

## Modern Germany, 1871 to the present

HIST 5440

CRN 11412

T/Th 9:30-10:45

Spring 2010

Pafford 208

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### 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 selected topics such as: divisions within German society; the strange career of German liberalism; Germany's place in the wider world; the Third Reich; and the historical legacy of Nazism.

Graduate students will be required to all of the work required of undergraduates, in addition to a historiographical essay.

### Learning Outcomes

At the end of this course I hope that students will be able to do the following:

- To demonstrate an understanding of the important developments in the history of Germany from 1871 to the present;
- to recognize and to pose significant historical questions;
- to find useful primary and secondary sources;
- to analyze sources critically;
- to cite sources properly;
- to write and to speak clearly;
- to construct a persuasive historical argument based on evidence;
- to analyze historiographical debate; and
- to think historically.

### Required Materials:

Dietrich Orlow, *A History of Modern Germany: 1871 to Present*, 6th ed. (Upper Saddle River, NJ: Prentice Hall, 2002).

Theodor Fontane, *Effi Briest* (New York: Penguin, 2001), ISBN 9780140447668.

Hans J. Massaquoi, *Destined To Witness: Growing Up Black in Nazi Germany* (New York: Harper Academic, 1999), ISBN 9780060959616.

Timothy Garton Ash, *The File: A Personal History* (New York: Vintage, 1997), ISBN 0679777857.

There will also be a number of primary sources to read online or on reserve, averaging about one per class meeting.

### Grading

Book Review:	10 percent
Introduction, Outline, and Bibliography	10 percent
Research Paper:	25 percent
Midterm Examination:	15 percent
Final Examination:	15 percent
Historiographical Essay:	25 percent

Each student will write a historiographical essay of 8-10 pages analyzing the debate concerning Germany's responsibility for causing the First World War.

There will be a midterm examination on March 11 and a final examination on May 6. 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 3-4 page review of a scholarly historical monograph published within the last twenty 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 January 28.

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 must make proper use of footnote citation in accordance with the documentary-note system described in section 5.3 of *The History Student Writer's Manual*. That citation style is based on documentation style one of the *Chicago Manual of Style*. Dr. Dan Williams offers excellent guidance on citation using this style on his website <http://www.westga.edu/~dkwillia/HIST%202112%20-%20footnotes.htm>. The paper is due April 22.

On April 1, 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 10 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.

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/documents/catalogs.php>.

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.

Papers written in the course must be original work undertaken for this course.

Students should regularly check their University of West Georgia email account.

### **Course Schedule**

Jan. 7 Introduction

Jan. 12 The unification of Germany  
Readings: Orlow, 1-13

Jan. 14 The imperial German state  
Readings: Orlow, 13-19  
The role of the Reichstag  
[http://germanhistorydocs.ghi-dc.org/sub\\_document.cfm?document\\_id=658](http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=658)

Jan. 19 Society in imperial Germany  
Workers' apartments  
[http://germanhistorydocs.ghi-dc.org/sub\\_document.cfm?document\\_id=482](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](http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=485)

Jan. 21 The German economy in the late nineteenth century  
Readings: Orlow, 19-28

Jan. 26 Liberalism, Conservatism, and Socialism  
Readings: Orlow, 28-32  
On socialism  
[http://germanhistorydocs.ghi-dc.org/sub\\_document.cfm?document\\_id=674](http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=674)

Jan. 28 Germany in the world under Bismarck  
Readings: Orlow, 32-38  
Wehler on German imperialism on reserve  
**Book Review due**

Feb. 2 Women in imperial Germany  
Readings: "The Double Standard"  
[http://germanhistorydocs.ghi-dc.org/sub\\_document.cfm?document\\_id=545](http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=545)

Feb. 4 Discussion of Fontane, *Effi Briest*  
Readings: *Effi Briest*

Feb. 9 Germany's overseas empire  
Readings: Orlow, 38-76  
Wilhelm II's Hun Speech  
[http://germanhistorydocs.ghi-dc.org/sub\\_document.cfm?document\\_id=755](http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=755)  
Germany demands a "Place in the Sun"  
[http://germanhistorydocs.ghi-dc.org/sub\\_document.cfm?document\\_id=783](http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=783)  
The Kaiser on Southwest Africa  
[http://germanhistorydocs.ghi-dc.org/sub\\_document.cfm?document\\_id=788](http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=788)  
[http://germanhistorydocs.ghi-dc.org/sub\\_document.cfm?document\\_id=790](http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=790)

