

**The University of North Carolina at Greensboro  
HIS 376: Germany and the World**

Spring Semester 2015  
Instructor: Dr. Emily J. Levine  
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TR 11:00–12:15 BRYN 121

Office Hours: TR 3:30–5:30pm, by appointment

“Germany? But where is it? I don’t know how to find such a country.”

- Johann Wolfgang von Goethe (1797)

“All oppressed people are citizens of Berlin.”

- Barack Obama (2013)

### **COURSE DESCRIPTION**

The historian Raymond Aron once remarked that the 20th century could have been the German century. Some might say it actually was—but not in the way most Germans would have hoped. In the 19<sup>th</sup> century, Germany was the center of cultural and intellectual life in Europe and around the world. The two world wars and the postwar division of the country nearly demolished this legacy. But in the postwar period the country experienced an “economic miracle” and reemerged at the end of the century a leader of a new Europe. This course will use current scholarship to consider the vicissitudes of Germany in the 20th century in light of its changing relationship to the world. Together we will introduce a variety of historical methodologies, including cultural and comparative history, gender, and everyday life.

### **LEARNING OUTCOMES**

#### **History Department, in general**

1. Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods.
2. Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view.

#### **Course specific**

1. Increase your understanding of modern German political, cultural, economic, and social relations and their role in a European and global context.
2. Familiarize yourself with approaches in the study of modern German and European history
3. Make judgments in scholarly debates about modern German history by weighing different arguments against primary documents.

## REQUIRED READINGS

### Book for purchase:

Eric Weitz, *The Weimar Republic Promise and Tragedy* (Princeton: Princeton University Press, 2013).

Bertolt Brecht, *Three Penny Opera* (Penguin; original 1928; 2007).

Marion Kaplan, *Between Dignity and Despair: Jewish life in Nazi Germany* (New York: Oxford University Press, 1998).

Konrad Jarasch, *After Hitler: Recivilizing Germans, 1945–1995* (Oxford: Oxford University Press, 2006).

Jana Hensel, *After the Wall: Confessions from an East German Childhood and the Life that Came Next* (Public Affairs, 2008).

**Film:** Wolfgang Staudte, “Murderers Are Among Us” (1946).

### Online:

Selected readings from *German History in Documents and Images* (GHDI) a project of the German Historical Institute and edited by Uta Poiger and Volker Berghahn.

Documents marked as GHDI are online at <http://germanhistorydocs.ghi-dc.org/home.cfm>.

Additional online or scanned readings marked by an \*

## SYLLABUS

### Unit 1: End of Empire

#### Week 1: Why Germany? What is Germany? Where is Germany?

T, 1/13: Introduction to the course

**In class**, a view from 2015

TR, 1/15: Germany and the World in history and historiography

**Reading:**

Timothy Garton Ash, “The New German Question,” August 15, 2013, 1–10.\*  
James Sheehan, “What is German History? Reflections on the Role of the Nation in German History and Historiography,” *The Journal of Modern History*, Vol. 53 (1981): 1–23.\*

**Week 2: Insiders and Outsiders**

T, 1/20: Bismarck and the founding of the German *Reich*, 1864–1871

**Reading:**

Sebastian Conrad, Introduction, “German globalisation around 1900,” in *Globalisation and nation in imperial Germany*, 1–21.\*  
Excerpts from Bismarck’s “Blood and Iron” Speech (1862)\*  
August Bebel, Reichstag Speech of November 8, 1871\*  
Bismarck’s Speech to the Prussian House of Delegates on the “Polish Question” (1886)\*

TR, 1/22: The Legacy of Bismarck’s Germany—the campaign for “work”

**Reading:**

Sebastian Conrad, Chapter 1, “German globalisation around 1900,” in *Globalisation and nation in imperial Germany*, 27–76.\*  
Socialist “Revisionism”: The Immediate Task of Social Democracy (1899)\*  
Socialist “Radicalism”: Rosa Luxemburg’s “Social Reform or Revolution” (1899)\*

**Week 3: Making Germans at Home and Abroad**

T, 1/27: Does Germany Need Colonies?

