

Modern Germany, 1871 to the present
HIST 4440 W
CRN 81325
T/Th 11:00-12:15
Fall 2016
Pafford 204

Professor: Dr. Tim Schroer
Office: Technology-Enhanced Learning Center (TLC) 3218
Phone: 678-839-6040
Email: tschroer@westga.edu
Office hours: Tues./Thurs. 1:00 – 4:00; Fri. 9:30 – 1:30, or by appointment

Course Description

In this course we will survey the political, economic, social, cultural, and military history of Germany from 1871 to the present. We will trace Germany's path from unification through division and reunification. The course will provide an overview of German history while devoting sustained attention to the following questions:

- In what ways and to what extent did Germany remain divided after 1871?
- How liberal was Germany after 1871?
- How did Germany's overseas empire influence the country and its people?
- Why and how did Germany enter the First World War?
- What impact did the Great War have on Germany and the Germans?
- What were the successes and failures of German democracy between 1918 and 1933?
- Why and how did the Nazi Party come to power?
- Why and how did the German state adopt a policy of genocide?
- Why and how did two German states emerge after the Second World War?
- Why and how did two different systems emerge and attain stability in those two different states over the years from 1949 to 1989?
- Why and how did the German Democratic Republic collapse and its people enter into an enlarged Federal Republic of Germany?
- How have the Germans dealt with the legacy of Nazism since 1945?
- What important continuities and discontinuities mark German history between 1871 and the present?

This course is writing-intensive. Effective writing is essential to the historical discipline and to a liberal education. The "W" designation for this course indicates that it is a Discipline-Specific Writing (DSW) course. Students are required to complete successfully two "W" courses for an undergraduate degree in the College of Arts and Humanities.

Prerequisites

Each student should have already completed three credits of global history and three credits of U.S. history. Any student registered for the course who has not completed the prerequisites should see me.

Learning Outcomes

- At the end of this course I hope that students will be able to do the following:
- demonstrate an understanding of the important developments in the history of Germany from 1871 to the present;
 - analyze primary and secondary sources for their historical content and interpretations;
 - craft persuasive, written historical arguments based on evidence; and
 - think historically.

Required Materials:

Heinrich Mann, *The Loyal Subject*, ed. Helmut Pietsch (London and New York: Bloomsbury, [1918] 1998) pb 39.95, ISBN 9780826409553. The alternative edition published by Penguin under the title *Man of Straw* is also useable.

Robert G. Moeller, *The Nazi State and German Society: A Brief History with Documents* (Boston: Bedford/St. Martin's, 2010), ISBN 978-0-312-45468-5.

Jens Gieseke, *The History of the Stasi: East Germany's Secret Police, 1945-1990*, Translated by David Burnett (New York: Berghahn, 2015) pb 34.95, ISBN 978-1-78533-024-7.

We will make extensive use of an outstanding website created by the German Historical Institute entitled German History in Documents and Images.
<http://germanhistorydocs.ghi-dc.org/>

Grading

Class Participation:	10 percent
Book Review:	10 percent
Short Paper	10 percent
Introduction, Outline, and Bibliography	5 percent
Research Paper:	20 percent
Midterm Examination:	20 percent
Final Examination:	25 percent

There will be a midterm examination and a final examination. Part of the final examination will cover the entire course. The heart of each exam will consist of responses to essay questions.

The book review is a three-page review of a scholarly historical monograph published within the last thirty years by a university press. Students should select a book that is relevant to their research paper. The instructor must approve the book to be reviewed. The review is due August 30.

Each student must write a three-page paper using the Mann novel as a primary source to understand some aspect of the history of Wilhelmine Germany. The paper is due at the beginning of the class on September 6. The paper should examine a question using evidence from the work.

Each student will write a research paper from 10-12 pages in length examining some subject of interest related to the course. The paper will be based on research in primary and secondary sources. The paper is due November 17. The paper must make proper use of footnote citation in accordance with documentation style one of the *Chicago Manual of Style*. A brief online guide can be found at:
http://www.chicagomanualofstyle.org/tools_citationguide.html

On October 18, each student must submit the research paper's introduction, along with an outline of the paper and a bibliography. The introduction should introduce the historical question the paper examines and briefly state the paper's answer to that question. Note that the introduction handed in **should not be a rough draft**. It should be a polished draft, as good as it can be, since it will be graded, and that grade will weigh 5 percent the final grade for the course.

I will comment on the introduction, outline, and bibliography and assign a grade. Each student should take into account those comments in the final paper and incorporate a rewritten introduction in the final paper. The final paper should represent an improvement over the earlier version. The marked-up draft of the introduction, outline, and bibliography must be turned in along with the final paper.

