GOALS OF THE COURSE

This course provides a survey of Germany in the twentieth century. Our goals are four-fold:

1) to gain a detailed knowledge of German history since 1914,
2) to understand the variety of historical approaches and interpretations regarding 20th-century Germany,
3) to consider the ways German history informs us about problems facing other regions and eras
4) to develop your skills in analytic reading and in effective written presentation.

REQUIRED TEXTS

Dietrich Orlow, History of Modern Germany, 6th ed.
Hans Fallada, Little Man, What Now?
Anna Seghers, The Seventh Cross
Heinrich Böll, And Never Said a Word
Monika Maron, Silent Close No. 6

All of the books except Maron’s Silent Close No. 6 are available at Prairie Lights bookstore, 15 S. Dubuque St. Silent Close No. 6 is out of print; a course pack containing the book is available at Zephyr Copies at 124 E. Washington St. The books are also in the library’s reserve reading room.

If you would like to seek used copies, an excellent on-line source is www.abebooks.com, which lists the holdings of thousands of independent used books stores. You are responsible for completing readings on time regardless of any delays in fulfilling your order, so please plan ahead. You are free to read a different edition of any of the books with three important caveats: (1) You will be responsible for reading the correct pages, even if the pagination in your copy differs from the pagination in the copies available at the bookstore. (2) You will need to be attuned to differences in translation. (3) You will be responsible for the information included in the 6th edition of the Orlow textbook. If you purchase an older edition, you will need to consult the most recent edition as well, (in the library’s reserve room, or a classmate’s copy) since there have been significant changes. Do not purchase an edition older than the 5th. I strongly urge you to buy the 6th edition, even if you buy used copies of all other books in this course.

The reading for the first two weeks is relatively light. After that, it becomes much heavier. Please keep this in mind when planning your work for the semester.
REGISTRATION OPTIONS

Any registration for this course (16e or 13e, AAA, B01 or B02) will count towards the History major or minor or for the Foreign Civilizations & Cultures Gen Ed requirement.

*Only 13E:B02 will count towards the German major or minor.* Note that if you take this registration, you can count the class towards both the German major or minor and the History major or minor.

CLASS LECTURES (AAA)

Because I will present much material that does not appear in the readings, regular attendance is essential. The large size of the class mandates a lecture format, but I welcome your questions during our meetings. Most lectures include an interactive portion, in which you will shift from listening and note-taking to discussion, reaction to images or texts, “you-were-there” exercises, and so on. I urge maximum participation since asking questions and engaging in active learning enhances your ability to retain information and makes class meetings more interesting.

*Your class notes will be your most important resource in this class. They will be the basis for exams, quizzes, and papers. There is a direct correlation between taking good notes and getting good grades.*

Research on learning shows that taking detailed notes during class lectures is by far the most effective way of imprinting information on students’ minds. Other methods – simply listening, recording lectures, or just writing down the outline and key words – do not compare. Use the outline I provide as a basic structure, and fill in detail from the lecture. You should be writing *constantly* during lecture, and each lecture should produce many pages of notes. If you like, you may use a laptop for this purpose. Other files and programs must be closed and your internet connection must be off.

You should bring your class notes to all meetings with the teaching staff. They will be the starting point for our discussions of class material or any difficulties you may be having in the course.

OPTIONAL 4TH HOUR: HISTORY CAPSTONE (B01)

Section B01 provides an opportunity for additional discussion and exploration of issues in 20th century German history, and it introduces students to relevant primary and secondary materials. It is aimed primarily at junior and senior history majors and minors. Students will complete additional assignments based on materials presented in the small-group meetings.

OPTIONAL 4TH HOUR: GERMAN SECTION (B02)

Section B02 is taught in German. It offers the opportunity to hone language skills; to learn about linguistic, literary, and cultural aspects of the language in historical context; and to learn about the impact of language on historical developments. Students will complete additional assignments based on materials presented in the small-group meetings. Prerequisite is four semesters of university German or the equivalent. 13E:126:B02 can be applied to the German major or minor.
COURSE WEB SITE

The course website is on Icon. Log in at http://icon.uiowa.edu. The website for AAA includes the outlines, terms, and materials I project in class, and it includes links to external sites of interest. In addition, I will post grades on the website. Finally, the website has a discussion board for you to post questions and comments regarding course content. I may look at the discussion board once in a while to see if there are issues I should address in class, and if I perceive that it is being used inappropriately, I may intervene. In general, though, this discussion board is for peer interaction. If you have questions for the teaching staff, you should e-mail or speak to us directly.

