

## Course Requirements:

[Attendance](#) [Exams](#) [Writing Assignment](#) [Course Participation](#) [Grading](#) [Course Policy](#)

### 1. Attendance:

This is an upper-division lecture course. Most student in the class will have completed their lower-division requirements, although exceptions are possible with the consent of the instructor. Students are expected to have a basic curiosity about European history and to show a willingness to engage with the course material. Regular class attendance will be absolutely essential for the successful completion of this course. The lectures and discussions will complement, not duplicate the readings, and they will contain essential information for the various written assignments. The course includes several optional discussion sections. Students will have a choice between attending one of the sections or taking an in-class midterm exam. If at all possible, I strongly encourage attendance of the sections.

### 2. Exams and Writing Assignments:

The course includes an in-class midterm for those students who did not sign up for the sections (see above) as well as in-class final exam. Writing assignments include a short response paper due in Week 2 as well as a 10-12 page research paper due in Week 10. I will provide a list of possible topics for the longer paper and I will place several book titles relevant to each topic on reserve in the library. But you are also free to choose your own topic in consultation with the TAs. Your final grade will be calculated as following: Short paper 10%, midterm or sections 20%, research paper 35%, final exam 35%.

### 4. Grading:

Every student has to make a reasonable, good faith effort to complete all the course assignments in order to pass the course. Late papers will be penalized, make-up exams are only possible in the case of documented valid excuses. Throughout the quarter, I will coordinate with the TAs grading policies and criteria for evaluating the written assignments. If you are unhappy with a grade you have received for one of the assignment, you must submit a **written** complaint to me **no later than one week** after we have returned the assignment. This will ensure a fair and standardized procedure for dealing with your complaint. I will not consider any later complaints. I will not determine the final grade on a purely mathematical basis. For example, I will take into consideration improvement over the course of the quarter.

### 6. Course Policy:

#### a. Academic Integrity:

It is your responsibility to know and observe all the UCSD rules concerning academic integrity and plagiarism. Please familiarize yourself with the History Department's [definition of plagiarism and academic misconduct](#). This course has a turnitin.com account attached to it, and you will need to submit your writing assignments electronically via e-mail.\* Any student found to have committed a violation of the university rules concerning academic integrity will face academic and administrative consequences. I will report all suspected academic misconduct to the Academic Integrity Office, in accordance with University policy. Administrative sanctions can range from disciplinary probation to suspension and dismissal from the university. Academic sanctions can range from an F on the assignment to an F in the class. Please also make sure to observe the rules for collaboration in preparing the writing assignment and the final take-home exam. It is fine, even encouraged, to discuss the course material with your peers. But your papers should reflect your own individual original thinking about the course themes and material. If you have any questions whatsoever about what constitutes plagiarism, how to properly credit the work and ideas of others, what constitutes permissible cooperation with other students, how to evaluate sources for quality and reliability, and so on, please feel free to contact me. I view it as one of my chief responsibilities to help each of you produce first-rate academic work that reflects your own original thinking about the course themes and material.

b. Conduct in Class.

Please don't talk during class. Lecturing is hard and requires my full concentration. If I see you talking, I get very insecure and begin to wonder why you are not listening to me. Such incidents throw off my concentration and everybody else will wonder why I no longer speak in complete sentences. Also, please do not start packing up your belongings before the end of the class. I will end my lectures on time (even if I have to stop in mid-sentence), so please give me the full 80 minutes. Finally, this course makes heavy use of a course website and online materials. This means that the classroom has a wireless Internet connections. We (the reader and I) will consider it an act of extreme unfriendliness if we catch you surfing the Internet or writing e-mails during the lectures. If you want to use your laptop for note-taking, I request that you sit in the front rows of the classroom.

### c. Course Website

Throughout the quarter, I will make extensive use of a course website. Please make sure to check back on the website, I will update it throughout the quarter. It is essential that every student has regular access to this website. You will need your UCSD user ID and password to log on. The site contains will include lecture outlines. However, I would like to emphasize strongly that the online materials are not sufficient to replace attendance of the lectures. They should help students to follow the lectures and to review the course material in preparation for the exams; they are not supposed to substitute face-to-face interaction in the classroom.

\*Students agree that by taking this course all required papers will be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the terms of use agreement posted on the Turnitin.com site. Students have the right to refuse submission of their papers to turnitin.com. But they need to do so by Week 2 of the quarter and they are required to contact the instructor in order to make alternate arrangements.

