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Office Hours: Tues 1-2 pm, Wed 11-12 pm, or by appointment
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History 3451
Spring 2016
Tues-Thurs 11-12:15 pm
KNS 202
Tel: 64553

History of Modern Germany, 1815-2015

This course examines the major social, political, economic, and cultural events and trends in modern German history. Emphasis will be on the creation of the first modern German state, Wilhelmine society and culture, Germany's role in the First World War, the Weimar Republic, Hitler's Third Reich, the Holocaust, the two postwar German states, and Germany's reunification in the late twentieth century. Special consideration will be given to examining the course of German history in the context of the historical development of other western and central European countries.

The aims of the course are 1) to introduce students to the fundamental issues in modern German history; 2) to introduce students to the tools and approaches used by historians in researching, writing, and discussing historical topics; and 3) to give students the opportunity to hone their analytical and writing skills.

Course readings will consist of an array of different texts, each intended to embellish themes or issues raised in the lecture. Since an important component of the class is developing students' abilities to read critically and to evaluate historical sources, primary sources such as documents, memoirs, and novels will make up an integral part of the course reading. We will also spend time analyzing and discussing 'visual' primary sources such as paintings, sculptures, photographs, films, illustrations, and advertisements as well as 'auditory' primary sources like operas, political 'fighting-songs', and rock-n-roll hits. The format of the class is twice-weekly meetings (Tuesdays and Thursdays); each meeting will consist of a mixture of lecture and discussion.

Please note that the discussions are a fundamental aspect of this course. They provide you with an opportunity to delve more deeply into the subjects and to exercise your analytical and interpretative skills. More importantly, the discussions allow you to debate and question ideas raised in the lecture and to develop and share your own ideas and opinions. Students are expected to come every meeting prepared to discuss the readings. To facilitate discussion, each student is required SEVEN (7) of the designated twelve weeks to post an one-page (approximately 300 words) reading response to the selected discussion questions on the course discussion forum on HuskyCT by the preceding Wednesday evening by 9:00 pm. Please note that you will receive a grade for your reading response—you should thus take care in formulating your response in terms of both content and style. The secret to a good grade for classroom participation is contributing regularly and actively to the discussions! Participation is a willingness to ask and/or answer questions, to make or respond to a comment—in short, to be engaged in an active way in the lectures and discussion. It is my hope that we can create an intellectual community this semester, one in which everyone respects the opinion of the other as we explore together the subject of the modern German history; every contribution adds to our collective understanding of the material, so don't hesitate to ask or answer questions!

Assignments:

The course's written assignments consist of the seven reading responses, a map exercise, two document analysis papers (5-7 pages), and a final exam.

Two document analysis papers:	40%
Final exam:	25%
Class participation:	10%
Reading Responses and Map Exercise:	25%

In order to do well in this course, you will need to fulfill all the requirements. More specifically, you will need to attain a passing grade in at least 60% of the course requirements. This will require that you regularly do the reading assignments, that you regularly attend class, and that you regularly participate in the discussions. The map exercise is a take-home, open-book exercise designed to familiarize you with German geography. The reading responses will cover the reading assigned for that week. Information regarding the paper assignments will be handed out approximately ten days before the paper's due date; students are expected to hand in a hard copy of the papers in class! Finally, the material on the exam will be taken from the primary and secondary source readings and the lectures. Requests for extensions or excused absences will be considered on an individual basis, in accordance with College and department guidelines, and only with the appropriate written documentation; such requests should be discussed with me before the assignment is due or the exam is given.

Student Conduct: In both discussion sections and lectures, students are expected to conduct themselves in a respectful and considerate manner. To this end, students are asked to turn off their cell phones (and thus students should not send or receive text messages) and to refrain from eating while in class, though I realize some may wish to bring coffee with them. It is expected that students using laptops will not surf the Internet or visit social media sites during class. Violating these simple conduct guidelines will adversely affect a student's participation grade. Since we only have seventy-five minutes for each lecture, I ask that students arrive promptly by 11:00 am and remain in their seats for the entire period.

Academic Misconduct: According to *The Student Code*, academic misconduct consists of the following:

Providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g. papers, projects, and examinations); any attempt to influence improperly (e.g. bribery, threats) any member of the faculty, staff, or administration of the University in any matter pertaining to academics or research; presenting, as one's own, the ideas or words of another for academic evaluation; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved.¹

¹ From "Part VI: Academic Integrity in Undergraduate Education and Research" at <http://www.dosa.uconn.edu>

Plagiarism – “presenting, as one's own, the ideas or words of another for academic evaluation” – is a serious act of academic misconduct. Students caught plagiarizing will receive an automatic F in this course; I also reserve the right to refer cases of misconduct to the appropriate University body for further action. I therefore strongly encourage you to familiarize yourselves with University rules and regulations regarding plagiarism and other forms of academic misconduct. Should you have specific questions about academic integrity, please read the University's policies at <http://www.dosa.uconn.edu> or make an appointment to see me.

Students with Disabilities: As a student with a disability, before you may receive accommodations in this class, you will need to make an appointment with the Center for Student Disabilities to arrange for approved accommodations. However, if you would like to speak with me about other matters, please make an appointment to see me as soon as possible.

Assigned Texts:

Bommi Baumann, *How It All Began: The Personal Account of a West German Urban Guerilla*

Sebastian Conrad, *Globalization and the Nation in Imperial Germany*

Robert Darnton, *Berlin Journal: 1989-1990*

Joachim Fest, *Not I: Memoirs of A German Childhood*

Konrad Jarausch, *After Hitler: Recivilizing Germans*

Jonathan Steinberg, *Bismarck: A Life*

Copies of the assigned texts can be purchased at the UConn Co-op. A copy of each of the assigned texts has also been placed on non-electronic reserve in the Homer Babbidge Library (except for the Baumann which can be read at the Dodd Center). Please be sure to bring with you to class the readings assigned for that week; you will need them for the discussion.