The websites for B01 and B02 include materials for those sections.

COMMUNICATION WITH THE TEACHING STAFF

All of the teaching staff are available for consultation. We hope you will contact us if you have questions or if you would like to learn more about the themes covered in this course. If your schedule allows it, we prefer that you visit us during our office hours, since we have set aside that time to focus our attentions on this course. However, if you have scheduling conflicts, you may also make appointments outside of office hours.

In addition, you may contact us by office phone or by e-mail. If you need a response, it is important that you leave a realistic amount of time. We may not be available to take your call when you place it; we may not be able to respond to your e-mail for a day or two. This consideration becomes most crucial shortly before assignments and exams. If you send one of us an e-mail the night before an assignment is due, you may not receive a response in time for it to be helpful for you.

Federal privacy regulations require that we discuss matters such as health issues and class performance only when we can be certain that the recipient is the student. This is only possible if you use your hawkeye (uiowa.edu) email address, which is secure. If we receive an email from another system such as gmail or yahoo, we have no guarantee that the author is who he or she claims to be. For this reason, we will discuss class matters only if you send us the request from your uiowa account.

Developing sophisticated communications skills is one goal of this course and of your education more generally. For this reason, you should employ university-level English – including correct capitalization, punctuation, sentence structure, salutations, and signatures – in your e-mails with us. Proofread your messages before sending them to insure that they meet university-level standards.

The teaching staff may send e-mails to the entire class through the ICON system. Please check your hawkeye e-mail account (uiowa.edu) regularly, even if you usually use a different e-mail address. You will be responsible for information contained in such e-mail messages.

ASSIGNMENTS

**Autobiography.** Through the course of the semester, you will write your “autobiography” in four installments of 3-4 pages apiece. This will not really be your autobiography, but rather the autobiography of a German you create for the purpose of this assignment. Your character will be born in 1910 and will live to be at least 80. Do not choose a real historical figure; make up your own character.

The four installments will discuss the First World War and Weimar period (1914-32), the Nazi period (1933-45), the period of reconstruction and consolidation (1945-65), and the mature period of separate states (1966-89). In the first installment, you will give the following basic information about yourself:
• name
• sex
• religion (Protestant, Catholic, or Jewish; you may also want to note the intensity or casualness of your family’s religious practice)
• class background. If you grew up in a two-parent or father-only family, your social class is most easily identified by your father’s line of work. If you were raised by your mother alone, her background and the circumstances of her single mothering -- unwed? divorced? widowed? -- will be crucial, as will her class background.
• place of residence. Specific rural, small town, or big city. You may name a specific village, town, or city, but you do not need to. Decide also which region of Germany is your home. Attach a copy of the map attached to the syllabus with a legible (and not over-sized) “x” on the area in which your community is located. The map is also available on the website under “content” as “Map for Autobiography #1.” Consider your region in conjunction with your religion: be aware whether you are in the religious majority, whether you belong to a minority, or whether you live in a mixed area.
• your immediate family constellation, and your own and your family’s political leanings (including divisions and changes over your lifetime thus far, if there are any)

You may give additional information about yourself if you want to establish a certain kind of background.

The bulk of the first paper will consist of an autobiographical sketch up to the year 1932. This autobiographical sketch should address your personal history in the context of Germany as well as your specific region, class, religion, and sex between 1910 and 1932.

In the following installments, you will discuss the events of your life and the lives of relatives or close friends since the last installment. In each case, you will describe your personal history in the context of Germany (and as appropriate, your specific region/class/religion/sex, etc.) for the years in question.

One key to successful papers is to remember that No One is an Island. That is, remember that you have a family of origin, you have friends, perhaps you’ll establish your own family. The histories of your family and friends are also part of your history – and they give you more to work with in this assignment.

