

History 356: Twentieth-Century Germany

One Century, Five Germanys: The Winding German Path to Modernity

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(register for one)

I. Course Description

Germany has been, and continues to be, a land of great paradoxes. A recent autobiography by a German-born historian, Fritz Stern, studies “Five Germanys I Have Known,” a reflection of the political and social upheaval that occurred in Germany during the twentieth century. This course surveys the history of Germany in the twentieth century and in so doing pays particular attention to the elephant in the room: Nazism and the Holocaust. The Nazi period is the “black hole” of German history and we will thus examine how a highly modern society perpetrated the tragic and destructive Holocaust. At the same time, however, we will see that Nazism and the Holocaust were only one of many possible paths in German history and that twentieth-century German history possesses great significance beyond the Nazi period. We will study the history of peoples and lands that have been considered “German” in the twentieth century and will especially seek to trace how the definitions of Germans and Germany changed over the course of this time period.

Topics to be discussed in this course include the Great War, the culture, politics, and social composition of the Weimar Republic, the rise of National Socialism, Nazi domestic and foreign policies, the Second World War and the Holocaust, Cold War partition, the creation of separate German societies, postwar reconstruction and recovery, dissatisfaction with the postwar order, and reunification and its aftermath.

II. Course Objectives

This course has both general and specific objectives. In specific terms, it is expected that you will become familiar with the narrative of German history in the twentieth century, the political and physical geography of Central Europe, and the significant actors and events that shaped German history in this era.

In general terms, I expect that you will become familiar with the practice of history as an academic discipline. You will be challenged to think critically, to conduct research in primary and secondary sources, and to hone your analytical and writing skills. To do so, you will be asked to engage with a variety of sources, including novels, political treatises, diaries, autobiographies, advertisements, maps, and the work of professional historians. In discussions and written assignments, we will seek to place these sources in their historical context and to understand the experience of the past, and you will be asked to formulate and support historical arguments that assess the meaning and significance of German history over the course of the twentieth century. You will also learn how to locate and properly cite a wide variety of historical sources.

III. Assignments

Essays (3)

55%

Over the course of the term, you will be asked to write **three short essays** that respond to a prompt about our assigned readings. All essays will be 5-8 pages in length, and I will distribute prompts no later than two weeks before each paper is due. Sebastian and I are always happy to discuss your writing and to look at outlines or drafts during office hours (I am also available by appointment).

Essays are due at the beginning of lecture on the date indicated. Essays received after this point will be considered late and will be penalized a full letter grade for each day they are late. Late essays will no longer be accepted after 4 days.

Essay due dates:

Essay 1 - Monday, October 7th

Essay 2 - Monday, November 4th

Essay 3 - Monday, November 25th

Take-home final exam

25%

At the end of the term, you will complete a **take-home final exam**. I will distribute the prompts for the exam in the final week of class. You will be asked to compose two essays totaling approximately 8-12 pages. One essay will ask you to analyze a theme of German history in the twentieth century. For the second essay, you will analyze primary sources that you have not yet examined (less than ten total pages in length) and connect them to the themes of the course.

The take-home final/research paper will be due to the History Department office (Buchanan Tower 1297) no later than noon, Friday, December 13. Late exams will be accepted.

Class Participation

20%

A large part of your grade is based on **class participation**. We will discuss historical sources in each lecture and tutorial session. In order for our sessions to function smoothly, you must read these sources before class and arrive prepared to discuss them. Lecture attendance is vital to your success in this course - please attend and be ready to participate. Tutorial attendance is mandatory, and absences will negatively impact your participation grade. On the other hand, attendance and participation are not the same thing - be active! This should be an easy "A" - read the assigned selections, attend class, and engage with your peers.

IV. A Note on Plagiarism

Plagiarism is the usage of an author's idea, or his/her way of expressing that idea, without proper attribution. Plagiarized work is considered cheating and will be dealt with as such; in confirmed cases of plagiarism, you will receive a zero on the assignment.

If you use another author's exact phrasing, you must place those words in quotation marks and properly cite your source in a footnote. If you paraphrase/summarize the words of another author, you must cite your source. If you use the ideas of another author (analysis, concept, summary, explanation), but change the wording, you must cite your source. If you copy and paste anything from the internet without placing it in quotation marks and citing it, you are committing plagiarism.

