
HTST 413.02

Modern Germany

Course Description

This course will provide a survey of modern German history in the nineteenth and twentieth centuries, with a focus on the period between unification (1871) and reunification (1990). 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; and post-WWII politics and culture. 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 spend a week surveying the history of the German Democratic Republic, and several classes exploring the various ways in which Germany’s past still haunts the present, closing with a brief look at the events leading up to reunification.

Pre-requisites

None.

Course Policies

- *All assignments and exams must be completed in order to pass the course.*
- Deadlines are firm. Two percentage points will be deducted from your paper grade for every day your paper is late unless you have made an arrangement with me *in advance*. Make-up exams will be available only with a doctor's note or other certification.
- Essays must be submitted electronically in PDF format (instructions will be provided in class), 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.
- Use of the Internet in class is acceptable only to briefly look up factual or supplementary information relevant to the class. Students who are distracted by social media, etc., will be asked to turn off devices.
- Any student who unwittingly cites a neo-Nazi or Holocaust-denial web site in an essay will receive a failing grade on the assignment.

Winter 2016

T/Th: 2:00 – 3:15 pm, SB 142

Instructor: Dr. A. Timm

E-Mail: atimm@ucalgary.ca

Phone: 403-220-6411

Office: SS 630

Office Hours: Thursday 10:30 – 11:30 am
and by appointment

Website: <https://hist.ucalgary.ca/atimm>

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*.
- Doris L. Bergen, *War and Genocide: A Concise History of the Holocaust*.
- Primo Levi, *Survival in Auschwitz: The Nazi Assault on Humanity*.
- Hans Fallada, *Every Man Dies Alone*.

Due Dates & Weighting

Six times throughout term

Discussion Sessions: 10%

February 25

In-class essay: 25%

March 22 (by 9 pm)

Term Paper: 35%

April 12 (by 9 pm)

Document Analysis Essay: 30%

Assignment Descriptions

Discussion Sessions: Six times during the term, students will split up into groups of 4 or 5 to discuss and answer questions about required readings. At the end of the class, each group will hand in a summary of 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. **Only five** of these discussion sessions will be counted as part of your final grade. Groups with poor or sparse comments will receive only partial marks.

In-class Essay: For this essay, you will choose either Smith's *A Butcher's Tale*, Fallada's *Every Man Dies Alone*, or Levi's *Survival in Auschwitz* and write an essay in class that you have prepared 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.

Term Paper: Students will write one research paper (of approximately 2500 words) that *derives its thesis from an analysis of primary sources* chosen from a pre-approved list. Precise instructions about the format of the assignment and how to submit it *electronically* will be posted to D2L.

Document Analysis Essay: This will be a short (5 to 7 page) essay analyzing one or more of the primary documents listed in the right-hand column of the Reading List (*not* the books) below. You must use the assigned secondary readings and your lecture notes to help you contextualize and make an argument about your chosen document. NOTE: You may *not* use the same document/s that you used in the term paper. More explicit instructions will be provided on D2L.

Guidelines for Submitting Work

1. I expect strict adherence to footnoting guidelines describe in the Department of History's *History Student's Handbook*, available at: https://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/EssayHandbook1_0.pdf.
2. You must use the template that I will provide on D2L to write your essay. This template includes a statement asserting that you understand and have complied with the University's policies on plagiarism. described below. If you hand in your paper without this statement, I will not grade it.
3. Make use of the Essay-Writing Tutorial available at <https://hist.ucalgary.ca/atimm/writing-advice/essaywriting-tutorial>.
4. Essays **must be submitted in PDF** format and uploaded to the assignment dropbox on D2L.

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: <http://hist.ucalgary.ca/atimm/writing-advice/style-sheet> and <http://hist.ucalgary.ca/atimm/writing-advice/scholarly-art>.) For more information, please refer to the links under "How To Evaluate A Web Site" at <http://www.llrx.com/features/webeval.htm> and A. Harnack & E. Kleppinger, *E. Online!: A Reference Guide to Using Internet Sources* (New York,1998) at <http://www.bedfordstmartins.com/online/>.

Writing Papers dealing with the Holocaust and/or Nazi Germany

This course will deal centrally with topics in German history that contain elements of extreme violence, repression and cruelty or with the memory of these things. 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 t 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 bet 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.

