

Fall 2015  
Dr. Heikki Lempa  
HIST 112  
TR: 2:35-3:45  
COMEN 305

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Tel. (610) 861-1315  
T: 3:45-4:30  
W: 11:00-12:00  
R: 9:00-10:00  
F: 11:30-12:00

Or by Appointment

Web: <http://home.moravian.edu/public/hist/lempa.html>

**HIST 112: How Was Hitler Possible? War, Society, and Culture in Europe since 1500**  
(Syllabus subject to change)

This class is an exploration of the violent, audacious, fearful and fascinating history of the Europeans since 1500. It takes Adolf Hitler, the notorious leader of Nazi Germany and the mastermind of the Holocaust, as the starting point to raise the question of how modern Europe was made and whether it made possible Hitler's coming to power. It shows how the Europeans made their Civilization but it also gives the insight into how a civilization changes and often against its makers' wishes. By exploring the European Civilization we locate ourselves in time and place and thus help judging our own position and possibilities. Moreover, the history of the Europeans is an adventure in which we find our basic concepts and values constantly challenged. What is state? What do we mean by race? What is European and what is non-European? Can we compare Hitler to Stalin? How was Hitler possible? Was he an accident?

**Objectives.** The course has three objectives.

1. We will learn the main facts in European history between 1500-1990: What were the main eras? Who were the main figures? What were the main countries? What are the main political, social, religious, and intellectual institutions and movements of Europe and how did they come about? What were the steps and possibilities that led to the rise of Adolf Hitler?
2. We will also enter the world of historical thinking: What is the past? How is it different from the present? How do things change in time? How are they connected in and through time? What is the difference between primary and secondary sources? What is the relationship between text and context?
3. Finally, we will probe the basics of historical research: How to analyze and interpret primary sources? How to read secondary sources?

**Evaluation**

|                     |     |
|---------------------|-----|
| Midterm Exam        | 20% |
| Final Exam          | 24% |
| Quizzes (4)         | 12% |
| Analyses (7)        | 18% |
| History Labs (6)    | 16% |
| Class Participation | 10% |

**Exams.** The midterm and final exams will consist of three sections. The first section tests your understanding of historical thinking and research, your skills in analyzing primary sources. The second section will test your reading and understanding of the key concepts and historical names of the assignments by using short identification questions. The final section consists of two short historical essays that test your understanding of the content and your skills in creating an historical argument. I will give you eight questions to help your preparation. There will be a thorough review for the exams.

**Quizzes.** There will be four quizzes. You should understand the quizzes as a tool to improve your reading skills. Each quiz has five terms or names that you have to identify historically by defining the term, providing the appropriate location (allover Europe is not a location), and time period. The terms are almost exclusively from the headings or subheadings of the textbook. By focusing on these central terms and names you learn to concentrate on what is essential in the text. The quizzes are always on the entire chapter, also in the case a chapter is discussed in shorter sections in class.

**Analysis.** For each History Lab session you will write an analysis of at least 350 words by exploring the content and historical context (environment in which the text was written) of the text. Bring your analysis to class and share it with your group to help group work at History Labs. After each History Lab session I will collect the analyses with the group folder. All analyses have to be submitted in person in class and be typed. No email submissions are allowed. Each analysis is graded on a scale: A, B and F. For an A all components have to be covered. For a B one or two components can be missing. For an F three or more components are missing. I give a handout including the requested components a class before the History Lab. If you are not attending that class, it is your personal responsibility to get the requested components from me.

**History Lab.** In History Lab sessions you will work in a group of five or six. You can choose your own group. By using the individual analyses of the group members, the primary sources, and the textbook, the group will work on the assigned primary sources, put them into a historical context, and produce in class an analysis of the text. We will gradually deepen our analysis. The individual performance and contribution of each group member is evaluated by other group members in a confidential evaluation form.

**Participation.** 10% of your grade is defined by how actively you participate in class. This includes attendance, class participation, and participation in group work. At the end of class you will evaluate the performance of the other group members. To be effective and active in class find links to your other classes from any discipline and open a new perspective to the topic at hand. My classroom approach is Socratic.

**Attendance Policy.** You are allowed to be absent twice. After the second absence each individual absence will lower your overall grade by 1/4 of a letter grade unless you have a doctor's note or a written explanation from an athletics coach.