When in doubt, cite!

V. Readings and Preparing for Class

The following books are available for purchase at the university bookstore, and the Tipton and Fritzsche books are on two-hour Reserve at Koerner Library:

Frank Tipton, *A History of Modern Germany since 1815*

Peter Fritzsche, *Life and Death in the Third Reich*

Course Reader

Each lecture will be built around group discussions of selected primary sources. In order to maximize coverage, I have broken the class into groups, so that each group will only read one or two sources per day. Members of this group will then be responsible for carrying the discussion of their assigned reading. To prepare, make note of the author's argument, as well as one or two pieces of evidence that you found important to the understanding of the source.

Lecture Reading Groups:

GROUP 1: Family name A-E

GROUP 2: Family name F-K

GROUP 3: Family name L-R

GROUP 4: Family name S-Z

For tutorial, we will read mostly secondary sources, with occasional primary sources. In preparing for your weekly tutorial session, look to highlight the argument(s) presented by the author, the evidence s/he uses to support that argument, the way the source influences our understanding of twentieth-century German history, and connections to the points raised in lecture and in other readings.

For sources of any type, look to answer the following questions: (1) *What?* What is happening in the source? What context(s) does it relate to? How does it interrelate with other sources we've examined? (2) *Why?* Why does the author make his/her argument? What assumptions/biases/beliefs influence this argument? (3) *So what?* Why should we, as historians, care? What does it tell us about our daily/weekly/quarterly topics of study?

VI. Grading

Grades will be assigned according to the following scale. Class averages in upper-division courses generally fall in the B/B- range.

90-100	A+
85-89	A
80-84	A-
76-79	B+
72-75	B
68-71	B-
64-67	C+
60-63	C
55-59	C-
50-54	D
0-49	F

Students often wonder how their papers will be evaluated and what constitutes the difference between A, B, C, and D papers. On the following page, please see the rubric that Sebastian and I will use as we grade your essays and final exams.

Courtesy of Professor Eagle Glassheim

	Argument	Evidence	Mechanics
Excellent A to A+	A clear, original, persuasive, and sophisticated argument with a provocative thesis which takes on a clearly defined set of debates relating to the topic	Makes excellent use of evidence and background material; interprets and uses evidence with sensitivity to the nature of the text(s) and of historical contexts.	Well-written, elegant and clear with appropriate documentation and other scholarly apparatus.
Very Good B+ to A-	Well-organized, with a clear and coherent thesis statement and argument, demonstrating real understanding of the historical issues at stake; may need to be encouraged to ask more difficult questions.	Very good use of evidence (where relevant, from a range of sources), with clear understanding of the nature of the evidence and its historical context.	Well-written on the whole, though there may be some passages that are unclear or require further explication; good use of citations, etc.
Good B- to B	A clear thesis and argument, though not necessarily a particularly original or creative one; some attempt to synthesize or draw conclusions.	Good use of evidence, clear understanding of the basic elements of the texts under discussion and their uses; meets minimum in terms of research done; no major problems of interpretation.	Some problems of spelling, grammar, word choice or style, though not sufficient to entirely obscure the points being made; basic scholarly apparatus intact.
Fair C- to C+	Some effort to develop a basic argument, though it may be unevenly or inadequately developed; banal approach/ question (or one that simply restates discussions we have had in class).	Some use of evidence; only just meets basic minimum in terms of research done; some problems of understanding or interpretation.	Confusing or vague, requiring a real effort on the part of the reader to guess at the arguments being made or their implications; problems with spelling, grammar, word choice and style.
Poor D or Fail	No clear thesis or argument/ purely descriptive; argument is a-historical and polemical with no real attention to questions posed in the assignment.	Fails to use evidence from the text adequately or competently; inappropriate or misunderstood examples; significant problems of understanding or interpretation.	Poorly written, significant problems with grammar and word choice, difficult to understand or follow basic claims; failure to properly identify or cite passages quoted.

