

HTS 3046 Syllabus

Science, Politics and Culture in Nazi Germany 3 credits

Fall 2026

Instructor Information

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General Course Information

Description

This course examines the history of Nazi Germany, from its precursors in the late 19th and early 20th century, through the establishment, highpoint, and downfall of the regime in 1945. We will discuss not only those in power and their policies, but also those who resisted and those who were targets of the regime. Some of the questions we will explore include: Why did people vote for the Nazi party? Why did people support the regime and its policies? What sorts of resistance were possible? Who was targeted by the regime, and why? How was scientific knowledge used to justify Nazi policies? How did those targeted by the regime get by? How did they face deportation and death? Why did people convince themselves that the Holocaust wasn't happening despite evidence to the contrary? This course asks us to consider the complexity of human behavior during times of crisis.

Course Learning Outcomes

Upon completion of this course, you should be able to:

- understand the origins, development, and legacy of the Nazi regime in Europe, including its impact on a variety of groups and individuals. (*Historical Knowledge*)
- describe past events from multiple perspectives (*Historical Knowledge*)
- find scholarly secondary sources and appropriate primary sources using databases provided by the instructor and Georgia Tech library resources (*Research Skills*)
- analyze historical documents, placing them in the appropriate context and identifying their strengths and weaknesses as sources for understanding the past (*Historical Thinking Skills*)
- craft a well-supported argument and a coherent narrative based on multiple primary and secondary sources (*Historical Thinking Skills*)

- demonstrate proficiency in explaining cause and effect, continuity and change, and historical empathy (*Historical Thinking Skills*)

Required Course Materials

David F. Crew, *Hitler and the Nazis: A History in Documents* (2005).

Available at Barnes & Noble: [HTS 3046](#). Also available as e-book at Georgia Tech Libraries.

Grading Policy:

Participation:	10%
Reflection Papers (3 @ 10% each).....	30%
Annotated Bibliography.....	10%
Primary Source analysis.....	10%
Outline.....	10%
Final Paper.....	20%
Presentation of Findings.....	10%

Description of Graded Components

Reflective Papers: Four one-page papers (c. 250 words each) on specific readings and questions. These papers will require you to demonstrate understanding of material that is required reading for class or that is presented in class lectures.

Research Project: The remainder of assignments for the class are components of a research project based on primary and secondary sources. In the assignments, you will be given detailed instructions on how to complete each component of the project. The paper may explore a theme of your choice related to Nazi Germany.

The grading scale for all written work is as follows:

A: 90-100: Superior performance – demonstrates thorough understanding of course material and issues raised in class and, if relevant, additional primary and secondary sources. Able to make clear connections between specific examples and general context. Ability to structure and execute arguments in written work. Ability to write well and clearly in a convincing manner. Work is insightful and thought-provoking.

B: 80-89: Good performance – demonstrates a good understanding of course material and issues raised in class and, if relevant, additional primary and secondary sources. Connections between specific examples and general context are present. Arguments may be more basic, but they are well executed in written work. Ability to write well and clearly.

C: 70-79: Average performance – demonstrates a general understanding of course material and issues raised in class and, if relevant, additional secondary and primary sources. This understanding may be lacking details or contain some minor errors. Connections between specific details and general context may not always be present. Argument is present, but my not structure entire assignment in written work. Writing is good enough to be understood without effort.

D: 60-69: Poor performance – demonstrates a superficial understanding of course material and, if relevant, additional secondary and primary sources. Connections lacking between specific details and general context. Argument is lacking or inconsistent throughout paper. Poor writing with many errors and/or difficult to understand.

OR written assignments reflect general knowledge on topic (as might be found in an AI-generated paper), without considering applicable issues discussed in class.

F:0-59: Unacceptable performance: Work does not address assignment, multiple errors, minimal or no consideration of course materials or issues discussed in class. Lack of specific details or inappropriate details; lack of argument. Writing is poor with many errors and/or difficult to understand.

Course Policies

Attendance and/or Participation

This is a fully online course. You may move through each week’s module at your own pace. Participation checks will be made in each module and will count toward your participation grade.

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech’s Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Core IMPACTS

This is a Core IMPACTS course that is part of the Social Sciences area. Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students’ broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I understand human experiences and connections?

Completion of this course should enable students to meet the following Learning Outcomes:

- Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social or geographic relationships develop, persist or change.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Intercultural Competence
- Perspective-Taking
- Persuasion

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Collaboration, Group Work, and Use of Generative AI

AI is a tool that has many drawbacks and pitfalls. We will discuss in class how to use AI appropriately when conducting research. Any use of AI in assignments must be identified as such. Turning in work created using generative AI and claiming it as your own is plagiarism and a violation of academic integrity.

Extensions and Late Assignments

The reflective papers and all components of the short research paper will be considered late after the posted due date and time (usually 11:59 pm on the due date). For every 24-hour period an assignment is late, 5% of the grade will be deducted. For example, an outline turned in at 12:05 am on the day after it is due will be subject to a 5% deduction.

Students may be eligible for extensions in the case of illness or family emergency. Please contact me before the due date to arrange for an extension.

Inclement Weather and Digital Learning Days

Because this is an online class, we should not be too badly affected by inclement weather. In the case of a multi-day weather event that affects internet access/power, the instructor will adjust assignments and due dates as necessary.

Additional Course Policies

The content of this course may not be recorded or downloaded. It may not be shared with others or posted on the internet. If I find you are recording and sharing the content of this course, you will be asked to leave the course.

Campus Resources for Students

Undergraduate Student Academic Success Resources:

- Academic Support: Academic Success and Advising (a unit in the Office of Undergraduate Education & Student Success) provides free support for your courses. Students can attend scheduled supplemental review (PLUS) sessions, stop by Drop-In Tutoring, or schedule a one-on-one appointment through Knack. To explore what options work best for you, please visit us online at success.gatech.edu/tutoring, email us at tutoring@gatech.edu, or come see us at Clough Undergraduate Learning Commons, Suite 283.

Student Well-Being:

At Georgia Tech, we are concerned about your overall physical, social, and mental well-being. A [comprehensive list](#) of wellness related resources has been compiled and maintained by the Office of the Vice President for Student Engagement and Well-being ([student-resource-guide \(gatech.edu\)](#))