HIST 294-07: GERMAN HISTORY  
From Reformation to Unification, 1500-1871  
FALL 2009—COURSE SYLLABUS

PROFESSOR: Aeleah Soine   
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MEETING TIME: MWF 3:30-4:30 PM  
OFFICE HOURS: M 4:30-5:30, W 9:30-11:30 AM, and by appointment.

COURSE DESCRIPTION—
How do we understand German history before there was a Germany? This course seeks to answer this question by examining key moments in German history beginning with the Lutheran Reformation in the sixteenth century and concluding with the creation of the German nation-state at the end of its nineteenth-century Wars of Unification. Our course materials will include a diverse assortment of scholarly perspectives, political and personal documents, and elements of high and popular cultures from Bach and Goethe to beer drinking and Grimm’s fairy tales. More broadly, we will look at how identities (German or otherwise) are constantly shaped by dimensions of gender, class, race, ethnicity, religion as well as tensions between nationalism, regionalism, and internationalism.

BOOKS—
- Thomas A. Brady Jr., *German Histories in the Age of Reformations, 1400-1650* (2009)
- Steven Ozment, *Flesh and Spirit: Private Life in Early Modern Germany* (2001)
- Peter A. Morton (Editor), Barbara Dahms (Translator), *The Trial of Tempel Anneke: Records of a Witchcraft Trial in Brunswick, Germany, 1663* (2006)
- Johann Wolfgang von Goethe, *The Sorrows of Young Werther* (orig. 1774)

COURSE EXPECTATIONS—
**Reading**—On average, readings will be around 100-150 pages per week. Some weeks will be more, but many of the supplemental readings are intended to be read quickly and easily. Students are expected to do all of the readings, but we will discuss in class strategies for reading different genres of which there are many in this course. I reserve the right to modify reading assignments as we go, though you will always be notified of changes at least a week before the particular reading is due. I am also open to your own reading suggestions or topical interests; please let me know if you have a particular interest or idea to incorporate into the course.

**Notetaking**—Listening and synthesizing are important intellectual skills that need practice to develop. Taking notes on lectures, presentations, and readings can help students to strengthen these skills. Thus, students are responsible for taking their own notes in class. I will not post or distribute power point slides or class notes. If you are absent from class for any reason, it is your responsibility to consult other students about what you missed. Exceptions will gladly be made for students with registered disabilities and a letter from Associate Dean of Students, Lisa Landreman.
Writing—This course is not focused on writing instruction, however, written communication is essential to the practice of historical thinking and exchange. Writing activities and assignments will still focus on critical thinking and engagement with course materials, but will give students more support in working through the processes of exploration, critical analysis, and historically-informed synthesis. Weekly responses provide an opportunity for grappling with compelling, provocative, or challenging reading. They should be embraced as a tool for improving and refining critical reading and writing skills throughout the semester and will be evaluated in part for improvement over the course of the semester. For extra support or guidance with writing assignments, you should visit the Max Center (http://www.macalester.edu/max/) in Kagin Hall for professional or peer assistance with your writing process.

Quality of Work—Assignments are expected to meet all specified guidelines upon submission. Failure to meet length requirements or use of formatting techniques to lengthen or shorten papers, inappropriate use of quotations, and/or not addressing all objectives of a question will result in significant grading penalties. In addition, sources should remain in keeping with the assignment specifications. Websites such as Wikipedia, online study guides, personal webpages, and commercial sites advertising products are almost never appropriate! When in doubt, ask.

Attentiveness—Class attendance is more than just showing up. Newspapers, iPods, cell phones, and any other outside media must be turned off and put away during class time. In addition, please listen attentively to whoever is speaking and attempt to recognize the merit in what they say even if you do not necessarily agree with him/her. Snacks and beverages are okay unless they become a source of distraction.

Academic Integrity—All written and oral assignments are expected to be the sole product of the person(s) whose name is attached. Attempting to pass off someone else’s work as one’s own, in any form, is unacceptable! Improper consultation or borrowing from websites, books, peers, etc. will receive a zero for the assignment and will be reported to the Director of Academic Programs. Subsequent offenses will result in the failure of this course. For more information on what constitutes plagiarism or academic dishonesty, see (http://www.macalester.edu/employmentservices/handbook/sec12.10.html).

Respect—It is expected that all students will be open to and respectful of other students’ views. History classes often touch on sensitive issues of religion, politics, race, gender, and nationality. Discussions should be kept relevant to the course material and issues at hand; they should NOT include personally directed comments or attacks, use of negative stereotypes, or broad generalizations about groups of people. Opinions and personal experiences are of course welcome, but should always appear in connection with the historical and intellectual context of the discussion. Inappropriate use or display of language, including but not limited to cursing, name-calling, racial/ethnic/sexual/ religious comments, and/or insensitive gestures will not be tolerated! Students who disrupt the safe space of the classroom will receive a one-on-one warning, followed by loss of participation points, and dismissal from class for repeat incidents. In addition, please see me privately if you are feeling uncomfortable for any reason in class.