VII. Schedule of Lectures and Discussions

Week 1

9/4 - Course Introduction

NO TUTORIAL

Week 2 [Tipton Chapter 7]

LECTURE SESSIONS

9/9 - Fin de siècle and Kaiserzeit

- GROUP 1
 - Edwin Redslob recalls telephones and electric light (c. 1890) http://germanhistorydocs.ghi-dc.org/pdf/eng/117_Telephones_Elec%20Light_17.pdf
 - Advertisement for the “Atom” Vacuum Cleaner (1906) http://germanhistorydocs.ghi-dc.org/pdf/eng/113_Atom%20Vacuum%20Cleaner_13.pdf
- GROUP 2
 - Helene Stöcker, “The Modern Woman” (1893) http://germanhistorydocs.ghi-dc.org/pdf/eng/222_H_Stoecker_Mod%20Woman_35.pdf
- GROUP 3
 - Leo Colze’s description of Berlin department stores (1908) http://germanhistorydocs.ghi-dc.org/pdf/eng/217_Consumerism_Berlin%20Dept%20Stores_30.pdf
 - Paul Boldt, “On the Terrace of Café Josty” (1912) http://germanhistorydocs.ghi-dc.org/pdf/eng/311_Paul%20Boldt_Cafe%20Josty_60.pdf
- GROUP 4
 - Ulrich Rauschner’s description of the cinema (1913) http://germanhistorydocs.ghi-dc.org/pdf/eng/218_The%20Cinema_31.pdf
 - Transportation in Berlin (1905) http://germanhistorydocs.ghi-dc.org/pdf/eng/111_Transport%20Berlin_11.pdf

9/11 - The German Empire

- GROUP 1
 - Bismarck’s Speech to the Prussian House of Deputies on the ‘Polish Question’ (1886) http://germanhistorydocs.ghi-dc.org/pdf/eng/707_Bismarck%20on%20Polish%20Question_212.pdf
- GROUP 2
 - Bismarck on “Pragmatic Colonization” (1884) http://germanhistorydocs.ghi-dc.org/pdf/eng/622_Bismarck%20Pragmatic%20Colonization_202_JNR.pdf
- GROUP 3
 - Friedrich Fabri, *Does Germany Need Colonies?* (1879) http://germanhistorydocs.ghi-dc.org/pdf/eng/618_Fabri_Germany%20Colonies_198.pdf
- GROUP 4
 - Society for German Colonization, Founding Manifesto (1885) http://germanhistorydocs.ghi-dc.org/pdf/eng/620_Soc%20German%20Colonization_Manifesto_200.pdf

TUTORIAL - Tensions in Germany at the Turn of the Century

- Edward Ross Dickinson, “The German Empire: An Empire?,” *History Workshop Journal* 66 (2008), 129-162
- Georg Simmel, “The Metropolis and Mental Life” (1903)
- Daniel Frymann [Heinrich Claß], excerpt from *If I Were Kaiser* (1912)

Week 3

LECTURE SESSIONS

9/16 - The Path to War

- GROUP 1
 - Bernhard von Bülow's speech to the Reichstag on Foreign Policy (1899) http://germanhistorydocs.ghi-dc.org/pdf/eng/602_Buelows%20Dynamic%20For%20Policy_106.pdf
- GROUP 2
 - Eyre Crowe (Britain) on the threat of German Foreign Policy (1907) http://germanhistorydocs.ghi-dc.org/pdf/eng/603_Percept%20Germ%20For%20Policy_107.pdf
- GROUP 3
 - General Friedrich von Bernhardi, on the possibility of war (1912) http://germanhistorydocs.ghi-dc.org/pdf/eng/522_Inevitability%20of%20War_103.pdf
- GROUP 4
 - Rosa Luxemburg, on International Politics (1913) http://germanhistorydocs.ghi-dc.org/pdf/eng/605_Another%20View_R%20Luxemb_109.pdf

9/18 - **NO CLASS** - Truth and Reconciliation Day

TUTORIAL - Politics and Culture in the Lust for War

- Modris Eksteins, *Rites of Spring: The Great War and the Birth of the Modern Age* (Boston: Houghton Mifflin, 1989), 55-94.
- Stephen Kern, *The Culture of Time and Space, 1880-1918* (Cambridge: Harvard University Press, 2003), 259-286.

