

HTST 413

Modern Germany

Course Description

This course will be taught in person with a few asynchronous lectures. It will provide a survey of modern German history with a focus on the period between unification (1871) and the present. Emphasis will be placed on the social upheavals accompanying the two world wars of the twentieth century and their influence on the development of German national identity in successive German regimes. Themes to be explored include: Bismarckian Germany; imperialism and colonialism; the impact of the Great War on German society and politics; the crises of the Weimar Republic; the character of the Nazi “seizure” of power; Nazi ideology, politics, and social policy; WWII and the Holocaust; destruction, defeat and reconstruction; post-WWII politics and culture; and the legacies of twentieth-century traumas in unified Germany. We will seek to understand past accounts of German history in terms of the ideologies and insecurities of the post-WWII period. In this spirit, a central focus will be the contextualization of the National Socialist past and the Holocaust. We will briefly survey the history of the German Democratic Republic, the events leading up to collapse of communism, and the history of reunified Germany. A key goal of the course will be to understand the various ways that Germans’ past still haunts their present.

Course Policies

- Deadlines are firm. Two percentage points will be deducted from your paper grade for every day your paper is late unless you have arranged something with me *in advance*.
- Essays must be submitted electronically in PDF format (instructions will be provided on D2L), and they must be written using the Word template that I will provide. I will not grade submitted work that does not include the plagiarism statement provided in the template.
- I have no tolerance for Holocaust denial. Any student who knowingly or unwittingly cites a neo-Nazi or Holocaust-denial web site in an essay will receive a failing grade on the assignment.

Fall 2022

Class Location: MS 217

Instructor: Dr. A. Timm

E-Mail: atimm@ucalgary.ca

Phone: 403-220-6411

Office: SS 630

In-person Office Hours: MW, 11:00–noon

Zoom Office Hours: Tues., 4–5 pm

My [Zoom room](#) passcode: proftimm

Days and Times:

MWF 1:00 – 1:50 pm

Course Delivery:

In person, with a few asynchronous lectures as noted in the Lecture Schedule below.

To Purchase at Bookstore:

- Frank B. Tipton, *A History of Modern Germany since 1815*
- Helmut W. Smith, *The Butcher’s Tale: Murder and Anti-Semitism in a German Town*
- Primo Levi, *Survival in Auschwitz: The Nazi Assault on Humanity*

To Purchase or Rent Online:

- *Good Bye Lenin!* – available for rent on various streaming services. See a list [here](#).

Due Dates & Weighting

Seven sessions. See dates see below

Discussion Sessions: 10%

Due by noon on dates listed below

Quizzes: 10% (1% each)

October 31

In-class essay: 20%

October 5 (by noon)

Short Document Analysis: 25%

Dec. 15 (by noon)

Long Document Analysis Essay:
35%

Learning Outcomes

Intense engagement with readings and structured oral and written assignments will help students to improve their ability to:

1. **Read deeply** and with scrupulous attention to the broader context (historical, philosophical, political, and social) of any text. This means understanding what it means to think and argue historically and requires a critical appreciation of how present-day perspectives influence interpretations of the past.
2. **Inquire rigorously and fruitfully.** Identify promising avenues of research and present findings in lucid and structured ways.
3. **Develop the capacity for scholarly rigour and informed citizenship** through the practice of **productive disagreement.** This means paying special attention to the difference between debate and inquiry and maintaining an openness to having one's mind changed. Crucially, it also means keeping one's own emotions in check and **treating each other with respect.**
4. **Listen closely, observe carefully, think creatively.** A productive exchange of ideas begins with listening, and all debates benefit from creative resolutions to seemingly intractable oppositions. Knowledge arises from the confrontation between a diversity of views and experiences.
5. **Develop an appreciation for the complexities of German history and its continued relevance to the present.**
6. **Present thoughtful and well-structured written arguments** in the form of document analyses of primary sources. This includes learning how to properly choose and cite sources, developing a convincing thesis, and backing up arguments with evidence.

