

Modern Germany, 1871 to the present
HIST 4440 W
CRN 82924
T/Th 9:30-10:45
Fall 2019
Humanities 131

Instructor Information

Professor: Dr. Tim Schroer
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Office hours: Tues. 11:00-noon, 2:00-3:00
Thurs. 9:30-11:00, 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 is a hybrid course. We will meet face to face every Tuesday. Every Thursday, except the first day of class, will be online. There will be graded work to submit in CourseDen every day we meet online.

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 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

Theodor Fontane, *Effi Briest* (1895; New York: Penguin, 2001), ISBN 9780140447668.
Benjamin Carter Hett, *The Death of Democracy: Hitler's Rise to Power and the Downfall of the Weimar Republic* (New York: Henry Holt and Co., 2018) ISBN 9781250162519.

We will make extensive use of an outstanding website created by the German Historical Institute entitled [German History in Documents and Images](#).

Grading

Activity	Weight
In-Class Participation	10
Online Discussion	10
Quizzes	5
Short Paper	10
First Exam	10
Introduction and Bibliography	5
Research Paper	20
Second Exam	15
Final	15

There will be two examinations during the term and a final examination. Part of the final examination will cover the entire course. Each exam will consist of responses to essay questions.

The short paper will call on students to use the novel *Effi Briest* as a primary source to understand German culture in the Wilhelmine period. It is due on September 3.

Each student will write a research paper from 8-10 pages in length examining some subject of interest related to the course using sources from [German History in Documents and Images](#). The paper will be based on research in primary and secondary sources. The paper is due November 21. The paper must make proper use of footnote citation in accordance with documentation style one (notes and bibliography) of the *Chicago Manual of Style*. For guidance, see the brief [Online Citation Guide](#).

On September 12, each student must post the question that their research paper will address. On October 22, each student must submit the research paper's introduction, along with 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 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.

Thoughtful contributions made in class discussions will be credited in the in-class participation grade. Online discussion posts will be assessed in the online discussion grade. Each post will be graded according to the rubric in CourseDen. The lowest post grade will be dropped. Students can drop a second low online discussion grade if they attend a talk by the historian Jacques Semélin on the evening of Monday, October 21 in Kathy Cashen hall. Behavior 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.

Non-negotiable Policies

I expect each student to understand and to comply with the University of West Georgia's policies on Academic Honor and Academic Dishonesty stated in the [Student Code of Conduct](#). 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 [UWG Writing Center](#).

I want this course to be accessible to all students. If you have a Student Accommodation Report from the Student Development Center, please share that with me during the first week of class. If you see a way I could make this course more accessible than it is, please let me know.

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 university-wide policies, please see: [University Policies](#).

Negotiable Policy on Late Arrivals to Class and Technology

To be determined by the instructor and students on the first meeting day of the course. I believe that arriving late can be disruptive and shows disrespect to other people in the class. Over the last decade, I have become aware that many students do not share this view. On the first class meeting, I would like for us to develop a policy on arriving late to class that most people in the class find acceptable. We should also address phone use in class.

Course Schedule

On the days we meet face to face, students should complete all assigned work by 9:30 am on the day specified below. Every day we meet online, there will be graded work to submit in CourseDen. For the days we meet online, all discussion posts, quizzes etc. should be completed in CourseDen by midnight on that date.

- | | |
|---------|--|
| Aug. 15 | Introduction |
| Aug. 20 | The unification of Germany
Introduction to Volume 4 of German History in Documents and Images (GHDI)
Palace version of Proclamation of German empire
Later woodcut version of Proclamation of German Empire |
| Aug. 22 | The Imperial German state (online)
Bismarck's thoughts on Germany's constitution
Julius Jolly on the role of the Reichstag |
| Aug. 27 | Politics in unified Germany
Eduard Stephani to Rudolf von Bennigsen |
| Aug. 29 | Society in Imperial Germany (online)
Report on workers' apartments
The hunt for titles |
| Sep. 3 | Women and men in Imperial Germany
The titles Frau, Fräulein, Herr, and Herrlein
The double standard
<i>Effi Briest</i> (1895)
Short paper due |
| Sep. 5 | Germany in the world under Bismarck (online)
Wehler on German imperialism on reserve |

