



CIEE Global Institute – Berlin

Course name:	German History 1871 to the Present
Course number:	HIST 3001 BRGE (GER)
Programs offering course:	Berlin Open Campus (Language, Literature, and Culture Track)
Language of instruction:	German
U.S. semester credits:	3
Contact hours:	45
Term:	Spring 2018

Course Description

This course covers the eventful and tumultuous decades of German history after the founding of the federal monarchy in 1871. Students study the Prussian and German Empires, World War I, the collapse of the monarchy, and the promise and failings of the Weimar Republic accompanied by the rising political extremes of Communism and Fascism that gave way to the terror of Hitler and the Nazi Party. The course analyzes World War II, including the Holocaust and complete defeat of Germany, and the 40 years of occupation and division of the country during the Cold War. Finally, the course examines the 1989 “peaceful revolution,” the fall of the Berlin Wall, and the reunification of Germany. (Language of Instruction: German)

Dieser Kurs behandelt die ereignisreichen und turbulenten Jahrzehnte der deutschen Geschichte beginnend mit der Gründung der föderalen Monarchie im Jahre 1871. Der Kurs bearbeitet das Preußische und Deutsche Reich, den Ersten Weltkrieg und dem daraus resultierenden Zusammenbruch der Monarchie, das Versprechen und Fehlen der Weimarer Republik, begleitet von den steigenden politischen Extremen des Kommunismus und Faschismus, der



Hitler und der NSDAP den Weg zum Terror freimachte. Der Zweite Weltkrieg und die damit einhergehende Ermordung von Millionen von Juden während des Holocaust, führten zur totalen Niederlage Deutschlands. Während einer vierzigjährigen Besatzung im Kalten Krieg zerfiel Deutschland in zwei Teile. Als Ergebnis der "Friedlichen Revolution" 1989 brach Ost-Deutschland letztendlich zusammen. Der Fall der Berliner Mauer und die Wiedervereinigung bedeuteten, dass die beiden deutschen Staaten (Ost und West) wieder einmal ein geeintes Land, begleitet von Hoffnungen, Ängste, Vorteile und Herausforderungen, sind. Die Unterrichtssprache ist Deutsch, weshalb der Kurs ein Minimum von 4 Semestern Deutsch voraussetzt, und dient somit auch der Perfektionierung der vorhandenen Deutschkenntnisse in gesprochener und schriftlicher Sprache.

Learning Objectives

By participating in this course, students will:

- Practice posing and answering critical and analytic questions
- Gain methodological skills for analyzing primary and secondary sources
- Learn to form arguments and defend them in class discussion and written assignments
- Develop skills in presenting arguments with clarity and precision in written and oral contexts
- Experience the vast expansion of their German reading, writing and speaking skills

Course Prerequisites

4 semesters of German or equivalent (contingent upon placement)



Methods of Instruction

The instructor will work with short German-language texts from various media, allowing students at the advanced level (you must have completed at least four semesters of German prior to taking this course) to perform everything in the target language and to hone their discussion, research and writing skills.

This course is taught through lecture, discussions, small group and / or individual assignments. The material used in this course will include a combination of primary sources (speeches, laws, images, videos, works of philosophy and fiction), secondary sources (articles or book chapters), films, and site visits. Students will have the opportunity to deepen their knowledge of a specific event / period through the final project, which is an historical analysis of a cultural-historical artifact.

In this course, we will focus on the political, social / cultural, and military trends that led to the two World Wars and culminated in Germany's absolute defeat – and how the two post-war German states responded to, accounted for, and attempted to move away from their destructive history. How and why did Germany end up unleashing catastrophic violence in Europe and the world not once, but twice, by the middle of the 20th century? Topics to be discussed include: liberalism, conservatism, political parties, imperialism, anti-Semitism, nationalism, revolution, and memorialization. We will also consider the theoretical stances that underlie different narratives of German history, e.g. continuity vs. rupture, the ideas of causality and contingency. For just as it is insufficient to claim that one cannot comprehend how, for example, the Holocaust happened, it is just as insufficient to argue that it was bound to happen.

Assessment and Grading

In-class Participation

10%



Midterm and Final exams	30%
Response Papers	20%
Final Paper (abstract, rough draft, peer review, final version)	40%

Course Requirements

Participation

Attendance at each session is mandatory (see the CIEE attendance policy below). All students will come to class having read, taken notes on, and prepared to discuss the assigned material. All readings will be available on the course website unless otherwise noted. If necessary, reading quizzes will be counted as part of the participation grade. Attendance will be taken at the start of each class meeting. Students are expected to take notes during lectures and discussions; this may be either on hard-copy notebooks (recommended) or computers; however, lectures and discussions may not be recorded. Disruptive or distracting use of technology (web browsing, etc.) will result in a technology ban for the student in question. Students will be informed in advance when they need to bring their laptops for group work / peer review workshops. Cell phones are to be switched to silent mode and stored in book bags, purses, etc. for the duration of the course. If a student misses a class meeting for any reason, it is his / her responsibility to catch up on the material covered.

Midterm and Final Exams

Each exam will consist of short ID questions and an essay. The short IDs will be in-class; the essay will be a timed, out-of-class assignment. Students may not collaborate on the essays.

