

Course Title: Germany since 1914

Faculty Name: Russell A. Spinney

Institution: University of Maryland, Baltimore County

Semester Taught: Spring 2009

Course Description:

This course introduces students to modern Germany and provides a survey in four parts from the late Imperial Period through the First World War, the Weimar Republic, Nazi Germany, the Second World War, the Holocaust, Allied Occupation, the Cold War divisions of East and West Germany and the current reunified Federal Republic of Germany. Student work will focus on the reading of selected primary source materials and scholarship on a broad range of current issues. Key points focus on Germany's relationship to authoritarian and democratic politics, anti-Semitism, science, race, and genocide, but students will also make use of different kinds of archival materials including material culture, art, architecture, film or music in order to develop a fuller sense of what was possible and what happened in modern Germany and its development. Students will work with different theoretical and methodological approaches, including lenses of class, gender, linguistics, everyday history, oral history, memory, material culture, economics, anthropology or ethnography to illuminate that history in yet other ways. It requires students to wrestle with the interpretation of key issues and questions and to develop a research project of their own choosing through their readings, class discussions, research writing and written examinations.

Course Requirements & Grading:

Required Textbook: Mary Fullbrook, *A Concise History of Germany*, second edition, Cambridge: Cambridge University Press, c2001.

Participation: Each graded part is worth one quarter of the final grade and student input in the final grade is encouraged. Participation starts with the assumption that both students and instructor come to this class as various kinds of experts and beginners to different parts of the study of German history. Participation breaks down equally between the record of attendance and the contributions that a student makes to each class. Both attendance and contributions are recorded from each class session. Class time is divided between discussions and mini-lectures on that day's assigned readings and framed by that week's leading questions. Contributions include offering points for discussion, answering questions, providing historical knowledge, interpreting source materials, debating points or asking questions during the lecture or class discussion. If you do not know something, then please by all means **ASK!** Please do not be afraid to look as if you do not know or do not understand and **ASK to find out.**

If a student must miss a class for any reason, he or she should inform the instructor beforehand in person or per email if possible – if not, then afterwards in a timely fashion. **Two or more unexcused absences** will lower the participation portion of the grade, unless there are

extenuating circumstances. The student is also responsible for making up any work missed due to not attending a class. Students should seek out peers for the notes of the classes missed. An absence may be excused and attendance points recovered by submitting official forms of excuse and discussing the circumstances with the instructor.

Exams: There will be two required written examinations at the mid- and endpoints of the course (Please see below for dates; instructor will also post more information on students' "Blackboard" accounts (TBA)).

Research Project: Each student is expected to write at least **one original essay**, 8-10 pages in length, in the course of the semester. Students must choose a topic based on class readings and discussions (topics do not necessarily have to coincide with the suggested leading questions). Students must choose the week for submission of their projects from a calendar circulated in class by the instructor and students are expected to post their projects in the online class folder on time (please see Blackboard page). Students are expected to see the instructor during regularly scheduled office hours or by appointment prior to submitting their essays, discuss potential research topics, relevant literature, source materials and research organization with the instructor. Please post copies in Microsoft Word format or in a "text" format supported by Microsoft Word. Papers must be word processed, with 12pt. font, double spaced, & pages numbered with "Chicago"-style citations (see Blackboard "Citation Guide" folder)). Students must post their work in the specified Blackboard drop box folder no later than noon on the Thursdays of the week due. Any final revisions are due as digital copies to the instructor's university email address by the end of the workday that Friday. Worth 100 points each, these writing assignments comprise 1/4 of the final grade. Grammar and spelling are considered in essay evaluations (Please see Blackboard for more detail).

Portfolio: There is also a voluntary course portfolio that students may submit with their final written exam. It should include all of their work and a self-evaluation of their effort, which the instructor will consider in deciding the final grade. Graduate students in the course will face a higher set of expectations which they should discuss in more detail with the instructor.

