

Professor H. Glenn Penny
HIST: 7440 (016:240)
Course Time: T 3:30-5:30
Location: 177 Schaeffer Hall
Office: 111 Schaeffer Hall
Office Hours: T 2:00-3:30; TH 12:30-2:00
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Readings in (mostly) Modern German History

This is not a standard comps prep course for German history. Rather this is a course that takes advantage of a unique moment in the history of the Department to combine three things: emerging dissertations, local manuscript materials, and a set of readings that stem from some of the most compelling work being written in German history today. Much of what we will read will push boundaries. German history, as it is pursued in the academy today, turns largely around the twentieth century, particularly the period of National Socialism and the postwar era. Moreover, political history and the borders of the nation state almost always define its parameters. This course, however, is contrarian. We will begin by pushing back against those trends by quite literally shifting our chronological boundaries back into early modern Europe and devoting two weeks to reading two stunning volumes on the Holy Roman Empire. We will also push our geographic boundaries outwards, by spending a good deal of time reading about German history taking place outside of “Germany”—in Africa, Asia, Eastern Europe, Latin America, and most notably, the United States. When we turn to the United States in earnest, we will also take advantage of the archival sources in Iowa City to dip into the traces of German America. Moreover, in the same spirit of harnessing local resources, as we read through our list of texts, we will juxtapose four of them with freshly written dissertation chapters, and we will read two books by faculty in the Department—offering students the opportunity to engage all of these authors directly. Moreover, as we follow Germans into many non-German places, we will also invite faculty with tremendous expertise in those contexts to join us in our deliberations. In short, this is not a readings course. It is a history workshop.

Organization and Expectations:

For our meetings, each student is expected to closely read the books and articles listed under Core Readings and to come to class with a clear understanding of each author’s argument and the stakes involved in making it. Everyone is expected to attend class regularly and participate actively in the discussions; but students will also take turns presenting Additional Materials to the class and posing a set of questions for discussion.

The requirements for those presentations are simple. The presenters should prepare a one-page, single-spaced summary of the Additional materials, which analyses the ways in which those materials fit together with the Core Readings. (see below)

Twice during the semester students who are not writing dissertations will also have the opportunity to write historiographic essays that extend one of the weeks' readings (or move beyond them). We will read the first set of these together as a class.

The books: All of the books listed below are on reserve at the library. Those listed under Core Readings are available at Prairie Lights Book Store.

Assignments:

There are four written assignments for students not writing a dissertation: (2) historiographic essays and (2) reports to the class.

The papers: Each student will write 2 historiographic essays of approximately ten pages. The first will build on a theme introduced in the first half of the syllabus, and the second will build on a theme introduced in the second. The papers should be approximately ten pages in length, and they should explore, in depth, a clear set of issues raised by the readings. There is no limit to the number of books and articles you can read for these assignments. But you will need to consult at least 5 or 6. The first paper is due on March 8, and it must be mailed to the entire class as an attachment by 5 p. m.; the second is due in the ICON drop box on May 11.

The readings report: On FIVE occasions, students will take turns introducing additional readings to the class. On the days that you are responsible for the material, your job will be to introduce the additional readings into the broader discussion and provide your classmates with a written summary of its main points and their implications for understanding the works under discussion. This will not happen at the outset of class, and you will not be responsible for leading the discussion.

The written summary should be single spaced, given out during the class period, and you should have enough copies for everyone. Be sure to include the full bibliographic information at the top of your summary.

The archive report: In order to gain a sense of what it is like to bring the global and the local together, we will devote a week to digging into some local materials. We will spend an entire class period visiting the Iowa Women's Archive, where the archivists will introduce us to the collections of papers from German women and their families who lived and worked (at least for a while) in Iowa. Each student will select a collection and dig into it. The goal is to spend the time usually devoted to reading books and articles to surveying a collection, gleaning as much from it as possible, and then pursuing the individual into the holdings of the State Historical Society. The following week will be devoted to oral presentations about what we have found, accompanied by 5-6 page synopses.

Grades:

Participation 20%, Reports 10%, Paper #1 35%, Paper #2 35%

General Concerns:

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 Academic Policies Handbook at <http://clas.uiowa.edu/students/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](#), k.11).

Accommodations for Disabilities

A student seeking academic accommodations should first register with Student Disability Services and then meet privately with the course instructor to make particular arrangements. See www.uiowa.edu/~sds/ for more information.