Grading—
15%--Class Attendance and Participation:
- As adults, you are responsible for managing your individual obligations and priorities. Being present and actively engaged in the class is a fundamental requirement for successful completion of this course, but because occasional absences and conflicts are unavoidable in life, you may miss two days for personal reasons without questions or
automatic penalty. However, please be advised that any instruction, activities, or graded work that you miss is your responsibility to make up on your own or forgo credit. More than two absences or obvious lack of preparation and participation will negatively affect your overall grade for this course. After all, even three absences equals almost 10% of the class time missed. Late arrivals and early departures will be penalized at the discretion of the instructor, most likely in keeping with the proportion of class missed.

- Participation is a major component of the course grade. It represents your overall level of engagement in the course, in-class activities, and the quality as well as quantity of discussion contributions and respectfully attentive behavior.
- All students must check in with the instructor once during the semester during office hours or by appointment in order to discuss individualized plans for the projects and course progress in general. This meeting should be scheduled by the student as soon as he/she has chosen her/his two projects and has topics in mind for them. Of course, students are welcome to meet with me throughout the semester during office hours or by appointment.

30% -- Projects and Activities
- These projects and activities are designed to introduce you to a few of the major ways that historians practice their craft and the educated public encounters historical scholarship and artifacts. Each student must complete one of the three projects during the course of the semester. Options are designed to be relatively equal in terms of time consumption and difficulty, but they will vary greatly in the extent of their logistical coordination, requirements for creativity, and amount of writing. Please see separate handouts for more detailed descriptions of each activity.
  - **Public History:** In this two-part assignment, each student will visit the Minneapolis Institute of Art and watch a course-related film (see separate list for possible films) in order to explore the role of the visual arts and mainstream multi-media in the creation and communication of our understandings of German national identity and culture. For both parts of the activity, students must write a short critical review (2-3 pages each), such as would appear in a newspaper or local magazine for an educated but broad audience, and which analyzes their observations in the context of other course materials and developing skills in historical interpretation.
  - **Teaching:** Each student, or pair of students, will create a lesson plan around an object designed for a class of elementary school children. Objects might include a board game, a toy, an illustrated book, a comic strip, or whatever will make your lesson both fun and educational. Students will present this lesson to the class accompanied by a 3-5 page process paper explaining the pedagogical rationale behind their designs.
  - **Research Exercise:** In this assignment, students will practice two fundamental skills of professional research historians that are incorporated in this course: interpreting primary documents and analyzing scholarly arguments. Students will choose a historical topic on which to research, compile an annotated bibliography of at least 8 sources, interpret a related primary document in the context of the secondary literature, and offer a brief summation and conclusions. See separate handout for more detailed descriptions for the individual components of this project, which should be about 6-8 pages total.

30% -- Response Papers:
- Questions or prompts will be issued by Wednesdays on the Moodle site for the following week’s readings. Readings and response papers of approximately 1-2 pages each are due to be uploaded to the Moodle by Monday at noon. You must complete 10 weekly responses over the course of the semester, which should provide you with the flexibility to plan your own schedules or focus on topics of particular interest. Late papers will not be accepted after one week to ensure that they are timely in their consideration of course materials. Response papers will receive professor feedback but not fixed individual grades. At the end of the semester, they will be evaluated holistically for quality, timeliness, and intellectual development over the course of the semester.

15% --Quizzes:
- Short (10-15 minute) scheduled quizzes intended to check comprehension of basic concepts, geography, and chronology discussed in readings and in class. These may be on Moodle or in-class but should not be regarded with fear. They are simply a confirmation that everyone understands the basic framework and tools within which deeper critical understandings can be developed. Unannounced quizzes may be given throughout the course of the semester if it appears to the professor that students are not completing the assigned reading or are not coming to class prepared and engaged.

10% --Cumulative Take-Home Final Exam

*This course requires a lot of work, but it is spread out throughout the semester and provides maximum flexibility for you to accommodate your other responsibilities. Readings, written assignments, projects, and exams/quizzes were designed thoughtfully for the purpose of building your knowledge, understanding, and application of history and historical methods. Assignments are not busy work and exams/quizzes are not punitive! Thoughtful and timely completion of assignments and quizzes will provide a foundation for improved critical thinking, reading skills, and compelling written communication in any discipline.

SEMESTER SCHEDULE

Readings and response papers are due on Mondays, which will primarily focus on reading comprehension and interpretation of events and narratives. Wednesdays will often be used to more carefully analyze primary documents, scholarly arguments, or larger historical themes through in-class discussions and activities. Fridays will be reserved for activities that call for practice and application of skills and ideas discussed earlier in the week. Some Friday class meetings have been canceled in lieu of independent, out-of-class work necessary for course activities and projects.

Readings from the booklist are listed with the author’s last name in **bold**. All other readings will be posted to the Moodle site at least one week in advance.