Week 4 [Tipton Chapter 8]

LECTURE SESSIONS

9/23 - The Great War I: The Battle Front

- GROUP 1
 - Soldiers Describe Combat II: Sophus Lange (1914-15) http://germanhistorydocs.ghi-dc.org/pdf/eng/704_Soldiers%20II_Lange_132.pdf
- GROUP 2
 - Soldiers Describe Combat V: Peter Hammerer (1916) http://germanhistorydocs.ghi-dc.org/pdf/eng/707_Soldiers%20V_Hammerer_135.pdf
- GROUP 3
 - Erich Falkenhayn's "Christmas Memorandum" (Dec. 1915) http://germanhistorydocs.ghi-dc.org/pdf/eng/709_v%20Falkenhayn%20Christmas%20Memo_137.pdf
- GROUP 4
 - Admiral von Holtzendorff on Unrestricted Submarine Warfare (Dec. 22, 1916) http://germanhistorydocs.ghi-dc.org/pdf/eng/710_Unrestricted_Sub_Warfare_138.pdf

9/25 - The Great War II: The Home Front

- GROUP 1
 - Bernhard vom Brocke, "'Scholarship and Militarism': The Appeal of the 93 'to the Civilized World!'" (Oct. 4, 1914) http://germanhistorydocs.ghi-dc.org/pdf/eng/817_Bernhard%20vom%20Brocke_156.pdf
- GROUP 2
 - Suppression of Anti-War Sentiment (Nov. 1915) http://germanhistorydocs.ghi-dc.org/pdf/eng/913_Suppression%20Anti-War%20Sentiment_177.pdf
- GROUP 3
 - The Hindenburg Program (1916) http://germanhistorydocs.ghi-dc.org/pdf/eng/811_Hindenburg%20Program_150.pdf
- GROUP 4
 - The Impact on Popular Morale (Mar. 1917) http://germanhistorydocs.ghi-dc.org/pdf/eng/910_Impact_Pop_Morale_174.pdf

TUTORIAL - The Great War as Beginning and End

- Erich Maria Remarque, *All Quiet on the Western Front* (Boston: Little, Brown and Company, 1984 [1929]), 1-24, 95-108, 145-150, 171-182, 229-232, 246-247.
- Ernst Jünger, *Storm of Steel* (New York: Penguin, 2004 [1920]), 5-22, 91-110, 274-289.
- Ernst Glaeser, *Class 1902* (Columbia: University of South Carolina Press, 2008), 266-297.

Week 5 [Tipton Chapters 9 + 10]

LECTURE SESSIONS

9/30 - Defeat, Revolution, Democracy

- GROUP 1
 - The German Fatherland Party (September 1917) http://germanhistorydocs.ghi-dc.org/pdf/eng/917_German_Fatherland_Party_181.pdf
- GROUP 2
 - Erich Ludendorff Admits Defeat: Diary Entry by Albrecht von Thaer (Oct. 1, 1918) http://germanhistorydocs.ghi-dc.org/pdf/eng/711_Erich_Ludendorff_Defeat_139.pdf
 - Paul von Hindenburg's Testimony before the Parliamentary Investigatory Committee ["The Stab in the Back"] (November 18, 1919) http://germanhistorydocs.ghi-dc.org/pdf/eng/WR_HINDENBURG_ENG_.pdf
- GROUP 3
 - Arnold Brecht on the November Revolution (Retrospective Account, 1966) http://germanhistorydocs.ghi-dc.org/pdf/eng/WR_BRECHT_REVOLUTION-ENG.pdf
- GROUP 4
 - The Constitution of German Empire of August 11, 1919 (Weimar Constitution) http://germanhistorydocs.ghi-dc.org/pdf/eng/ghi_wr_weimarconstitution_Eng.pdf

10/2 - Dynamism and Degeneracy in Weimar Culture

- GROUP 1
 - Harold Nicolson, "The Charm of Berlin" (1932) http://germanhistorydocs.ghi-dc.org/pdf/eng/ARCH_NICOLSON_ENG.pdf
- GROUP 2
 - Hannes Meyer, "The New World" (1926) http://germanhistorydocs.ghi-dc.org/pdf/eng/SI_MEYER_ENG.pdf
- GROUP 3
 - Stefan Zweig, "The Monotonization of the World" (1925) http://germanhistorydocs.ghi-dc.org/pdf/eng/PROB_ZWEIG_MONOTON_EN.pdf
- GROUP 4
 - Hugo Bettauer, "The Erotic Revolution" (1924) http://germanhistorydocs.ghi-dc.org/pdf/eng/SEX_BETTAUER_ENG.pdf
 - Elsa Hermann, "This is the New Woman" (1929) http://germanhistorydocs.ghi-dc.org/pdf/eng/SEX_HERRMANN_ENG.pdf