**Reading:**

Sebastian Conrad, “Chapter 2, “Native Policy in colony and metropole: ‘education to work’ in East Africa and eastern Westphalia,” in *Globalisation and nation in imperial Germany*, 77–102.\*  
Friedrich Fabri, *Does Germany Need Colonies?* (1879)\*

TR, 1/ 29: Legacies of Nationalism and Colonialism

**Reading:**

Sebastian Conrad, *Globalisation and nation in imperial Germany*, (part of Chapter 3) 275–299; (part of Chapter 8) 384–389.  
Wilhelm II, “Hun Speech” (1900)\*  
*Caligula: A Study in Roman Imperial Insanity* by Ludwig Quidde (1894)\*

**Week 4: Germans and Jews**

T, 2/3: Assimilation and Acculturation

**Reading:**

Fritz Stern, “The Burden of Success: Reflections on German Jewry,” in *Dreams and Delusions*, 97–114.\*  
Christian Wilhelm von Dohm, *Concerning the Amelioration of the Civil Status of the Jews* (1781).\*  
Frederick William III, King of Prussia, “Edict Concerning the Civil Status of the Jews in the Prussian State” (March 11, 1812).\*  
Walter Rathenau, “Hear, O Israel,” (1897).\*

TR, 2/5: Antisemitism—a special case of exclusion?

**Reading:**

Helmut Walser Smith, “Konitz, 1900: Ritual Murder and Antisemitic Violence,” in *Exclusionary Violence*, 93–122.\*  
Memorandum from the Ministry of State of the Duchy of Nassau (1822).\*  
Wilhelm Marr, *The Victory of Judaism over Germandom* (March 1879).\*  
Bismarck, conversation on Germany's Jews (1892).\*

**Week 5:** Assessing German-Jewish History

T, 2/10: Due: Draft of Primary Source Evaluation, hardcopy at the beginning of class.

**In class:** writing workshop and peer review.

TR, 2/12: **No class: Due Primary Source Analysis, online via Turnitin, by 5pm.**

**UNIT 2: Germany and the First World War**

**Week 6: Race and Space**

T, 2/17: Germans as Colonizers?

**Reading:**

Uta Poiger, “Imperialism and Empire in Twentieth-Century Germany,” *History and Memory*, Vol. 17, No. 1-2, Special Issue: Histories and Memories of Twentieth-Century Germany (Spring-Winter 2005): 117–143.  
Bernhard von Bülow on Germany's “Place in the Sun” (1897)\*  
The Kaiser on Southwest Africa: Reichstag Speech by Wilhelm II (November 28, 1905)\*

TR, 2/19: The first genocide?: Joint class with Lynda Kellam’s PSC 300 “Politics of Genocide” Room TBD.

**Reading:**

Isbael V. Hull, "Military Culture and the Production of 'Final Solutions' in the Colonies: The Example of Wilhelmian Germany," in *The Specter of Genocide: Mass Murder in Historical Perspective* (Cambridge, 2003), 141–162. Ebook available online.\*

Other reading TBA.

## **Week 7: The World at War**

T, 2/24: Origins of War

### **Reading:**

**View:** Christopher Clark, "How Europe Went to War in 1914," Gresham College Lecture (52 min) online at <https://www.youtube.com/watch?v=6snYQFcyiyg>

John Röhl, "The Kaiser and His Court," *History Review* 25\*

England and the German Fleet: Alfred von Tirpitz looks back on the Naval Race (1920)\*

TR, 2/26: Experience of War

### **Reading:**

Deborah Cohen, "Will to Work: Disabled Veterans in Britain and Germany, 1914-1939," in *Disabled Veterans in History*, ed. David Gerber. 295–321.\*

\_\_\_\_\_, "Comparative History: Buyer Beware," in *Comparison and History: Europe in Cross-National Perspective*, eds. Deborah Cohen and Maura O'Connor. New York: Routledge, 2004: 57–70.\*

