Course description:

World War II left Germany militarily and morally defeated – its cities lay in rubble, foreign troops occupied the country, and the Allies confronted the Germans with evidence of the horrific crimes committed by them or in their name. Pundits predicted that Germany would be occupied for decades, economically dependent, politically crippled. Yet out of destruction, in a process of remarkable double transformation, two independent Germanies emerged: West Germany turned into a stable and prosperous capitalist democracy, and East Germany became an economically productive socialist state in the communist bloc. While lip-service was paid on both sides to the goal of re-unifying the two Germanys, the prospect of a unified country faded quickly in view of the political, military and social incompatibility of the two new states and their respective superpowers. The revolution of 1989 in East Germany thus hit all parties concerned unprepared.

The course explores the history of postwar Germany, paying special attention to the emergence of two German states that developed diverging societies and independent policies during the Cold War, yet remained more closely intertwined than both sides cared to admit. The class is concerned with the liabilities and assets both Germanys had to reckon with after 1949. It examines how the Federal Republic of Germany and the German Democratic Republic dealt with the Nazi past and its perpetrators; related to their respective “superpower”; struggled to develop a new and independent national identity; and reconstructed their societies accordingly. Topics include the relationship to the occupying powers; denazification; the territorial division of the country; Jewish life in postwar Germany; migration, immigration, and guest worker programs; popular culture and “Americanization”; revolution & unification in 1989/90; and the topic of memory in post-unification Germany.

The class is a seminar with strong emphasis on active participation in discussing weekly readings and the interpretation of primary sources. The assignments are designed to practice scholarly debate and writing, and lead to a research paper on a topic agreed upon between student and instructor.

Course Requirements:

Attendance and class participation (discussion): 20%
Book presentation in class: 10%
Book review (4-5pp.): 20%
Research paper (16-20pp.): 50%, composed of the following elements:
  Submitting project description and bibliography: 10%
  Presenting your project in class: 10%
  Paper: 30%

The books for the book review are shown on the syllabus and appear in the week that the in-class presentation will take place. The book presented in class and reviewed in writing is one and the same. Your presentation will address the theme and main argument(s) of the book, give us an
idea how the argument is developed and supported, and finish with your own thoughts on the book and how it fits with the readings we all did for the class on that day. All book reviews (regardless of the day of in-class presentation) are due in writing on March 20, 2006 (4-5pp, approx. 1,000 words). When you choose your book for review, you might already want to give some thought to your research project. If you choose wisely, your book review can relate to your later project. If you want to review a book that is not on this list, talk to me about it; if it meets certain criteria, it can be worked into the syllabus. You cannot review a book that is not featured on the syllabus without my approval.

This class requires you to write a 16-20 page research paper. Read the syllabus carefully and begin to think about your research interest at an early date. Contact me during office hours or by email to discuss possible research paper topics. You have to choose a topic by February 27 and submit a first description (1p.) and bibliography by March 20. The paper is due on May 3. To prepare for your research paper, please read the history department’s guidelines at http://www.history.emory.edu/undergrad/writingguide.html

We will have an extra session with the European history librarian, Kristin Gagern at Woodruff Library in the week you have chosen your topics. The session is mandatory. It will entail an extra half hour added to our class on February 27.

Course Policy:

All students are required to adhere to Emory College’s Honor Code, found at: http://www.college.emory.edu/current/standards/honor_code.html
This course follows the rules outlined in the Honor Code, especially where plagiarism is concerned. In an obvious case of plagiarism in any of the writing assignments, the assignment will be graded F. If you are not fully aware of what plagiarism is, talk with your instructor and check the History Department’s explanation of and policy on plagiarism at: http://www.history.emory.edu/undergrad/plagiarism.html

Writing assignments must be turned in on the day and time indicated on this syllabus. Late submissions will be marked down by half a grade per day late. For example, if you have written a B paper, you will receive a B- if you have turned it in one day late, a C+ for two days late, etc.

Students are expected to attend class regularly, complete the readings before class meetings, and come prepared to discuss the material. Since this is a seminar convening only once a week, each absences will strongly impact your ability to contribute to the class. More than two unexcused absences during the semester will result in a lower class participation grade. Excused absences, including illness, family emergency, or university event, are permitted if you inform the professor accordingly. If you have missed a class, it is your responsibility to catch up on the material covered during that class period.

Required Readings:
-- available for purchase at the Emory bookstore
-- please bring assigned readings to class


Readings on E-Reserve:


### Germany after 1945: Reconstruction & Memory

**23 January: German History after 1945**

Readings: Fulbrook, *Divided Nation*, 15-104

**I. The Rubble Society**

**30 January: Victors and Vanquished**

Readings:
1) Fulbrook, *Divided Nation*, 1-11, 107-136
2) Rauh-Kuehne, “Life Rewarded the Latecomers. Denazificating During the Cold War”
3) Henke, “Gentle Conquest in the West”
4) Goedde, “Gender, Race, and Power”

