

Dr. Foray

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**History 395-2: Junior Research Seminar
Occupied Europe: Nazis in the Archives****Spring 2017****Tues. and Thurs. 10:30-11:45 AM****UNIV 319****Course Objectives**

This Junior Research Seminar will be organized around the subject of Nazi-Occupied Europe, with a particular concentration upon Western Europe. First, the class will examine such topics as Hitler's rise to power, the Nazi New Order in Europe, and the war's effects upon civilian populations. The majority of the semester, however, will be spent exploring research and writing methodologies; archival practices and collections; and specific national case studies selected by participants in the class. This is not a typical research class where students produce a heavily-weighted "term paper." Rather, this is a process-oriented class intended to introduce History majors to archival research and historical writing. All participants will craft an original written analysis drawing upon the British Foreign Office materials contained in the "Conditions and Politics in Occupied Western Europe, 1940-1945" archival database. Work for this class will be completed incrementally over the course of the semester, and all students will be held accountable for their work before the instructor and each other, in the form of research discussions, consultations, and presentations. Students are expected to come to the course with a solid understanding of modern European history so that they can narrow their topics as soon as possible.

Course Texts and Readings

The following books—in these particular editions—are required reading for the course. They are available for purchase at the University Book Store and via your preferred online vendor. If you wish to obtain these books via other channels, please see the detailed information contained in the textbook list linked to this class on myPurdue and contained on the History Department website. You are expected to obtain copies of these books for the first week of class. You must obtain these particular editions.

Required Texts:

- Michael J. Galgano, J. Chris Arndt, & Raymond M. Hyser, *Doing History: Research and Writing in the Digital Age*, Second Edition (Boston, MA: Wadsworth Cengage Learning, 2013).
 - ISBN: 978-1-133-58788-0 or 1-133-58788-7
- Marvin Perry, *World War II in Europe: A Concise History* (Boston, MA: Wadsworth Cengage Learning, 2013).
 - ISBN: 978-1-111-83652-8 or 1-111-83652-3
- Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, Eighth Edition (New York: Bedford/St. Martin's, 2015).
 - ISBN: 978-1-4576-9088-4

Additional course readings have been placed on Blackboard. These readings appear on the schedule as “(B).” If a reading listed on the syllabus does not contain a “B” (and it’s not contained in one of the required books), I will supply you with a copy of this reading.

For each class, you should bring with a paper copy of that day’s assigned readings, whether they appear in your text or Blackboard. We will draw upon them for discussion, and you cannot fully participate if you do not have these sources in front of you.

For all topical reading in the course, you should prepare a few sentences or a list including the following: main developments or ideas, your observations / comments, and any questions you may have (of the material, in general). Our class discussions will draw upon your understanding of this material, so you should be ready to talk about what you have read.

Grades and Expectations

As we will discuss in class, course grades will be determined as followed:

- Assignment 1: 10 % (of final grade)
- Assignment 2: 10 %
- Assignment 3: 10 %
- Assignment 4: 10 %
- Assignment 5: 10 %
- Essay draft: 15 %
- Final essay: 25 %
- Class participation, research presentations, and private consultations: 10 %

Misc. Format, Procedures

- All written work in the class should be double-spaced, with 1 inch margins, and Times New Roman 12 pt. font. These are not recommended guidelines but mandatory formatting requirements.
- Your footnoted citations should follow Chicago Manual of Style guidelines, as detailed in Chapter 7 of Rampolla, *A Pocket Guide to Writing in History*, 7th Ed. We will also discuss, and you will employ in your work, guidelines for citing materials contained in the document database.
- All deadlines, as listed on the syllabus, are to be considered hard and fast due dates. Please do not ask for extensions in this course, as they will not be granted. Late work of any sort will not be accepted.
- I highly recommend that you devise some kind of organizational/filing system for your work in this class. You should design a binder, folder, or some kind of tool that will allow you to keep track of the materials you will create and gather over the course of the semester. Bring your research binder/folder (containing your notes, relevant documents, etc.) to all private research consultations and in-class discussions.

Class Policies

- Regular attendance is expected in this class, as we have a good deal of material and methodology to cover in this course as well as a careful schedule to follow. Absences on scheduled class meetings will count against your participation grade.

