HIST 4423: Modern German History since 1849
Instructor: Brian Vick -- Fall 2007

Through lectures and discussions, this course explores the enigma that is the history of modern Germany. The experience of Nazism sits at the center of the difficulty, and of the fascination, but that experience is itself more complex than often thought, and does not in any case wholly define the study of what came before, or after. Topics covered in this course include: the unification of “Little Germany”; society and politics in the empire of Bismarck and Wilhelm II; colonialism, racism, and colonies; changing conceptions of gender; the crucible of the First World War; the crisis of the Weimar Republic and the rise of the Nazis; state and society in the Third Reich; the second World War and Holocaust; postwar rebuilding (social, cultural, economic); the Cold-War division of Germany; youth culture in East Germany; and the problems of reunification.

Required Readings:


Erich Maria Remarque, *All Quiet on the Western Front* (Ballantine Books: New York, 1982)

E-reserves: A number of shorter texts, marked below with an asterisk (*), can be found as electronic reserves from the library website. A list of these follows the schedule below.

Internet selections: Several texts and images can be found on the web; the URLs are given below on the appropriate day, and they may be accessed directly through the links.

Required Assignments, and Grading:
For this course you will write: a midterm; a final examination; three short response papers (c. 2 pp., 400-600 words), each addressing a text or texts associated with one of the topics marked “Discussion,” with at least one coming from Weeks 2, 3, or 5; plus a longer essay (c. 9-10 pp., 2200-2500 words) grappling with scholarly opinion upon a theme of your choice (formulated in consultation with the instructor, and requiring a preliminary prospectus and short bibliography). The essay exams will allow you to integrate your knowledge of the material in a synoptic, “big-picture” way. The midterm will be worth 15% of the final grade, the final 25%, the short papers 5% each (15% total), and the long essay 30%.

The remaining 15% will be determined by the grade for class participation, in general, but particularly for the class- and small-group discussions scheduled at several points during the semester. Assessment will be based not just on the quantity but also on the quality of the contributions. In addition to reading joint assignments and pondering them in relation to course themes, you should look to participate in and at times to initiate productive discussion (an astute question often being as productive as an insightful comment). Engaging with other students and helping to maintain a friendly, open collaborative learning environment is also a consideration.
Schedule of Sessions and Readings:

Wk 1] 8/27: Introduction
   Reading: none

8/29: Germany in 1850
   Reading: Kitchen, 1-8, 29-49

8/31: A Path Taken: “Towards” German Unification, 1850-1871
   Reading: Kitchen, 90-98, 102-121

2] 9/5: The New Prussian-German Federal State; Liberalism, Catholicism, and the
   *Kulturkampf* (Milieus I)
   Reading: Kitchen, 121-30, 139-47, 148-56; Gross, “*Kulturkampf* and
   Unification”*

9/7: Discussion: A Liberal Society?
   Reading: Mazón, “Germania Triumphant”; [http://germanhistorydocs.ghi-
   dc.org/sub_document.cfm?document_id=671](http://germanhistorydocs.ghi-
   dc.org/sub_document.cfm?document_id=671) [Biedermann to Lasker, 1872]

3] 9/10: Socialism and the Workers (Milieus II)
   Reading: Kitchen, 98-102, 144-45, 147-48; Kelly, *The German Worker*
   [autobiographies]

9/12: Conservatism and the Rise of Antisemitism
   Reading: Kitchen, 130-38; party programs:
   ;

9/14: Discussion: Antisemitism in Germany, 1900
   Reading: Smith, “Konitz,”* and Volkov, “Antisemitism as a Cultural Code”*

4] 9/17: After Bismarck; Putting Wilhelm in Wilhelmine Society
   Reading: Kitchen, 173-95; Röhl, “Kingship Mechanism”;* speeches by Wilhelm:
   ;

9/19: Culture, Society, and Gender, 1890-1914
   Reading: Kitchen, 156-62; Frevert, *Women in German Society* [and images]

9/21: Colonialism and Imperialism
   Reading: Kitchen, 168-69; Wildenthal, “Imperial Feminism”;* Bülow’s speech:

   Joint Reading: Kitchen, 195-202; Samuel Williamson, Jr., “The Origins of
   World War I”;* begin Remarque, *All Quiet on the Western Front*

9/26: The Great War: The War They Got
   Reading: Kitchen, 203-12; continue Remarque
9/28: **Discussion:** Front and Home Front in the First World War
Reading: finish Remarque; in-class film clip, *All Quiet*

6] 10/1: From Revolution(s) to Republic
Reading: Kitchen, 212-224; Bessel, “Germany from War to Dictatorship,” in Fulbrook, 11-35

10/3: The Republic in Crisis; midterm review
Reading: Kitchen, 224-34

10/5: NO CLASS (prepare for midterm)

7] 10/8: MIDTERM

10/10: Economics and Politics in the “Golden Years”
Reading: Kitchen, 235-36, 238-40; Ferguson, “The German Inter-war Economy,” in Fulbrook, 36-57