Academic Honesty

All CLAS students or students taking classes offered by CLAS have, in essence, agreed to the College's [Code of Academic Honesty](#): "I pledge to do my own academic work and to excel to the best of my abilities, upholding the [IOWA Challenge](#). I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty." Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled ([CLAS Academic Policies Handbook](#)).

CLAS Final Examination Policies

The final examination schedule for each class is announced by the Registrar generally by the tenth day of classes. Final exams are offered only during the official final examination period. **No exams of any kind are allowed during the last week of classes.** All students should plan on being at the UI through the final examination period. Once the Registrar has announced the date, time, and location of each final exam, the complete schedule will be published on the Registrar's web site and will be shared with instructors and students. It is the student's responsibility to know the date, time, and place of a final exam.

Making a Suggestion or a Complaint

Students with a suggestion or complaint should first visit with the instructor (and the course supervisor), and then with the departmental DEO. Complaints must be made within six months of the incident (CLAS [Academic Policies Handbook](#)).

Understanding Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI [Comprehensive Guide on Sexual Harassment](#) for assistance, definitions, and the full University policy.

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 [Department of Public Safety website](#).

Course Schedule:

Part I: Introductions:

January 21: Doing German History (i. e. your prelims in three nutshell):

I will bring some paper copies to class. Ideally, however, all of you will have printed out the syllabi from Anderson (1992) and Penny (2011) located on ICON, read them carefully, and marked the names, institutions, and concepts you do not know or understand. What are the parameters that shape these syllabi, and what does that tell you about German history as it was pursued in these different times and places? You also should have read the Sheehan essay. It has been foundational.

Core Readings:

Margaret L. Anderson “History and Historiography of the German Problem.”
<http://www.h-net.org/~german/syllabi/Grad/2006/AndersonHistorioGermanprobl.pdf>

H. Glenn Penny, “Readings in Modern German History.”

James J. Sheehan, “What is German History? Reflections on the Role of the Nation in German History and Historiography,” *The Journal of Modern History*, 53, No. 1 (1981), 1-23.

Part I: Pushing Back the Chronological Boundaries in our Heads

January 28: The Holy Roman Empire, Part I (with Michael Moore)

Dig deep. They call it a *magnum opus* for a reason. If you are wondering why this is stunning work you might pick up the reviews, but you would be poorly served. Instead, delve into this total history. Its complexity is destined to set precedents that will remain long overlooked by scholars tied to the present. As you read it, seek out Germany and the Germans and look for the consistencies while marveling in the differences.

Core Reading:

Joachim Whaley, *Germany and the Holy Roman Empire: Volume I: Maximilian I to the Peace of Westphalia, 1493-1648* (New York: Oxford University Press, 2013). ISBN-10: 0199688826

Presentation #1:

Christine R. Johnson, *The German Discovery of the World: Renaissance Encounters with the Strange and the Marvelous* (Charlottesville: University of Virginia Press, 2008). ISBN-10: 081392734X

February 4: The Holy Roman Empire, Part II (with Michael Moore)

Take a deep breath and keep digging. As the complexity of Central Europe unfolds, ask yourself about the resources harnessed to produce this tome. How many archives, libraries, holdings has Whaley consulted? How many languages did this work entail? And what is the narrative strategy that allows him to write for more than a thousand pages without losing us?

Core Reading:

Joachim Whaley, *Germany and the Holy Roman Empire: Volume II: The Peace of Westphalia to the Dissolution of the Reich, 1648-1806* (New York: Oxford University Press, 2013). ISBN-10: 0199688834

Presentation #2:

Michael Printy, *Enlightenment and the Creation of German Catholicism* (Cambridge: Cambridge University Press, 2011). ISBN-10: 0521181518

Part II: Cutting across a VERY long Nineteenth Century

February 11: Continuities Facing In and Out (with Glenn Penny)

There are few more pressing questions at the heart of German history than the problem of continuities and ruptures, and the ways in which they inform our interpretations of events. According to David Blackbourn, these two authors engage that problem in similar ways. Do you agree? What are the relative virtues of their approaches, and what are the limitations?