UMBC Non-Discrimination Policy Statement:

The University of Maryland Baltimore County does not discriminate on the basis of race, color, national origin, ethnic background, ancestry, sex, disability, age, marital status, sexual orientation, veteran's status, or religion in admission to and participation in educational programs and activities, or employment practices in accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 (revised 1992), Title VII of the Civil Rights Act of 1964, and the Americans with Disabilities Act of 1990.

**** If you anticipate needing any type of accommodation in this course, or have questions about physical access, please tell the instructor as soon as possible.*

Statement of Values for Student Academic Integrity at UMBC:

Academic integrity is an important value at UMBC. By enrolling in a course, each student assumes the responsibilities of an active participant in the scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Rigorous standards allow UMBC students, faculty, and administrators, as well as scholars and employers in the larger community, to trust that the work that students submit is the fruit of their own learning and academic effort.

The purposes of higher education are the learning students and faculty undertake, the knowledge and thinking skills developed, and the enhancement of personal qualities that enable students to be strong contributing members of society. In a competitive world, it is essential that all members of the UMBC community uphold a standard that places the integrity of each student's honestly earned achievements above higher grades or easier work dishonestly sought.

All members of the UMBC community are expected to make a commitment to academic honesty in their own actions and with others. Academic misconduct could result in disciplinary action that may include suspension or dismissal. Following are examples of academic misconduct that are not tolerated at UMBC:

- **Cheating:** Knowingly using or attempting to use unauthorized material, information, or study aids in any academic exercise.
- **Fabrication:** Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **Facilitating Academic Dishonesty:** Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.
- **Plagiarism:** Knowingly representing the words or ideas of another as one's own in any academic exercise, including works of art and computer-generated information/images.

Students should consult UMBC's Student Academic Conduct Policy for information on policy and procedures for upholding UMBC's high standards for academic integrity. Students who have questions or concerns are encouraged to talk with a member of the faculty or administration for assistance.

- **Excerpt from the *Undergraduate Council Motion on Statement of Values for Student Academic Integrity at UMBC, Faculty Senate, 2/13/01***

- Please see this link for more detail: <http://www.umbc.edu/provost/integrity/overview.html>.

Class Calendar:

Week I Introduction to Modern Germany

Leading questions: *Why study modern German history? How do we remember the history of modern Germany? How do we understand modern Germany's historical development? How do leading scholars debate the historical development of modern Germany? How does this history inform our actions as people and citizens of different times and different nations?*

Tuesday, January 27 – Why Germany? Thoughts on International Holocaust Remembrance Day.

Introduction of course expectations & preliminary discussion on studying German history.

Primary sources (presented in class): August Sander's photography.

Thursday, January 29: The "Goldhagen Debate" and "Ancestral Germany".

Text: Mary Fulbrooke, "Germany under Bismarck," pp. 131-137.

Primary sources: Fritz Stern, "Ancestral Germany," pp. 13-37 (Please see Blackboard).

Literature: Rudolf Augstein's Interview with US Historian Daniel J. Goldhagen (Blackboard).

Week II - Rethinking Germany – rethinking the *Kaiserreich*

Leading questions: *How do scholars look at "modern Germany" viz. the Second German Reich? What does scholarship now suggest about how Germany developed as a modern nation when compared to other nations? What parts of this history become neglected or forgotten and what can new research contribute to our understanding of "modern" Germany? More specifically, how did Germans envision Germany? How did work change German society and politics? How was anti-Semitism, colonialism or race a factor?*

Tuesday, February 3 – The "Exceptional" Path of Modern Germany.

Text: Fulbrooke, "Society and Politics in Wilhelmine Germany," pp. 137-144 & "Culture in Imperial Germany," pp. 144-148.

