

## HIEU 154: MODERN GERMANY (Spring 2015)

**Instructor: Frank Biess**

**Time: M,W, 5-6.20**

**Place: CSB 002**

**Readers: Matthew Hall, Ivana Polic**

### **Course Description:**

Germany has been at the center of some of the 20<sup>th</sup> century's most crucial events. Conflicts and tensions inside Germany frequently spilled over Germany's borders and affected the lives of millions of non-Germans, thus shaping the course of 20<sup>th</sup> century European and world history. This course follows the extremely volatile and often violent course of German history from its emergence as a nation state in the 19<sup>th</sup> century to the total collapse of the Nazi dictatorship in 1945. In particular, the course will examine two major themes: first, we will examine continuities and contingencies in Modern German History. Was there, for example, a direct link between the unification of Germany through "iron and blood" under Bismarck in 1870/71 and the rise of Hitler in the 1930s? Why did the Weimar Republic (1918-1933) that was celebrated for its liberal constitution, progressive welfare system, and vanguard culture turn into one of the most destructive regimes in human history? What were the alternatives to this disastrous course of Modern German history and why did these alternatives ultimately not materialize? Secondly, the course will entail a detailed examination of the Nazi period. We will address such issues as the structure of the Nazi dictatorship, the nature of the Nazi "racial community," the peculiar mixture of popular consent and coercion, and the regime's policies of war and genocide.

### **Course Readings:**

Raffel Scheck, *Germany 1871-1945. A Concise History*

Theodor Fontane, *Effie Briest*

Isabel Hull, *Absolute Destruction. Military Culture and the Practices of War in Imperial Germany*

Eric Weitz, *Weimar Germany. Promise and Tragedy*

Robert Moeller, *The Nazi State and German Society. A Brief History with Documents*

Articles and Documents on e-reserve and as link on [syllabus](#)

!!!Please note: if you want to access e-reserves from off-campus, you need to set up a "proxy-server." Check [here](#) to find out how to do this !

### **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. i-clickers**

This course uses i-clickers. You need to make sure to register your i-clicker through the ted website. I will use i-clicker in two different ways. First, at the beginning of each Wednesday class (starting in Week 2), I will ask two or three “red questions” related to the readings. These are comprehension questions, and you will be able to answer them if you have completed the reading assignments. I will not count the two lowest scores, this also why there are no “make-up” quizzes if you miss one of them. Then I will ask a series of “green questions” throughout the lectures (on Mon and Wed). They have no “right” or “wrong” answer and are supposed to foster discussion and peer-instruction. You will simply get points for participation. Your combined score of the red and green questions will count for 20 percent of your grade.

### **3. Exams and Writing Assignments:**

There will be three assignments in this course. One short paper on *Effie Briest* due at the beginning of Week 3, a short paper due in two installments (in Week 8 and Week 10), and a final exam .

### **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 readers 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 20, i-clicker 20%, 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, and I will also take into consideration improvement over the course of the quarter.

### **5. 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. I reserve the right to prohibit the use of all electronics in the classroom if it appears that they are being used for non-class related purposes.

### **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

## **Course Schedule**

### **Week 1: Introduction/German Unification**

#### **March 30 : The Problem of German History**

Readings: Scheck, *Germany, 1871-1945*, 1-8.  
Start Theodor Fontane, *Effie Briest*

#### **April 1: The Making of Unified Germany**

Readings: Scheck, *Germany 1871-1945*, 9-53.  
Isabell Hull, *Absolute Destruction*, 91-130

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 6: Industrialization and Political Mobilization**

Redings: Scheck, *Germany, 1871-1945*, 55-86.

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 8: Society and Culture**

Readings: Finish Theodor Fontane, *Effie Briest*  
Ute Frevert, "Freedom, Equality, Masculinity," in idem., *Men of Honour. A Social and Cultural History of the Duel*, (Cambridge: Polity Press, 1995), 135-91

## **Week 3: The First World War**

### **April 13: German Colonialism and The Origins of the First World War**

Readings: Isabel Hull, *Absolute Destruction*, 1-90

First Response Paper Due

### **April 15: Total War**

Readings: Scheck, *Germany, 1871-1945*, 87-109.  
Isabel Hull, *Absolute Destruction*, 197-333

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](#)

## **Week 4: From Monarchy to Republic**

### **April 20 : A German Revolution?**

Readings: Eric Weitz, *Weimar Germany*, 7-39,  
Sebastian Haffner, *Failure of a Revolution*, 80-101, 194-201

Sources: [The Constitution of the German Republic](#) (e-reserves)

### **April 22 : Postwar: Crisis and Stabilization**

Readings: Eric Weitz, *Weimar Germany*, 81-121, 129-161

Sources: [Ernst Juenger, "Fire"](#) (e-reserves)  
[Friedrich von Gottl-Ottilienfeld, "Fordism"](#)

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

**April 27:** Film: *Pandora's Box*

### **April 29 : Weimar Culture**

Readings: Eric Weitz, *Weimar Germany*, 169-250, 297-330.

