

Modern Germany, 1871 to the present
HIST 4440W
CRN 10473
T/Th 9:30-10:45
Spring 2012
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.

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. The DSW program is premised on the idea that writing is a valuable tool for learning and communication. The writing components of this course are designed to help students learn the material and communicate that material.

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:

- 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; 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), ISBN 9780136154006.

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

Hans Fallada, *Every Man Dies Alone* (Melville House Publishing), ISBN 9781935554042.

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.

Grading

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|----------------------|------------|
| Class Participation: | 5 percent |
| Book Review: | 10 percent |
| Short Paper | 10 percent |

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| Introduction, Outline, and Bibliography | 10 percent |
| Research Paper: | 20 percent |
| Midterm Examination: | 20 percent |
| Final Examination: | 25 percent |

There will be a midterm examination on February 28 and a final examination on April 26. 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 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 January 26.

Each student must write a three-page paper on *one* of the three assigned books. The paper is due at the beginning of the class meeting devoted to discussion of the primary source. The paper should examine a theme from the work, such as honor in *Effi Briest* or resistance and complicity in *Every Man or The File*.

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 April 19. 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 March 8, 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.

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/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. 10 Introduction

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

Jan. 17 The imperial German state
Readings: Orlow, 13-19
The role of the Reichstag
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
The hunt for titles
http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=485

Jan. 24 Liberalism, Conservatism, and Socialism
Readings: Orlow, 19-32
On socialism
http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=674

Jan. 26 Germany in the world under Bismarck
Readings: Orlow, 32-38
Wehler on German imperialism on reserve
Book Review due

Jan. 31 Women in imperial Germany
Readings: *Effi Briest*
"The Double Standard"
http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=545

Feb. 2 Germany's overseas empire
Readings: Orlow, 38-76
Wilhelm II's Hun Speech
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
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=790
- Feb. 7 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. 9 The origins of World War I
Readings: Orlow, 76-85
The blank check
http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=800
- Feb. 14 The war
Readings: Orlow, 86-104
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
- Feb. 16 Division and defeat
Readings: 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
- Feb. 21 Birth of the republic
Readings: Orlow, 105-122
Von Bülow on the Revolution (Reserve)
Meinecke on the Revolution (Reserve)
- Feb. 23 The republic in crisis
Readings: Orlow, 122-157
Ostwald’s Moral History of the Inflation (Reserve)
- Feb. 28 **Midterm examination**
- Mar. 1 No class
- Mar. 6 The rise of the Nazi Party
Readings: Orlow, 157-70
The Nazi Party’s 25-point program (Reserve)
Goebbels on what the Nazis want in the Reichstag (Reserve)
- Mar. 8 The Nazi seizure of power
Readings: Orlow, 170-188
Propaganda images
<http://www.calvin.edu/academic/cas/gpa/revol.htm>
Introduction, outline, and bibliography due
- Mar. 13 The Nazi state
Readings: Carl Schmitt on Hitler’s power (Reserve)
- Mar. 15 The national community and its enemies
Readings:
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>

Spring Break

Mar. 27 The Second World War, 1939-1941

Readings: Orlow, 189-216

Fallada, *Every Man Dies Alone*

The euthanasia order

<http://www.h-net.org/~german/gtext/nazi/euthanasia-eng.html>

Mar. 29 War of Annihilation

Readings: Orlow, 216-222

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>

Himmler's speech at Posen

<http://www.nizkor.org/hweb/people/h/himmler-heinrich/posen/oct-04-43/ausrottung-transl-int.html>

Apr. 3 Defeat, Occupation, and Division

Readings: Orlow, 222-260

A Nazi Christmas

<http://www.calvin.edu/academic/cas/gpa/weihnacht44.htm>

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

Apr. 5 The Federal Republic

Readings: Orlow, 261-298

The CDU on the Social Market Economy

http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=3094

Apr. 10 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

Apr. 12 Germany from the 1960s to the 1980s

Readings:

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

Apr. 17 Reunification

Readings: Skim Orlow, 334-370

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

Apr. 19 Discussion of Ash, *The File*
Orlow, 380-84
Research Paper due

Mandatory Final Examination
Thursday, April 26, 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?