The purpose of the assignment is to think about how the events we discuss would affect one “ordinary person.” In evaluating your autobiography, I will judge how well you understand the ways the developments covered in the course would have affected the character you’ve chosen for yourself, and the ways your character might have participated in the events we discuss. I will seek a level of detail that shows that you understand specifics relevant to your character, not just generalities. To get oriented, imagine you were asked to write your own autobiography. You would not respond with a discussion of events in Washington under the Bush and Obama administrations. However, if you were a reservist and were called up to duty in Iraq, you would speak to the ways foreign affairs affected your life course. You would also describe parts of your life history that do not seem to connect explicitly to “historical” events, such as your decision to go to college. However, even those parts of your life history would reflect your historically-grounded circumstances. Perhaps your parents and grandparents did not go to college, and your decision to do so reflects changes in the US economy; or perhaps your parents did attend college, making it a “given” that you would attend as well, unlike your friends with less highly educated parents. Your experience in Iowa City may then take you on a path that differs from family members who have remained in the communities of their birth.

You may be creative in the format you choose, as long as you fulfill the requirements of the assignment. Some students prefer to write retrospective autobiographies from a recent perspective; others prefer to compose diary entries or letters that reveal their characters’ perspectives from the years assigned. I require, however, that you write in the first person rather than the third – that is, you should be using the words “I” and “me” to describe your character. Speak to me if you have any questions about format.

Papers based on books
We will read four novels by prominent German literary figures in this class. You will write two papers of 6-8 pages, each based on two of the books. The purposes of this assignment are to think about problems in German history that cross conventional “turning points” (like 1933, 1945, and 1989) and to engage the ways prominent German thinkers (in this case, literary figures) address these problems.

Each paper should offer an overarching thesis regarding the problem you are asked to address, and each should support its thesis with close discussion of the two texts. If you use a direct quote or refer to a specific episode, follow it up with a parenthetical reference to the author and page number, like this: (Seghers 127). Your discussion should be well grounded in your knowledge of German history, but you do not need to cite specific lectures or textbook material with parenthetical attributions.


The transformation of Germany from democracy to dictatorship spanned many years before and after 1933. Anti-republican, authoritarian tendencies already played a prominent role in the political life of the Weimar Republic. When the Nazis came to power, however, they had to embark on a process of “coordination” in order to approach their ambitions of totalitarian control. In other words, struggle around the nature of government was a constant from the Weimar period through the first few years of Nazi rule. This struggle characterized political activity at the highest levels, but the relationship between citizen and state was also an important theme of individual citizens’ lives. Even apathy towards politics, or a desire simply to live one’s life and avoid the turmoil, had ramifications for Germany’s political development.

Discuss the problem of “private life” and political citizenship in Fallada and Seghers. You may consider the relationship between economic circumstances and political responsibility, differing political strands’ analysis of the relationship between “private life” and politics, or consequences of passive versus active political participation for Germany’s transformation to dictatorship. However, you may discover other themes/questions that serve as good foundations for a thoughtful paper.


“Coming to terms with the past” has been a major theme of post-World War II German history – not only on the national and international stage, but also on a personal and community level. With the collapse of the German Democratic Republic, East Germans had to come to terms with not one but two very difficult “pasts.”

Discuss the problem of “coming to terms with the past” in Böll’s and Maron’s books. You may consider the intertwining of national and personal histories, the layering of pasts, or the intersection of “coming to terms with the past” with other variables such as sex, social class, generation, etc. However, you may discover other themes/questions that serve as good foundations for a thoughtful paper.

**Paper guidelines (autobiographies and papers based on books)**

- Papers must be double-spaced, typed, and stapled in the upper left-hand corner.
- Papers should employ an 11 or 12-pitch font with margins no larger than 1.25”.
- On the upper right-hand corner of the first page, type your name.
- Papers should not be attached by paper clips, binders, or creative methods of folding.
The papers are due in class on the following dates. If you are unable to attend class, they must be in my mailbox (SH 280) by 3:30 PM on the due date. You may turn in an assignment by email only by prior arrangement.

September 30: Autobiography #1
October 19: Book paper #1
October 26: Autobiography #2
November 16: Autobiography #3
December 7: Autobiography #4
December 9: Book paper #2

Lateness Policy. In order to be equitable to all members of the class, I maintain a firm lateness policy. One-third of a grade will be deducted for every 24 hour period (or portion thereof) your paper is late. That is, a “B” paper will turn into a “B-” paper if it is up to 24 hours late, and into a “C+” paper if it is up to 48 hours late. I include weekend days in my calculations.

If you need to turn in a paper outside class time, bring it to the departmental office (SH 280) and have the secretary note the time and date you turned it in, or hand it to me personally. If you slip it under my office door or put it into my mailbox without the secretary’s note, I have no way of knowing when you turned it in, and I will grade it according to the time and date I find it. Likewise, if I receive an assignment by email (this option is only possible by prior arrangement), I will grade it according to the time and date it appears in my mailbox.