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## Course Requirements

### **1. Attendance:**

This is an upper-division lecture course. There are no requirements except for a basic curiosity and a willingness to engage with the course material. Even though this is primarily a lecture course, I will make every effort to encourage student participation through discussions and group exercises. Regular class attendance will therefore be absolutely essential for the successful completion of this course. The lectures and discussions will complement, not duplicate the readings, and they will contain essential information for the various written assignments. As a result, you will not do well in this course if you fail to attend the lectures.

## **2. Optional Discussion Sections:**

This course comes with two optional discussion sections taught by an excellent graduate student, David Henderson. The sections will be held on Wednesdays, 5-6 pm in HSS 6008 and on Thursdays, 9-10 am in HSS 5086. I would like to encourage all of you to participate in the sections if at all possible. Many upper-division courses (including this one) have become far too large for effective discussion and student participation. This is why discussion sections offer a very important opportunity for engaging with the course material and for discussing many of the complex and controversial issues that will be part of this course. The discussion sections also constitute an excellent preparation for the midterm/final exam and for the written assignment (see below). All students who decide to attend the discussion sections at the beginning of the quarter will be exempted from the midterm exam. In turn, section participation will count for 25% of their final course grade. In order to be exempted from the assignment, students must be signed up for the sections by the beginning of week 2. They cannot miss more than one section during the quarter except in cases of documented medical emergencies. In addition, the T.A. is entitled to give out course extra credit for very good participation in the sections.

## **3. Writing Assignments:**

All students in this course will have to complete two writing assignments: one short paper on the novel *Effie Briest* (due at the beginning of week 3 -- so start reading!), and another writing assignment due in week 10.

## **4. Exams:**

Those students not participating in the discussion sections will have to take a midterm exam, all others will have to take a final exam.

## **5. Grading:**

Every student has to make a reasonable, good faith effort to complete all the course assignments in order to pass the course. Late papers will be penalized, make-up exams are only possible in the case of documented valid excuses. Throughout the quarter, I will coordinate with the T.A. and the Reader grading policies and criteria for evaluating the written assignments. If you are unhappy with a grade you have received for one of the assignments, you must submit a written complaint to me no later than one week after we have returned the assignment. This will ensure a fair and standardized procedure for dealing with your complaint. I will not consider any later complaints. The final course grade will be determined as following: first paper 15%, midterm/sections 25%, final paper 30%, final exam 30%. However, I will not determine the final grade on a purely mathematical basis. I will reward, for example, a demonstrated commitment to this course through regular attendance and participation (also and especially in the sections!), and I will also take into consideration improvement over the course of the quarter.

## **6. Course Policy:**

### **a. Academic Integrity:**

It is your responsibility to know and observe all the UCSD rules concerning [academic integrity and plagiarism](#). Any student found to have committed a violation of the university rules concerning academic integrity will face academic and administrative consequences. I will report all suspected academic misconduct to the Academic Integrity Office, in accordance with University policy. Administrative sanctions can range from disciplinary probation to suspension and dismissal from the university. Academic sanctions can range from an F on the assignment to an F in the class. Please also make sure to observe the rules for collaboration in preparing the writing assignment and the final take-home exam. It is fine, even encouraged, to discuss the course material with your peers. But your papers should reflect your own individual original thinking about the course themes and material. If you have any questions whatsoever about what constitutes plagiarism, how to properly credit the work and ideas of others, what constitutes permissible cooperation with other students, how to evaluate sources for quality and reliability, and so on, please feel free to contact me. I view it as one of my chief responsibilities to help each of you produce first-rate academic work that reflects your own original thinking about the course themes and material.

### **b. Conduct in Class.**

Please don't talk during class. Lecturing is hard and requires my full concentration. If I see you talking, I get very insecure and begin to wonder why you are not listening to me. Such incidents throw off my concentration and everybody else will wonder why I no longer speak in complete sentences. Also, please do not start packing up your belongings before the end of the class. I will end my lectures on time (even if I have to stop in mid-sentence), so please give me the full 80 minutes. Finally, this course makes heavy use of a course website and online materials. This means that the classroom has a wireless Internet connections. If you plan to use your laptop, i-pad or any other internet device in class, I would like to ask you to sit in the front rows. I would also like to ask you not to use classtime to surf the internet, update facebook, write e-mails etc. This can be very distracting to those students around you.