10/12: Weimar Culture and the New Woman
Reading: Kitchen, 236-38; Harvey, “Culture and Society in Weimar Germany,” in Fulbrook, 58-76; Lang clip, *Metropolis*

8] 10/15: The Rise of the Nazis

10/17: The Fall of the Republic (and **Discussion**)
Reading: Kitchen, 240-50; Bessel, “Why Did the Weimar Republic Collapse?”*

10/19: The Nazi “Seizure” of Power: High Politics and Local Scenes
Reading: Kitchen, 250-64; Bessel, “Political Violence”*

Reading: Kitchen, 264-83; Kershaw, “Hitler and the Nazi Dictatorship,” in Fulbrook, 99-120; film-clip, Gellately/BBC on denunciation

10/24: Gender, Culture, and Society in Nazi Germany: “Everyday” Life?
Reading: Kitchen, 284-90, 313-15; Reagin, “Autarkie Housekeeping”*

10/26: **Discussion:** Jewish Men and Women in Nazi Germany
Reading: Kaplan, “When the Ordinary Became Extraordinary”*

10] 10/29: Gearing Up for War
Reading: Kitchen, 290-98

SUBMIT PROSPECTUS/SHORT BIBLIOGRAPHY FOR LONGER ESSAY

10/31: The Second World War
Reading: Kitchen, 298-304, 307-13; Bartov, “From Blitzkrieg to Total War,” in Fulbrook, 121-48
11/2: The Racial State in Occupied Europe (and Discussion)  
Reading: Herbert, “Forced Laborers”*

11/5: Towards the Final Solution  
Reading: Kitchen, 298-99, 304-07; Stargardt, “The Final Solution,” in Fulbrook, 149-62

11/7: Einsatzgruppen and the Camps  

11/9: Discussion: Survivor Perspectives, Memory, and the Dead  

11/12: Ending the War: DPs, Expellees, and Trümmerfrauen  
Reading: Panayi, “Mass Migrations,” 199-212*; Heinemann, “The Hour of the Woman”* [and in-class film clip, The Murderers are among Us]

11/14: Denazification and the Trials  
Reading: Rauh-Kuehne, “Denazification”*

11/16: The Beginnings of the Cold War and the Division of Germany  
Reading: Kitchen, 316-35

FALL BREAK

11/26: The Early Federal Republic and the Democratization of Politics  
Reading: Kitchen, 337-43; Roseman, “Division and Stability,” in Fulbrook, 177-203

11/28: The Economic Miracle and the Liberalization of Society  
Reading: Kitchen, pp. 343-61; http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=836 (contemporary view of TV culture)

11/30: “Guestworkers”  
Reading: Panayi, “Mass Migrations”, 212-34 [and in-class documentary, 100 Deutsche Jahre]

12/3: Building Up the New Regime  
Reading: Kitchen, 335-37; Allinson, “The Failed Experiment,” in Fulbrook, 204-24

12/5: A Totalitarian State?  
Reading: begin Plenzdorf, The New Sorrows of Young W.

TURN IN LONGER ESSAY

12/7: Youth Culture in the GDR, between Liberalization and Depression (Discussion)  
Reading: Kitchen, pp. 361-62; Plenzdorf, Sorrows (to end); SED official texts: http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=837  
12/10: Unexpected Reunification
Reading: Kitchen, 362-95; Osmond, “The End of the GDR,” in Fulbrook, 270-89

12/12: Achievements and Problems of Reunited Germany, 1990 to the Present
Reading: Kitchen, 395-412

12/14: Course Overview and Review
Reading: review notes and texts

FINALS WEEK Dec. 15-20, Final: 12/15, 7:30-10:00 PM

E-reserves List:


Policies regarding disabilities, religious observances, classroom environment, discrimination and harassment, and academic integrity:

If you qualify for accommodations because of a disability, please submit a letter to me from Disability Services in a timely manner so that your needs may be addressed. Contact: 303-492-8671, Willard 322, and http://www.Colorado.EDU/disabilityservices

I will make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance. Whenever possible, please notify me at least two weeks in advance of the schedule conflict to request an appropriate, individual adjustment to the schedule.

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity, and respect, to guide classroom discussion, and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters with your legal name are provided; if you would like to be addressed by an alternate name or gender pronoun, I will gladly do so. Please just let me know early in the semester so that I may alter my records accordingly.

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff, and faculty. Any student, staff, or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies, and the
campus resources available to assist individuals regarding discrimination or harassment can be obtained at:  http://www.colorado.edu/odh

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at:  
http://www.colorado.edu/policies/honor.html  and at  
http://www.colorado.edu/academics/honorcode/

Plagiarism is a serious academic offense. If you use the exact words, a rough paraphrase, and/or the specific ideas of another scholar, without proper attribution, you are committing plagiarism, and you will receive a failing grade for the assignment in which plagiarism occurs. If you have any doubts about whether you should provide a footnote to an article or book you are using in your written assignments, feel free to check with me in advance. Lecture notes do not need to be footnoted.