Core Reading:

H. Glenn Penny, *Kindred by Choice: Germans and American Indians since 1800* (Chapel Hill: University of North Carolina Press, 2013). ISBN-10: 1469607646

Helmut Walser Smith, *The Continuities of German History: Nation, Religion, and Race Across the Long Nineteenth Century* (Cambridge: Cambridge University Press, 2008). ISBN-10: 0521720257

February 18: Entangled Empires at Home (with Tyler Priest)

Where is Germany and what is German history? With the emergence of Imperial Germany (1871-1918), that question appeared to be settled. The new nation state and its borders defined Germany and its history. That state also quickly became an imperial power in the greatest sense of the word, with its own official and unofficial colonies. Its borders, however, did not contain all Germans, all German states, or all the empires in which Germans were involved. Indeed, imperial ideas flowed across those borders informing “German” discourses on critical concepts such empire and race, leaving us . . . where exactly? Where is Germany? Where are the Germans? And what are “German” discourses or ideas?

Core Reading:

Alison Fleig Frank, *Oil Empire: Visions of Prosperity in Austrian Galicia* (Cambridge: Harvard University Press, 2005). ISBN-10: 0674025415.

Forum: “Habsburg History,” *German History* 31, no. 2 (2013): 225-238.

Jonathan Kwan, ‘Transylvanian Saxon Politics, Hungarian State Building and the Case of the Allgemeiner Deutscher Schulverein (1881-1882),’ *English Historical Review* Vol. CXXVII No. 526 (June 2012): 592-624.

Presentation #3:

David Ciarlo, *Advertising Empire: Race and Visual Culture in Imperial Germany*, (Cambridge: Harvard University Press, 2011). ISBN-10: 0674050061

February 25: Entangled Empires Abroad

Eric Hobsbawm once deemed the end of the nineteenth century “the Age of Empire,” a period in which Europeans shared an imperial mindset and the world lay at their feet. Germans, much as other Europeans, did not limit their imperial visions to their own possessions. Nor were all of those visions singularly imperial. They were not even singularly German or European. Again, that leaves us . . . where exactly?

Core Reading:

Kris Manjapra, *Age of Entanglement: German and Indian Intellectuals across Empire* (Cambridge: Harvard University Press, 2013). ISBN-10: 067472514X

Forum: “Germany, Asia, and the Transnational Turn,” *German History* 28, no. 4 (2010): 515-36.

Presentation #4:

Suzanne L. Marchand, *German Orientalism in the Age of Empire: Religion, Race, and Scholarship* (Cambridge: Cambridge University Press, 2010) ISBN-10: 0521169070

March 4: Diapsoras (with DW John Eicher)

A wide variety of Germans not only engaged the “Orient,” imagined Africans, emigrated to the United States, took part in colonizing parts of Africa, the Pacific, and a small bit of China, they also established critical trade relations with many parts of Latin America, where they created colonies, communities, and engaged in agriculture and industry. This is clearly neither a linear nor a national history, it is a history of many different individuals and groups with multiple subject positions and quite often hybrid identities. How is this, then, “German” history?

Core Reading:

Jürgen Buchenau, *Tools of Progress: A German Merchant Family in Mexico City, 1865-Present* (Albuquerque: University of New Mexico Press, 2004) ISBN-10: 0826330886

Dirk Hoerder, “The German-Language Diasporas: A Survey, Critique, and Interpretation,” *Diaspora: A Journal of Transnational Studies* 11 no. 1 (2001): 7-44.

John Eicher, “Mythmaking and Mapmaking in the Chaco”

March 8: First Historiographic Essay is due to all members of the class

March 11: First Paper: An 8-10 page historiographic essay on one of the last five topic areas

In order for this to work, everyone must have their papers completed and sent as an attachment to all members of the class by 5 p.m. on March 8. Then, everyone is expected to read these papers and come to class ready to critique and discuss them.

March 18: Spring Break

Part III: Localizing German history

March 25: Local German Diaspora

Class Meets Today in the Iowa Women's Archive on the Third Floor of the Library.

Core Reading:

Conzen "Phantom Landscapes of Colonization: Germans in the Making of a Pluralist America."

Helbich, "Different, but not out of this world. German images of the United States between two world wars, 1871-1914."

Nancy Derr, "Lowden: A study of Intolerance in an Iowa Community During the Era of the First World War," *Annals of Iowa* 50 (Summer 1989): 5-22.

April 1: Archive Presentations

Presentations and the papers are due in class.

Part IV: Across (most of) the twentieth century

April 8: Nazi Matters: Seeking Unity . . . and Difference (with DW Matthew B. Conn)

As the Nazis intervene in German history, efforts to reconcile the diversity of Germans and Germans' relationships with other Europeans persisted. However, this was, as you know, pursued in a radically new key. As we engage these transformations, we read much about what changes, about what makes the Nazis radical; but many things also remain the same. How can we understand these consistencies together with the transformations? What does analyzing that relationship do for us? Could it help us build useful cultural, political, and social theory?