If you have a severe personal emergency that makes it impossible for you to meet the deadlines, please see me. Computer problems, assignments for other classes, and work commitments do not constitute severe personal emergencies!

Picking Up Papers. It is important that you pick up your papers and exams, and that you read our comments on them. The teaching staff puts a great deal of time into writing individualized comments. These comments are designed to help you do better on subsequent assignments. This effort is wasted if you do not pick up your papers. We will stop writing individualized comments for students who do not pick up their assignments.

Exams. There will be a midterm, to be completed electronically on October 16, and a final exam on December 16. In each, you will be given 12 terms. You will identify 8 of them. Your responses should identify the item, place it chronologically, and explain its significance in the history of twentieth-century Germany. Good answers are typically at least 100 words in length. The items will be chosen from the outlines, terms, and names I project during my lectures through the course of the semester. The terms also appear on the web page for each week’s lecture. If you copy down each lecture’s outline and any special terms or names I write on the board, you will have a list to study from. I recommend that you use both your class notes and your readings to study for the exams. Identification terms for the final will cover only the period after the midterm.

The final will also include a take-home essay drawing on your knowledge of the entire course. I will post the questions on the web site during the week of December 7. Your essay should be approximately 6 double-spaced, typed pages, and you will hand it in at the beginning of the final exam. University regulations prohibit me from accepting any materials, including this essay, after the regularly-scheduled final exam.

Questions about Returned Assignments. When I turn back assignments, you may have questions about your grade, the comments, or the content of the paper or the exam. I employ a 24/5/10 policy in resolving such questions. I ask you to wait 24 hours after I turn back the papers or exams before approaching me with questions or a request for an appointment. During that time, you will re-read your work and the comments in a non-hurried manner. If you would like to discuss the assignment with me, you must make an appointment within five days of the time I return the assignment, and our meeting must occur within ten days. At the end of the tenth day following my return of the assignment, grades become finalized. If you
have a severe personal emergency that prevents your keeping this schedule, consult with me. Be aware that the 24/5/10 period begins when I hand back the assignment, regardless of whether you are present in class that day to pick it up.

GRADING

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<tr>
<th>Assignment</th>
<th>Weightage</th>
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<tr>
<td>Autobiographies</td>
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<tr>
<td>Book papers</td>
<td>2 x 15%</td>
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<tr>
<td>Midterm</td>
<td>1 x 10%</td>
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<tr>
<td>Final – IDs</td>
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<tr>
<td>Final – take-home essay</td>
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40% 30% 10% 10%

In order to pass this class, you must complete all assignments. If you have missed an assignment, be aware than even a grade of “F” (due to extreme lateness) is much better than not turning in an assignment at all.

ADDITIONAL PROCEDURES AND RESOURCES

ADMINISTRATIVE HOME

The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall, or see the CLAS Student Academic Handbook.

PROCEDURES FOR STUDENTS WITH DISABILITIES

I encourage students with disabilities to participate fully in this course. Students with disabilities should consult with me early in the semester to arrange any necessary accommodations. Student Disability Services is Located at 3100 Burge Hall. Phone: 335-1462. TTY: 335-1498.

HISTORY WRITING CENTER

The History Department has its own Teaching and Writing Center. All members of the Center’s staff hold an MA in History, and all have teaching and grading experience in this department, so they are well attuned to departmental expectations as well as the general standards of good writing. They are available to help at all stages of the writing process. The Center is located in 303 SH, ph. 52584. Its schedule is posted on the website and on the office door. The Center gets very busy when papers are due for large classes like this one, so I advise dropping in well in advance of due-dates or making an appointment. The Center’s web site is www.uiowa.edu/~histwrit.

PROCEDURES FOR SUGGESTIONS AND COMPLAINTS

Most courses and student-professor relationships run smoothly. The University is aware, however, that problems do arise and has developed a policy for handling student complaints. The University’s policy for student complaints is as follows: First, work with the instructor to resolve the problem. If the problem remains unresolved, see the Departmental Executive Officer, and then, if necessary, the Associate Dean for Academic Programs. The Departmental Executive Officer is Professor Colin Gordon. You can make an appointment with him by phoning the departmental office at 335-2299 or by visiting the office in SH 280. You can find further details about the university’s procedures for handling student complaints in the Schedule of Courses and in the Liberal Arts Bulletin. Complaints must be made within six months of the incident. See the CLAS Student Academic Handbook.
ELECTRONIC COMMUNICATION

University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences. (Operations Manual, III.15.2, Scroll down to k.11.)