TUTORIAL - Writing Workshop I: Primary Source Essay

- (no reading)

Week 6

LECTURE SESSIONS

10/7 - Crisis and Extreme Politics **ESSAY 1 DUE**

- GROUP 1
 - Ivan Goll, “The Negroes are Conquering Europe” (1926) http://germanhistorydocs.ghi-dc.org/pdf/eng/CULT_GOLL_ENG.pdf
- GROUP 2
 - Friedrich Kroner, “Overwrought Nerves” (1923) http://germanhistorydocs.ghi-dc.org/pdf/eng/ES_KRONER_ENG.pdf
 - Hans Ostwald, “A Moral History of the Inflation” (1931) http://germanhistorydocs.ghi-dc.org/pdf/eng/ES_OSTWALD_ENG.pdf
- GROUP 3
 - Joseph Goebbels, “Around the Gedächtniskirche” (1928), http://germanhistorydocs.ghi-dc.org/pdf/eng/PROB_GOEBBELS_ENG.pdf
- GROUP 4
 - Adolf Hitler, “Appeal to the German People” (January 31, 1933) http://germanhistorydocs.ghi-dc.org/pdf/eng/DEST_APPEAL1933_ENG.pdf

10/9 - Nazi Germany: Structure and Dynamics

- GROUP 1
 - Decree of the Reich President for the Protection of the People and State (“Reichstag Fire Decree”) (February 28, 1933) http://germanhistorydocs.ghi-dc.org/pdf/eng/English%203_5.pdf
- GROUP 2
 - Law to Safeguard the Unity of Party and State (Dec. 1, 1933) <http://germanhistorydocs.ghi-dc.org/pdf/eng/English10.pdf>
- GROUP 3
 - Hitler’s Confidential Memo on Autarky (Aug. 1936) <http://germanhistorydocs.ghi-dc.org/pdf/eng/English61.pdf>
- GROUP 4
 - Hitler’s Letter to Colonel Walther von Reichenau on Germany’s Situation with Respect to Foreign Relations (Dec. 4, 1932): http://germanhistorydocs.ghi-dc.org/pdf/eng/English47_Exeter_new.pdf

TUTORIAL - Building a Mass Movement

- Theodore Abel, *The Nazi Movement: Why Hitler Came to Power* (New York: Atherton Press, 1966 [1938]), 1-12, 203-273.
- William Sheridan Allen, *The Nazi Seizure of Power: The Experience of a Single German Town, 1922-1945* (New York: F. Watts, 1984), 3-52, 69-90, 129-150, 169-182.

Week 7 [Tipton Chapter 11]

LECTURE SESSIONS

10/14 - **NO CLASS** - Thanksgiving Day

10/16 - Constructing a Racial State

- GROUP 1
 - Law for the Prevention of Offspring with Hereditary Diseases (July 14, 1933) <http://germanhistorydocs.ghi-dc.org/pdf/eng/English30.pdf>
- GROUP 2
 - George Messersmith's Report to the State Department on the "Present Status of the Anti-Semitic Movement in Germany" (Sept. 21, 1933) <http://germanhistorydocs.ghi-dc.org/pdf/eng/English31.pdf>
- GROUP 3
 - The Reich Citizenship Law (Sept. 15, 1935) and the First Regulation to the Reich Citizenship Law (Nov. 14, 1935) <http://germanhistorydocs.ghi-dc.org/pdf/eng/English32.pdf>
- GROUP 4
 - Lily Offenbacher Shares Her Knowledge of the Euthanasia Program with the U.S. Coordinator of Information (Sept. 1941) <http://germanhistorydocs.ghi-dc.org/pdf/eng/English38.pdf>

TUTORIAL - Race and the "People's Community"

