

Germany Since 1871**21:510:392****Fall 2014**

Class Location: Hill Hall 102

Class Meeting Times: Monday 2:30-3:50 pm, Wednesday 1-2:20 pm

Professor: Dr. Eva Giloi

Office Hours: 316 Conklin Hall, Mondays 12:00-2:00

Email: evagiloi@rutgers.edu

This course explores German history from 1871 to 1989. It begins with the unification of Germany into a single nation-state, and the nature of the German Empire created by Otto von Bismarck. It follows the dramatic political, social, and cultural developments at the beginning of the twentieth century, as a backdrop for the origins of World War I. It then turns to the Weimar Republic, its idealism and dislocations; the rise of the Nazi party and its allure; Hitler's seizure of power, domestic and foreign policies, descent into war and Holocaust. The last third of the course examines how Germany – East and West – put itself back together again after the war, with topics including the Marshall Plan and the Cold War; the European Union; East German communism; the West German welfare state and consumerism; terrorism and the youth movements of the 1960s; and ending, finally, with the fall of the Berlin Wall in 1989.

Against this political and social backdrop, we will also examine intellectual and cultural developments to understand what moved Germans to act with idealism and violence. We will read historians' different analyses of how German history led to the rise of Nazism, and how Germans lived and acted during and after the Hitler regime. To get a greater insight into the mentality of the times, we will analyze a wide variety of primary source documents: newspaper articles, speeches, autobiographies, song lyrics, films, art works, and architecture. We will discuss these views and sources extensively in class, as students learn to read sources closely and critically, i.e., to read between the lines and analyze evidence in the historical context of its time. Students will also regularly practice their writing and critical reading skills in short assignments, a midterm paper and final exam, and will have many opportunities to express their ideas verbally in class.

Course Requirements:

Students are required to attend lectures and take notes. The readings for each session must be read before the start of the lecture on the date they are assigned. Student participation in the discussion makes up 10% of the grade; discussion notes make up another 5%. Aside from course participation, there are six short written assignments, one formal essay (at midterm), and one final exam. The final exam is cumulative for the entire semester, and will be given during exam week.

1. Participation in class discussion. Students are expected to read the assigned texts before the class (by the date indicated on the syllabus). Mere attendance in class is not factored into the participation grade – students are required to come to class ready with questions or observations about the readings and to take part in the discussion to earn a good participation grade. We will also have five “Discussion Points,” where I will call on students to answer the question outlined on the syllabus for the readings that session. These “Discussion Points” will provide opportunities for all students to engage in the class discussion and raise their discussion grade.

2. Discussion Notes. For each “Discussion Point” session, students are required to bring a page of notes to class – notes that they have taken on the readings for that session to answer the Discussion Point question (as outlined on the syllabus). Students can use the notes during the class discussion, and then must hand them in at the end of class. I will only accept typed notes, not handwritten ones. Discussion Notes may not be handed in at a later date.

3. **Assignments.** There are six short written assignments. Assignment topics are stated on the syllabus. Assignments **MUST** be handed in at the beginning of class. I will only accept late written assignments in cases of emergency, but proof of emergency is required. Other than emergencies, I will not accept late assignments, as it creates chaos. You can always hand an assignment in early. If you know that you will be absent on a particular day (for instance for religious holiday observance), plan ahead and email the assignment to me early. I also understand that we sometimes face unforeseen circumstances: to take this into account, I will drop the lowest of the six assignment grades, so that only the top five assignment grades will be factored into the final course grade.

4. **Midterm paper.** 5-6 pages (typed and double-spaced), due on November 24 at the beginning of the class period. The paper topic will be handed out in advance. **Important Note:** the paper will be based Sebastian Haffner's memoirs, *Defying Hitler*. We will be reading the book over the course of several weeks. Be sure to keep up with readings so that you will be able to do a good job on the paper.

5. **Final exam:** a cumulative, in-class exam on Dec. 17, 3-6 pm. Students will receive a study sheet in advance to help them prepare for the exam.

Grading:

In-class participation:	10%
Participation Notes:	5%
Short Assignments:	25%
Midterm Paper (Nov. 24):	30%
Final (Dec. 17):	30%

Grading Rubric:

A:	Outstanding
A-:	Outstanding, with one or two areas of improvement
B+:	Very good
B:	Good
B-:	Good overall, with some significant weaknesses
C+:	Satisfactory, with some potential for improvement
C:	Satisfactory, but needs significant development
C-:	Barely satisfactory
D:	Poor: overwhelming flaws
F:	Failing: doesn't complete assignment

The grades are applied to your work in the class: at the college level, this means the final product of your work – what you hand in to me – not the amount of effort you put into the work. (In other words, students don't get an "A for effort" at the college level.) "Outstanding" is not defined as how the final product compares to your own previous work, but how it compares to other students' work. All of this is a reflection of the real world: in the professional working world that you will soon be entering, you will succeed based on the quality of your work.