Details on Methods of Assessment

Assessment Method	Due Date	Weight	Description	Learning Outcome
Discussion Sessions	Sept. 19 Oct. 7 Oct. 19 Oct. 28 Nov. 14 Nov. 21 Dec. 7	10%	Seven times during the term, students will split up into groups of 4 or 5 to discuss and answer questions about required readings (particularly the primary source documents). At the end of the class, each group will hand in a summary of their findings and debates. The goal of these sessions is to get you talking to other students about course material and to prepare you for the discussion format of upper-level seminars. Groups with very poor or sparse comments will receive only partial marks, but this is generally a pass/fail assignment. Only five of these discussion sessions will be counted as part of your final grade. If you inform me in advance that you will be prevented from attending more than two of these classes, you can make up the grade with a brief written response (1 to 2 double-spaced pages) to the course readings.	1, 3, 4, 5
Quizzes	Sept. 26 Oct. 12 Nov. 4 Nov. 18 Dec. 5 Complete the quizzes on D2L by noon!	10%	Five short quizzes will test your understandings of the readings and lectures throughout the term. The quizzes will become available on D2L 48 hours before they are due, and they must be completed by noon on the due date. Each quiz will contain 10–15 multiple-choice or True/False questions. You will have a generous 45 minutes to complete each quiz once you have started it, and you will immediately receive your score through D2L. This assignment is not meant to be onerous. My goal is to ensure that you keep up on the reading and that you develop a good grasp of the general timeline of German history. NOTE: The quizzes will only test you on the secondary readings, not the documents!	4, 5
In-class Essay	Oct. 31	20%	For this essay, you will choose either Smith's <i>A Butcher's Tale</i> or Levi's <i>Survival in Auschwitz</i> and write an essay response to a question you have received in advance. Questions will be circulated one week before the date of the in-class essay, and more precise instructions will be available on D2L.	1, 2, 3, 5, 6

Short Document Analysis	Oct. 5 (uploaded to D2L by 9 pm)	25%	Students will write two short document analysis essays (of approximately 5 double-spaced pages each). These essays will be based on one or more of the primary documents listed in the right-hand column of the Reading List below up to Week 5. (Note that this does <i>not</i> include any of the books, films or secondary works. If you are confused about the definition of “primary document,” please ask me in class.) You may use the assigned secondary readings and your lecture notes to help you contextualize and make an argument about your chosen document, but you must <i>also</i> use at least two other scholarly secondary sources of your own choosing. Essays must follow Chicago-style footnoting, as described in the History Student’s Handbook . If you have a citation question that this handbook can’t answer, you can also refer to the full online version of the The Chicago Manual of Style , available on the library web site. NOTE: You may <i>not</i> use the same document/s for more than one written assignment. I will provide more detailed instructions about how to do a document analysis in “Assignments” on D2L.	1, 2, 3, 5, 6
Long Document Analysis	Dec. 15 (uploaded to D2L by 9 pm)	35%	The final assignment in the course will be a longer document analysis (7 to 10 pages long) that will follow the same basic formula as the two shorter analyses but will rely on at least four outside secondary sources (in addition to anything that you use from the reading list). More explicit instructions will be provided on D2L.	1, 2, 3, 5, 6

Course Policies

Writing Papers dealing with the Holocaust and/or Nazi Germany

This course covers events involving extreme violence, repression and cruelty. Students writing papers on these topics should be aware that they are in danger of falling into one of two common traps: the trap of over-moralizing, and the trap of failing to distance oneself from the language (and therefore the ideology) of the perpetrators. Avoiding the first trap will require you to concentrate single-mindedly on historical explanation. Statements about the particular cruelty, immorality, or injustice of an individual, a policy, a social structure or an economic system are not entirely out of place in historical essays. But when students concentrate on moral questions as the main focus of their essays, they inevitably neglect the much more pressing task of historical explanation. Your job is to explain events – no matter how horrific – in a way that is attentive to their historical context. Uncovering the dynamics of historical change and human interaction in given historical circumstances is a better way of getting at moral truth than simply stating the immorality of a given event, action, or ideology. Avoiding the second trap – the trap of falling into the language and worldview of the perpetrators – will require you to be very aware of word choice and to be particularly cautious in your use of terms that are ideologically charged. Historical accuracy demands that you reveal the ideological intentions and motivations of your historical actors.