- Peter Fritzsche, *Life and Death in the Third Reich* (Cambridge: Belknap Press, 2008), 1-142

Week 8 [Tipton Chapter 12]

LECTURE SESSIONS

10/21 - World War II and the Nazi Empire

- GROUP 1
 - Decree from the Chief of the Security Police to the Heads of all State Police Offices (Sept. 3, 1939) http://germanhistorydocs.ghi-dc.org/pdf/eng/English18_Exeter_new.pdf
- GROUP 2
 - Oswald Pohl's Report to Heinrich Himmler on the Expansion of the Concentration Camps (Apr. 30, 1942) <http://germanhistorydocs.ghi-dc.org/pdf/eng/English20.pdf>
- GROUP 3
 - Directives for the Treatment of Political Commissars ("Commissar Order") (June 6, 1941) <http://www.germanhistorydocs.ghi-dc.org/pdf/eng/English58.pdf>
- GROUP 4
 - "Total War": Excerpts from Goebbels's Speech at the *Sportpalast* in Berlin (Feb. 18, 1943) <http://germanhistorydocs.ghi-dc.org/pdf/eng/English93.pdf>

10/23 - From Empire to Holocaust

- GROUP 1
 - Major General Walter Bruns's Description of the Execution of Jews outside Riga on December 1, 1941, Surreptitiously Taped Conversation (Apr. 25, 1945) <http://germanhistorydocs.ghi-dc.org/pdf/eng/English40.pdf>
- GROUP 2
 - The Wannsee Protocol (Jan. 20, 1942) <http://germanhistorydocs.ghi-dc.org/pdf/eng/English41.pdf>
- GROUP 3
 - Fritz Sauckel's Labor Mobilization Program (April 20, 1942) <http://germanhistorydocs.ghi-dc.org/pdf/eng/English65.pdf>
- GROUP 4
 - Excerpt from Himmler's Speech to the SS-Gruppenführer at Posen (Oct. 4, 1943) <http://germanhistorydocs.ghi-dc.org/pdf/eng/English22.pdf>

TUTORIAL - From Utopia to Dystopia

- Fritzsche, 143-308

Week 9 [Tipton Chapter 13]

LECTURE SESSIONS

10/28 - Defeat and Division

- GROUP 1
 - Report of the Yalta (Crimea) Conference (February 4-11, 1945) http://germanhistorydocs.ghi-dc.org/pdf/eng/Allied%20Policies%203_ENG.pdf
- GROUP 2
 - Excerpts from the Protocol of the Proceedings of the Yalta (Crimea) Conference (February 11, 1945) <http://germanhistorydocs.ghi-dc.org/pdf/eng/Allied%20Policies%204%20ENG.pdf>
- GROUP 3
 - Stuttgart Speech (“Speech of Hope”) by James F. Byrnes, United States Secretary of State (September 6, 1946) <http://germanhistorydocs.ghi-dc.org/pdf/eng/Allied%20Policies%209%20ENG1.pdf>
- GROUP 4
 - Announcement of the Impending Establishment of the German Democratic Republic (Oct. 7, 1949) <http://germanhistorydocs.ghi-dc.org/pdf/eng/Founding%2010%20ENG.pdf>

10/30 - *Vergangenheitsbewältigung* (“Coming to terms with the past”)

- GROUP 1
 - Proclamation by the Central Committee of the German Communist Party (June 11, 1945) http://germanhistorydocs.ghi-dc.org/pdf/eng/Parties%20SZ%201%20ENG_Final.pdf
- GROUP 2
 - Alfred Döblin on the German Population (1946) http://germanhistorydocs.ghi-dc.org/pdf/eng/Döblin_ENGL.pdf
- GROUP 3
 - The Present Status of Denazification (Dec. 31, 1950) <http://germanhistorydocs.ghi-dc.org/pdf/eng/Denazification%203ENG.pdf>
- GROUP 4
 - Analysis of Denazification Categories in the Western Occupation Zones (1949-1950) <http://germanhistorydocs.ghi-dc.org/pdf/eng/Denazification%204%20ENG.pdf>

TUTORIAL - Writing Workshop II: Secondary Source Essay

- (no reading)