**Late Policy.** All assignments are to be handed in at the end of the class in which they are due. Late papers will immediately receive a 5% late penalty and 5% will be deducted for each day thereafter.

**Expected Workload.** The tests and class work have been designed with the expectation that you prepare for each session at least two hours. Additional work is needed for your research paper so that the weekly work load for this course is 6-7 hours *outside of class*.

**Electronic Devices Policy.** In general you are not allowed to use electronic devices in class including laptops, netbooks, cell phones or tablets (Ipads). To set the policy we will have a conversation and then an agreement that binds everybody. The conversation will cover following themes: note taking, internet browsing, texting, reading electronic texts.

**Support Policy for Students with Disabilities.** Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at her office which is located on the lower level of Monocacy Hall, or by calling 610-861-1401. Accommodations cannot be provided until authorization is received from the Academic Support Center.

### **Texts**

- Hunt, Lynn et.al, *The Making of the West. Peoples and Cultures. Volume II: Since 1340*. Boston: Bedford/ St. Martin's, 2013.
- Handouts

**SCHEDULE**

| Date   | Theme   |
|--|---|
| Sept 1   | Introduction.   |
| Sept 3   | Hitler/ Geary, "Hitler: The Man and His Ideas"  |
| <b>1500-1789: THE FOUNDATIONS OF EUROPE</b>            |   |
| Sept 8   | Religion: The Reformation/ Ch. 14. (Hunt's Textbook). Quiz on Ch 14.  |
| Sept 10  | State: Louis XIV and Versailles/ Ch. 16.  |
| Sept 15  | Economy: Birth of Capitalism/ Ch. 17. Quiz on Ch 17.  |
| Sept 17  | History Lab (1): Thomas Hobbes: Leviathan. Due: Analysis.   |
| Sept 22  | Thinking: The Enlightenment/ Ch. 18.  |
| Sept 24  | Review for the Midterm Exam   |
| Sept 29  | Midterm   |
| <b>1789-1871: THE REVOLUTIONS</b>                      |   |
| Oct 1  | <b>Class Meeting Canceled/ GSA conference.</b> The French Revolution/ Ch. 19./ Due: Analysis on How Was the French Revolution Connected to the Enlightenment (350 words). |
| Oct 6  | History Lab (2): Edmund Burke: Reflections on the Revolution in France. Due: Analysis.  |
| Oct 8  | Charismatic Leader: Napoleon/ Ch. 20.   |
| Oct 15   | Economy: Rise of Industrial Capitalism/ Ch. 21.   |
| Oct 20   | State: Rise of Germany/ Ch. 22.   |
| Oct 22   | History Lab (3): Karl Marx: Manifesto of the Communist Party. Due: Analysis.  |
| <b>1871-1914: MAKING HITLER?</b>                       |   |
| Oct 27   | Birth of Hitler: Austria in 1889/ Ch. 22.   |
| Oct 29   | Politics: Rise of Masses/ Ch 23.  |
| Nov 3  | Birth of Racism/ Ch 24. Quiz on Ch 24.  |
| Nov 5  | History Lab (4): Nietzsche, Beyond Good and Evil  |
| <b>1914-1945: HITLER AND THE NEW THIRTY YEARS' WAR</b> |   |
| Nov 10   | World War I/ Ch 25. Quiz on Ch 25.  |
| Nov 12   | The Rise of Totalitarian Regimes: Mussolini, Stalin/ Ch 25.   |
| Nov 17   | Adolf Hitler/ Ch 26.  |
| Nov 19   | Hitler and World War II/ Ch 26.   |
| Nov 24   | History Lab (5): Browning, Ordinary Men. Due: Analysis  |
| <b>AFTER HITLER, 1945-1968</b>                         |   |
| Dec 1  | The Legacy of Hitler/ Ch. 26.   |
| Dec 3  | Cold War/ Ch 27.  |
| Dec 8  | History Lab (6): Simone de Beauvoir: The Second Sex. Due: Analysis.   |
| Dec 10   | Review for Final Exam/ Ch. 28   |
| Dec 18   | Final Exam/ 305 COMEN/ 1:30pm   |