### **c. Course Website**

Throughout the quarter, I will make extensive use of a course website. It is essential that every student has regular access to this website. You will need your UCSD user ID and password to log on. The site contains will include lecture outlines. However, I would like to emphasize strongly that the online materials are not sufficient to replace attendance of the lectures. They should help students to follow the lectures and to review the course material in preparation for the exams; they are not supposed to substitute face-to-face interaction in the classroom

Week 1: Introduction/German Unification

March 29 : The Problem of German History

### **March 31: The Making of Unified Germany**

Readings:

Start Theodor Fontane, *Effie Briest*

David Blackbourn, *History of Germany*, 171-203.

Sources:

[The Constitution of the German Empire](#) (Preamble, Art 5,6,7,11,12,15,20, 59,60,78)

[August Bebel, Reichstag Speech \(November 8, 1871\)](#)

[Heinrich von Sybel Describes the Structure of the German Empire and the Prospects for Liberty](#) ( January 1, 1871)

Week 2: Wilhelmine Germany

### **April 5 : Industrialization and Political Mobilization**

Sources:

[Population Growth in Large Cities \(1875-1910\)](#)

[Paul Göhre, "Working Class Life" \(1891\)](#)

[Eduard Bernstein, "The Immediate Tasks of Social Democracy" \(1899\)](#)

[Rosa Luxemburg, "Social Reform or Revolution?"\(1899\)](#)

[Heinrich Class, "If I Were Kaiser"\(1912\)](#)

### **April 7 : Society and Culture**

Readings:

Finish Theodor Fontane, *Effie Briest*

### ***Response Paper on Effie Briest Due***

Week 3: The First World War

### **April 12 : The First World War**

Readings:

David Blackbourn, *History of Germany*, 334-74.

Sources:

Soldiers Describe Combat: [Eduard Schmieder](#) (1914-15), [Sophus Lange](#) (1914-15), [Peter Hammerer](#) (1916)

The Homefront: [Dancing the Polonaise](#) (1916), [The Impact on Popular Morale](#) (March 1917), [The Strikes of January 1918](#)

**April 14 : Guest Lecture by Prof. Norbert Frei (Institute of the Americas)**

Week 4: From Monarchy to Republic

**April 19 : A German Revolution?**

Readings:

Eric Weitz, *Weimar Germany*, 7-39

Sources:

[The Constitution of the German Republic](#)

**April 21 : Postwar: The Crisis Years of the Weimar Republic**

Readings:

Eric Weitz, *Weimar Germany*, 81-103, 129-145

Sources:

[Ernst Juenger, "Fire"](#) (e-reserves)

[Hans Ostwald, "A Moral History of the Inflation"](#)

Week 5: Modernity and its Discontents: Weimar in the 1920s

April 26: Politics and Economics

Readings:

Eric Weitz, *Weimar Germany*, 103-21, 145-161

Sources:

[Friedrich von Gottl-Ottilienfeld, "Fordism"](#)

**April 28 : Weimar Culture**

Readings:

Eric Weitz, *Weimar Germany*, 169--330.

Sources:

[Elsa Herman, "This is the New Woman"](#)

["Textile Workers: My Workday, My Weekend,"](#) (e-reserves)

[Rudolf Kaiser, "Americanism"](#)

[Katharina Rathaus, "Charleston: Every Age Has the Dance It Deserves."](#)

[Ivan Goll, "The Negroes Are Conquering Europe"](#)

Magnus Hirschfeld, "Sexual Catastrophe" (Moeller, 31-32)

FILM: TBA

Week 6: From Democracy to Dictatorship

**May 3: MIDTERM (only non-section students)**

## **May 5 : The Great Depression and the Rise of Nazism**

Readings:

**Eric Weitz, *Weimar Germany*, 121-27, 161-68, 331-68.**

Doris Bergen, *War and Genocide*, 1-51.

Sources:

Ernst Thälmann, "The SPD and the NSDAP Are Twins" (1932) (e-reserve)

German National People's Party (DNVP), Program 1931 (e-reserve)

Adolf Hitler's Manifesto (September 1930) (Moeller, 42-45)

Albert Speer, "On Joining the Nazi Movement in 1931 (ibid., 45-47)

Melita Maschmann, "A German's Teenager's Response to the Nazi Takeover in January 1933" (ibid., 47-49)

New York Times, "Germany Ventures, January 31, 1933" (ibid., 49-51)

Week 7: The Third Reich: Politics and Propaganda

## **May 10: The Nazi State and the Myth of the Führer**

Readings:

Doris Bergen, *War and Genocide*, 53-78

Sources:

[The Enabling Act](#)