Important Departmental, Faculty, and University Information

Faculty of Arts Program Advising and Student Information Resources:

Have a question, but not sure where to start? The Arts Students Centre is your information resource for everything in Arts! Drop in at SS110, call 403-220-3580, or email artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.

For program planning and advice, contact the Arts Students Centre, Social Sciences 102, 403-220-3580, or visit <http://arts.ucalgary.ca/advising>.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit the office in the MacKimmie Library Block.

Writing:

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

Writing Support:

Need help coming up with a thesis statement? Confused about the proper way to use footnotes? Just want to ask someone about your written assignment for this or any other history class? The Department of History offers small-group and individual writing support for all students registered in a History class from some of our top graduate students. Check with your instructor for the scheduled weekly drop-in times, sign-up for one of the writing workshops, or arrange to meet with our writing tutors individually. More information about this program will be posted on the Department of History web site: hist.ucalgary.ca.

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library. Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit www.ucalgary.ca/ssc.

Copyright:

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that 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. What this simply means is that 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 coursepack from the University of Calgary bookstore or that you will have to consult books in the library reserve room. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

Red Box Policy:

Essays and other assignments may be handed in to the red box located outside of the History Department office (SS 656). Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

Departmental Grading System:

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding
85-89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80-84	A-	3.70	
77-79	B+	3.30	
73-76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.
70-72	B-	2.70	
67-69	C+	2.30	
63-66	C	2.00	Satisfactory—basic understanding of the subject matter.
60-62	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56-59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50-55	D	1.00	
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

Plagiarism:

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student's Handbook*, plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is 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 is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

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 Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

Universal Student Ratings of Instruction:

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference. Please participate in USRI Surveys.

Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; 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 www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected grounds other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf.

Other Useful Information:

Faculty of Arts Representatives: 403-220-6551, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca.

Safewalk and Campus Security: 403-220-5333.

Please also familiarize yourself about the following topics by consulting the information at these links:

Freedom of Information: <http://www.ucalgary.ca/secretariat/privacy>

Emergency Evacuation Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Safewalk: <http://www.ucalgary.ca/security/safewalk>

Student Union Information: <http://www.su.ucalgary.ca/>

Graduate Student Association: <http://www.ucalgary.ca/gsa/>

Student Ombudsman Office: <http://www.ucalgary.ca/provost/students/ombuds>

Reading List & Lecture Schedule next page...

Reading List & Lecture Schedule

Lecture	Books	Primary Documents (go to website version of syllabus for live links)
Week 1: Bismarck's Germany		
[1] Jan. 12: Introduction and early 19 th C	Tipton, Intro. (Chs. 2 & 3)	
[2] Jan. 14: Bismarck's Germany	Tipton, Ch. 4 & 5	Bismarck on the purpose of the Kulturkampf / Bismarck on Colonial Policy – Letter to Minister of War Roon (1868) / Bismarck in the Reichstag and at Home (1880) August Bebel, Reichstag Speech of November 8, 1871
Week 2: Wilhelmine Society & Politics		
[3] Jan. 19: "An Anxious Generation"	Tipton, Ch. 6	Socialist "Revisionism": The Immediate Tasks of Social Democracy (1899) Socialist "Radicalism": Rosa Luxemburg's "Social Reform or Revolution?" (1899)
[4] Jan. 21: Imperial German <i>Weltpolitik</i> Discussion 1: A Butcher's Tale	Tipton, Ch. 7 Smith, <i>A Butcher's Tale</i>	Class, "If I Were Kaiser" (1912) / Place in the Sun (1901) Friedrich Fabri, Does Germany Need Colonies? (1879) A Jewish Child's Memories of his Family's "Conversion" from Orthodox to Reform Practices (1880s)
Week 3: War, Revolution & Weimar Crises		
[5] Jan. 26: WWI and the German Revolution	Tipton, Ch. 8 & 9	Blank check (1914) Soldiers Describe Combat II: Sophus Lange (1914-1915) Erich von Falkenhayn's "Christmas Memorandum" (December 1915) Rationing in Practice: Queuing for Food (October 1917) Dancing the Polonaise (August 1916)
[6] Jan. 28: Weimar Crises	Tipton, Ch. 10	Ultimatum by the Social Democrats (1918) Liebknecht, Proclamation of the Free Socialist Republic (1918) "Key Provisions of the Weimar Constitution" / Treaty of Versailles (1919) / Wilson's Fourteen Points (1918)
Week 4: Weimar Culture & Political Failures		
[7] Feb. 2: Weimar Culture		Ivan Goll, "The Negroes Are Conquering Europe" (1926) Paul Schultze-Naumburg, "Art and Race" (1928) George Grosz, "Among Other Things, a Word for German Tradition" (1931) Felix Gilbert on Berlin as the Cultural Capital (1988)
[8] Feb. 4: The Rise of the Nazis Discussion 2: NSDAP	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) Hitler's Speech at the 1927 Nuremberg Rally NSDAP Report on a Mass Rally in Berlin (1927)
Week 5: The Third Reich in Power		
[9] Feb. 9: The Nazi Power Structure	Tipton, 457-73	Hitler's First Antisemitic Writing (1919) Program of the National Socialist German Workers' Party (1920) Protocol of Hitler's Speech to <i>Gauleiters</i> on the Role of the NSDAP (1934) Martin Bormann's Directive 55/43 (1943)
[10] Feb. 11: Nazi Racial & Population Policy		Law for the Prevention of Offspring with Hereditary Diseases (1933) The Reich Citizenship Law (Sept. 15, 1935) & First Regulation... (1935) 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)