I am happy to talk to you about your assignments, strategies for writing papers, rough drafts, etc. at any time during the semester – but I will only do so in office hours. I will not review paper drafts or answer in-depth questions via email, since email is not an effective tool for this kind of pedagogical review. You can send me short informational questions via email, but for an evaluation of your work (including rough drafts) you must make the effort to come to my office

hours in person. If you have a scheduling conflict with my regular office hours, email me to make an appointment at another time.

Class Rules:

European history in general, and German history in particular, is largely a story of the interplay between individual rights and civic rights. The classroom is a microcosm of that relationship, and the classroom rules reflect a respect for individual rights and the need for group responsibilities. I expect students to behave in a manner that shows respect for the civic community: for others' needs and desire to learn. Any behavior that might be disruptive to other students, making it difficult for them to hear or distracting them from the lecture, or in any way intimidates them from participating in class, is prohibited and will be counted against the participation grade. This means, in concrete terms: no talking in private conversations (even in whispers), no cell phone use or any other form of texting, no use of computers (except with my special permission) or surfing the web, no working on other course homework. Arriving at class late or leaving early is extraordinarily disruptive to other students, and is only acceptable in an emergency situation. More than anything else, though, private conversations draw attention away from the common civic forum – if I have to stop the class to ask you to stop a private conversation, you will receive an F for your participation grade for the course.

Attendance policy:

Attendance is required. There will be no make-up opportunities for missed classes.

Excused vs. Unexcused absences: The Rutgers-Newark Undergraduate catalog (http://catalogs.rutgers.edu/generated/nwk-ug_current/pg576.html) states: “The recognized grounds for absence are illness requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions.”

If you plan to claim a religious holiday as an excused absence, you must inform me of this fact within the first two weeks of class.

After four unexcused absences, your overall course grade will be lowered by a partial grade (from B+ to B, for example) for every further unexcused absence. With eight absences, the stakes change: Any student who misses **eight** or more sessions through any **combination** of **excused and unexcused** absences will have missed more than a quarter of the class time and will not earn credit in this class. Such students should withdraw from the course to avoid an F.

Late papers and exams:

Short Writing Assignments: I will not accept late assignments (except in cases of demonstrated emergency). You can always hand in an assignment early. If you know that you will be absent on a particular day (for instance for religious observance), plan ahead and email the assignment to me early. For unexpected circumstances: I will drop the lowest of the six assignment grades, which will act as your insurance policy against not being able to hand in an assignment.

Formal Midterm Essay: Unless you have express permission from me, discussed with me IN ADVANCE, and based on an acknowledged reason, late essays will have their grades lowered by one grade for each day they are late.

Disabilities:

Students with disabilities, including learning disabilities, requiring assistance and/or accommodation should speak with Disability Services in a timely manner to set up appropriate accommodations.

Policy on Academic Integrity (Cheating and Plagiarism):

Rutgers University treats cheating and plagiarism as serious offenses. Cheating is both a moral and an ethical offense. It violates both your own integrity and the ethics of group commitment: when you cut corners and cheat, you undermine those student who took the time to work on the assignment honestly. The standard minimum penalties for students who cheat or plagiarize include failure of the course, disciplinary probation, and a formal warning that further cheating will be grounds for expulsion from the University.

All students are required to sign the Rutgers Honor Code Pledge. To receive credit, every assignment must have your signature under the following phrase: “On my honor, I have neither received nor given any unauthorized assistance on this examination / assignment.

You may only use the texts assigned in this syllabus to complete the assignments, discussion notes, essay, and exam. Resist the urge to cut and paste, either literally or figuratively by using other people’s ideas. If I find that you have used other people’s ideas (ex: Wikipedia, Amazon reviews, book jacket descriptions, etc.), I will not accept the assignment because I will not be able to consider it your own work. You will get a failing grade (0 points) for that assignment and will not be able to make it up.

Required Books:

Sam Mustafa, *Germany in the Modern World*

Sebastian Haffner, *Defying Hitler: A Memoir*

Robert McMahon, *The Cold War: A Very Short Introduction*

The books are available at New Jersey Books, 167 University Avenue (corner of University and Bleeker) and at the Rutgers University Book Store.

The rest of the **required readings** are either on Blackboard (**BB**) under ‘Course Documents’ or on-line (**URL**).