The book review, introduction, and paper will be graded on the basis of the quality of the analysis and the writing, including organization, grammar, punctuation, spelling, and conformity with proper citation format. For more on the evaluation of the review and the research paper, see the rubrics below.

Thoughtful contributions made in class discussions will be credited in the class participation grade. Behavior (such as tardiness) that impedes other students' learning will be penalized. Late assignments will

be penalized by deducting one letter grade for each day the assignment is late. It generally takes me one week to grade a set of papers or exams. No extra credit will be offered.

Policies

I expect each student to understand and to comply with the University of West Georgia's policies on Academic Honor and Academic Dishonesty. They may be found in the Student Handbook, on the web at http://www.westga.edu/assetsSA/handbook/2015-2016_Student-Code-of-Conduct_Rev062415.pdf

Academic honesty prohibits taking credit for someone else's work. Justice requires that punishment fit the infraction. Egregious academic dishonesty will result in failing the course and may also bring additional penalties imposed by the university.

I encourage any student who has questions or needs help with the course to come to my office hours or send me an email to set up a time to talk. In addition, students may wish to consult with the Writing Center (<http://www.westga.edu/~writing>).

In accordance with the Americans with Disabilities Act and university policy, I will make reasonable accommodation for any recognized disability. Students should contact me during the first three weeks of the course and present documentation from the University's Student Development Center.

I strongly encourage students to attend class. Students who attend class tend to learn more and get better grades than those who do not. Class discussion sometimes affords new insights that cannot be planned or even predicted. In case of absence, it is the responsibility of the student to obtain notes from a classmate covering what was missed. I do not penalize students for absences, but students receive no credit for participating or on any tests or quizzes on missed class days. A student who does not take a quiz or test in class with the rest of the class receives a zero. I do not permit students to take any test, quiz, or other graded work at any time other than in class as administered except in rare cases of prior approval by the instructor or with a physician's note.

For important policy information, i.e., the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

Course Schedule

Aug. 11 Introduction

Aug. 16 The unification of Germany

Introduction to Volume 4 of German History in Documents and Images (GHDI)
http://germanhistorydocs.ghi-dc.org/pdf/eng/Introduction_Volume%204.pdf

Aug. 18 The imperial German state

The role of the Reichstag
http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=658

Aug. 23 Society in imperial Germany

Workers' apartments
http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=482
The hunt for titles
http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=485

Aug. 25 Politics in unified Germany

On socialism
http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=674

- Aug. 30 Germany in the world under Bismarck
Wehler on German imperialism on reserve
Book Review due
- Sep. 1 Women in imperial Germany
Readings: "The Double Standard"
http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=545
- Sep. 6 Wilhelmine Germany
GHDI Introduction: Wilhelmine Germany and the First World War (pp. 1-7)
http://germanhistorydocs.ghi-dc.org/pdf/eng/Introduction_2007.pdf
Heinrich Mann novel
Paper due
- Sep. 8 Germany and the Boxer Conflict
Germany demands a "Place in the Sun"
http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=783
Wilhelm II's Hun Speech
http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=755
- Sep. 13 A German "special path"?
Jürgen Kocka, "German History Before Hitler: The Debate About the German *Sonderweg*,"
Journal of Contemporary History 23 (1988): 3-16.
- Sep. 15 Germany and the origins of World War I
The blank check
http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=800
- Sep. 20 The war
GHDI Introduction: Wilhelmine Germany and the First World War (pp. 8-end)
http://germanhistorydocs.ghi-dc.org/pdf/eng/Introduction_2007.pdf
The Kaiser speaks
http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=815
The SPD on the coming of the war
http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=816
- Sep. 22 Division and defeat
Unrestricted submarine warfare
http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=811
Ludendorff admits defeat
http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=814
- Sep. 27 Birth of the republic
GHDI Introduction: Weimar Germany
http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=4494
Von Bülow on the Revolution (CourseDen)
Meinecke on the Revolution (CourseDen)
- Sep. 29 The Weimar Republic
Ostwald's Moral History of the Inflation (Reserve)
- Oct. 4 **Midterm examination**
- Oct. 6 Fall Break

