

# HIST 3392 Modern Germany, 1870-Present

## Summer II 2026 Online

### Dr. Mandy Link

**Virtual (Zoom) Office Hours:** Mondays & Wednesdays noon-2pm, or by appointment: link in Canvas Modules.

I will also be on my email during this time and thus can respond to any questions quickly if you would prefer to ask questions via email instead of over Zoom. If, for some reason, I will not be available during these designated times I will post an Announcement in Canvas.

Of course, I will respond to emails throughout the day, these times/days are specifically devoted hours for our class.

**Email:** [mlink@uttyler.edu](mailto:mlink@uttyler.edu) or through Canvas

### Course Structure:

One to two lectures will be posted to Canvas each week as well as uploaded required readings. Occasionally there will be additional videos in the form of documentaries and films. All posted lectures, videos, and readings in the week's module are required.

### Course Description:

This course is a study of modern German history, starting with the unification of Germany following the 1870-1871 Franco-Prussian War and moving into the twenty-first century. The focus of this course is on the political, social, and cultural trends through the Wilhelmine period, Weimar Republic, Nazi regime, post-WWII partition, and the reunification of Germany in the late twentieth century. Modern German history is one of political instability and, often, war. From monarchy to democracy to fascist dictatorship to partition during the Cold War and ultimately reunification at the end of the twentieth century, Germany and its people have endured a complex modern history. This course will explore not only the shifts in political structure, but also how the social and cultural structures have shifted as well.

### Course Objectives:

By the end of the course, students should be able to do the following:

- analyze significant issues, trends and developments in the political, social, and cultural history of Germany from 1870 to the present
- demonstrate knowledge that history is not simply the recitation of names and dates, but instead is a fluid subject where interpretations are constantly changing as a result of different methodologies and patterns of analysis

- analyze and synthesize primary and secondary sources in order to put forward a well-supported argument of their own
- make a clearly written and clearly presented argument, including a thesis and sufficient and well-used supporting detail

**Required Readings:**

No required book purchases. Required readings will be uploaded to Canvas weekly modules.

**Requirements and Grades:**

Syllabus quiz	25 points
Weekly responses (4 x 25 points)	100 points
Primary source evaluations (2 x 50 points)	100 points
Final Exam	200 points
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	<b>425 points</b>

**Point Breakdown**

A= 383-425

B= 340-382

C= 298-339

D=255-297

F=254 and below

**Explanation of Assignments:**

**Syllabus Quiz:** Students will complete a syllabus quiz by the end of the first week of the course. All answers are in this syllabus as well as in the introduction video. This quiz demonstrates that students have read the syllabus and watched the introduction video and understand the expectations, course structure, etc.

**Weekly Responses:** You will be required to write **4** weekly responses out of the semester. These responses should be two *full* pages in length and should address the major issues of the week, critically analyze these major issues, and include a discussion of the week’s readings. Strong responses will synthesize lecture and the readings. Throughout the semester there will be movie and podcast additions to the weekly material. These must be included in your weekly response.

These are geared to help you prepare your thoughts for discussions and will provide a helpful tool when preparing for the final exam. These are also designed to make sure you’re writing every week as this is the best way to improve your writing and analytical skills. **These are due Sundays by 11:59pm to Canvas. No late or emailed submissions accepted.**

**Primary Source Evaluations:** Students will complete two primary source evaluations during this course. As we will discuss in lectures, evaluating sources is one of the most important skills a historian must have. This assignment will allow you to hone that skill as you evaluate primary sources. Further instructions posted on Canvas.

### **Final Exam**

A take-home final exam will be due during finals week. The prompt for this exam will be distributed the week before finals. It will consist of an essay as well as short identification terms. The exam will cover material from the entire semester.

### **Notes for all assignments:**

- All due dates are listed on Canvas.
- For each of the assignments listed above, failure to cite your sources – primary or secondary – wherever you use them will result in **an automatic F for the assignment**. Remember: you **must always cite your sources**.
- Failure to use Chicago/Turabian citation formatting on the final paper will result in **an automatic F (59%) for the final paper**.
- All assignments **must be submitted as Word documents**. This means **no PDFs**.
- **THERE WILL BE NO INCOMPLETES** for failure to complete an assignment. Assignments not turned in will result in a 0 for that assignment.

