

Germany Since 1871**21:510:392****Spring 2017**

Class Location: Conklin 455

Class Meeting Times: Tuesday/Thursday 11:30-12:50

Professor: Dr. Eva Giloi

Office Hours: 316 Conklin Hall, Tuesdays/Thursdays 1:00-2:00

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Course description:

This course explores German history from 1815 to the 1970s. It begins with the run-up to and unification of Germany into a single nation-state, and the nature of the German Empire as 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; Ostpolitik, terrorism, and the youth movements of the 1960s and 1970s.

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 several short assignments, a short essay, a term paper, and final exam.

Course Requirements:

- 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 – to earn a good participation grade, students are required to come to class ready with questions and observations about the readings.
- 2. Reading Notes, Discussion-Reading Notes, Double Reading Notes:** These assignments are designed to help students keep up with the readings and to prompt participation in class discussion. Students should base their notes on the prompts listed on the syllabus for that relevant class session. The Double Reading Notes are based on two readings, are longer in length, and count for twice the grade as the regular Reading Notes. Discussion-Reading Notes will be used as the basis for class discussion for that day. Students can use the notes during the class discussion and hand them in at the end of class. I will only accept typed notes, not handwritten ones. The notes may not be handed in at a later date.
- 3. Short Essay.** 3 page minimum (typed and double-spaced), due on February 9 at the beginning of the class period. This essay is based on the prompt listed below. The essay must be submitted in two forms: as a paper copy by the beginning of class and submitted to Turnitin on Blackboard. Both copies must be identical.
- 4. Term Paper.** 5-6 pages (typed and double-spaced), due on April 13 at the beginning of the class period. The paper topic will be handed out in advance. The essay must be submitted in two forms: as a

paper copy by the beginning of class and submitted to Turnitin on Blackboard. Both copies must be identical. **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 May 9, 11:45-2:45 pm. Students will receive a study sheet in advance to help them prepare for the exam.

Grading:

In-class participation:	10%
Discussion-Reading Notes (2):	5%
Reading Notes (2):	5%
Double Reading Notes (2):	10%
Short Essay:	15%
Term Paper (Nov. 24):	25%
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, and not just on how hard you try.

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, please email me to make an appointment at another time.

Class Rules:

European history in general, and German history in particular, is a story of the rise of and interplay between individual rights and civic duties. 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 that in any way intimidates them from participating in class 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 or laptops,
- 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, 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.

If you have more than four unexcused absences, your overall course grade will be lowered by a partial grade (from B+ to B, for example). If you have more than six unexcused absences, your grade will be lowered by one full grade (B+ to C+, for example). 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:

Reading Notes, Double Reading Notes, Discussion Reading Notes: The reading notes are designed to help you keep up with the readings and to prompt participation in class discussion. This is why they cannot be handed in later than the class when they are assigned. But: You can always hand in a set of notes early by email. For unexpected circumstances: I will provide one Extra Credit opportunity to replace a missed or low grade, which will act as your insurance policy against not being able to hand in a set of Discussion Notes. Short Essay and Term Paper: 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:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>. For more information please contact Kate Torres at (973) 353-5375 or in the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or by contacting odsnewark@rutgers.edu.

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. As a standard minimum penalty, students who are suspected of cheating or plagiarism are reported to the Office of Academic Integrity. Pending investigation, further penalties can 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, reading notes, essays, 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 rest of the **required readings** are either on Blackboard (**BB**) under 'Course Documents' or on-line (**URL**).

Schedule of Classes

Tues., Jan. 17: Germany in 1871

No readings this session

Thurs., Jan. 19: Germany on the Ground

Mustafa: Chapter 4-5

Tues., Jan. 24: 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.

Thurs., Jan 26: Otto von Bismarck

Mustafa: Chapter 6

Tues., Jan. 31: Wars of Unification

No readings this session

Thurs., Feb. 2: A Liberal Empire?