- Oct. 11 The rise of the Nazi Party
 GHDI Introduction: Nazi Germany, 1933-1945
http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=2489
 Moeller, pp. 1-47
 The Nazi Party's 25-point program (Reserve)
 Goebbels on what the Nazis want in the Reichstag (CourseDen)
- Oct. 13 The Nazi seizure of power
 Moeller, pp. 47-63
 Propaganda images
<http://www.calvin.edu/academic/cas/gpa/revol.htm>
- Oct. 18 The Nazi state
 Moeller, pp. 63-82
 Carl Schmitt on Hitler's power (CourseDen)
Introduction, outline, and bibliography due
- Oct. 20 The national community and its enemies
 Moeller, pp. 82-109
 Groß on Nazi Racial Policy
<http://www.calvin.edu/academic/cas/gpa/gross.htm>
 Material from *People and Race*
<http://www.calvin.edu/academic/cas/gpa/volkrass.htm>
- Oct. 25 War of Annihilation
 Moeller, pp. 110-59
 The euthanasia order
<http://www.h-net.org/~german/gtext/nazi/euthanasia-eng.html>
- Oct. 27 Resistance
 Moeller, pp. 160-73
 Note on conversation with Adam von Trott zu Solz
http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=1516
- Nov. 1 Occupation and Division
 Moeller, pp. 174-end
 GHDI Introduction : Occupation and the Emergence of Two States
<http://germanhistorydocs.ghi-dc.org/pdf/eng/English%20Introduction%20Vol%208-2.pdf>
 The currency reform in western Germany
http://www.germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=2843
 The currency reform in the Soviet zone
http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=2994
- Nov. 3 The Federal Republic
 The CDU on the Social Market Economy
http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=3094
- Nov. 8 The German Democratic Republic
 Gieseke, p. 11-47
 The decision to build the Berlin Wall
http://germanhistorydocs.ghi-dc.org/docpage.cfm?docpage_id=29
- Nov. 10 From the 1960s to the 1980s
 GHDI Introduction to Two Germanies
http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=367

Flyer on Benno Ohnesorg
http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=892
Life in a commune
http://germanhistorydocs.ghi-dc.org/docpage.cfm?docpage_id=1629
Call to violence
http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=897
Brandt on Eastern Policy
http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=168
Praise for East German Progress
http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=74

Nov. 15 Discussion of Gieseke
Read intro and ch.2-7

Nov. 17 Reunification
GHDI Introduction: One Germany in Europe
Founding Appeal of New Forum
http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=2875
Honecker celebrates the GDR's 40th birthday on October 6, 1989
http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=2877
Police Brutality on October 7, 1989
http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=2878
The fall of the wall
http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=174
Research Paper due

Thanksgiving Break

Nov. 29 Germany in the twenty-first century and the legacy of Nazism
Gieseke, 201-end

Dec. 1 Mandatory Final Examination

Rubric for Book Reviews

1. **Academic Honesty**
Does the paper adhere to the fundamental requirement of academic honesty? Pass/Fail

2. **Analysis**
 - A. Does the review include both summary and evaluation?
 - B. Does the review identify the work's thesis?
 - C. Does the review clearly explain the work?
 - D. Does the review address the work's:
 1. research
 2. evidence
 3. place in historiography
 4. significance
 - E. Are the review's evaluative judgments effectively supported by evidence?
 - F. Is the analysis marked by particular originality or insight?

3. **Organization**
 - A. Is there a logical organization to the review?
 - B. Are paragraphs within the review logically organized?

4. **Writing**
 - A. Is the writing clear and precise?
 - B. Is the writing persuasive?
 - C. Is the writing free from grammar, usage, capitalization, punctuation, spelling, or other errors?

5. **Other**
 - A. Does the review indicate that a good deal of effort went into it?
 - B. Does the review give an overall impression of high quality?

Rubric for Research Papers

1. **Academic Honesty**
Does the paper adhere to the fundamental requirement of academic honesty? Pass/Fail
2. **Analysis**
 - A. Does the paper pose a significant historical question?
 - B. Does the paper offer a clear, persuasive thesis making a claim worth arguing about?
 - C. Does the paper position its thesis within the context of the existing historiography?
 - D. Does the paper effectively use evidence in support of its argument?
 - E. Does the paper demonstrate critical analysis of sources?
 - F. Is the paper free from any failure to document sources, including omissions that appear inadvertent or otherwise not egregious?
 - G. Does the paper demonstrate an ability to think historically?
 - H. Is the analysis marked by particular originality or insight?
3. **Research**
 - A. Does the paper reflect a substantial amount of research?
 - B. Has the paper found and engaged with the most important primary and secondary sources?
 - C. Does the paper reflect in-depth knowledge of the subject?
4. **Organization**
 - A. Is there a logical organization to the paper?
 - B. Are paragraphs within the paper logically organized?
 - C. Does the paper flow smoothly?
5. **Writing**
 - A. Is the writing clear and precise?
 - B. Is the writing persuasive?
 - C. Is the writing free from grammar, usage, capitalization, punctuation, spelling, citation format, or other errors?
6. **Other**
 - A. Does the paper reflect that its author considered comments offered previously by the instructor?
 - B. Does the paper indicate that a good deal of effort went into it?
 - C. Does the paper give an overall impression of high quality?