CLAS FINAL EXAMINATION POLICY

Final exams may be offered only during finals week. No exams of any kind are allowed during the last week of classes. Students should not ask their instructor to reschedule a final exam since the College does not permit rescheduling of a final exam once the semester has begun. Questions should be addressed to the Associate Dean for Undergraduate Programs and Curriculum.

REACTING SAFELY TO SEVERE WEATHER

In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the Public Safety web site.

POLICY ON ACADEMIC FRAUD

I encourage you to consult with me if you have any questions about what might constitute academic fraud. If I have a question about whether some of your work is plagiarized or resulted from cheating, I will first speak to you about it. If I believe that action is necessary, I will consult with the Departmental Executive Officer. You should also feel free to discuss the matter with him. The minimum penalty for academic fraud is failure in the course. For further details on the University’s policy see the Schedule of Courses or the Liberal Arts Bulletin.

POLICY ON SEXUAL HARASSMENT

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. If you feel you have been the victim of sexual harassment, or if would like information on what behaviors might constitute sexual harassment, you may speak with me or consult http://www.sexualharassment.uiowa.edu/.

UNIVERSITY COUNSELING SERVICE

The University has resources for students experiencing non-academic difficulties, such as personal strain. The University Counseling Service offers confidential consultation for students. You may phone them at 335-7294 M-F 8-5 or visit their web site: http://www.uiowa.edu/~uces/. After hours, phone the Crisis Center at 351-0140.

I encourage you to take advantage of all academic and non-academic services offered by the University. Your tax and tuition dollars pay for them -- don’t feel shy about using them!
CLASS MEETINGS

WEEK 1
Dates: August 24, 26
Themes: The German Empire
Readings: Syllabus, Orlow 42-77

WEEK 2
Dates: August 31, September 2
Themes: World War I
Readings: Orlow, 78-118

WEEK 3
Dates: September 7
Themes: The Birth of Weimar: Revolution, Versailles, Inflation
Readings: Orlow 118-139, Fallada, 1-101

WEEK 4
Dates: September 14, 16
Themes: The Cultural Revolution: Modernity, Gender, Cosmopolitanism
Readings: Orlow 140-157, Fallada, 101-200

WEEK 5
Dates: September 21, 23
Themes: The Nazi Vision
Readings: Fallada, 200-325

WEEK 6
Dates: September 28, 30
Themes: The Nazi Ascension to Power
Readings: Orlow 157-175, Seghers, 3-132
Assignments: Autobiography #1 (Wednesday)

WEEK 7
Dates: October 5, 7
Themes: Nazi Germany in Peacetime
Readings: Orlow 175-195, Seghers, 132-263

WEEK 8
Dates: October 12, 14
Themes: The Second World War and Genocide
Readings: Orlow 195-225, Seghers, 263-395
Assignment: Midterm (Friday)

WEEK 9
Dates: October 19, 21
Themes: The "Rubble Years"
Readings: Orlow 226-238
Assignments: Book paper #1 (Monday)

WEEK 10
Dates: October 26, 28
Themes: The Division of Germany
Readings: Orlow 238-260
Assignments: Autobiography #2 (Monday)
WEEK 11
Dates: November 2, 4
Themes: West Germany Under Construction: the Economic Miracle
Readings: Orlow 261-277, Böll, complete

WEEK 12
Dates: November 9, 11
Themes: East Germany Under Construction: Political Consolidation
Readings: Orlow 299-319

WEEK 13
Dates: November 16, 18
Themes: West Germany in Transition: 1968 and Beyond
Readings: Orlow 290-298
Assignments: Autobiography # 3 (Monday)

WEEK 14
Dates: November 30, December 2
Themes: East Germany in Transition: Citizens’ Movements and Dissent
Readings: Orlow 319-333, Maron, complete

WEEK 15
Dates: December 7, 9
Themes: Reunification and its Aftermath
Readings: Orlow 334-384
Assignments: Autobiography # 4 (Monday), Book paper #2 (Wednesday)

FINALS WEEK
Final Exam: Wednesday, December 16, 9:45 AM
Jewish Germans lived mainly in urban areas.