## **Week 8: Cabaret and a Constitution**

T, 3/3: Birth from Defeat

### **Reading:**

**Book:** Eric Weitz, *The Weimar Republic Promise and Tragedy* (Princeton, 2007), 1–39.

**Book:** Bertolt Brecht, Act I, *Three Penny Opera* (Penguin, original 1928), 1–35.

TR, 3/5: Moral History of Inflation

### **Reading:**

**Book:** Eric Weitz, *The Weimar Republic Promise and Tragedy*, (Princeton, 2007), 81–127.

**Book:** Bertolt Brecht, Act II, *Three Penny Opera* (Penguin, original 1928), 36–58.

**Friday, 3/6: Due Secondary Source Analysis, online via Turnitin by 5pm**

**SPRING BREAK**

## **Week 9: From Weimar to National Socialism**

T, 3/17: Reversion to Authoritarianism and End of German Republic

### **Reading:**

**Book:** Eric Weitz, *The Weimar Republic Promise and Tragedy*, (Princeton, 2007), 251–296.

**Book:** Bertolt Brecht, Act III, *Three Penny Opera* (Penguin, original 1928), 59–82.

TR, 3/19: Class Presentations on Bertolt Brecht

## **UNIT 3: National Socialism**

### **Week 10: Nazi Germany and the Question for a “New Order,” 1933-1945**

T, 3/24: Racial state

### **Reading:**

**Book:** Marion Kaplan, Introduction, Chapters 1 and 2, *Between Dignity and Despair: Jewish life in Nazi Germany* (Oxford University Press, 1998), 3–73.

The Reich Citizenship Law (September 15, 1935) and the First Regulation to the Reich Citizenship Law (November 14, 1935).\*

American Consul Samuel Honaker's Description of Anti-Semitic Persecution and Kristallnacht and its Aftereffects in the Stuttgart Region (November 12 and November 15, 1938)\*

TR, 3/26: World War II: The war experience

### **Reading:**

**Book:** Marion Kaplan, Chapters 5 and 6 in *Between Dignity and Despair: Jewish life in Nazi Germany* (Oxford University Press, 1998), 119–173.

Directives for the Treatment of Political Commissars (“Commissar Order”) (June 6, 1941)\*

Excerpt from Goebbels’s Speech at the Sports Palace in Berlin (February 18, 1943)\*

### **Week 11: Racial War and Genocide**

T, 3/31: World War II: The Holocaust

### **Reading:**

**Book:** Marion Kaplan, Chapters 7 and 8, in *Between Dignity and Despair: Jewish life in Nazi Germany* (Oxford University Press, 1998), 173–237.

Major General Brun’s Description of the Execution of Jews outside Riga on December 1, 1941, Surreptitiously Taped Conversation (April 25, 1945) \*

The Wannsee Protocol (January 20, 1942)\*

TR, 4/2: “Coming to terms with the past”: Beneficiaries or Bystanders?

**Reading:**

**Book:** Konrad Jarasch, Introduction, *After Hitler: Recivilizing Germans, 1945–1995* (Oxford University Press, 2006), 3–18.

**View:** “The Murderers Are Among Us” and post film questions.

[http://www.dailymotion.com/video/xxz24s\\_the-murderers-are-among-us\\_shortfilms](http://www.dailymotion.com/video/xxz24s_the-murderers-are-among-us_shortfilms)

**UNIT 4 – Germany’s “Second Chance”**

**Week 12: Divided Germany and Americanization**

T, 4/7: Law and Reconstruction

**Reading:**

**Book:** Konrad Jarasch, Chapter 1 in *After Hitler: Recivilizing Germans, 1945–1995*, 19–45.

Stuttgart Speech (“Speech of Hope”) by James F. Byrnes, United States Secretary of State (September 6, 1946)\*