Primary sources: 1. Internet sources: Gotha-Programm of the Social Democratic Party (1875)

(<http://history.hanover.edu/texts/gotha.html>), 2. Bismarck on the Polish Question

(<http://www.h-net.org/~german/gtext/kaiserreich/speech.html>), 3. Wilhelm II, A Place in the Sun (<http://www.fordham.edu/halsall/mod/1901kaiser.html>), 4. Stackelberg / Winkle: Anti-Semitism to the Jewish Question, Documents 1.1-1.4

Scholarship: Kathleen Canning, "Gender and the Politics of Class Formation: Rethinking German Labor History," pp. 105-141.

Thursday, February 5 – Imagining the Modern German Nation.

Primary sources: internet Resource: Fichte, "The German Nation"

(<http://www.fordham.edu/halsall/mod/1806fichte.html>) & Ernst Renan, "What is a Nation?" http://www.cooper.edu/humanities/core/hss3/e_renan.html

Scholarship: Alon Confino, "The Nation in the Mind," pp. 158-172 & Helmut Walser Smith, *The*

Butcher's Tale, pp. 91-103 & 135-162.

Week III – The World War

Leading questions: *Who was responsible for the start of the First World War? What does the latest research indicate about German guilt for starting the war? How did war affect Germans on the home front? How did war affect the experience on the front? How did the German military affect the experience of occupied peoples?*

Tuesday, Feb. 10 – The Responsibility of War.

Text: Fulbrooke, “Foreign Policy and the First World War,” pp. 148-154.

Primary sources: Stackelberg / Winkle: September Program to Ideas of 1914, Documents 1.10-1.13.

Scholarship: John C. G. Roehl, *The Kaiser and his Court*, pp. 162-189 & Alan Kramer, “The War of Atrocities: Murderous Scars and Extreme Combat,” pp. 11-33.

Thursday, Feb. 12 – Germans on the Home Front.

Primary sources: Excerpts from Kaethe Kollwitz’s diary and artwork, pp. 51-69 & Sebastian

Haffner’s *Defying Hitler*, pp. 8-19.

Scholarship: Belinda Joy Davis, *Home Fires Burning: Food, Politics, and Everyday Life in World War I Berlin*, pp. 1-32 & 190-205 & Peter Fritzsche, “July 1914,” pp. 1-29.

Week IV – The “Final Battle,” Defeat and Revolution (1918)

Leading questions: *How did the First World War influence German politics and society in the early 1920s?*

How did German leaders deal with defeat and the responsibility of war? How did ordinary Germans experience defeat, revolution, and civil war? How did locality, tradition, political extremism, popular movements or anti-Semitism influence politics in the Weimar Republic?

Tuesday, Feb. 17 – Dealing with Defeat in 1918/1919.

Primary sources: Translated excerpts from Ernst von Salamon’s *The Ostracized*, Wilhelm Doerwald’s memoir, Sebastian Haffner, *Defying Hitler*, pp. 20-38, Kaes / Jay: Paul v. Hindenburg, “Stab in the Back” # 5, Ernst Juenger “Fire” #8 and Sax / Kunz: Treaty of Versailles, pp. 47-50.

Scholarship: Richard Bessel, *Germany after the First World War*, pp. 69-79 & 220-253.

Thursday, Feb. 19 - Revolution, Republic and Putsch (1919-1923).

Text: Fulbrooke, “The Weimar Republic: Origins & Early Years,” pp. 155-167.

Primary sources: Kaes / Jay: Ernst Simmel, “War Neuroses,” 2. Constitution of the German Republic, 3. Tagebuch “Ruhr Occupation”, 4. Ostwald, Moral History of the Inflation, Spartakus Manifesto #13 & Sax / Kunz, Run-Away Inflation, pp. 50-53.

Scholarship: Eric D. Weitz, "War and Revolution and the Genesis of German Communism," pp. 62-99.

Week V – The Apparent Stabilization of the Weimar Republic

Leading questions: *How did "Americanism" OR the "Soviet Union influence Weimar political culture? How did Communists, German Nationalists or the early Nazi movement appeal to Germans? How did the rise of fascist movements in other countries such as Italy, Spain, Portugal, the US or Japan compare with Nazism? How did radical nationalism reemerge after Hitler's release from prison? What did the Weimar Republic achieve?*

Tuesday, Feb. 24 – The Return of Anti-Semitism and Nazism.