Schedule of Classes

Wed., Sept. 3: Germany in 1871

No readings this session

Mon., Sept. 8: Germany on the Ground

Mustafa: Chapter 4-5

Wed., Sept. 10: Germany in the Mind

URL: “Deutschlandlied” @ http://german.about.com/library/blmus_deutschland.htm

Please print out and **bring a copy** of the song lyrics to class.

Mon., Sept. 15: Otto von Bismarck

Mustafa: Chapter 6

Wed., Sept. 17: Wars of Unification

BB: Otto Pflanze, "Towards a Psychoanalytic Interpretation of Bismarck"

Assignment: Write 2-3 pages, due at the beginning of class: Otto von Bismarck founded the German Empire in 1871. Use Otto Pflanze's article to answer the following question: Given Bismarck's personality and worldview, what kind of political system and political culture do you think he would establish in that Empire?

Mon., Sept. 22: A Liberal Empire?

No readings this session

Wed., Sept. 24: Kaiser Wilhelm II

URL: Maurice Leudet, "A Day with Kaiser Wilhelm II, 1898" @

<http://www.fordham.edu/halsall/mod/1898wilhelm2.html>

URL: Wilhelm II, "Hun Speech" @ http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=755&language=english

URL: Wilhelm II, "Daily Telegraph Affair" @ http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=757

Assignment: Write 2-3 pages, due at the beginning of class: Based on the assigned readings for this week, do you think Kaiser Wilhelm II was a good leader or not? Why or why not?

Mon., Sept. 29: Forces of Change: Socialism, New Right, Imperialism

No readings this session

Wed., Oct. 1: Lead-up to World War I

BB: Peter Fritzsche, "July 1914" (*Germans into Nazis*)

BB: Jeffrey Verhey, *The Spirit of 1914* (excerpt)

Discussion Point: For this discussion assignment, I will call on students to voice their opinions. Come to class prepared to defend either one of these two positions:

1. Based on Fritzsche: Germans were enthusiastic about going to war. Be ready to explain why they were so eager to fight, based on the Fritzsche reading.

-- or --

2. Based on Verhey: Germans had mixed feelings about going to war. Be ready to explain who had mixed feelings and why, based on the Verhey reading.

Bring 1 page of typed Discussion Notes to class, to hand in at the end of class.

Mon., Oct. 6: The Great War

No readings this session

Wed., Oct. 8: War and Aftermath

Haffner: Chapters 1-8 (pp.3-45)

Mon., Oct. 13: The Versailles Treaty

URL: Woodrow Wilson, "Speech on the Fourteen Points, January 8, 1918" @

<http://www.fordham.edu/halsall/mod/1918wilson.html>

BB: Snyder-1 (*Hitler's Third Reich*): "Victorious Allies Impose Treaty," (pp. 15-19)

Discussion Point: In today's class, students will represent the nations at the 1919 Paris Peace Conference to draw up the Versailles Treaty. Please come to class with a set of demands that you want to see as part of the Versailles Treaty: Last names A-H represent Great Britain; I-P represent France; Q-Z represent the USA. You can use your lecture notes from the past few weeks, the Mustafa textbook, and the readings for this session to develop your position. Bring 1 page of typed Discussion Notes to class, to hand in at the end of class.

Wed., Oct. 15: The Birth of the Weimar Republic

URL: http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=3937

BB: Snyder-1 (*Hitler's Third Reich*): "Article 48" (pp. 20-21).

Please **print out** this reading and **bring it to class**: we will review it there.

Mon., Oct. 20: The Challenges of the Mid-1920s

Mustafa: Chapter 7

Haffner: Chapters 9-13 (pp.46-84)

Wed., Oct. 22: Bauhaus: Utopia and Dystopia

No readings this session

Mon., Oct. 27: The Hitler Myth and the Nazis' Rise to Power (*Triumph of the Will*)

BB: Ian Kershaw, "Hitler and the Germans" (*Life in the Third Reich*)

Wed., Oct. 29: Nazi Seizure of Power

BB: Peter Fritzsche, "Reviving the Nation," (*Life and Death in the Third Reich*)

Assignment: Write 2-3 pages, due at the beginning of class: Based on the essays by Ian Kershaw and Peter Fritzsche, summarize the major reasons why Hitler personally, and the Nazis more generally, appealed to the German people.