- Absences may be excused on the basis of legitimate, written documentation. Please be ready to provide such documentation when asked.
- Any changes to the syllabus will be announced in class or via email, as circumstances allow.
- Email will be the preferred mode of contact outside of regular classroom hours and office hours. Please feel free to contact me directly (i.e., not via Blackboard's email option) at any point. I will also create a class email list which I will use to send course-related announcements as needed. During the final weeks of the semester, as you revise and prepare your final essay drafts, I will rely on email to remain in touch with all of you. For these reasons, I expect you to check your Purdue email account at least once a day.
 - Email is a form of professional communication, and, in order to ensure that this communication is as efficient as possible, you should adhere to the following rules.
 - First: review your syllabus, research calendar, and other course materials before you email me. This is a long and detailed syllabus for a reason: it's meant to serve as a reference for you when you're working on your own. I will not answer emails requesting information that is already available to you.
 - Second: ensure that your email contains a relevant subject heading ("HIST 395, Assignment 1" for example), a formal salutation ("Dear Professor," Dear Dr. Foray," etc), and a signature including your first and last name. I will not answer emails that contain one sentence, no punctuation, and a casual tone. An email to me isn't a text. Again, it's a professional interaction between you and your instructors.
- I will aim to respond to you in a timely fashion, although I may ask to meet you in person. Some subjects are best discussed—and can only be discussed—during office hours and/or scheduled meetings. In theory, I have no problems answering emails at all times of day/night, but be aware that my schedule may not correspond with yours. Typically, I will not be able to answer emails after 9 PM. Please take this into account as you await a response.
 - Please note: Grades, whether for assignments or the course as a whole, will not be discussed via email. Please plan to see me to discuss your grades.
- Cell phones are not to be used in class at any time. This means that your phone should be turned off before class, and it should remain off for the duration of the class.
- Unless authorized for a specific purpose, laptops and all other electronic devices are not permitted in this class. If a recognized disability or other condition necessitates the use of a laptop or other electronic device, you should present me with DRC-issued documentation to these ends.
- In the event of a major campus emergency, course requirements, deadlines, and grading percentages are subject to changes as necessitated by a revised semester calendar or other circumstances. Any necessary changes will be announced via email and/or the class Blackboard page.

- Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. This class is intended to encourage open, informed discussions, and we are all responsible for creating the kind of environment where everyone may contribute. At the same time, students should not be afraid to raise critical ideas and commentary. Respect, open-mindedness, and tolerance for dissenting opinions and diverse perspectives should inform our classroom discussions and our personal interactions with one another.
- During the last two weeks of the semester, you will be provided an opportunity to evaluate this course and my teaching. You will receive an official email from evaluation administrators with a link to the online evaluation site, and you will have two weeks to complete this evaluation. I consider your feedback vital, as does Purdue University. Your professors have access to these online evaluations only after grades are due.

Academic Integrity

- As a student in this class and at Purdue, you are expected to uphold the standards of academic integrity. Plagiarism and other forms of academic dishonesty are serious offenses, and will be treated as such in this class. You are expected to produce your own work and to accurately cite all necessary materials.
- Academic dishonesty includes, but is not limited to, the following: failing to properly cite or indicate the words and ideas of someone else; having someone else write a paper and submitting it as one's own; turning in a paper that has been purchased from a commercial research firm, essay bank, or other source; and "recycling" papers originally submitted for other classes.
- Those who engage in such practices should expect to fail the course. This is non-negotiable: if I find that you have committed academic dishonesty, you will fail the course—period. Please do not put yourself in this situation. In addition, I will report the violation to the Office of Student Rights and Responsibilities (OSSR) for review at the university level, and the OSSR may consider additional penalties.

Schedule

- Tues. Jan. 10: Introduction to the course, syllabus, and topics
- Thurs. Jan. 12: Nazism and Occupied Europe: the stakes of reading, research, and writing
- Rampolla: review table of contents and book as a whole; read v-vi, 1-7
 - Galgano et al: review table of contents and book as a whole; read ix-xiv, 1-18
 - Perry: review table of contents and book as a whole; read xi-xii
- Tues. Jan. 17: Fascism, in theory and practice
Discuss Assignment 1: occupied Europe country annotated bibliography and notes
- Rampolla: 8-44
 - Perry: 1-21
- (see over, cont'd)

- (B) Bell: “Italian Fascism,” 60-79, and “German Nazism,” 80-99

Thurs. Jan. 19: No class: independent readings on fascism, war, and locating sources

