



## Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

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**Semester:** Spring

**Course Prefix:** HUM

**Course Title:** Weimar Germany

**Year:** 2025

**Course and Section #:** 330R-001

**Credits:** 3

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### ***Course Description***

This course on Weimar Germany will examine the short-lived but immensely influential Weimar Republic from an interdisciplinary perspective. The Republic lasted only from the end of WWI in 1918 to the Nazi takeover in 1933. We will explore remarkable and often interrelated achievements in psychology, science, art, architecture, dance, literature, music, sports, film, economics, labor, sociology, industry, education, etc. Because students will be taking the course for credit in either Integrated Studies or Humanities, and because Integrated Studies students have a large variety of emphases, and because the topic of the course is so wonderfully wide and deep, no previous knowledge of the subject will be assumed. We'll work our way into this as a group project.

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### ***Course Attributes***

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

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### ***Instructor Information***

**Instructor Name:** Scott Abbott

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### ***Student Learning Outcomes***

- Identify Weimar Germany social, political and cultural institutions relevant for understanding events between WWI and and Nazi takeover in 1933.
- Recognize major individuals, key ideas, and challenges for that period.
- Compare and contrast events in Weimar German with events in the contemporary US.

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## ***Course Materials and Texts***

- All texts and works of art provided through Canvas

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## ***Course Requirements***

### **Course Assignments, Assessments, and Grading Policy**

#### **Course Mode: Face-to-Face**

I will hold regularly scheduled in-class lectures and discussion. This course has regular assignments that must be completed for each class.

#### **Description of how course works:**

Canvas is where content, grades, and communications will reside for this course.

**For each class period you will have a reading assignment that will parallel material discussed and/or covered in the class.**

For this **three (3) credit-hour** course students should expect to spend up to **9+ hours a week** completing course activities.

#### **Attendance**

You are expected to regularly attend class and participate in all activities. Absence from class makes it extremely difficult to be a successful student.

#### **Student Responsibilities:**

- *Start class the first week of the term.*
- ***Be accountable by setting aside regular time each week to complete course activities and assignments on time as noted per the due dates.***
- *Learn how to use Canvas including communication tools (e.g. discussion, Canvas inbox, etc.). If you have technology-related problems contact the [Service DeskLinks to an external site.](#)*
- *Abide by ethical standards. Your work must be your own.*
- *Contact your instructor as early as possible if an emergency arises. Do NOT wait until the last minute to ask for an extension.*

#### **Instructor Responsibilities:**

- *Respond to emails within ONE business day. If multiple emails are received regarding the same question or concern, they may be responded to with an announcement to the entire class.*
- *Provide timely, meaningful and constructive feedback on assignments.*
- *Facilitate an effective learning experience.*
- *Refer students to appropriate services for issues that are non-course content specific. For instance, technical issue, writing labs, accessibility services, etc.*
- *Mentor students through the course.*

## Problem Resolution:

Problems or concerns should be addressed to me first (in most situations). If we are unable to resolve concerns together you may contact Professor Fred White (Frederick.White@uvu.edu).

## Student Resources

### [Student Care Webpage](#)[Links to an external site.](#)

Before we start, please be aware that UVU has two webpages you should note. The first is the Student Care page. I encourage you to visit it so you are familiar with the many resources available to students. If your basic needs are not being met, or if life issues are causing you stress and distracting you from your studies, you will not be able to maximize your efforts to educate yourself. The resources available here include food, health, housing, and safety. And watch out for others who might need help but whom might not know these resources exist. If you or anyone you know needs help, you can email [care@uvu.edu](mailto:care@uvu.edu) for assistance.

### [Student Success Webpage](#)[Links to an external site.](#)

The second is the Student Success page. Here you find find resources aimed at helping you in all sorts of ways ranging from passing your next test, paying for college, and finding a community on campus.

## Essential Learning Outcomes

Upon successful completion of your coursework at Utah Valley University you should have acquired confidence and proficiency in the following areas:

1. Integrated & Applied Learning
2. Intellectual Practical Skills
3. People of Integrity
4. Professional Competency
5. Stewards of Place
6. Knowledge Foundation

Learn more about [UVU's Essential Learning Outcomes](#)[Links to an external site.](#)

## Grading Scale:

The following grading standards will be used in this class:

Grade	Percent
A	94-100
A-	90-93
B+	87-89

<b>B</b>	83-86
<b>B-</b>	80-82
<b>C+</b>	77-79
<b>C</b>	73-76
<b>C-</b>	70-72
<b>D+</b>	67-69
<b>D</b>	63-66
<b>D-</b>	60-62
<b>E</b>	0-59

### Assignment Categories

<b>Activity</b>	<b>Points</b>
Daily Assignments	35%
Attendance	30%
Final Paper/Project	35%

### Late Work Statement:

The best way to be successful in this course is to submit all assignments by their due date. All assignments are available from the beginning of the term.

In the event that you will not be able to meet a due date, contact your instructor as soon as possible.