[Speech by the Social Democrat Otto Wels against Passage of the "Enabling Act" \(March 1933\)](#)

Report on Working Class Attitudes toward the Murder of SA Leader Ernst Röhm, 1934-35 (Moeller, 78-79)

New York Times, Report on a Visit to a Reich Prison Camp, July 1933 (ibid., 69-71)

Gabriele Herz, Description of an Early Concentration Camp for Women, 1937 (ibid., 71-77)

## **May 12: The Politics of Culture**

Sources:

Adolf Hitler, "Opening Address at the House of German Art in Munich," July 1937 (Moeller,

Week 8: The Third Reich: The Racial Community

## **May 17 : The National Community**

Readings:

Jill Stephenson, "Inclusion: Building the National Community in Propaganda and Practice" (e-reserves)

Sources:

Reports on the Sources of Working Class Support for the Nazis and the Limits of Opposition, 1935-39 (Moeller, 53-56)



Adolf Hitler, "Speech to the National Socialist Women's Organization," September 1934 (ibid., 79-82)

Juta Rüdiger, "On the League of German Girls," 1939 (ibid., 84-85)

### **May 19: Social Outsiders**

Readings:

Marion Kaplan, "When the Ordinary Became Extraordinary: German Jews Reaction to Nazi Persecution" (e-reserves)

Henry Friedlaender, "The Exclusion and Murder of the Disabled" (e-reserves)

Sources:

"Law for the Prevention of Hereditary Diseased Offspring" (July 1934)

"Report Assessing Public Response to the Film I Accuse" (January 1942)

Marta Appel, "Jewish Life after the Nazi Seizure of Power in 1933" (Moeller, 100-105)

Inge Deutschkron, "Growing Up Jewish in 1930s Germany" (ibid., 103-105)

David H. Buffom, "Report on Kristallnacht" (ibid., 105-109)

FILM: TBA

Week 9: The Third Reich: Expansion and War

### **May 24: Nazi Foreign Policy**

Readings:

Doris Bergen, *War and Genocide*, 79-100

Sources:

[The Munich Agreement \(September 1938\)](#)

[The German-Soviet Non-Aggression Treaty](#)

Adolf Hitler, Speech before the Reichstag, September 1, 1939 (Moeller, 110-12)

*Writing Assignment (Second Installment)*

### **May 26: The Second World War and the Nazi 'New Order'**

Readings:

Doris Bergen, *War and Genocide*, 101-65

Sources:

A German Colonizer of Poland in 1939 or 1940 (Moeller, 114-15)

Field Marshall von Reichenau, "Conduct of Troops in Eastern Territories" (1941) (ibid., 117-19)

Karl Fuchs, A German Soldier's Letters from the Eastern Front (1941), (ibid., 119-24)

Week 10: The Third Reich: Genocide and its Aftermath

### **May 31: The Holocaust**

Readings:

Doris Bergen, *War and Genocide*, 167-214

Sources:

Victor Klemperer, Reflections on the Meanings of the Yellow Star for Jews in Germany in 1941 (Moeller, 129-32)

Jewish Cultural Association of Württemberg, On Deportation, November 1941 (ibid., 132-34)

Ria Böring, A German Women's Account of Jewish Deportations, April 1942 (ibid. 135)

Herman Friedrich Graebe, Description of Mass Execution of Jews in Ukraine in 1942 (ibid. 136-38)

Heinrich Himler, Speech to SS Officers in Posen, October 1943 (ibid. 139-140)

Chaim Kaplan, In the Warsaw Ghetto 1939-1942 (ibid. 141-147)

Hirsh Glick, Jewish Partisan Song (1943) (ibid. 148)

Ruth Kluger, A Young Girl's 'Lucky Accident' at Auschwitz in 1944 (ibid. 149-53)

## **June 2: The Collapse of Nazism/The Nazi Past in Postwar Germany**

Readings:

Doris Bergen, *War and Genocide*, 215-43

Sources:

Käthe Ricken, Life under the Bombs 1943 (Moeller, 126-28)

Jokes about the Nazi Regime 1940-1943 (ibid., 162-64)

The White Rose (ibid., 164-68)

Fabian von Schlabrendorff, Account of Military Conspiracy to Assassinate Hitler 1944 (ibid., 168-171)

Hanna Levy-Hass, The Bergen-Belsen Concentration Camp 1944/45 (ibid. 153-59)

Adolf Hitler, My Political Testament, April 29, 1945 (ibid., 181-83)

*Writing Assignment Due*