Week 10

LECTURE SESSIONS

11/4 - West Germany before the Wall **ESSAY 2 DUE**

- GROUP 1
 - Basic Law of the Federal Republic of Germany (1949/Amendments 1956) <http://germanhistorydocs.ghi-dc.org/pdf/eng/Founding%209%20ENG%20Basic%20Law.pdf>
- GROUP 2
 - Article on the Debate over German Rearmament (Sept. 14, 1950) <http://germanhistorydocs.ghi-dc.org/pdf/eng/Security%201%20ZeitDebateENG.pdf>
- GROUP 3
 - The CDU and the “Social Market Economy”: Düsseldorf Guidelines for Economic Policy, Agricultural Policy, Social Policy, and Housing (July 15, 1949) http://germanhistorydocs.ghi-dc.org/pdf/eng/Parties%20WZ%206_Eng.pdf
- GROUP 4
 - The “People’s Car” on New Paths (Jan. 29, 1948) http://germanhistorydocs.ghi-dc.org/pdf/eng/Volkswagen___ENG.pdf

11/6 - East Germany before the Wall

- GROUP 1
 - From the Resolution of the First Party Conference of the SED (Jan. 28, 1949) http://germanhistorydocs.ghi-dc.org/pdf/eng/Parties%20SZ%206%20ENG_BOOK.pdf
- GROUP 2
 - Secret Report of the Soviet Military Leadership of the Events of June 17-19, 1953 (June 24, 1953) <http://germanhistorydocs.ghi-dc.org/pdf/eng/SZEcon%20Polit%2014%20ENG-CWIHP.pdf>
- GROUP 3
 - “Why is there no Opposition in the GDR?” (May 17, 1957) <http://germanhistorydocs.ghi-dc.org/pdf/eng/Parties%20SZ%208-English.pdf>
- GROUP 4
 - *Republikflucht* by Young People, Young Returnees, and New Arrivals in the Period from January to September 1960 (Nov. 10, 1960) http://germanhistorydocs.ghi-dc.org/pdf/eng/Working_Group_Youth_English.pdf
 - The Causes of Emigration: Report from a Central Committee Brigade on Security Issues (May 24, 1961) http://germanhistorydocs.ghi-dc.org/pdf/eng/Causes_Emigration_Eng.pdf

TUTORIAL - Making the Personal Political

- Elizabeth Heineman, “The Economic Miracle in the Bedroom: Big Business and Sexual Consumption in Reconstruction West Germany,” *Journal of Modern History* 78 (2006): 846-877.
- Josie McLellan, *Love in the Time of Communism: Sexuality and Love in the GDR* (Cambridge: Cambridge University Press, 2011), 144-173.
- Uta Poiger, “Rock ‘n’ Roll, Female Sexuality, and the Cold War Battle over German Identities,” *Journal of Modern History* 68 (1996): 577-616.

Week 11 [Tipton Chapter 14]

LECTURE SESSIONS

11/11 - **NO CLASS** - Remembrance Day

11/13 - From the Wall to *Ostpolitik*

- GROUP 1
 - A Neutral's Description of the Building of the Wall (August 14, 1961) <http://germanhistorydocs.ghi-dc.org/pdf/eng/Chapter1%20Doc2.pdf>
- GROUP 2
 - Two States, One Nation (Oct. 28, 1969) <http://germanhistorydocs.ghi-dc.org/pdf/eng/Chapter8Doc5Intro.pdf>
- GROUP 3
 - Brandt's Visit to the GDR (March 23, 1970) <http://germanhistorydocs.ghi-dc.org/pdf/eng/Chapter8Doc6.pdf>
- GROUP 4
 - Freedom as the Core of the German Question (March 15, 1984) <http://germanhistorydocs.ghi-dc.org/pdf/eng/Chapter13Doc6Intro.pdf>

TUTORIAL - Everyday Life in the East

- *The Lives of Others*, dir. Florian Henckel von Donnersmarck (Germany, 2006). 137 min.
- Jana Hensel, *After the Wall: Confessions from an East German Childhood and the Life that Came Next* (New York: Public Affairs, 2004), 1-18, 43-62.