## Assignment and Assessment Descriptions

### Assignments:

#### Seminar Paper or Project

Draw on tools acquired from your interdisciplinary studies (both Integrated Studies and Humanities foster interdisciplinary work) to gather information and perform your analysis of primary and secondary sources. This is the sort of work many of you will eventually perform for your senior thesis. Evaluation of your paper or project will focus on the quality of your ideas and depth of your analysis.

Depending on your own interests (ranging from business to women's rights to theater to philosophy to politics to the military to religion, etc.), you will choose a topic with a tight enough focus to allow you to explore it in some depth.

As you choose a general area for research, in search of a more specific topic in that general area, think in the following terms:

1. Primary sources—to make this more than the encyclopedia reports we did in middle school or that a chatbot can provide, gather and analyze original documents from the time. These might include works of art and music and dance, films made during these years, buildings designed and constructed, political documents, scientific articles, works of philosophy, military records, economic reports . . . in short, any documents directly from the time of the Weimar Republic. Your analysis of the primary sources you choose will make this your own unique contribution to the scholarship on the subject.
2. Secondary sources—scholars have written about many aspects of the Weimar Republic. Put your own analysis of primary sources in the context of others' readings of those and similar sources.

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### Required or Recommended Reading Assignments

See General Description of the Subject Matter of Each Lecture or Discussion below

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#### General Description of the Subject Matter of Each Lecture or Discussion

##### Week 1: Introduction

- a) Introduction to course
- b) General history of Germany

##### Week 2: Weimar Post-War Art

- a) George Grosz
- b) Otto Dix

##### Week 3: Business and Labor

- a) Strikes
- b) Stinnes, Vertical Integration

**Week 4: Architecture**

- a) Mendelsohn's Department Stores
- b) Bauhaus

**Submit:** First Thoughts on Paper/Project Subject

**Week 5: Dance**

- a) The Charleston
- b) Origins of Modern Dance

**Week 6: Bodies and Sex**

- a) Magnus Hirschfeld's Institute for Sexual Science
- b) "Ways to Health and Beauty"

**Week 7: Photography**

- a) August Sander
- b) Popular Magazines

**Week 8: Science**

- a) Physics: Heisenberg and Einstein
- b) Chemistry: Fritz Haber

**Week 9: Politics**

- a) Political Flyers
- b) Assassinations

**Rough Draft of the Paper/Project Due**

**Week 10:** Literature

- a) Thomas Mann, Bertold Brecht
- b) Franz Kafka, Alfred Döblin

**Week 11:** Economics

- a) WWI Reparations
- b) Hyperinflation

**Week 12:** Make Germany Great Again

- a) Ant-Semitism
- b) Rise of the NAZI Party

**Week 13:** Papers/Projects

- a) Class Presentations
- c) Class Presentations

**Week 14:** Papers/Projects

- a) Presentations
- b) Presentations

**Week 15:** Recapitulation

- a) Summary Discussion
- b) **Final Paper/Project Due**

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***Required Course Syllabus Statements***

**Generative AI**

Statement on AI:

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are skills that must be developed over time. Yet, you should learn how to use AI and in what instances AI can be helpful to you.

**The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:**

Brainstorming and refining your ideas;  
Finding information on your topic;  
Checking grammar, mechanics and style.

**The use of generative AI tools is not permitted in this course for the following activities:**

Impersonating you in classroom contexts. This means, as an example, using the tool to write your discussion posts.  
Writing drafts of your paper/project.  
Writing entire sentences, paragraphs or essays to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

It is important to understand both technology's strengths and limitations. AI is already proving its usefulness in brainstorming writing ideas, simplifying complex topics, and performing rudimentary research. AI is a tool with potential usefulness for writers. However, AI is also fraught with serious issues (ie. hallucinations). **It possesses accuracy problems while simultaneously sounding very confident about its incorrectness. It frequently generates fake citations and quotations.** It cannot understand the complexities and contexts of human communication. Finally, the way AI is trained on other texts poses several ethical questions about copyright and intellectual theft of property (along with uncritically inheriting the biases of the texts it is trained on).

To be clear, copying the exact wording of an AI chatbot is considered plagiarism and means that a student will be held accountable for violating academic integrity. Although many citation guides are already presenting ways to properly use and cite AI, I do not currently believe that citing AI in your work is in line with the standards of academic writing that value knowing the exact author(s) or sources that informed your writing.

If you are suspected of plagiarism, the first step will always be a conversation with me (in-person or via Teams). If the infraction is very minor or clearly unintentional, there may be no sanctions at all. However, a lowered grade and/or the chance to revise the paper may also be possible. In more serious cases, the assignment may receive an automatic zero.



The most serious infractions may lead to me filing an incident report with the Student Conduct office. In this scenario, you have the right to appeal the report with the department chair. Regardless of the chair's decision, the incident report remains a part of your permanent record. If you are unhappy with the chair's ruling, you then have the right to file an appeal with the dean. The dean's decision on the matter will be final.

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### **Using Remote Testing Software**

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

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## ***Required University Syllabus Statements***

### **Accommodations/Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

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### **Academic Integrity**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and

writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

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### **Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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### **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.