Text: Fulbrooke, "The Period of Apparent Stabilization," pp. 167-172.

Primary Sources: Mussolini, "What Is Fascism?" the *Tribune's* "informant" in Erfurt, the NSDAP Rally in Weimar (1926) & USC Shoah Foundation Institute Visual History Archive Testimonial Records for 1923.

Scholarship: Ian Kershaw, "Emergence of the Leader," pp. 221-253.

Thursday, Feb. 26 – The Achievements of the Weimar Republic.

Primary sources: Kaes / Jay: Kayser, "Americanism" #150, Lorzy "Hour of the Chewing Gum" #283, Gumbel, "Political Murder" #37, Schmitt, "Parliamentarism" #129, and Thaelmann "SPD and NSDAP" #126.

Scholarship: Detlev Peukert, *Mass Culture & Americanism*, pp. 164-190.

Week VI – The Collapse of Weimar

Leading questions: *How did the Nazis seize power? Was it democratic? Was it through terror? Why did Germans support the National Socialists? Why was there little organized resistance? How did everyday Germans experience the Nazi seizure of power? How did Jews, Poles, Roma & Sinti, Jehovah's Witnesses, homosexuals, social outsiders or foreigners experience the regime? How did other nations respond to the rise of National Socialism?*

Tuesday, March 3 – The End of the Weimar Republic.

Text: Fulbrooke, "The Collapse of Weimar Democracy," pp. 172-179.

Primary sources: Sax / Kunz: *Targets of Nazi Propaganda*, pp. 100-102, Industry Club Speech, pp. 110-113

Scholarship: See Blackboard for selected scholarship on the collapse of the Weimar Republic.

Thursday, March 5 – The Nazi Seizure of Power.

Text: Fulbrooke, "The Consolidation of Hitler's Power," pp. 179-187.

Primary sources: Sax / Kunz: Goebbels' Reflections, pp. 120-123, Enabling Act to Civil Service Law 136-141, Stackleberg / Winkle: Lina Haag, pp. 146-149, Victor Klemperer's Diary, "1933," pp. 3-21 & USC Shoah Foundation Institute Visual History Archive Testimonial Records for 1933.

Scholarship: Saul Friedlaender, *Nazi Germany and the Jews*, Volume I, pp. 1-40.

Week VII – The Nazi Racial State (1933-1939)

Leading questions: *How did the history of anti-Semitism influence Nazi ideology and politics? How did more modern scientific notions of race or health influence ideas, policies and programs in the Nazi state? How much of a role did Hitler's vision play in the creation of Nazi Germany? What was distinctly German about this racial state? How much of a role did the racial state play in Nazism? How did the victims experience what happened? How were ordinary Germans involved?*

Tuesday, March 10 – Radicalizing the Idea of the German Nation.

Primary sources: Sax / Kunz: Hitler "Mein Kampf," pp. 189-203, Ideology and Racial Biology, pp. 204-210, Sax / Kunz: Protecting the Volksgemeinschaft, pp. 210-212 & T-4 Documents.

Scholarship: Burleigh / Wippermann: "Barbarous Utopias" & "Institutionalized," pp. 23-73 & "The Persecution of the 'Hereditarily Ill', the 'Asocial' and Homosexuals," pp. 136-197.

Week VIII – Rethinking the Totalitarian State

Leading questions: *How total was Nazi control? How much did the Nazis have to coerce people? How much could they count on German support? How did the Nazis appeal to ordinary Germans? How did Germans experience the regime's appeals? How did non-Jewish and Jewish Germans experience terror? How much did people resist or oppose the Nazi regime?*

Tuesday, March 24 – The Cult of the Leader.

Primary sources: Sax / Kunz: New Career Opportunities for Women, pp. 280-281, Labor Front and "Strength through Joy," pp. 268-274.

