HIST 294-04: MODERN GERMAN HISTORY, 1871-PRESENT
FALL 2010—COURSE SYLLABUS

PROFESSOR: Aeleah Soine
MEETING TIME: MWF 8:30-9:30 AM
OFFICE HOURS: MW 11:00-12:30, and by appointment.

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COURSE DESCRIPTION—
Understandably, the modern history of Germany has been dominated by efforts to understand the rise to power of the Nazi Regime, the catastrophic human toll of the Second World War, and the legacy of these events in modern German history, culture, and politics. Still, the history of Germany since its unification in 1871 suggests a longer history of contested identities, shifting borders, and the struggle to define a German nation through both inclusion and exclusion. Our course will focus on how modern German history has been shaped by competing visions for a unified Germany through particular moments in the four eras of the Kaiserreich (Second Empire), the Third Reich, Divided Germany, and Reunified Germany in the New Europe.

COURSE OBJECTIVES—
- Think critically about the processes of inclusion and exclusion and how they have contributed to a historical construction of national boundaries and identities in Germany.
- Articulate how politics, social movements, and everyday life and culture have become intertwined in the contested process of forging a nation and national identities.
- Demonstrate ability to synthesize and analyze scholarly arguments, primary documents, and personal narratives in their historical context.

BOOKS—

COURSE EXPECTATIONS—
Reading—On average, readings will be around 100-150 pages per week. Students are expected to do all of the readings, but in the first few weeks, we will discuss 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 or consult with other students when you cannot attend. Exceptions will gladly be made for students with registered disabilities and a letter from Associate Dean of Students, Lisa Landreman.

Writing—Although this is not designated a writing course, written communication is essential to the practice of historical thinking and exchange. Writing activities and assignments will focus on engagement with course materials as well as facilitating the processes of exploration, critical analysis, and historically-informed synthesis. 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 language or non-verbal communication, such as cursing, name-calling, racial/ethnic/sexual/ religious comments, and/or insensitive visual images and gestures will not be tolerated! Students who disrupt the safe space of the classroom may receive an individualized warning, lose participation points, and/or be dismissed from class. Please see me privately if you are feeling uncomfortable for any reason in class.

Grading—
20%--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. 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 overall 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.
- Several days on the syllabus indicate “contemporary sources…TBD.” On these days, you will be asked to bring in a media source from that time on the event or theme in question to share with the class and create discussion.

15% --Quizzes:
Scheduled quizzes intended to check comprehension of basic concepts, geography, and chronology for each era discussed in readings and in class. 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.

30% --Mini Research Paper (5% primary document interpretation, 5% annotated bibliography, 5% peer review, 15% final paper).
Because this is a survey course, we cannot cover every topic in the depth that it deserves. This paper assignment is an opportunity for you to choose a topic that interests you, research it more thoroughly, and share what you have learned with the class. Final papers should be 8-10 page essay focused on how one group or individual constructed a unique sense of national identity or relationship to the German nation-state(s). In preparation, you will begin collecting and analyzing sources early in the semester for Further details will be distributed in a separate handout; see schedule for due dates.

15% --Film Review and In-Class Presentation/Discussion Leadership
Each student will sign up for one of the films listed on the course schedule and write a 2 page historical review of the film in the context of course readings and discussions. Students will also use this assignment to prepare a short presentation and discussion questions for the rest of the class and will lead our course meeting for the day as an individual or group. See separate handout for more details.

20% -- Take-Home Final Exam

SEMESTER SCHEDULE
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 8-10): INTRODUCTIONS AND HISTORICAL BACKGROUND**
W  **Introductions**
   **Modern History Sourcebook:** “Documents of German Unification, 1848-1871” [online].
   Hand in individual information and course interests worksheet

**WEEK 2 (SEPT 13-17): BISMARCK, THE KAISERS, AND THE BUILDING OF A NATION**
F  Alon Confino, Ch. 3 “Sedan Day: A Memory for all Germans?” and Ch. 4: “An Unfulfilled National Community,” The Nation as a Local Metaphor: Württemberg, Imperial Germany, and National Memory, 1871-1918, pp. 52-93.