Mon., Nov. 3: Nazi Foreign Policy

Mustafa, Chapter 8

Haffner, Chapters 14-21 (pp. 85-139)

Bielenberg, "The Years Before" (pp. 16-33)

Wed., Nov. 5: Inside the Third Reich: Domestic Policy

Haffner, Chapters 22-25 (pp. 140-178)

Bielenberg, "Blockwart," "Dangerous Tea Party," "Star of David" (pp. 51-60, 89-93, 110-114)

Assignment: Write 2-3 pages, due at the beginning of class: In what ways do Christabel Bielenberg and Sebastian Haffner show their resistance to the Nazi regime? Give specific examples of these forms of resistance.

Mon., Nov. 10: The Racial State

BB: Burleigh, *The Racial State*

BB: Carr, "Nazi Policy Against the Jews" (*Life in the Third Reich*)

Discussion Point: Based on this week's two readings, pick a point at which you think people should have known that the Nazis were headed towards genocide. Why did you choose this point? Why not before?

Bring 1 page of typed Discussion Notes to class, to hand in at the end of class.

Wed., Nov. 12: The Final Solution

BB: Christopher Browning, "One Day in Józefów: Initiation to Mass Murder"

Haffner, "Leave-Taking" = Chapters 26-40 (pages 181-296)

Discussion Point: Haffner writes his account before 1938, before the start of World War II. Browning discusses a case from 1942, three years into the war. Are there signs in Haffner's account that point to what would happen in 1942? Do we already see a desensitization to human life? An acceptance of violence? Fatal peer pressure?

Bring 1 page of typed Discussion Notes to class, to hand in at the end of class.

Mon., Nov. 17: Repression and Resistance

BB: Detlev Peukert, "Order and Terror" (*Inside Nazi Germany*)

URL: <http://www.holocaustresearchproject.org/revolt/whiterose.html>

URL: <http://www.historyplace.com/pointsofview/white-rose1.htm>

URL: <http://www.bbc.co.uk/programmes/p014knx1>

Assignment: In 2-3 pages, due at the beginning of class: Choose 3 kinds of sources you might use to evaluate whether Germans were actively in favor of the regime or not. Explain the strengths and weaknesses of each type of source. For instance, you might choose opinion polls. Strength: Polls give you direct access to the opinions of real people, without the bias of middlemen (like newspaper reporters). Weakness: People responding to opinion polls in Nazi Germany would have had to watch what they say, and not say anything negative about the regime.

Wed., Nov. 19: The Potsdam Conference and the Nuremberg Trials

BB: Snyder-2 (*Hitler's Third Reich*): "Devastated Berlin," "Allied Declaration on the Defeat of Germany," "Potsdam Conference" (537-550)

BB: Istvan Deak, "Misjudgment at Nuremberg"

Discussion Point: In today's class, students will represent the nations at the Potsdam Conference in 1945 to deal with Germany after the war. Please come to class with a set of strategies regarding how to deal with Germany, and think about what you would do differently from, or the same as in, the Versailles Treaty. Last names A-H represent Great Britain; I-P represent the Soviet Union; Q-Z represent the USA. Use the previous lectures, textbooks, and readings for this session to develop your position.

Bring 1 page of typed Discussion Notes to class, to hand in at the end of class.

Mon., Nov. 24: Post-War/Cold War

No readings this session.

Midterm paper due. This paper will be based heavily on Sebastian Haffner's memoirs, *Defying Hitler*. Be sure to keep up with reading his book over the course of the semester so that you will be able to write this paper.

Wed., Nov. 26: No Class: Thanksgiving Schedule

Mon., Dec. 1: Konrad Adenauer, Walter Ulbricht, Willy Brandt

Mustafa, Chapter 9

McMahon, Chapter 1-6

Wed., Dec. 3: East Germany: The German Democratic Republic?
No readings this session

Mon., Dec. 8: West Germany: Prosperity and Discontent in the 1960s and 1970s

McMahon, Chapter 7

URL: Richard Huffman, “The Limits of Violence” and “The Baader-Meinhof Gang” @ <http://www.mustardayonnaise.com/baadermeinhof/essays/SatyaEssay.html>

URL: Richard Huffman, “The Gun Speaks” @ <http://www.baader-meinhof.com/the-gun-speaks/intro-chapter/>

BB: Ulrike Meinhof, “From Protest to Resistance”

Assignment: Write 2-3 pages, due at the beginning of class: The Red Army Faction (RAF) claimed that their violence was a form of resistance – the kind of resistance that Germans failed to practice against the Nazis. Why did the RAF see themselves as resistance fighters? Do you agree with that view? Or were they simply terrorists?

Wed., Dec. 10: 1989

Mustafa, Chapter 10

McMahon, Chapter 8

Wed., Dec. 17: **Final Exam**

In-class final exam from 3 pm–6 pm.