Control Council Directive No. 38 (October 12, 1946)\*

The Editor-in-Chief of *Die Zeit* on the Nuremberg Trials (January 22, 1948) and the American Response (February 12, 1948)\*

TR, 4/9: Rock ‘n Roll and Blue Jeans

**Reading:**

**Book:** Konrad Jarasch, Chapter 4, *After Hitler: Recivilizing Germans, 1945–1995*, 99–129.

Announcement of the Impending Establishment of the German Democratic Republic (October 7, 1949)\*

**Friday, 4/10: Film Assessment Due, Online by 5pm.**

**Week 13: Two Germanies in the Cold War, 1945/49–1990**

T, 4/14: *Wirtschaftswunder* in the West and surveillance state in the East

**Reading:**

**Book:** Hensel, *After the Wall*, 1–42.

The Five-Year Plan for 1951–1955 (1950)\*

Statement by the Government of the GDR (June 17, 1953)\*

A Neutral’s Description of the Building of the Wall (August 14, 1961)\*

Two States, One Nation (October 28, 1969)\*

T, 4/16: Fighting the Man– Social Protest and Opposition in the Germanies

**Reading:**

**Book:** Hensel, *After the Wall*, 43–79.

Ulrike Meinhof Calls for a Move from Protest to Resistance (May 1968)\*

A Communist Idealist Criticizes the “Real Existing Socialism” of the GDR (1977)\*

**Week 14: New Germany, Old Germany**

T, 4/21: The Revolution of 1989 and the Rush to Unification

**Reading:**

**Book:** Hensel, *After the Wall*, 80–end

Survey Results on German Reunification (1951–1989)\*

The Storming of the Stasi Headquarters (January 16, 1990)\*

TR, 4/23: *A multi-kulti* Germany?

**Reading:**

Konrad Jarausch, Chapter 9 in *After Hitler: Recivilizing Germans, 1945–1995*, 329–263.

The Onset of Turkish Labor Migration (1961)\*

A Plea by Second-Generation Immigrants for Mutual Acceptance (May 13, 1982)\*

Zafer Senocak, “But the Heart Still Beats Turkish?”\*

Dirk Kurbjuweit, “Germany, A Summer Fairy Tale” (World Cup 2006)\*

**Friday, April 24<sup>th</sup>: Final Exam Posted, noon**

**Monday, April 27<sup>th</sup>, Final Exam Due, 5pm**

**ASSIGNMENTS AND GRADING**

Participation (in class and online)	10%
Primary Source Analysis	15%
Secondary Source Analysis	15%
Group Oral Presentation	10%
Film Analysis	25%
Take Home Final Exam	25%

**LOGISTICS AND TECHNOLOGY**

Instead of the Blackboard learning management system, this course will be utilizing a system called Canvas, accessed at [uncg.instructure.com](http://uncg.instructure.com). **PLEASE NOTE: It is your responsibility to seek assistance with Canvas if you have difficulties.** If you have



questions about accessing or submitting material on Canvas, please contact 6Tech at <https://6-tech.uncg.edu> or 336-256-TECH (8324) and you will be directed to a Canvas representative. **The professor cannot provide technological assistance. You will be held responsible for missed or late assignments due to technological problems.**

Aside from the books required for purchase, when marked with an \* the course reading is online, in the form of PDFs, word documents, Ereserve excerpts, video, and web links.

To access readings, locate the “Modules” section of the course site to find links to each week's online reading material. You may need to configure your browser to allow Canvas to display information from external websites. Please see tips on Canvas about the optimal browser to use.

## **PARTNERS AND PARTICIPATION**

For each module or unit you will be assigned a discussion partner (or group) next to whom you should sit and who will be your point-person for all exercises assigned both in and out of class for the duration of the unit. Discussion with partners, in groups, and online is a critical part of assignments and assessments in this course.

Students should not expect to be passive participants in a “traditional” lecture course. Rather, students are required to come prepared having answered the guiding questions (see above) provided along with each assignment reading and to bring questions of their own for discussion. Discussion with partners and in groups will be integrated into class time.