Learning Technologies Requirements

Class materials that are essential to this course will be posted on D2L. You will therefore require reliable access to the internet and a computer or tablet. (Please note that reading PDFs, particularly those that have been annotated, on a phone is often problematic. Please use a computer or tablet to view the work I return to you.) If you would like to use my online office hours, you will also require a microphone compatible with your computer.

Guidelines for Submitting Work

I expect strict adherence to footnoting guidelines describe in the Department of History’s [History Student’s Handbook](#).

1. Except for the in-class essay, which will be handwritten, all written work **must be submitted in PDF** format and uploaded to the appropriate dropbox on D2L.
2. Essays uploaded to D2L must be written using the Word template that I have provided there. This template includes a plagiarism statement asserting that you have complied with University policy on academic integrity. I will not grade work that is missing this statement.
3. Particularly if you have never written a history essay before, please make use of my [Essay-Writing Tutorial](#).

Important Note on Using Internet Sources

The Internet is full of misleading and historically inaccurate information. **You may not use web sites as secondary sources** for your papers in this course. You *may* use scholarly journal articles and books that are published in paper form but are available online. Cite the paper version without the URL. (If you are unclear about the difference between a scholarly journal article and a web site, see my “[Style Sheet](#)” and “[Clarification of ‘scholarly article’](#).” For information about how to evaluate websites, see “[Evaluating Web Pages: Questions to Consider: Categories](#),” at Cornell University Library.

The Following Information Appears on All Department of History Course Outlines

Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200. See the university grading system in the calendar: <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>.

[**Dr. Timm’s addition:** I frequently give split grades, so I have added those lines to the table below. When you receive a split grade, you will get assigned a numerical value that is at the bottom of the range of the higher grade. So if you receive an A, I will enter 87% in my gradebook, but if you receive an A/A-, you will receive 85%.]

Percentage	Letter Grade	Grade Point Value	Numerical Value in Gradebook	Description
90-100	A+	4.00	95	Outstanding
90	A+/A		90	
85-89	A	4.00	87	Excellent performance
85	A/A-	4.00	85	
80-84	A-	3.70	82	Approaching excellent performance
80	A-/B+	3.70	80	
77-79	B+	3.30	78	Exceeding good performance
77	B+/B	3.30	77	
73-76	B	3.00	75	Good performance
73	B/B-	3.00	73	
70-72	B-	2.70	71	Approaching good performance
70	B-/C+	2.70	70	
67-69	C+	2.30	68	Exceeding satisfactory performance
67	C+/C	2.30	67	
63-66	C	2.00	65	Satisfactory performance
63	C/C-	2.00	63	
60-62	C-	1.70	61	Approaching satisfactory performance
60	C-/D+	1.70	60	
56-59	D+	1.30	58	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	53	Minimal Pass. Insufficient preparation for subsequent courses in the same subject
0-49	F	0	49 or lower	Failure. Did not meet course requirements

Please Note: Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.

Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student’s Handbook](#).

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student’s academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor’s expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar. For more information, please see the University of Calgary [Student Academic Misconduct Policy](#) documents, and visit the [Academic Integrity Website](#).

Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the [Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

Research Ethics

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#). In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

Copyright of Educational Materials

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

Media Recording in Learning Environments

Media Recording for Study Purposes (Students)

Students who wish to audio record lectures for personal study purposes need to follow the guidelines outlined in [Section E.6 of the University Calendar](#). Unless the audio recording of lectures is part of a student accessibility requirement, permission must be sought by the course instructor to audio record lectures.

Media recording for lesson capture

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Recordings will be posted on D2L for student use and will normally be deleted at the end of term. Students are responsible for turning off their camera and/or microphone if they do not wish to be recorded.

Media recording for assessment of student learning

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose. The recording will be destroyed as specified by [retention rule 2000.01](#) “Examinations and Student Assignments.”

Media recording for self-assessment of teaching practices

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. The recording will be destroyed as specified by [retention rule 98.0011](#) “Draft Documents & Working Materials.”

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary’s sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see [the sexual and gender-based violence policy](#).