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

Reading Notes #1: 1-2 pages, due at the beginning of class: Otto von Bismarck founded the German Empire in 1871. Using Otto Pflanze's article, outline the main points of Bismarck's personality and worldview. What kind of political system and political culture would you expect him to establish, based on his personality and worldview?

Tues., Feb. 7: Forces of Change: Socialism, New Right, Imperialism

No readings this session

Thurs., Feb. 9: 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

Short Essay: 3 pages minimum, 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?

Tues., Feb. 14: Lead-up to World War I

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

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

Discussion-Reading Notes #1: 2 pages, one page for each statement below, due at the beginning of class:

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.

Come to class prepared to defend either one of these two positions.

Thurs., Feb. 16: The Great War

No readings this session

Tues., Feb. 21: War and Aftermath

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

***** Special Note on the Haffner book**

Be sure to keep up with the book by Sebastian Haffner, *Defying Hitler: A Memoir*, since the Term Paper will be based heavily on that text.

Thurs., Feb. 23: 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: 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-C represent Great Britain; D-M represent France; P-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.

Tues., Feb. 28: The Birth of the Weimar Republic

Mustafa: Chapter 7

Thurs., March 2: The Challenges of the Mid-1920s

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

Tues., March 7: Bauhaus: Utopia and Dystopia

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

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

Thurs., March 9: 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*)

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

Double Reading Notes #1: 3-4 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. (This assignment is worth 2 Reading Notes – so don't skip it!)

Tues., March 14 – No Class – Spring Break

Tues., March 16 – No Class – Spring Break

Tues., March 21: Nazi Seizure of Power Part I

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

Thurs., March 23: Nazi Seizure of Power Part II

Mustafa, Chapter 8

Tues., March 28: Nazi Foreign Policy

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

Thurs., March 30: Inside the Third Reich: Domestic Policy

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

Tues., April 4: The Racial State

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

Thurs., April 6: Repression and Resistance

BB: Browning, “One Day in Józefów: Initiation to Mass Murder”

BB: Peukert, “Order and Terror” (*Inside Nazi Germany*)

BB: Bielenberg, “Blockwart,” “Dangerous Tea Party,” “Star of David”

Discussion-Reading Notes #2: 2 pages minimum, one page (minimum) for each statement below – based on all **three** readings – due at the beginning of class: What kinds of resistance were possible in Germany after 1939, once the war had started? What were the consequences of resistance?

Come to class prepared to discuss these two questions.

Tues., April 11: 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”

Double Reading Notes #2: 3-4 pages, due at the beginning of class: What challenges did the Allies face once they had defeated Nazi Germany in 1945? What were the Nuremberg Trials about, what did they accomplish, and did they have any weaknesses? (This assignment is worth 2 Reading Notes – so don’t skip it!)

Thurs., April 13: Post-War/Cold War

No readings this session.

Term paper due, 5-6 pages (typed and double-spaced). This paper will be based heavily on Sebastian Haffner’s memoirs, *Defying Hitler*. Be sure to keep up with the book over the course of the semester so that you will be able to write this paper. The prompt and instructions for the paper will be posted on Blackboard, under Course Assignments. The paper must be handed in as a paper copy at the beginning of class and submitted as an electronic copy to Turnitin. Both copies must be identical.

Tues., April 18: West Germany and the European Common Market

Mustafa, Chapter 9

Thurs., April 20: East Germany: The German Democratic Republic?

McMahon, Chapter 1-6

Tues., April 25: Ostpolitik: Willy Brandt and Erich Honecker

McMahon, Chapter 7-8

Thurs., April 27: Long March through the Institutions or Red Army Faction

Mustafa, Chapter 10

BB: Ulrike Meinhof, “From Protest to Resistance”

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/>

Reading Notes #2: 1-2 pages, due at the beginning of class: List all of the targets of the Red Army Faction and explain the reasoning behind those targets. Why did the Red Army Faction see them as oppressors, fascists, and Nazis, and why did they feel that there was no room for non-violent change?

Tuesday May 9, **Final Exam**

In-class final exam from 11:45-2:45.