Scholarship: Ian Kershaw "'Hitler Myth:' Image and Reality in the Third Reich," pp. 197-212.

Thursday, March 26 – Ordinary Germans.

Primary sources: Sax / Kunz: Nuremberg Laws to Public Reaction to *Kristallnacht*, pp. 403-421, Sax / Kunz: Annexation of Austria in Eyes of German Public, pp. 349-351, Victor Klemperer's Diary, "1938," pp. 270-280 & USC Shoah Foundation Institute Visual History Archive Testimonial Records for 1938.

Scholarship: Eric Johnson, "What Did They Know?" pp. 387-398 & Andrew Bergerson "Heil Hitler," pp. 146-158.

Week IX – The Second World War, Genocide & International Justice.

Leading questions: *How did the world "appease" Nazi Germany? How did Germans respond to the Nazi call to war? Was there a "straight" or "crooked" path toward the Holocaust? Who were the perpetrators and why did they commit murder? Who were its victims and survivors and how did they experience the war and genocide? How did ordinary Germans participate in the systematic murder of non-Aryans or other people and why? How did the International community deal with postwar Germany in terms of justice, reconstruction and democratization? Did the Allies get it right?*

Tuesday, March 31 – The Perpetrators of Murder and Genocide.

Text: Fulbrooke, "Foreign Policy and War," pp. 187-197

Primary sources: Sax / Kunz: The "Final Solution" to the "Extermination Process," pp. 432-444, Escape from Treblinka, pp. 448-455.

Scholarship: Raul Hilberg, "Killing Center Operations," pp. 220-259 & Christopher Browning "One Day in Josefow," pp. 300-314.

Thursday, April 2 – The Survivors and the Downfall.

Text: Fulbrooke, "Holocaust, Resistance and Defeat," pp. 197-204.

Primary sources: Günter Grass, "How I Spent the War" & *Mein Krieg* documentary film excerpt.

Scholarship: Michael Geyer "Some Observations on Catastrophic Nationalism," pp. 118-143 & Michael R. Marrus, documents and commentary related to the Nuremberg War Crimes Trial, 1945-46.

Week X – Post-1945: Dealing with Nazism, Trauma & the Cold War

Leading questions: *How did people experience the end of war and genocide? How did people deal with life after death? How did Allied occupation affect the development of postwar Germany? To what extent did the Western Allies de-Nazify, de-militarize and democratize Germany? How did the Cold War shape Allied policy toward Germany? How did (or did not) the memories of Nazism, race, war and genocide influence the postwar development of Germany?*

Tuesday, April 7 – What kind of Germany?

Text: Fulbrooke, "The Creation of the Two Germanys," pp. 205-212.

Scholarship: Hanna Schissler, "Writing about one's own time," pp. 6-13; Bessel & Schumann, "Violence, Normality and the Construction of Postwar Europe," pp. 1-13 & Nicholas Stargardt, "Witnesses of War," pp. 362-377.

Thursday, April 9 – Guest lecture by Dr. Rebecca Boehling, Director of UMBC's Drescher Center for the Humanities and Professor of Modern German History.

Text: Fulbrooke, "From Establishment to Consolidation," pp. 212-220.

Scholarship: Juliane Wetzel, "An Uneasy Existence: Jewish Survivors in Germany after 1945," pp. 131-142.

Week XI – West Germany

Leading questions: *What kind of Germany did West Germans create? How did West Germans deal with their Nazi past and postwar reconstruction? How did "Americanization" influence West Germans? To what extent did West Germany become a "westernized" democratic nation? To what extent had West Germans freed themselves from Germany's Nazi past?*

Tuesday, April 14 – Western Integration, German Identity and an Alternative Consumer Society.

Text: Fulbrooke, "Economy and Society in West Germany," pp. 230-235.

Primary sources: The Basic Law Code of Germany:
<http://www.iuscomp.org/gla/statutes/GG.htm>.

Scholarship: Andrew Sywottek, "From Starvation to Excess? Trends in the Consumer Society from the 1940s to the 1970s," pp. 341-353.