Primary Source: 1) excerpt from: Margaret Bourke-White, “Dear fatherland, rest quietly”: A Report on the Collapse of Hitler’s “Thousand Years” (New York: Simon and Schuster, 1946; to be handed out in class)
2) Julius W. Allen, “Generalizations on Germany. Based on Observations between January and September 1946” (archival material; to be handed out in class)

**DEADLINE: Sign up for a book to review (in class)**

### 6 February: Undoing Denazification

**Readings:**
1) Norbert Frei, *Adenauer's Germany and the Nazi Past*, parts I-II (= ch. 1-9)

**BOOK REVIEWS:**

### 13 February: Reconstructing Manhood, Motherhood, Nationhood

**Readings:**
1) Heineman, “The Hour of the Woman”, in Schissler, ed., *The Miracle Years*, 21-56

**BOOK REVIEWS:**

**FILM:** excerpts from *The Marriage of Maria Braun* (Die Ehe der Maria Braun)

#### II. Out of the Ashes and Into the Cold War

### 20 February: The Re-emergence of Jewish Life in the Two Germanys

**Readings:** Jay Howard Geller, *Jews in Post-Holocaust Germany, 1945-1953*

**BOOK REVIEWS:**

**DEADLINE: All book reviews are due in writing, regardless of your day of presentation. Please post them on LL before coming to class (deadline: 2pm).**

### 27 February: Omnia Germania Divisa Est
Readings:
1) Fulbrook, *Divided Nation*, 137-213
2) Ross, “Before the Wall”

It contains an overview as well as documents, images and maps that might be useful for your term papers.


Note: We will schedule an extra session with the European history librarian, Kristin Gagern at Woodruff Library this week. The session is mandatory (yes, I will be there, too!) and will be of major help for your research papers. The session will most likely be an extension of 30min of this day’s class.

 matière: Choose a topic for your research paper and inform the professor accordingly. You may, of course, be wise and choose your topic earlier.

6 March: Migrants, Immigrants, “Guest Workers”

Readings:


 Deadline: Turn in a brief description (1p.) explaining your research topic and what you intend to do. Supply a bibliography containing at least ten scholarly works (books and articles from scholarly journals) relating to your project. Note: this requirement is not met by submitting only titles that are part of this syllabus or by citing newspaper and other media accounts. Please post this assignment on LL before coming to class (deadline: 2pm).

13 March: no class, spring recess

20 March: Popular Culture and “Americanization”
Readings:
4) Philipp Gassert, “Anti-Americanism in West Germany, 1945-1968”


27 March: Workshop I

At this workshop, you will make a 10-15 minute presentation of your topic and introduce the fellow students to your work. You will put forward your research question, introduce the evidence you draw on and defend the outline of your paper. You will need to prove that you have located enough primary and secondary sources for your project and know what the major works on your topic are. You should also point to potential problems that have come up during your research. During class discussion, we will discuss your work and try to find solutions to problems you have named.

Four to six students present in workshop I.

3 April: Workshop II

Four to six students present in workshop II.

Note: I am happy to read drafts. If you are concerned about your grade, you should consider this opportunity. Remember: whatever is turned in on May 3 cannot be altered.

III. Memory in Unified Germany

10 April: Unification

Readings:
1) Fulbrook, Divided Nation, 214-234; 257-282
2) Osmond, “The End of the GDR”

Recommendation: Check out the chapter “One Germany in Europe, 1989-Present” at http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=16
This chapter is still under construction but already contains some documents and images that might be useful for your term papers.
**17 April: Remembering the Other German Dictatorship – The GDR in German History and Memory**

**Readings:**
Garton Ash, *The File*

**FILM:** excerpts from “Alltag einer Behörde” (“All in a Day’s Work”), German with Engl. subtitles; documentary about Stasi generals ten years after unification

**24 April: Sites of Memory – Gedenkstätten and the Holocaust Memorial in Berlin**

**Readings:**
3) browse the website of the Topography of Terror at [http://www.topographie.de/](http://www.topographie.de/)

and find out about the exhibitions history (go to the English version, follow the link to “Historical Site” and “Foundation”; use also the CD-Rom Preview (the spoken word is in German only but they also provide English texts in that Preview)

4) **Optional:** browse the website of the Foundation Memorial to the Murdered Jews of Europe at [http://www.holocaust-mahnmal.de/en?PHPSESSID=32ceea2f8f448ec2903fd00ec19d1ede7](http://www.holocaust-mahnmal.de/en?PHPSESSID=32ceea2f8f448ec2903fd00ec19d1ede7)

5) **Optional:** Go to *LexisNexis Academic* at the Emory Library website at [http://www.library.emory.edu/IG/index.html](http://www.library.emory.edu/IG/index.html), put in the search terms *Holocaust Memorial Berlin* and read some articles on the opening of the memorial in May 2005

**1 May: Peer Review Workshop**

Please bring the introduction of your paper to class (this might be the first 1-3pp. of your paper – depending on how you have laid it out). You will work in pairs, read each others introductions, work on the language and give general feedback.

**Final Discussion**

- Deadline: You will turn in a paper copy of your research paper by 12 pm (noon) on **Wednesday, May 3rd**, in my mailbox in front of 125 Bowden. I will be in my office