January 19 **Course introduction**

January 21 **Germany as of 1815**
Reading: Steinberg, *Bismarck*, p. 1-40

January 26 **1848 in the German Lands**
Reading: Steinberg, *Bismarck*, p. 41-110

January 28 **1860s and 1870s: German Unification**
Reading: Steinberg, *Bismarck*, p. 184-222

February 2 **State and Society in Imperial Germany**
Reading: Steinberg, *Bismarck*, p. 223-311

MAP QUIZ DUE

- February 4**
Reading: **Imperial Germany’s ‘Outsiders’: Catholics, Social Democrats, and Jews**
Conrad, *Globalization*, Chapter One
- February 9**
Reading: **Domestic Politics in Imperial Germany**
Conrad, *Globalization*, Chapter Three
- February 11**
Reading: **William II, Germany, and the Road to War**
Conrad, *Globalization*, Chapter Seven
Start reading Document Assignment I Documents (HuskyCT)
- February 16** **The First World War: On the Battlefield** **PAPER ONE DUE**
- February 18**
Reading: **The First World War: The Homefront Experience**
Belinda Davis "Food, Politics and Women’s Everyday Life during World War I," in
K. Hagemann and S. Schüler-Springorum, (eds.), *Home Front - Battle Front:
Military and Gender Relations in the Two World Wars*, p. 115-38 (ECR)
Maureen Healy "Becoming Austrian: Women, the State, and Citizenship
in World War I," *Central European History*, 35:1 (2002), p. 1-35 (ECR)
Erich M. Remarque, *All Quiet on the Western Front*, p. 162-169 (ECR)
- February 23**
Reading: **The German Revolutions and the Weimar Republic’s Creation**
Documents in *The Weimar Republic Sourcebook*, p. 9-20, 37-40, 46-52 (ECR)
- February 25**
Reading: **The Weimar Republic’s Stabilization**
Documents in *The Weimar Republic Sourcebook*, p. 109-117 (ECR)
Fest, *Not I*, p. xxi-30
- March 1**
Reading: **Weimar Culture: Modernity, Insiders, and Outsiders**
Thomas Mann "Disorder and Early Sorrow" in Mann, *Stories of Three Decades*,
p. 500-528 (ECR)
Hermann Hesse "An Evening with Dr. Faust" in Hesse, *Stories of Five Decades*,
p. 303-307 (ECR)
Film: *Pandora’s Box* (1929)
- March 3**
Reading: **Political Extremism, the Great Depression, and the Republic’s Collapse**
Documents in *The Weimar Republic Sourcebook*, p. 121-133, 147-159 (ECR)
Start reading Document Assignment II Documents (HuskyCT)
- March 8** **The Rise of the NSDAP** **PAPER TWO DUE**

March 10 **Creating the Third Reich**
Reading: Fest, *Not I*, p. 31-70

SPRING BREAK

March 22 **Consensus and Coercion in the Third Reich**
Reading: Fest, *Not I*, p. 71-105

March 24 **Society and Culture in the Third Reich**
Reading: Fest, *Not I*, p. 106-150

March 29 **Hitler's War: Race, Ideology, and the Nazi World Order**
Reading: Fest, *Not I*, p. 151-186
Timothy Snyder, *Black Earth*, Introduction and Chapter One (ECR)
Chapter Three "Empire of Destruction" in Peter Fritzsche, *Life and Death in the Third Reich*, p. 143-224 (ECR)

March 31 **The Holocaust: The Social Death of German Jews**
Reading: Victor Klemperer, *I Will Bear Witness*, p. 128-137 (ECR)
Peter Gay, "Mixed Signals," *My German Question: Growing Up in Nazi Berlin*, p. 57-83 (ECR)

April 5 **The Holocaust: The Extermination of European Jewry**
Reading: Christopher Browning, "One Day in Jozefow" in David Crew (ed.), *Nazism and German Society*, p. 300-315 (ECR)
"Once Again I've Got to Play General to the Jews," in Ernst Klee et al (eds.) *'The Good Old Days': The Holocaust as Seen by Its Perpetrators and Bystanders*, p. 86-106 (ECR)
Kazimierz Sakowicz, *Ponary Diary*, p. 11-14, 27-29, and 34-37 (ECR)

April 7 **Legacies of Nazism – Germany's Zero Hour?**
Reading: Jarausch, *After Hitler*, p. 19-71
Anonymous, *A Woman in Berlin*, p. 34-71 (ECR)

April 12 **Confronting the Holocaust and National Socialism: Popular Memory and Myth**
Reading: Jarausch, *After Hitler*, p. 72-98

April 14 **Creation & Early History of the Federal Republic of Germany (FRG)**
Reading: Jarausch, *After Hitler*, p. 99-129

April 19 Reading:	Creation & Early History of the German Democratic Republic (GDR) Jarausch, <i>After Hitler</i> , p. 130-184
April 21 Reading:	Society and Culture in the two Germanies Baumann, <i>How It All Began</i> , first half Jarausch, <i>After Hitler</i> , p. 189-213 (recommended)
April 26 Reading:	Crisis and Consensus in the FRG and GDR Baumann, <i>How It All Began</i> , second half Darnton, <i>Berlin Journal</i> , p. 65-126 Jarausch, <i>After Hitler</i> , p. 214-238 (recommended)
April 28 Reading:	The Fall of the Berlin Wall and Germany After Reunification Darnton, <i>Berlin Journal</i> , p. 129-192 Jarausch, <i>After Hitler</i> , p. 264-281
FINAL EXAM	TBD