- Feb. 11 A German “special path?”  
 Readings: Jürgen Kocka, “German History Before Hitler: The Debate About the German *Sonderweg*,” *Journal of Contemporary History* 23 (1988): 3-16.
- Feb. 16 The origins of World War I  
 Readings: Orlow, 76-85  
 The blank check  
[http://germanhistorydocs.ghi-dc.org/sub\\_document.cfm?document\\_id=800](http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=800)  
**Historiographical essay due**
- Feb. 18 The war  
 Readings: Orlow, 86-104  
 The Kaiser speaks  
[http://germanhistorydocs.ghi-dc.org/sub\\_document.cfm?document\\_id=815](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](http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=816)
- Feb. 23 Division and defeat  
 Readings: Unrestricted submarine warfare  
[http://germanhistorydocs.ghi-dc.org/sub\\_document.cfm?document\\_id=811](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](http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=814)
- Feb. 25 Birth of the republic  
 Readings: Orlow, 105-122  
 Von Bülow on the Revolution (Reserve)  
 Meinecke on the Revolution (Reserve)
- Mar. 2 The republic in crisis  
 Readings: Orlow, 122-157  
 Ostwald’s Moral History of the Inflation (Reserve)
- Mar. 4 The rise of the Nazi Party  
 Readings:  
 The Nazi Party’s 25-point program (Reserve)  
 Goebbels on what the Nazis want in the Reichstag (Reserve)
- Mar. 9 The republic in crisis again  
 Readings: Orlow, 157-70  
 Massaquoi, 1-40
- Mar. 11 **Midterm examination**
- Mar. 16 The Nazi seizure of power  
 Readings: Orlow, 170-188  
 Massaquoi, 40-46  
 Propaganda images  
<http://www.calvin.edu/academic/cas/gpa/revol.htm>
- Mar. 18 The Nazi state  
 Readings: Carl Schmitt on Hitler’s power (Reserve)

**Spring Break**

- Mar. 30 The national community and its enemies  
 Readings: Massaquoi, 46-140  
 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>
- Apr. 1 The Second World War, 1939-1941  
 Readings: Orlow, 189-216  
 Massaquoi, 140-96  
 The euthanasia order  
<http://www.h-net.org/~german/gtext/nazi/euthanasia-eng.html>  
 Reichenau on conduct of the army  
<http://www.h-net.org/~german/gtext/nazi/reichenau-english.html>  
 Nazi pamphlet collecting soldiers' letters  
<http://www.calvin.edu/academic/cas/gpa/feldpost.htm>  
**Introduction, outline, and bibliography due**
- Apr. 6 The "Final Solution of the Jewish Question"  
 Readings: Orlow, 216-222  
 Massaquoi, 196-216  
 The Wannsee Protocol  
<http://www.h-net.org/~german/gtext/nazi/wanneng2.html>  
 Himmler's speech at Posen  
[http://www.nizkor.org/hweb/people/h/himmler-heinrich/posen/oct-04-43/ausrottung-transl-  
 imt.html](http://www.nizkor.org/hweb/people/h/himmler-heinrich/posen/oct-04-43/ausrottung-transl-<br/>
  imt.html)
- Apr. 8 Defeat, Occupation, and Division  
 Readings: Orlow, 222-260  
 A Nazi Christmas  
<http://www.calvin.edu/academic/cas/gpa/weihnacht44.htm>  
 Massaquoi, 216-338
- Apr. 13 The Federal Republic  
 Readings: Orlow, 261-298
- Apr. 15 The German Democratic Republic  
 Readings: Orlow, 299-333  
 The decision to build the Berlin Wall  
[http://germanhistorydocs.ghi-dc.org/docpage.cfm?docpage\\_id=29](http://germanhistorydocs.ghi-dc.org/docpage.cfm?docpage_id=29)
- Apr. 20 Germany from the 1960s to the 1980s  
 Readings:  
 Flyer on Benno Ohnesorg  
[http://germanhistorydocs.ghi-dc.org/sub\\_document.cfm?document\\_id=892](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](http://germanhistorydocs.ghi-dc.org/docpage.cfm?docpage_id=1629)  
 Call to violence  
[http://germanhistorydocs.ghi-dc.org/sub\\_document.cfm?document\\_id=897](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](http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=168)
- Apr. 22 Reunification  
 Readings: Skim Orlow, 334-370  
 Honecker celebrates the GDR's 40<sup>th</sup> birthday on October 6, 1989

[http://germanhistorydocs.ghi-dc.org/sub\\_document.cfm?document\\_id=2877](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](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](http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=174)

**Research Paper due**

Apr. 27 Discussion of Ash, *The File*  
Orlow, 380-84

**Mandatory Final Examination**  
Thursday, May 6, 8:00-10:00 am

## 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?