Core Reading:

Chad Bryant, *Prague in Black: Nazi Rule and Czech Nationalism* (Cambridge: Harvard University Press, 2009) ISBN-10: 0674034597

Elizabeth Harvey, "Emissaries of Nazism: German Student Travellers in Romania and Yugoslavia in the 1930s," *Österreichische Zeitschrift für Geschichtswissenschaften* 22 no. 1 (2011): 135-160.

Matthew B. Conn, "Afterlives of Evidence: New Uses for Old Sources in the Nazi Empire"

April 15: German Frontiers in the East

There is no shortage of work on the impact of WWII on either individual German lives or the character of life in the new Germanys that took shape under allied occupation after 1945. The deafening vulnerability of individuals and groups to geopolitical shifts and contingencies is stunning, and deeply disturbing, and yet we never lose sight of individual agency. Karl Marx once wrote that people "make their own history, but they do not make it just as they please;" in addition to the traditions of all the dead generations he saw weighing "like a nightmare on the brain of the living," are the shifting structures in which people are caught, which seem to condemn all stability, all normality, to the ephemeral. How much do such structures channel and shape the actions of individuals, how much do they define their actions?

Core Reading:

Edith Scheffer, *Burned Bridge: How East and West Germans Made the Iron Curtain* (New York: Oxford University Press, 2014). ISBN-10: 0199314616

Dorothee Wierling, "Mission to Happiness: The Cohort of 1949 and the Making of East and West Germans" *The Miracle Years: A Cultural History of West Germany*, ed. Hanna Schlisser, (Princeton: Princeton University Press, 2001), 110-126.

Presentation #5: Gregor Thum, *Uprooted: How Breslau became Wrocław during the Century of Expulsions* (Princeton: Princeton UP 2011). ISBN-10: 0691152918

April 22: Postwar Nazis, Memories, Presents (with DW Gabriele K. von Roedern)

Speaking of Karl Marx, the acts of past generations did weigh especially heavily on Germany and its history after WWII. What did the weight of those presents do to the past? Did those conditions over determine the history that was written and the shape of the historiography?

Core Reading:

A. Dirk Moses. *German Intellectuals and the Nazi Past*, (Cambridge: Cambridge University Press, 2009). ISBN-10: 0521145716

Matthew P. Berg, "Commemoration versus *Vergangenheitsbewältigung*: Contextualizing Austria's *Gedenkjahr* 2005," *German History* 26 no. 1, (2008): 47-71.

Gabriele K. von Roedern, "Access Denied: The Battles Over Personal Information and Documents from the Nazi Period"

April 29: Borderlands in our minds (with DW Brian J. K. Miller)

The questions "where is Germany?" and "who are the Germans?" do not leave us as we enter the postwar era. Quite the contrary, these questions only demand more answers as the structures we have been studying continue to shift: Do new answers emerge during those processes, and if so, how new are they?

Core Reading:

Rita Chin, *The Guest Worker Question in Postwar Germany*, (Cambridge: Cambridge University Press, 2009) ISBN-10: 0521690226

Ela Gezen, "Heimisches Berlin: Turkish-German Longing and Belonging," *Jahrbuch für Türkisch-deutsche Studien* 2. (2011): 143-164.

Brian J. K. Miller, "Modernization Theory, the International Advisory Climate, and the German-Turkish Guest Working Programs."

May 6: Postwar Gender and Sexuality: More Continuity and Rupture (with Lisa Heineman)

Questions about changes and continuities are not limited to the public sphere and international relations. They run through the social and cultural histories of the postwar Germanys and they extend into the most intimate realms. So again, what changes most fundamentally with the new political contexts; what remains the same; and how German is any of this?

Core Reading:

Elizabeth Heineman, *Before Porn Was Legal: The Erotica Empire of Beate Uhse* (Chicago: University of Chicago Press, 2011) ISBN-10: 0226325210

Dagmar Herzog, *Sex after Fascism: Memory and Morality in Twentieth-Century Germany* (Princeton: Princeton University Press, 2007). ISBN-10: 0691130396

Donna Harsch, "Discussion: Sex, Love and Communism," *German History* 30, no. 3. (2012): 452-456.

May 11: The second historiographic essay is due in the ICON drop box by 5 p.m.