Week 12 [Tipton Chapter 15]

LECTURE SESSIONS

11/18 - Discontent in East and West

- GROUP 1
 - The Communist Leadership's Criticism of Rock 'n' Roll Music as a Form of Western Subversion (Oct. 13, 1963) <http://germanhistorydocs.ghi-dc.org/pdf/eng/Chapter3-Doc5.pdf>
- GROUP 2
 - Rudi Dutschke Demands the Expropriation of the Springer Press Empire (July 10, 1967) <http://germanhistorydocs.ghi-dc.org/pdf/eng/Chapter6Doc6.pdf>
- GROUP 3
 - Ulrike Meinhof Calls for a Move from Protest to Resistance (May 1968) <http://germanhistorydocs.ghi-dc.org/pdf/eng/Chapter6Doc8Intro.pdf>
- GROUP 4
 - A Terrorist Call for "Building a Red Army" (June 5, 1970) <http://germanhistorydocs.ghi-dc.org/pdf/eng/Chapter6Doc12intro.pdf>

11/20 - Revolution and (re-?)Unification

- GROUP 1
 - Erich Honecker Defends the Achievements of Socialism on the 40th Anniversary of the GDR (Oct. 6, 1989) http://germanhistorydocs.ghi-dc.org/pdf/eng/Chapter14Doc_14.pdf
- GROUP 2
 - A Western Observer on East German Passive Resistance (1982) <http://germanhistorydocs.ghi-dc.org/pdf/eng/Chapter16Doc9Intro.pdf>
- GROUP 3
 - The Hopes of East German Refugees (August 8, 1989) http://germanhistorydocs.ghi-dc.org/pdf/eng/Ch1_Doc1_FIN.pdf
- GROUP 4
 - The Collapse of the GDR Economy (Jan. 11, 1990) http://germanhistorydocs.ghi-dc.org/pdf/eng/Chapter2_Doc1English.pdf

TUTORIAL - Walls on the Ground, Walls in the Head

- *Good Bye Lenin!*, dir. Wolfgang Becker (Germany, 2003). 121 min.
- Ina Merkel, "Consumer Culture in the GDR, or How the Struggle for Antimodernity Was Lost on the Battleground of Consumer Culture," in Susan Strasser, Charles McGovern, and Matthias Judd eds., *Getting and Spending* (Cambridge University Press, 1998), 281-299.

Week 13

LECTURE SESSIONS

11/25 - Germany as a Multicultural State? **ESSAY 3 DUE**

- GROUP 1
 - The Labor Minister Welcomes the Millionth Guest Worker (Oct. 30, 1964) <http://germanhistorydocs.ghi-dc.org/pdf/eng/Chapter4Doc2.pdf>
- GROUP 2
 - An Outside Analysis of Right-Wing Extremism in the FRG (Nov. 30, 1980) <http://germanhistorydocs.ghi-dc.org/pdf/eng/Chapter4Doc11.pdf>
- GROUP 3
 - Resentment against the Support for East German Refugees (Jan. 22, 1990) <http://germanhistorydocs.ghi-dc.org/pdf/eng/Ch.7,Doc.03FIN.pdf>
- GROUP 4
 - Reasons for the Alienation of Turkish Youths (June 3, 1993) <http://germanhistorydocs.ghi-dc.org/pdf/eng/Ch.7,Doc.07FIN.pdf>

11/27 - Class Wrapup and Overview

- ALL
 - Processing the Past and the Renaming of Streets (September 18, 1991) http://rgermanhistorydocs.ghi-dc.org/pdf/eng/Chapter4_doc5-EnglishHAW.pdf

TUTORIAL - Coming to Terms with Many Pasts

- Maria Stehle and Beverly M. Weber, "German Soccer, the 2010 World Cup, and Multicultural Belonging," *German Studies Review* 36:1 (2013), 103-124.
- Michael Geyer and Konrad Jarausch, *Shattered Past: Reconstructing German Histories* (Princeton: Princeton University Press, 2003), 317-341.
- Michael Geyer, "The Long Good-Bye: German Culture Wars in the Nineties," in *idem.*, ed., *The Power of Intellectuals in Contemporary Germany* (Chicago: University of Chicago Press, 2001), 355-380.

FINAL EXAM DUE BY NOON, FRIDAY, DECEMBER 13TH