- Perry: 22-140
- Galgano: 19-57

Tues. Jan. 24: War and occupation: the Nazi New Order in Europe

- (B) Deák, *Europe on Trial*, Introduction, 1-14, and “Defeat and Submission: Europe’s Honeymoon with Hitler, 1939-1941,” 41-66
- (B) Mazower, *Hitler’s Empire: How the Nazis Ruled Europe*, Table of Contents, Preface, and Introduction, vii-viii, xxxiii-12
- (B) Semelin, Ch. 1, *Unarmed Against Hitler: Civilian Resistance in Europe, 1939-1943*, 5-21

Thurs. Jan. 26: Modes of response: collaboration and cooperation

- Perry: 140-143
- (B) Blinkhorn, *Fascism and the Right in Europe 1919-1945*, “War, Collaboration, and the ‘New European Order’, 1939-1945,” 88-93 and accompanying Doc. 13, “Why Collaborate?,” 138-140
- (B) Davies, *Dangerous Liaisons: Collaboration and World War Two*, “What was Collaboration?,” 9-29

Tues. Jan. 31: Modes of response: resistance and reprisals

- Perry: 143-151
- (B) Deák, *Europe on Trial*, “The Beginnings of German Decline: The Growth and Many Dilemmas of the Resistance Movements,” 109-137 and “Freedom Fighters and Terrorists? Case Studies of Resistance and Reprisal,” 165-177
- (B) Moore, “Introduction: Defining Resistance,” 1-26 and “Comparing Resistance and Resistance Movements,” 249-264 (in Moore, Ed., *Resistance in Western Europe*)

Thurs. Feb 2: **Assignment 1 due in class (occupied Europe country annotated bibliography and notes)**

Tues. Feb. 7: Research discussion

Discuss Assignment 2: national/topical historiographies

- Perry: 155-282; skim 283-320 for topics of particular interest (and relevant for your research)

Thurs. Feb. 9: Research Discussion: archives and archival practices

- Galgano et al: 58-84
- Till, “Out of office: on research leave in Florence”

Tues. Feb. 14: Research Discussion: Foreign Office practices and materials

- Foreign Office readings from database (Stenton, Introduction to Foreign Office materials and departments) and published volume (Atherton, *Never*

Complain, Never Explain: Records of the Foreign Office and State Paper Office 1500-C.1960

- Database contents list

- Thurs. Feb 16: Open office hours during class time; class does not meet
- Tues. Feb. 21: Open office hours during class time; class does not meet
- Thurs. Feb. 23: Battle of Britain: personal narratives and document creation
Assignment 2 due in class (national/topical historiographies)
Discuss Assignment 3: film and mock report
 - (B) Parker, "Britain Alone," in *The Second World War: A Short History*, 44-59
- Tues. Feb. 28: Research discussion: document selection
Assignment 3 due (film and mock report)
Discuss Assignment 4: document selection, research notes, and potential arguments
- Thurs. March 2: Open office hours during class time; class does not meet
 - Rampolla: 51-81
- Tues. March 7: Open office hours during class time; class does not meet
 - **You must meet with me either March 7 or March 9, with your selected documents**
 - Rampolla: 82-102
 - Galgano et al: 85-90
- Thurs. March 9: Open office hours during class time; class does not meet
- Tues. March 14:
&
Thurs. March 16: **Spring Break**
- Tues. March 21: Open office hours during class time; class does not meet
- Thurs. March 23: Research discussion: documents and arguments
Assignment 4 due (documents, research notes, potential arguments)
In-class presentation of these materials
- Tues. March 28: Research discussion: first drafts
 - Rampolla: 103-154
 - Galgano et al: 90-102, 120-144
- Thurs. March 30: Open office hours during class time; class does not meet
 - **You must meet with me either March 30 or April 4**
- Tues. April 4: Open office hours during class time; class does not meet

- Thurs. April 6: **No class; no open office hours**
- Tues. April 11: Open office hours during class time; class does not meet
- Thurs. April 13: **First drafts due at 10:30 AM (meet in classroom to turn in work)**
- Tues. April 18: Research discussion: return first drafts, discuss final drafts and presentations
- Galgano et al: 145-147
 - Re-read Rampolla sections on editing and revising: 69-81, 102
- Thurs. April 20: Open office hours during class time; class does not meet
- **You must meet with me either April 20 or April 25**
 - You should bring to this meeting your first draft as well as all documents you plan to use in your final essay.
- Tues. April 25: Open office hours during class time; class does not meet
- Thurs. April 27: Final research and revision process presentations in class

Final Drafts due by 5 PM, Wednesday May 3 at latest