Other Useful Information

Please see the Registrar’s [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students’ Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk
- Campus Security 220-5333

Department of History Twitter @ucalgaryhist

Updated July 2022

Reading List & Lecture Schedule

Digital readings are available on Leganto reading list on D2L, which you can access under the “My Tools” menu.

L = in-person lecture

L(A) = lecture delivered asynchronously and available for streaming on D2L

DS = in-class discussion session

Lecture	Purchased Books/Films	Primary Documents and other Readings (readings with * are available on D2L. For others, follow hyperlink.)	Important Dates (Quizzes must be completed by noon)
Week 1: Bismarck's Germany			
L1 (Sept. 7): Introduction	Tipton, Intro–Ch. 3		
L2 (Sept. 9): Bismarck's Germany	Tipton, Ch. 4	Bismarck's Conception of a modus vivendi with Rome (December 19, 1882) "Between Berlin and Rome" (1875) August Bebel, Reichstag Speech of November 8, 1871	
Week 2: Wilhelmine Society & Politics			
L3 (Sept. 12): “An Anxious Generation”	Tipton, Ch. 5	Friedrich Nietzsche on Germany's Victory over France and the "Cultural Philistine": <i>Untimely Meditations</i> (1873-76) Richard Wagner, <i>What is German?</i> (1865/1878)	
L4 (Sept. 14): A Failure of German Liberalism?	Tipton, Ch. 6	Socialist "Revisionism": The Immediate Tasks of Social Democracy (1899) Socialist "Radicalism": Rosa Luxemburg's "Social Reform or Revolution?" (1899)	
L5 (Sept. 16): Imperial German <i>Weltpolitik</i>	Tipton, Ch. 7 Start reading Smith, <i>A Butcher's Tale</i>	Friedrich Fabri, <i>Does Germany Need Colonies?</i> (1879) Society for German Colonization, Founding Manifesto (March 28, 1885)	
Week 3: War & Revolution			
DS1 (Sept. 19): Smith	We will discuss Smith, <i>A Butcher's Tale</i>		Sept. 19: Disc. 1
L6 (Sept. 21): WWI	Tipton, Chs. 8 & 9	Soldiers Describe Combat II: Sophus Lange (1914-1915) Erich von Falkenhayn's "Christmas Memorandum" (December 1915)	
L7 (Sept. 23): Revolution		Rationing in Practice: Queuing for Food (October 1917) Dancing the Polonaise (August 1916)	
Week 4: Weimar Culture & Politics			
L7 (Sept. 26): Weimar Crises	Tipton, Ch. 10	Ultimatum by the Social Democrats (1918) Karl Liebknecht, Spartacists' Proclamation of the Republic, November 9, 1918	Sept. 26: Quiz 1 on Tipton, Chs. 8-10
L(A)8: Weimar Culture I (Recording on D2L)		Ivan Goll, "The Negroes Are Conquering Europe" (1926) Paul Schultze-Naumburg, "Art and Race" (1928)	
L(A)9: Weimar Culture II (Recording on D2L)		George Grosz, "Among Other Things, a Word for German Tradition" (1931) Felix Gilbert on Berlin as the Cultural Capital (1988)	

