

HIS 376: Germany & the World in the 20th Century
A Digital Humanities Approach

Spring Semester 2017

MWF 1:00–1:50 BRYN 202

Instructor: Dr. Emily J. Levine

Office: MHRA Bldg Office #2117

Telephone: 336-334-3514

Email: ejlevine@uncg.edu

Office Hours: W, 10:30–noon, and 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 19th 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. Today the future of that Europe, and the inclusive and democratic Germany, are once again in question. 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 and to make projections about its direction in the 21st. Students will also be introduced to a variety of historical methodologies, including cultural and intellectual history, gender, and everyday life.

We will also work together to produce a public exhibition “From the Margins to the Periphery: Germans and Germany, 1917–2017,” on select themes, including race, gender, religion, and immigration, and in a variety of formats, including a website, a podcast, and poster boards. To this end, students will hone the traditional skills of the liberal arts, including critical thinking and communication. They will also master the latest technology to enhance the learning and delivery of history. Finally, students will be required to work together in groups, both in collaborative decision-making and presentation—all essential skills for success in college and the 21st century job market.

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.
4. Master new technologies to enhance the learning and delivery of history

REQUIRED READINGS

Book for purchase:

Eric Weitz, *The Weimar Republic Promise and Tragedy* (Princeton: Princeton University Press, 2013). (Also available as an Ebook at <https://login.libproxy.uncg.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=544761>).

Marion Kaplan, *Between Dignity and Despair: Jewish life in Nazi Germany* (New York: Oxford University Press, 1998). (Also available as an Ebook at <https://login.libproxy.uncg.edu/login?url=http://www.oxfordscholarship.com/view/10.1093/acprof:oso/9780195130928.001.0001/acprof-9780195130928>).

Hanna Schissler, ed., *Miracle Years: A Cultural History of West Germany* (Princeton: Princeton University Press, 2001).

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

The e-books can also be found by searching the title in our library's catalog.

Please let Beth Bernhardt (brbernh@uncg.edu) if you have any questions about Ebooks.

Films: (required) Bob Fosse, *Cabaret* (1972); and (required) Wolfgang Staudte, “Murderers Are Among Us” (1946), available online.

Extra credit: Ken Burns and Artemis Joukowsky, *Defying the Nazis: The Sharp’s War* (2016) (<http://www.defyingthenazis.org/>). *Extra credit screening and scholarly panel with Professors Karl Schleunes (Emeritus, UNCG) and Barry Trachtenberg (Wake Forest) on Wednesday, April 19th at 5:30pm.*

Primary Sources 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

Please note that readings and due dates are subject to change. For the most current version of the syllabus see the electronic version in Canvas.

Week 1: Introductions and Historical Background

W, 1/18: “The Five Germany’s I have Known” – how did Germany go from totalitarian regime to model democracy? Which Germany will survive into the 21st century?

In class, looking back from 2017 to 1917

Reading:

Adam Tooze, 1917—365 days that shook the world, *The Prospect*, online at: <http://www.prospectmagazine.co.uk/magazine/1917-year-shook-the-world-russian-revolution-united-states>.

F, 1/20: Where is Germany? What is Germany?

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: Building a Nation—Bismarck, the Kaisers, and Nationalism

M, 1/23: Great Man History

Reading:

Matthew Jeffries, "Great Men? Otto von Bismarck and Kaiser Wilhelm II," in *Contesting the German Empire, 1871–1918* (Wiley-Blackwell, 2008), 47–89.*

Excerpt from Bismarck's "Blood and Iron" Speech (1862)*

W, 1/25: Between Center and Periphery

Reading:

Alon Confino, Ch. 3 "Sedan Day: A Memory for all Germans?" and Ch. 4: "An Unfulfilled National Community," *The Nation as a Local Metaphor: Württemberg, Imperial Germany, and National Memory, 1871-1918*, pp. 52-93.*

F, 1/27: History Lab 1- Collaboration Assignment: Germany's founding legacy today (use documents on GHDI website and one current news article)

Week 3: Citizenship, Class, and Community

M, 1/30: Gender and Class

Reading:

Kathleen Canning, Ch. 5: "Social Policy, Body Politics: Recasting the Social Question in Germany, 1875-1900," *Gender History in Practice: Historical perspectives on Bodies, Class, and Citizenship*, pp. 138-167.*

W, 2/1: Antisemitism—a special case of exclusion?

Reading:

Helmut Walser Smith, "Konitz, 1900: Ritual Murder and Antisemitic Violence," in *Exclusionary Violence*, 93–122.*

F, 2/3: History Lab (Room TBA)- Communication Assignment

Due: Draft of Primary Source Evaluation (use documents on GHDI website), bring two hardcopies at the beginning of class.