Thursday, April 16 – The 1960's: Youth, Culture and Democracy.

Scholarship: Kaspar Maase, "Establishing Cultural Democracy: Youth, 'Americanization,' and the Irresistible Rise of Popular Culture," pp. 428-446 & Tony Judt, 1968: "The Specter of Revolution," pp. 407-421.

Week XII – East Germany

Leading questions: *What kind of Germany did East German leaders create? Was the GDR a totalitarian state? How did East German leaders motivate people to support the GDR? How did East Germans deal with their Nazi past and postwar reconstruction? How did "Sovietization" influence East Germans? To what extent did East Germany become a "Socialist" nation?*

Tuesday, April 21 – The German "Democratic" Republic.

Text: Fulbrooke, "Economy and Society in East Germany, 1949-89," pp. 235-243.

Primary sources: Victor Klemperer's Diary Entries from 1945, pp. 58-66.

Scholarship: Thomas Lindenberger, "'Asociality' and Modernity. The GDR as a Welfare Dictatorship," pp. 211-228 & Corey Ross, "Opposition and Dissent: Fundamental Feature or Fringe Phenomenon?" pp. 97-125.

Thursday, April 23 – Youth in the GDR.

Scholarship: Alon Confino, *One Stasi File: "The Case of Bettina Humpel,"* pp. 133-151, Dorothee Wierling, "The Hitler Youth Generation in the GDR. Insecurities, Ambitions and Dilemmas," pp. 307-322 & Wierling, "Youth as Internal Enemy. Conflicts in the Education Dictatorship of the 1960s," pp. 157-178.

Week XIII – Forty Years of Socialism and the Fall of 1989

Leading questions: *To what extent had Socialism succeeded in East Germany? Why did Socialism ultimately fail in East Germany? What role did East German dissidents play in the fall of the Berlin Wall? What role did ordinary East Germans play? How much of a role did the western Allies play? How about the Soviet Union? How about other Eastern European nations such as Poland, the Czech Republic or Hungary? How have East and West Germans dealt with reunification? To what extent have Germans created a reunified nation?*

Tuesday, April 28 – The Fall of 1989.

Text: Fulbrooke, "The Revolution of 1989 and the Unification of Germany," pp. 243-249.

Primary sources: Timothy Garton Ash, "Berlin: Wall's End," pp. 61-77.

Thursday, April 30 – The End of Socialism: Germany, Europe & the Transatlantic Relationship.

Scholarship: Katherine Verdery, "What Was Socialism, and Why Did It Fall?" pp. 19-38 & excerpts from After the Fall of the Wall. Life Courses in the Transformation of East Germany (TBA).

Week XIV- "Forever in Hitler's Shadow?" The New Federal Republic of Germany

Leading questions: *How have Germans remembered their past and what kind of Germany have they created? How have they remembered Nazism and the Holocaust? How have they remembered Socialism and the GDR? How have Germans dealt with the integration of Turks and other nationalities into German society and culture? How have they dealt with anti-Semitism? What challenges lie ahead? How do we remember Nazism? How does the memory of Nazism, Fascism, Genocide, Socialism or Communism influence the present?*

Tuesday, May 5 – Dealing with the History of Dictatorship & Nostalgia.

Primary sources: http://www.rhythmisit.com/en/php/index_flash.php?HM=1&SM=2

Text: Fulbrooke, "The Federal Republic of Germany since 1989," pp. 250-257.

Scholarship: Timothy Garton Ash, "Trials, Purges and History Lessons," pp. 294-314 & Paul Cooke, excerpt from Representing East Germany (TBA).

Thursday, May 7 – Last Thoughts on Germany, German History and a Western Community of Values.

Scholarship: Konrad Jarausch, After Hitler: Recivilizing Germans, 1945-1995, pp. 267-281.

Week XV - Review

Tuesday, May 12

***** Final Exam Week, May 14-20, 2009; exam TBA.**