Week 5: The NSDAP			
L(A)9: The Rise of the Nazis (Recording on D2L)	Tipton, Ch. 11	Hitler's First Major Statement on Anti-Semitism: Reply to Adolf Gemlich (1919) Hitler's Speech at the Putsch Trial (1924) Ernst Bloch, "Hitler's Force" (1924) Adolf Hitler's Speech at the 1927 Nuremberg Rally NSDAP Report on a Mass Rally in Berlin (1927)	
L(A)10: The Nazi Power Structure (Recording on D2L)	Tipton, 457–73	Platform of the National Socialist German Workers' Party (February 24, 1920) Protocol of Hitler's Speech to <i>Gauleiters</i> on the Role of the NSDAP (Feb. 2, 1934)	
Oct. 5: Short Document Analysis due on D2L by 9 pm.			
DS2 (Oct. 7): Propaganda and Populism	Peter C. Baker, " "We the People': The Battle to Define Populism." <i>The Guardian</i> , Jan. 10, 2019. David Welch, " Nazi Propaganda and the Volksgemeinschaft: Constructing a People's Community." <i>Journal of Contemporary History</i> 39, no. 2 (2004): 213–38. *Jan-Werner Müller, "Introduction: Is Everyone a Populist?" in <i>What Is Populism?</i> (2016), 1-6.		Oct. 7: Disc. 2
Week 6: Nazi Racial Policy			
October 10: Thanksgiving. No class.			Oct. 10: no class
L11 (Oct. 12): Nazi Racial & Population Policy I		Law for the Prevention of Offspring with Hereditary Diseases (1933) The Reich Citizenship Law (Sept. 15, 1935) & First Regulation... (1935)	Oct. 12: Quiz 2 on Tipton, 370–473
L12 (Oct. 14): Nazi Racial & Population Policy II		Dan Stone, " "Nazi Race Ideologues," <i>Patterns of Prejudice</i> 50, no. 4–5 (2016): 445–57. Victor Klemperer's Diary Entry: Impending Boycott of Jewish Businesses (1933) American Consul Samuel Honaker's Description of Anti-Semitic Persecution and <i>Kristallnacht</i> and its Aftereffects in the Stuttgart Region (1938)	
Week 7: Consensus & War			
L13 (Oct. 17): Creating Consensus in the Third Reich	Get caught up on any reading you've missed from previous weeks!	Joseph Goebbels: Two Speeches on the Tasks of the Reich Ministry for Popular Enlightenment and Propaganda (1933) Goebbels's New Propaganda Instructions (1941) SD Report to the Party Chancellery on "Basic Questions Regarding the Mood and Attitude of the German People" (1943) Frau Marion Beyme's Memories of Marburg and Berlin during Third Reich (Retrospective)	
DS3 (Oct. 19): Racial Policy & Consensus	We will discuss Week 6 and Week 7 readings. Make sure you've read the Stone article from Week 6 and at least three of the documents.		Oct. 19: Disc. 3
L14 (Oct. 21): The Nazi War Machine		Martin Bormann's Directive 55/43 (1943)	
Week 8: The Holocaust			
L15 (Oct. 24): Holocaust I	Tipton, 473–95	*Victor Klemperer, <i>I Will Bear Witness: A Diary of the Nazi Years 1942-1945</i> (excerpts) Heinrich Himmler's Speech to SS Group Leaders in Posen, occupied Poland Directives for the Treatment of Political Commissars ("Commissar Order") (1941) "Total War": Excerpt from Goebbels's Speech at the <i>Sportpalast</i> in Berlin (1943) Major General Bruns's Description of the Execution of Jews outside Riga on December 1, 1941, Surreptitiously Taped Conversation (1945)	
L16 (Oct. 26): Holocaust II	Start reading Levi, <i>Survival in Auschwitz</i>		
DS4 (Oct. 28): Levi	We will discuss Levi's <i>Survival in Auschwitz</i> .		Oct. 28: Disc. 4