In class: writing workshop and peer review.

Week 4: Empire and War

M, 2/6: Q&A with Special Guest Arie Dubnov, Max Ticktin Chair of Israel Studies at George Washington University

Reading:

Arie Dubnov, "Diaspora, Jewishness, and Difference in Isaiah Berlin's Thought," in *Reappraisals and New Studies of the Modern Jewish Experience: Essays in Honor of Robert M. Seltzer*, 207–234.*

Due: Revised Primary Source Evaluation, hardcopy at the beginning of class.

Extra Credit Lecture Opportunity: Dr. Arie Dubnov, Max Ticktin Chair of Israel Studies at George Washington University: "The (un)making of a liberal sage: reassessing Isaiah Berlin's legacy"? 7:00pm.

W, 2/8: What was the role of Empire in World War I?

Reading:

Jefferies, Ch.5: "The Kaiserreich Transnational? Foreign Policy, Colonialism, and the First World War" and Ch.6: "Epilogue: Remembering Imperial Germany," pp. 164–202.*

F, 2/10: History Lab- Critical Thinking Assignment on the German Way of War

Reading:

Isabel Hull, "Military Culture and the Production of 'Final Solutions' in the Colonies: The Example of Wilhelminian Germany," in *The Specter of Genocide: Mass Murder in Historical Perspective* (Cambridge, 2003), 141–162.*

Week 5: Weimar Republic

M, 2/13: Cabaret and a Constitution

Reading:

Book: Eric Weitz, *The Weimar Republic Promise and Tragedy* (Princeton, 2007), 1–39; and "Walking the City," 41–79.

Film: Cabaret (1972) (View online in advance of class.)*

W, 2/15: Bodies and Politics

Reading:

Robert Beachy, *Gay Berlin*, chapter six, "Weimar Sexual Reform and the Institute for Sexual Science," pp. 160–186; and chapter 7, "Sex Tourism and Male Prostitution in Weimar Berlin," pp. 187–221.*

F, 2/17: History Lab- Film and History Assignment

Reading:

Book: Eric Weitz, *The Weimar Republic Promise and Tragedy* (Princeton, 2007), 207–250; and 331–360.

Week 6: The Rise of Fascism

M, 2/20: Communities and Leadership

Reading:

Joshua Hagen, "The Most German of Towns: Creating an Ideal Nazi Community in Rothenburg ob der Tauber," *Annals of the Association of American Geographers*, vol. 94, No. 1 (March 2004), pp. 207-227.*

W, 2/22: Other Germans

Reading:

Tina Campt, *Other Germans: Black Germans and the Politics of Race, Gender, and Memory in the Third Reich*, ch. 1, "'Resonant Echoes': The Rhineland Campaign and Converging Specters of Racial Mixture," pp. 31-62, and ch. 2, "Confronting Racial Danger, Neutralizing Racial Pollution: Afro-Germans and the National Socialist Sterilization Program," pp 63-80.*

F, 2/24: Traditional Mid-term

Week 7: Nazi Germany and the Question for a "New Order," 1933-1945

M, 2/27: Racial state: Between Gender, Race, and Anti-Semitism

Reading:

Book: Marion Kaplan, Introduction, Chapters 1 and 2, *Between Dignity and Despair: Jewish life in Nazi Germany* (Oxford University Press, 1998), 3-118.

W, 3/1: 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), 119-237.

F, 3/3: History in Action

Due: Proposal

Extra Credit Opportunity: Friday, March 3rd, The Liberal Arts Advantage: Launching from Campus to Career, 9am-2pm. Enroll in at least one Breakout Session between 10-noon.

Week 8: Racial War and Genocide

M, 3/6: World War II: The Holocaust

Reading:

Michael Berenbaum, Daniel J. Goldhagen, Christopher R. Browning, and Leon Wieseltier, “The Willing Executioners“/„Ordinary Men“ Debate,” USHMM Symposium (April 8, 1996).*

W, 3/8: “Coming to terms with the past”: Beneficiaries or Bystanders?

Reading:

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

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

F, 3/10: History Lab in DACTS: Best Practices of Delivering Presentations / Training in PowerPoint & Prezi

UNCG SPRING BREAK

Unit 4 – Germany’s “Second Chance”

Week 9: Divided Germany and Americanization

M, 3/20: Memory and Reconstruction

Reading:

Book: Schissler, ed., *Miracle Years*. Introductions, and Elizabeth Heineman, Ch. 1: “The Hour of The Woman: Memories of Germany’s ‘Crisis Years’ and West German National Identity.”