- Sep. 10 Wilhelmine Germany
[GHDI Introduction: Wilhelmine Germany and the First World War](#) (pp. 1-7)
[The sexual morals of working-class women](#)
- Sep. 12 Germany and the Boxer conflict (**online**)
[Germany demands a “Place in the Sun”](#)
[Wilhelm II’s Hun Speech](#)
 Schroer article (CourseDen)
 Post statement of paper question online
 Each student must post constructive criticism of another student’s question online
 by midnight September 15.
- Sep. 17 Germany and the origins of World War I
[The blank check](#)
- Sep. 19 The First World War (**online**)
[GHDI Introduction: Wilhelmine Germany and the First World War](#) (pp. 8-end)
[The Kaiser speaks](#)
[The SPD on the coming of the war](#)
- Sep. 24 Division and defeat
[Unrestricted submarine warfare](#)
[Ludendorff admits defeat](#)
- Sep. 26 A German “special path”? (**online**)
 Jürgen Kocka, “German History Before Hitler: The Debate About the German
Sonderweg,” *Journal of Contemporary History* 23 (1988): 3-16. (library
 database)
[Sonderweg Wikipedia article](#)
- Oct. 1 **First exam**
- Oct. 3 Fall Break
- Oct. 8 Birth of the republic
[GHDI Introduction: Weimar Germany](#)
 Von Bülow on the Revolution (CourseDen)
 Meinecke on the Revolution (CourseDen)
- Oct. 10 Why did the Weimar Republic fail? (**online**)
 - Ostwald’s Moral History of the Inflation (CourseDen)
 - Alex Burkhardt, “A Republican Potential: The Rise and Fall of the
 German Democratic Party in Hof-an-der-Saale, 1918-1920,” *Central
 European History* 50 (2017): 471-92. (access through library database)

- Dick Geary, “Employers, Workers, and the Collapse of the Weimar Republic,” in *Weimar: Why Did German Democracy Fail?*, ed. Ian Kershaw (New York: St. Martin’s, 1990), 92-119. (CourseDen).

- Oct. 15 The rise of the Nazi Party
[GHDI Introduction: Nazi Germany, 1933-1945](#)
 The Nazi Party’s 25-point program (CourseDen)
 Goebbels on what the Nazis want in the Reichstag (CourseDen)
 Hett, 1-61
- Oct. 17 The Nazi seizure of power (**online**)
[Propaganda images](#)
 Hett, 62-207
 Post thesis statement for research paper online
 Offer constructive criticism of another student’s thesis statement by midnight, October 20
- Oct. 22 The Nazi state
 Carl Schmitt on Hitler’s power (CourseDen)
 Hett, 208-end
Introduction, outline, and bibliography due
- Oct. 24 The national community and its enemies (**online**)
[Walter Groß on Nazi Racial Policy](#)
[Material from *People and Race*](#)
- Oct. 29 War
[The euthanasia order](#)
- Oct. 31 The Holocaust (**online**)
[Hitler’s letter of September 1919 on anti-Semitism](#)
[Hitler’s 30 Jan. 1939 Reichstag speech excerpt](#) (pp. 10-12)
 Himmler’s Memorandum of 1940 (CourseDen)
- Nov. 5 **Second exam**
- Nov. 7 Occupation and Division (**online**)
[GHDI Introduction : Occupation and the Emergence of Two States](#)
[The currency reform in western Germany](#)
[The currency reform in the Soviet zone](#)
- Nov. 12 The Federal Republic
[The CDU on the Social Market Economy](#)
- Nov. 14 The German Democratic Republic (**online**)
[The decision to build the Berlin Wall](#)

- Nov. 19 From the 1960s to the 1980s
[GHDI Introduction to Two Germanies](#)
[Flyer on Benno Ohnesorg](#)
[Life in a commune](#)
[Call to violence](#)
[Brandt on Eastern Policy](#)
[Praise for East German Progress](#)
- Nov. 21 Reunification (**online**)
[GHDI Introduction: One Germany in Europe](#)
[Founding Appeal of New Forum](#)
[Honecker celebrates the GDR's 40th birthday on October 6, 1989](#)
[Police Brutality on October 7, 1989](#)
[The fall of the wall](#)
Research Paper due
- Thanksgiving Break
- Dec. 3 The legacy of Nazism
[Speech by Richard von Weizsäcker on the fortieth anniversary of the war's end](#)
 Crimes of the Wehrmacht Exhibit (CourseDen)
- Dec. 5 Germany in the twenty-first century (**online**)
 Angela Merkel's Life in Three Minutes by Bloomberg Business [YouTube Video](#)
[Table on Births and Deaths in Germany](#)
[The Birthrate Continues to Fall \(2010\)](#)
 "Wir schaffen das" (We can do it) [YouTube Video](#)
 Taub and Fisher, "Germany's Extreme Right Challenges Guilt over Nazi Past,"
New York Times, 18 January 2017 (CourseDen or library's *NY Times* database).
- Mandatory Final Examination
 Thursday, December 12, 8:00-10:00 am