Week 9: Defeat & Reconstruction			
Oct. 31: In-Class Essay. Choose your question from the How-to Sheet on D2L.			
L17 (Nov. 2): Defeat, Division & Occupation	Tipton, Ch. 13	Victor Klemperer's Dresden Diaries Speech by General Lucius D. Clay at the First Meeting of the Minister Presidents in Stuttgart (1945) Speech Delivered by General George Marshall at Harvard University on June 5, 1947 Control Council Directive No. 38 (1946) Stuttgart Speech ("Speech of Hope") by James F. Byrnes, US Secretary of State (1946)	
L18 (Nov. 4): Reconstruction		*Nicholas Stargardt, "Epilogue: Crossing the Abyss," in <i>The German War</i> . The Editor-in-Chief of <i>Die Zeit</i> on Nuremberg Trials and American Response (1948) Expellees in the Federal States of West Germany (1950 and 1961) The "People's Car" on New Paths (1948) Extracts from the British Military Government Law No. 61 (1948)	Nov. 4: Quiz 3 on Tipton, 473–95 and Ch. 13
Reading Week (Nov. 6-12): No classes			
Week 10: The GDR			
DS5 (Nov. 14): Punishing Nazis while Reconstructing Germany	Read Tipton, Ch. 13, the Stargardt article, and at least three documents to prepare for this discussion.		Nov. 14: Disc. 5
L19 (Nov. 16): SBZ to GDR		*Martin Kitchen, "The German Democratic Republic," in <i>A History of Modern Germany</i> Announcement of the Impending Establishment of GDR (Oct. 7, 1949) The Five-Year Plan for 1951-1955 (1950) Statement by the Government of the GDR (1953) GDR Council of Ministers' Decision to Seal the Border (1961)	
L20 (Nov. 18): The Honecker Years	Required: Good Bye Lenin! Highly recommended but not required: The Lives of Others	Erich Honecker on the "Unity of Economic and Social Policy" (1971) Cultural Repression by the SED Central Committee (December 1965) The Communist Case for "Demarcation" from the West (1971) Education and Social Mobility (1982) Legalizing First Trimester Abortions in the GDR (1972) A GDR Citizen's Experience of Buying a New Wartburg (1989) Government Advice on German Behavior Abroad (1978)	Nov. 18: Quiz 4 on Kitchen chapter
Week 11: West Germany in the 1960s & 1970s			
DS6 (Nov. 21): Ostalgie	We will discuss the film <i>Good Bye Lenin!</i>		Nov. 21: Disc. 6
L21 (Nov. 23): The Sixties: Sexual Revolution & Political Protest	Tipton, Ch. 14	A Participant Looks Back at the Unrest in East Germany in 1968 (2003) Ulrike Meinhof Calls for a Move from Protest to Resistance (1968) Willy Brandt, Two States, One Nation (1969)	
L22 (Nov. 25): Guest Workers & Immigration		The Onset of Turkish Labor Migration (1961) The Federal Republic Halts Foreign Recruitment in the Wake of the Oil Crisis (1974) The Growing Influx of Guest-Worker Children (1974) The Partial Success of Return Incentives for Guest Workers (1974) A Plea by Second-Generation Immigrants for Mutual Acceptance (1982) The Heidelberg Manifesto of Xenophobic Professors (1982)	

Week 12: The Fall of the Wall & <i>Vergangenheitsbewältigung</i>			
DS10 (Nov. 28): The Fall of the Wall		Erich Honecker Defends Achievements of Socialism on 40th Anniv. of GDR (Oct. 6, 1989) The Triumph of Nonviolence in Leipzig (1989) Xenophobic Sentiment in the GDR (1989) Guenter Schabowski's Press Conference in the GDR International Press Center	
L23 (Nov. 30): Reunification		Survey Results on German Reunification (1951-89) The Storming of the Stasi Headquarters (1990)	
L24: (Dec. 2): Coming to Terms with the Past		Processing the Past and the Renaming of Streets (1991) The First All-German Elections (1990) Rainer Zitelmann: Reunification and German Self-Hatred (1992) Rainer Eppelmann talks about Enquete Commission on SED Dictatorship (1992) Writer Martin Walser Reflects on Difficulties of Living with German Guilt (1998) Bundestag President Wolfgang Thierse Opens the Holocaust Memorial (May 10, 2005) GDR Nostalgia (1996)	
Week 13: Reunified Germany			
L26 (Dec. 5): Reunified Germany	Tipton, Ch. 15	"Blooming Landscapes" (July 1, 1990) The Example of Sket (December 21, 1992) Solidarity Pact I (March 16, 1993) Norbert Blüm and Wolfgang Schäuble Debate the Location of the Capital (June 20, 1991) A Turkish-German Writer on Ways to Overcome the German-Turkish Divide (August 22/23, 1998) SPD Chairman Oskar Lafontaine Criticizes Globalization (June 25, 1997) The Red-Green Government Lowers Income Taxes (July 15, 2000) The German Council of Economic Experts Urges Further Reforms (November 13, 2002) The Greens after the Change in Government (November 21, 2006) The SPD's Future (September 6, 2009)	Dec. 5: Quiz 5 on Tipton, Chs 14 & 15
DS7 (Dec. 7): The German Past and German Futures	Concluding discussion with reference to readings from Week 12 and 13.		Dec. 7: Disc. 7
Dec. 15: Long Document Analysis due on D2L by 9 pm.			