WEEK 3 (SEPT 20-24): POLITICS AND MODERNIZATION

*Paper Topic Due

WEEK 4 (SEPT 27-OCT 1): CITIZENSHIP, CLASS, AND COMMUNITY
M  Kathleen Canning, Ch. 5: “Social Policy, Body Politics: Recasting the Social Question in Germany, 1875-1900,” Gender History in Practice: Historical perspectives on Bodies, Class, and Citizenship, pp. 138-167.
W  Smith, The Butcher’s Tale: Murder and Anti-Semitism in a German Town, pp. 17-134.
F  Smith, The Butcher’s Tale: Murder and Anti-Semitism in a German Town, pp. 135-216.
*Quiz 1

WEEK 5 (OCT 4-8): EMPIRE AND WAR
*All Quiet on the Western Front (film)

WEEK 6 (OCT 11-15): WEIMAR REPUBLIC
F  Fritz Stern, Ch. 2: “Weimar,” Five Germanys I Have Known, pp. 51-88.
*Annotated Bibliography due

WEEK 7 (OCT 18-22): THE RISE OF FASCISM

W Dagmar Herzog, “Sex and the Third Reich,” *Sex after Fascism: Memory and Morality in Twentieth-Century Germany*, pp. 10-

*Quiz 2

F Kaplan, *Between Dignity and Despair: Jewish Life in Nazi Germany*, pp. 3-118.

*Rosenstrasse (film)*

**WEEK 8 (OCT 25-27): WORLD WAR II**


*Downfall (Film)*

F *NO CLASS: FALL BREAK!*

**WEEK 9 (NOV 1-5): POSTWAR DIVISIONS**

M Schissler, pp. 3-56. Introductions, and Elizabeth Heineman, Ch. 1: “The Hour of the Woman: Memories of Germany’s ‘Crisis Years’ and West German National Identity.”


*Primary Document Interpretation Due*

F Schissler, pp. 83-123.

- Robert Moeller, Ch. 3: “Remembering the War in a Nation of Victims: West German Pasts in the 1950s.”
- Dorothee Wierling, Ch.4: “Mission to Happiness: The Cohort of 1949 and the Making of East and West Germans.”

**WEEK 10 (NOV 8-12): A RETURN TO NORMALCY?**


- Lutz Niethammer, Ch. 10: “‘Normalization’ in the West: Traces of Memory leading Back into the 1950s.”
- Arnold Sywottek, Ch. 15: “From Starvation to Excess? Trends in the Consumer Society from the 1940s to the 1970s.”


*Quiz 3*

WEEK 11 (NOV 16-20): SECURITY AND FEAR
M  Schissler, pp. 376-408, 459-468.
   • Michael Geyer, Ch. 17: “Cold War Angst: The Case of West-German Opposition to Rearmament and Nuclear Weapons.”
   • Hanna Schissler, “Epilogue: Rebel in Search of a Cause.”
W  Funder, Stasiland: Stories from Behind the Berlin Wall, pp. 1-105.
   Contemporary news coverage from 1977 (TBD)
   *Der Baader-Meinhof Komplex (film)

WEEK 12 (NOV 22-24): DÉTENTE AND REVOLUTIONS
   *The Lives of Others (film)
F  NO CLASS: THANKSGIVING BREAK

WEEK 13 (NOV 29-DEC 3): REUNIFICATION
M  Contemporary news coverage from 1989 (TBD)
   *Quiz 4
W  Peer Review Workshop—paper drafts due
F  Funder, Stasiland: Stories from Behind the Berlin Wall, pp. 106-282.
   *Goodbye Lenin (film)

WEEK 14 (DEC 6-10)—GERMANY IN THE NEW EUROPE
   *Head-On (film)
W  Contemporary news stories on Germany and the European Union (TBD).
   *Final Papers due!

WEEK 15 (DEC 13)—CONTEMPORARY GERMANY
   Old Problems/New Stories? Discussion of contemporary German news stories (TBD).

FINAL EXAM—
*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.