### **Course Structure:**

1. Make sure to have your Canvas notifications sent to your email. You are responsible for staying up to date on deadlines, announcements, etc.
  - a. You are responsible for all class lectures, readings, and any other videos assigned.
2. Late papers lose **10 points** from their grade for each day the paper is late. All assignments are due by the assigned due date on Canvas. Assignments turned in after that will lose points. Weekly responses are the exception and late submissions will not be accepted.
3. **No** emailed assignments are accepted. Assignments **must** be submitted in hard copy or on Canvas as directed on the assignment.
4. The classroom is a place for intellectual growth and to achieve that we must all be respectful and courteous to each other. Respect is a must! We will not always all agree (that is the heart of academics!) but it is crucial that we express our ideas in a respectful way. Students who do not adhere to this will be asked to leave.
  - i. **Be courteous:** Remain patient, ask/wait for clarification, avoid assumptions and rushed judgement. Forgive mistakes and apologize for errors.

- ii. Be a good colleague: Remember your role as a student in the course. Make sure you're following directions. Be authentic and collaborative with colleagues. Be aware of your behavior and how others interpret your communication.
- iii. Be professional: Proofread your own writing for spelling, grammar, and punctuation to prevent miscommunication. Avoid slang, sarcasm, or emotionally charged writing. Profanity and offensive language will not be tolerated.

### **Email Policies**

As this is an online course, I check emails regularly each day. You may expect a reply within 24 hours during the weekdays (Monday-Friday), and within 36 hours on the weekend (Saturday and Sunday). If you have a procedural question – about due dates, what the assignment requirements are, etc. – I strenuously encourage you to check the syllabus and the materials on Canvas, as your answer may be there, and you can know immediately, rather than awaiting an email reply.

Finally, even in an online setting, university education occurs in a formal setting. When emailing your professors – me or any other faculty on campus – please greet them properly (e.g., “Dear Dr. Link,” “Hi Professor Stadelmann,” “Good evening, professor,” etc.); avoid “Hey,” “I have a question,” “Can you tell me...?”, “Yo holmes,” etc. – and yes, I have seen all of these in emails before.] I will always address you directly and respectfully in my individual emails to each of you; I ask the same courtesy in return. If students continue to refuse to address the faculty by name, I reserve the right to not reply to the email. If you are still uncertain about proper email etiquette, you may find useful hints for both your college and professional careers at <https://wordcounter.io/blog/15-essential-email-etiquette-tips-for-every-college-student/>.

### **Student Standards of Academic Integrity:**

As adults and college students I expect the work you turn in to be your work and your work alone. I do not tolerate AI usage, plagiarism, cheating, or collusion (see definitions below) and if you do any of these you will receive a 0 on that assignment with no option of resubmitting. You may also receive a 0 in the class, depending on the egregiousness of the scholastic dishonesty. You will also be reported to Judicial Affairs. Dr. Link reserves the right to adjudicate punishment for each individual case.

### **UT Tyler Statement on AI:**

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate

content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

**AI Statement for this course: AI/Chat GPT is not permitted in this course.** To best support your learning, you must complete all graded assignments by yourself to assist in your learning. This exclusion of other resources to help complete assignments includes artificial intelligence (AI). Refrain from using AI tools to generate any course context (e.g., text, video, audio, images, code, etc.) for an assignment or classroom assignment. This includes but is not limited to Grammarly, AI checkers, & ChatGPT.

**The use of Chat GPT or any generative AI is considered plagiarism and WILL NOT be tolerated in this course. You MUST do your own original work. This is a ZERO TOLERANCE policy, meaning that any use of AI will result in an automatic zero for the assignment(s)**

Assignments using AI in **ANY AMOUNT** will receive a zero with no chance of resubmission.

Conduct Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;

- discussing the contents of an examination with another student who will take the examination;
  - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
  - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
  - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
  - falsifying research data, laboratory reports, and/or other academic work offered for credit;
  - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
  - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
- iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.