W, 3/22: Rock ‘n Roll and Blue Jeans

Reading:

Book: Schissler, ed., *Miracle Years*. Frank Biess, Ch. 2: “Survivors of Totalitarianism: Returning POWs and the Reconstruction of Masculine Citizenship in West Germany, 1945-1955.” Dorothee Wierling, Ch.4: “Mission to Happiness: The Cohort of 1949 and the Making of East and West Germans.”*

F, 3/24: History Lab in DACTS: Presentations Workshop (Group work)

Group Proposal Due

Reading:

Book: Hensel, *After the Wall*, 1–42.

Week 10: Two Germanies in the Cold War, 1945/49–1990

M, 3/27: *Wirtschaftswunder* in the West and surveillance state in the East

Reading:

Book: Schissler, ed., *Miracle Years*. Arnold Sywottek, Ch. 15: “From Starvation to Excess? Trends in the Consumer Society from the 1940s to the 1970s.” And Konrad Jarausch, “The GDR as Welfare Dictatorship,” *Dictatorship as Experience: Towards a Socio-Cultural History of the GDR.*”

W, 3/29: Fighting the Man– Social Protest and Opposition in the Germanies

Reading:

Michael Geyer, Ch. 17: “Cold War Angst: The Case of West-German Opposition to Rearmament and Nuclear Weapons.”*
Mark Kurlansky, “Sons and Daughters of the New Fatherland,” *1968: The Year that Rocked the World*, pp. 143-157.

F, 3/31: Presentations and Peer Feedback

Reading:

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

Week 11: New Germany, Old Germany

M, 4/3: The Revolution of 1989 and the Rush to Unification

Reading:

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

W, 4/5: A *multi-kulti* Germany?

Reading:

Book: Schissler, ed., *Miracle Years*. Ulrich Herbert and Karin Hunn, Ch. 8: “Guest Workers and Policy on Guest Workers in the Federal Republic: From the Beginning of Recruitment in 1955 until its Halt in 1973.”

F, 4/7: History Lab in DACT: Podcast Training, Storyboarding

Reading (1 of 3 chapters):

Rita Chin, “Situating German Diversity in the New Europe,” *The Guest Worker Question in Postwar Germany*, pp. 249–273.*

Konrad H. Jarausch and Michael Geyer, Ch. 8: “A Struggle for Unity: Redefining National Identities,” *Shattered Past: Reconstructing German Histories*, pp.221-244.*

Ingeborg Majer-O’Sickey, “Out of the Closet? German Patriotism and Soccer Mania,” *German Politics & Society*, Vol. 24, No. 3 (Autumn 2006): pp. 82–97.*

Week 12

M, 4/10: History Lab in DACT– Podcast Training, Technical Skills

Podcast Storyboard Due

W, 4/12: History Lab—Podcast Workshop

Thursday, 4/13: Podcast Due

Friday, April 14th UNCG HOLIDAY

Week 13

M, 4/17: History Lab in DACT–Website Training

Webpage Storyboard Due

W, 4/19: History Lab in DACT–Website Workshop

Extra-credit: Wednesday, evening, April 19th: Film screening Ken Burns and Artemis Joukowsky, *Defying the Nazis: The Sharp's War* (2016); panel with special guests, begins at 5:30pm, room TBA.

F, 4/21: History Lab in DACT–Website Workshop

Week 14

M, 4/24: History Lab in DACT–Website Debut

Website Due

W, 4/26: History Lab in DACT–Infographics Training

F, 2/28: History Lab in DACT–Poster board Workshop

Week 15

M, 5/1: History Lab in DACT: Poster board Workshop

T, 5/2: Final Presentations

Poster Board Due

ASSIGNMENTS AND GRADING

Reading Assignments (in class and online)	10%
Primary Source Analysis	10%
Traditional Mid-term	10%
Presentation	10%
Podcast	25%
Website	25%
Poster Board	10%

LOGISTICS AND TECHNOLOGY

The Learning Management Software for this course is Canvas, accessed at 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.

GUIDELINES FOR COLLABORATIVE WORK

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.

OFFICE HOURS

Office hours will be held on Wednesdays from 10:30–noon. 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.

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, *before* emailing the professor your question. For technological help please consult the help information on the home syllabus page or call 6-TECH. Once you send an email to the professor, please be patient. I generally aim to respond within 24 hours but do not respond to email in the evenings or over the weekend.

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”)
- have a salutation (i.e. “Dear Dr. Levine” not “hey”) and conclude with your name
- clearly state the purpose of writing (i.e. “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 (i.e. no :))

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). Please note that even if you take a "permitted absence" you will **not** get credit for assignments due that day or completed in class. **Further, 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). If the university is open, I will hold class. Please note, in accordance with new university guidelines, if the university closes for adverse weather you will still be responsible for your work. Be prepared for class to have an online component on that day.

Have a great semester!