliography below), and further key texts are available on the Moodle site for this course. Students are expected actively to participate in the course in three principal ways:</p> <ol style="list-style-type: none"> 1. to acquire a basic knowledge of the main events and developments of the period as early as possible in the session by reading the recommended textbook and other basic texts. This is an essential precondition for being able to make the most of the lectures and tutorials. 2. to prepare a tutorial presentation of about ten to fifteen minutes duration which will introduce the topic to the other students and guide class discussion. 3. to conduct self-directed research into one of the essay topics and submit a research essay based on extensive reading and satisfying the requirements for the formal presentation of academic work with regards to the use of sources, referencing and bibliography.
Course Aims	<ol style="list-style-type: none"> 1. To introduce students to the major themes and issues in the history of Nazi Germany. 2. To develop in students a progressive mastery of historical concepts and skills through the study of the Third Reich. 3. To provide a learning environment in which students will be enabled to develop and enhance their abilities to think critically, analytically and creatively. 4. To provide a learning environment in which students will

		be given the opportunity to develop and practice the skills and abilities appropriate to an Arts graduate and which are readily transferable to a wide variety of vocational areas.
Student Learning Outcomes	1.	Demonstrate knowledge of at least two specific topics within the context of the Third Reich.
	2.	Outline accurately, within the specific topics, the key historical issues, concepts, dates, figures, evidence and historiographical debates.
	3.	Appreciate the range of problems involved in the interpretation of historical material, evidence and arguments relating to Nazi Germany.
	4.	Understand and evaluate the range of conceptual frameworks and theoretical perspectives in the interpretation and analysis of evidence.
	5.	Evaluate the merit and value of contrasting forms of historical judgement.
	6.	Question received scholarly wisdom and develop and defend their own opinions.
	7.	Communicate, orally and/or in writing, effectively and present work in a manner which conforms to scholarly conventions and subject guidelines.
	8.	Construct a relevant argument that demonstrates an adequate use of evidence and a selection of historical interpretations.
	9.	Locate, gather, sift and synthesize an adequate body of source material.
	10	Demonstrate the ability to work independently, under the constraints imposed by the component of assessment, e.g. word limit, time limit, deadline.
	11	Demonstrate the ability to work with others.
Graduate Attributes	1.	In-depth knowledge and conceptual understanding in the interdisciplinary fields of European Studies and History.
	2.	Research skills
	3.	Critical thinking
	4.	Persuasive communication and presentation skills.

3. Learning and Teaching Rationale

The learning and teaching strategy is designed to:

- (1) Deliver a module that reflects current debates in the field of modern German history.
- (2) Enable students to develop critical skills to engage with these debates by providing a learning and teaching structure which moves from teacher-centred to student-centred learning.

4. Teaching Strategies

The learning and teaching methods employed are:

Lectures: student learning is largely confined in lectures to an introduction of content and the basic historiographical problems. These sessions provide students with the historical context, the key interpretations and problematical issues, and with the framework appropriate for independent learning.

Group tutorials: in these students consolidate their understanding, knowledge, analytical and communication skills through negotiation and interaction with other students and with staff. Tutorials may take a variety of forms, all of which provide different learning opportunities. The focus in tutorials is on structured discussion with the aim of achieving particular outcomes for each session.

Independent learning: a significant proportion of students' time is taken in constructive reading, note-taking, and the heuristic process of information retrieval. Analytical and cognitive skills are advanced through reflection and consideration of both primary and secondary material.

Problem-solving: problems are set in the module outline and informally in lectures and seminars.

5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Tutorial presentation	10-15 minutes	10 %	1,4,7,8,9,11 , 12	1,2,3,4	In tutorials
Essay plan	500 words	15 %	1,2,4,5,8,10 , 11	2,3	29 August
Essay	3,000 words	45 %	1,2,3,4,5,6, 7,8,9,10,11	1,2,3,4	31 October
2 class tests	2x1 hour	2x15%	3,4,5,6,7,8	1,3,4	28 August and 24 October

Please Note: In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

Formal Examination

This course has a formal examination which will be scheduled in the formal examination period from 7 – 22 November 2014. Students are expected to give their studies priority and this includes making themselves available for the entire examination period. Travel

commitments made prior to the publication of the final examination timetable are not a valid reason for alternate assessment.

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see

<https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from <https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

Late Submission of Assignments

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. Attendance/Class Clash

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

7. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here:

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

8. Course Schedule

To view course timetable, please visit: <http://www.timetable.unsw.edu.au/>

Week Commencing:	Topic	Lecture Content	Tutorial/Lab Content	Readings
28 July		Introduction	No tutorials	
4 August		Film: "Mein Kampf"	Did Nazism have "deep	Kershaw, Ch. 1 (plus Moodle

			roots" in German history?	text for the week)
11 August		A German Sonderweg to the Third Reich?	Who were the Nazis, and who supported/voted for them?	Kershaw, Ch. 2 (plus Moodle text for the week)
18 August		The "National Revolution" of 1933	Why was Hitler more popular than the Nazis?	Kershaw, Ch. 4 (plus Moodle text for the week)
25 August		Hitler/Class test 1	What were the key elements in Nazi ideology?	"Program of the NSDAP" (1920), Goebbels speeches 1932 and 1933 (on Moodle)
1 September		Ideology	How did the Third Reich overcome the Great Depression?	Kershaw, Ch. 3 (plus Moodle text for the week)
8 September		The economy of the Third Reich	What was "socialist" about "national socialism"?	Kershaw, Ch. 7 (plus Moodle text for the week)
15 September		German society under Hitler	Who were the plotters of 20 July 1944?	Kershaw, Ch. 8 (plus Moodle text for the week)
22 September		Resistance	Was another world war inevitable after 1933?	Kershaw, Ch. 6 (plus Moodle text for the week)
29 September	<i>Mid-semester break</i>			
6 October		Foreign policy and war	What was the Third Reich's "Jewish policy" before 1939?	Kershaw, Ch. 5 (plus Moodle text for the week)
13 October		The Holocaust	The SS state?	Excerpts from Höhne (on Moodle)
20 October		Class test 2	History as Vergangenheit sbewältigung?	Kershaw, Ch. 9 and 10 (plus Moodle text for the week)
27 October		No lectures	Concluding discussion	

9. Course Resources

Textbook Details

Ian Kershaw, <i>The Nazi Dictatorship. Problems & Perspectives of Interpretation</i> . Fourth Edition (London: Arnold, 2000).
Journals
Additional Readings
All tutorial texts, and further reading, will be on the Moodle site for the course.
Websites
Students seeking resources can also obtain assistance from the UNSW Library. One starting point for assistance is: http://info.library.unsw.edu.au/web/services/services.html

10. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

11. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre's website at:
<http://www.lc.unsw.edu.au>

12. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at:
<https://my.unsw.edu.au/student/atoz/Complaints.html>

13. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

<https://my.unsw.edu.au>

<https://my.unsw.edu.au/student/atoz/ABC.html>

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see
<http://www.ohs.unsw.edu.au/>

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au>

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.