Lecture	Books	Primary Documents
Feb. 14-21: Reading Week		
Week 6: Consensus		
[11] Feb. 23: Creating Consensus in the Third Reich Discussion 3: Fallada, <i>Every Man Dies Alone</i>	Hans Fallada, <i>Every Man Dies Alone</i>	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)
[12] Feb. 25: In-Class Essay		
Week 7: WWII & the Holocaust		
[13] March 1: WWII & the Holocaust	Tipton, 473-95 and Bergen, <i>War and Genocide</i>	Speech by Heinrich Himmler to SS Group Leaders (1943) A German Field Marshal Instructs the Wehrmacht on its Role in the Soviet Union (1941) Directives for the Treatment of Political Commissars ("Commissar Order") (1941) "Total War": Excerpt from Goebbels's Speech at the Sportpalast in Berlin (1943) Major General Bruns's Description of the Execution of Jews outside Riga on December 1, 1941, Surreptitiously Taped Conversation (1945) Victor Klemperer, <i>I Will Bear Witness</i> (excerpt)
[14] March 3: Holocaust Part Two Discussion 4: Primo Levi	Levi, <i>Survival in Auschwitz</i>	
Week 8: Defeat & Reconstruction		
[15] March 8: 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) General George Marshall's Harvard Speech (1947) Control Council Directive No. 38 (1946) Stuttgart Speech ("Speech of Hope") by James F. Byrnes, United States Secretary of State (1946)
[16] March 10: Reconstruction		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: First Law for Monetary Reform [Currency Law] (1948)
Week 9: The GDR		
[17] March 15: SBZ to GDR		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)
[18] March 17: Film		<i>The Lives of Others</i> – in class
Week 10: The GDR		
March 22: Term paper due		
[19] March 22: Film cont. Discussion 5: <i>The Lives of Others</i>		
[20] March 24: The Honecker Years		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)

Lecture	Books	Primary Documents
Week 11: West Germany in the 1960s & 1970s		
[21] March 29: The Sixties: Sexual Revolution & Political Protest	Tipton, Ch. 14	A Participant Looks Back at the Unrest in East Germany in 1968 (Retrospective, 2003) Ulrike Meinhof Calls for a Move from Protest to Resistance (1968) Willy Brandt, Two States, One Nation (1969)
[22] March 31: Guest Workers & Immigration		The Onset of Turkish Labor Migration (1961) 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>		
[23] April 5: The Fall of the Wall & Reunification	Tipton, Ch. 15	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) Survey Results on German Reunification (1951-89) The Storming of the Stasi Headquarters (1990) Government Advice on German Behavior Abroad (1978) Guenter Schabowski's Press Conference in the GDR International Press Center
[24] April 7: Coming to Terms with the Past		
Week 13: Conclusion		
[25] April 12: Conclusion Discussion 6: <i>Vergangenheitsbewältigung</i>		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)