**Week 1 (Sept 9-11): Introductions and Historical Background**

**Week 2 (Sept 14-18): Luther and the Germans**
- **Brady**, “The Empire and Territorial States,” “Ideals and Illusions of Reforming the Church,” pp. 89-106; 131-156
- **Primary Docs: Luther’s Reformation**
  - Martin Luther, excerpts from “Salvation through Faith Alone,” “Address at the Diet of Worms,” and “On Celibacy and Marriage”
  - Emperor Charles V, *Edit of Worms* (1521)

*Friday—Quiz 1*

**Week 3 (Sept 21-25): Multiple Reformations**
- **Primary Docs: the Peasants’ War**
  - Martin Luther, “Friendly Admonition to Peace concerning the Twelve Articles of the Swabian Peasants,” in *The Protestant Reformation*, edited by Hans Joachim Hillerbrand (1968); pp. 67-86
  - Martin Luther, “Against the Robbing and Murdering Hordes of Peasants,” (1525)
    - “The Twelve Articles,” pp. 252-257.
    - “The Consequences of Luther’s Stance during the Peasants’ War: Hermann Mühlpfort, Mayor of Zwickau, to Stephan Roth at Wittenberg, 4 June 1525,” pp. 322-324

*Friday—No Class: Project Conference and Work Day*

**Week 4 (Sept 28-Oct 2): Reformation and Counter-Reformation**

**Week 5 (Oct 5-9): Daily Life and Culture**
- **Ozment**, *Flesh and Spirit*

*Friday—No Class: Project Work Day*

**Week 6 (Oct 12-16): Uncertainty, Fear, and Exclusion**
- **Morton**, *The Trial of Tempel Anneke*

**Week 7 (Oct 19-23): 30 Years War**
- **Ozment**, “Ch. 4: Europe’s Stomping Ground—Germany during the Thirty Years’ War,” *A Mighty Fortress*, pp. 107-123.
- **Brady**, “Roads to War,” “The Thirty Years War,” pp. 319-404.

*Friday—Quiz 2*
WEEK 8 (OCT 26-28): CAPITALISM AND COMMERCE
   o Weber, Protestant Ethic and Spirit of Capitalism
   o Wolfgang Schivelbusch, “Coffee and the Protestant Ethic,” Tastes of Paradise
*FRIDAY—NO CLASS: FALL BREAK!

WEEK 9 (NOV 2-6): INTELLECT, PHILOSOPHY, CULTURE, AND FAITH
   o Goethe, Sorrows of Young Werther
   o Primary Sources: Philosophy, Faith, and Culture in the 18th Century
      • Kant and Mendelsohn on Enlightenment
      • Bach on Music, Culture, Faith

WEEK 10 (NOV 9-13): NAPOLEONIC WARS AND VORMÄRZ
   o Scholarly Perspectives: Gender and State-Building
   o Primary Documents: Nationalism and State-Building
      • For reference, the Code Napoléon translated into English is available online at: http://www.napoleon-series.org/research/government/c_code.html
      • Johann Gottlieb Fichte, To the German Nation (1806)
      • Ernst Moritz Arndt, The German Fatherland (1813, poem).
*FRIDAY—NO CLASS: Project Work Day

WEEK 11 (NOV 16-20): INDUSTRIALIZATION
   o Marx, The Communist Manifesto (1848)

WEEK 12 (NOV 23-25): REVOLUTIONS
   o Ozment, “Ch. 6: Trojan Horses—From the French to the German Revolution,” A Mighty Fortress, pp. 147-178.
   o Johann Gustav Droysen, Speech to the Frankfurt Assembly (1848)
   o Friedrich Wilhelm IV, Proclamation of 1849
   o Louise Otto-Peters, “The Lace-Makers” (Poem, 1851), “For the Female Workers (1849),” and Editor’s Farewell,” (1850).
*WEDNESDAY—NO CLASS: QUIZ 3 ON MOODLE, FAIRY TALE ACTIVITY PREP
*FRIDAY—NO CLASS: THANKSGIVING BREAK

WEEK 13 (NOV 30-DEC 4): LITERATURE AND CULTURE
- Wilhelm Busch, *Max and Moritz* (1865). The following site includes an English translation: [http://www.fln.vcu.edu/mm/mmmenu.html](http://www.fln.vcu.edu/mm/mmmenu.html)
- Zipes, *The Brothers Grimm*,

**WEEK 14 (DEC 6-11)—UNIFICATION**
- Ozment, “Ch. 8: Revolutionary Conservatism—The Age of Bismarck,” *A Mighty Fortress*, pp. 203-224.
- **Primary Docs:** *Documents of German unification, 1848-1871* 
  [http://www.fordham.edu/halsall/mod/germanunification.html](http://www.fordham.edu/halsall/mod/germanunification.html)

**WEEK 15 (DEC 15)—GERMANY**

**FINAL EXAM—MONDAY DECEMBER 21, 2009, 10:30AM-12:30PM**
*Take-Home Exam must be uploaded to Moodle and time-stamped by the end of the final exam period. Grades and comments will be returned in the same manner, so that you can access them over winter break.*