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)

## **Week 6: From Democracy to Dictatorship**

### **May 4: The Great Depression and the Collapse of Democracy**

Readings: Eric Weitz, *Weimar Germany*, 121-27, 161-68, 331-68.  
Carl Schmitt, *The Crisis of Parliamentary Democracy*, 18-50

Sources: Ernst Thälmann, "The SPD and the NSDAP Are Twins" (1932) (e-reserve)  
German National People's Party (DNVP), Program 1931 (e-reserve)

### **May 6 : The Rise of National Socialism**

Readings: Jürgen Falter, "The Social Basis of Political Cleavages in the Weimar Republic, 1918-1933," *Historical Social Research* 25 (2013): 194-216

Sources: Adolf Hitler's Manifesto (September 1930) (Moeller, *Nazi State*, 42-45)  
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 11: The Nazi State and the Myth of the Führer**

Readings: Scheck, *Germany, 1871-1945*, 157-83.  
Robert Gellately, "Concentration Camps and Media Reports," in idem., *Backing Hitler*, 51-69 (e-reserves)

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

Carl Schmitt, "The Führer Protects the Law. On Adolf Hitler's Reichstag Address of 13 July 1934" (e-reserve)  
Report on Working Class Attitudes toward the Murder of SA Leader Ernst Röhm, 1934-35 (Moeller, *Nazi State*, 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 13: The Politics of Culture**

Sources: Adolf Hitler, "Opening Address at the House of German Art in Munich," July 1937 ( Moeller, *Nazi State*, 65-67)

*Film: La Habanera*

## **Week 8: The Third Reich: The Racial Community**

### **May 18: The National Community**

Readings: Peter Fritzsche, "Reviving the Nation" in idem., *Life and Death in the Third Reich*, 19-75 (e-reserves)

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

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

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

### **May 20: Social Outsiders**

Readings: Marion Kaplan, "When the Ordinary Became Extraordinary: German Jews Reaction to Nazi Persecution," Robert Gellately and Nathan Stolfuss, *Social Outsiders in Nazi Germany* (Princeton: Princeton University Press, 2001), 66-98 (e-reserves)

Henry Friedlaender, "The Exclusion and Murder of the Disabled," in *ibid.*, 145-63 (e-reserves)

Sources: "Law for the Prevention of Hereditary Diseased Offspring", July 1934 (Moeller, *Nazi State*, 88-90)

"Report Assessing Public Response to the Film I Accuse", January 1942, *ibid.*, 90-93

Marta Appel, "Jewish Life after the Nazi Seizure of Power in 1933" (*ibid.*, 100-105) Inge

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

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

## **Week 9: The Third Reich: Expansion and War**

### **May 25: Memorial Day – No Class**

### **May 27: Nazi Foreign Policy and the Second World War**

Readings: Scheck, *Germany, 1871-1945*, 185-216

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

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

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

A German Colonizer of Poland in 1939 or 1940 (*ibid.*, 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)

*Film: Come and See*

## **Week 10: The Third Reich: Genocide and Aftermath**

### **June 1: The Holocaust**

Readings: Christopher Browning, "One Day in Jozefow," David Crew. ed., *Nazism and German Society* (New York: Routledge, 1994), 300-15  
Detlev Peukert, "The Genesis of the Final Solution from the Spirit of Science," in *ibid.*, 274-99  
Daniel Jonah Goldhagen, *Hitler Willing Executioners. Ordinary Germans and the Holocaust*, pp.239-62

Sources: Victor Klemperer, Reflections on the Meanings of the Yellow Star for Jews in Germany in 1941 (Moeller, *Nazi State* ,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 3: The Collapse of Nazism/The Nazi Past in Postwar Germany**

Sources: Käthe Ricken, Life under the Bombs 1943 (Moeller, *Nazi State*, 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)