Your partner (or group) is your point person for that unit. That means that if you have a question about the syllabus, the reading, or the assignment, the first person that you write is *not* the professor, but your partner. You can access your classmates email addresses in Canvas to facilitate email communication between partners and groups. All technological problems should be addressed to 6-TECH. Only after you have gone through these steps should you reach out to the professor. Most problems can be solved on your own and partners and groups become an excellent source of learning, exam review, and success in the course.

Participation is equally important in the online forum. To be prepared students must read and prepare the guiding questions or participate in the online forum per the weekly instructions. If it becomes apparent that the student is not prepared or has not completed online assignments, this will impact his/her participation grade negatively.

## **EMAIL GUIDELINES**

Emails are to be used in general to set up in-person face-to-face meetings with the professor. For points of clarification please consult the syllabus, ask the professor before

or after class, or email your partner/group members. For technological help please consult the help information on the home syllabus page or call 6-TECH.

All emails sent to the professor should conform to the following guidelines:

- come from your uncg address and clearly state who you are and what class you are in (i.e. not “hotswimfan@aol.com”)
- shave a salutation (i.e. “Dear Dr. Levine” not “hey”) and conclude with your name
- clearly state the purpose of writing (“I write to ask/inquire/request”)
- be written in full sentences with punctuation and capitalization
- not include “urgent” “asap” or demanding language
- generally avoid emoticons and shorthand (no :))

### OFFICE HOURS

Office hours will be held on Thursdays from 3:30–5:30 pm. They are an open time when you are welcome to come visit the instructor with questions about the readings and class discussion. You are encouraged to see the instructor, in particular, if you are having difficulty with the readings or speaking in class, or in anticipation of an upcoming paper. If you cannot make the regularly scheduled office hours, please feel free to make another appointment.

### RULES AND PROCEDURES

#### Late Work

**No late work is accepted.** All students are required to complete all assignments for the course on the due date specified.

#### Attendance

**Attendance at class is mandatory.** You may miss up to three classes throughout the semester without penalty. After you miss three classes, you lose a point for every class missed from your participation grade (see below). **I reserve the right to withdraw you from the course if you miss six or more classes.**

In accordance with new statewide regulations, students are permitted a minimum of two excused absences due to religious observance. If you plan to be absent due to religious observance, please notify me in advance by email.

#### Punctuality

It is imperative that you come to class on time. The lecture starts at the beginning of the hour and ends ten minutes before the hour on the dot. If you arrive late, you miss vital information about assignments given at the beginning of class. Similarly, it is also appreciated if you do not pack up your things until after the lecture is complete. **In an effort to encourage punctuality, three late arrivals will constitute one absence, and therefore, the removal of one participation point, as described above.**

### **Cell phones & Laptops**

Unless otherwise specified for a specific assignment, **there are no laptops permitted in this classroom.** Students are encouraged to take notes on paper and transfer your notes to laptops during your exam preparation.

Your cell phone must be turned off before class begins and remain out of view. **If your phone is viewable or goes off in the classroom, you will receive a failing grade for participation/attendance on that day and you will be asked to leave.**

**Students who abuse technology in the classroom risk earning a failing grade for participation/attendance and being removed from the course.**

### **Name Cards**

You will receive a name card on the first day of class. It is your responsibility to keep the name card and bring it to class. You must keep the name card in front of you at all times and should expect to be “cold called” for discussion.

### **Academic Integrity**

All students are expected to abide by the UNCG Honor Code. Please visit the following link: Academic Integrity Policy: <http://academicintegrity.uncg.edu/complete/>. Depending on the severity of the offense, students risk receiving a final grade of F for the course or being expelled from the university.

### **Adverse Weather Conditions**

If you think that the university might be closed due to weather, either call the UNCG Adverse Weather Line at (336) 334-4400 or check the university’s website ([www.uncg.edu](http://www.uncg.edu)). If the university is open, I will hold class.

Have a great semester!