Response Papers

Students will complete 4 writing assignments related to a primary source. In some weeks these will be print sources or images; in other weeks they will be site-related. Specific instructions will be distributed for each assignment.



Final Paper

For their final paper, students will select a cultural-historical artifact such as a novel, a building, a memorial site, a film, a work of art, or a museum or part thereof (or another source, in consultation with the instructor). In a 5-6 page essay (ca. 1200-1500 words, Times New Roman, double-spaced, Chicago Style citations), students will analyze their chosen artifact with regard to the themes covered in the course, bringing it into dialogue with historical scholarship (including at least 3 scholarly sources). Students must submit a proposal for this project no later than the end of the second week of the course. We will spend class time discussing writing strategies, style, and form, as well as proper use of citations; we will also spend class time workshopping drafts. Drafts and peer review all count toward the final grade. Following the final exams, students will have the opportunity to give a brief presentation on their project. Further instructions (including examples of artefacts) will be distributed separately; the paper will be due in Week 5. Students will abide by the CIEE policy on academic integrity. All written work submitted as part of this course is expected to be the student's original work, which has not been submitted for a grade at CIEE or at the student's home institution. Plagiarism may result in a failing grade for the assignment.

Participation

As part of your work in this course, students should demonstrate learning beyond the submission of written assignments or presentations. As such, all students receive grades based upon participation.

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Students receive grades based upon their contributions both in the classroom and in the Canvas course.

Meaningful contribution requires students to be prepared, as directed by the Instructor, in advance of each class session. Students must clearly demonstrate



they have engaged with the materials where directed.

This includes valued or informed engagement in, for example, small group discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Attendance Policy

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course sessions will also result in a lower final grade.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

An absence in a CIEE course will only be considered excused if:

- a doctor's note is provided
- a CIEE staff member verifies that the student was too ill to attend class
- satisfactory evidence is provided of a family emergency

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.



Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1	No academic penalty
10 – 20%	2	Reduction of final grade
More than 20%	3 content classes, or 4 language classes	Automatic course failure, and possible expulsion

Weekly Schedule

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

Week 1 Introduction to the course; The German Empire

Introduction to the Course and Syllabus review; German Unification, the culture wars, and the Wilhelmine state.

Reading: John Breuilly, “The national idea in modern Germany history,” in *The State of Germany: The national idea in the making, unmaking, and remaking of a modern nation-state*. Ed. John Breuilly (London: Longman, 1992). If you’ve never read it before: *The Communist Manifesto*



Realpolitik, its failure, and German overseas colonialism

Reading: Isabel Hull, *Absolute Destruction* (Ithaca: Cornell University Press, 2005) Introduction, Chapters 4 (Military Culture), 6 (Standard Practices) 7 (Doctrines of Fear and Force) 8 (Stopping the Process), and Conclusion.

Week 2 Industrialism and War

World War I

Reading: Ernst Jünger, *Storm of Steel* (transl. M. Hoffmann) (Stuttgart: JG Cotta'sche Buchhandlung Nachvolger GmbH, 1920; New York: Penguin, 2004)

Writing Workshop, Exam I

Week 3 The Weimar Republic

The Weimar Republic I

Reading: Eberhard Kolb, *The Weimar Republic* (New York: Routledge, 2005), pp. 3- 51;
Detlev Peukert, *The Weimar Republic* (New York: Hill and Wang, 1992) pp. 81-85 (Modernization and its Tensions)

Excursion (Reichstag Building)

Week 4 Modern Anti-Semitism, National Socialism, and World War II

National-Socialist Ideology and the Nazi State



Reading: Michael Geyer, "The State in National Socialist Germany," in Bright and Harding, eds. *Statemaking and Social Movements* (1984), 193-232 Christopher Browning, *Ordinary Men* (New York: Harper, 1992). Pp xv-48; 55-77; 159-189

Nazi Persecution of the Jews

Reading: Marion Kaplan, *Between Dignity and Despair: Jewish Life in Nazi Germany* (Oxford: Oxford University Press, 1998). Chapters 1, 7, and 8.

Week 5 Total War – “Hour Zero”?

The end of the war and the founding of the post-war states

Reading: Mary Fulbrook, *The People’s State* (New Haven: Yale University Press, 2005), Chapters 1, 2, 8, 13

Excursion (Hohenschönhausen Stasi Memorial)

Week 6 Remembering the Past, Looking to the Future

Ripples in the Social Fabric: Memory, Pluralism, and Violence

Reading: Hanna Schissler, ed., *The Miracle Years* (Princeton: Princeton University Press, 2001) Chapters 1, 7, 8. Arden Pennell, “Why are they all so happy?”

First half of class: Final Exam; Second half of class: Project presentations

Readings

Council on International
Educational Exchange
300 Fore Street
Portland, ME 04101
207-553-4000

ciecee.org



- John Breuilly, "The national idea in modern Germany history," in *The State of Germany: The national idea in the making, unmaking, and remaking of a modern nation-state*. Ed. John Breuilly. London: Longman, 1992.
- Christopher Browning, *Ordinary Men*. New York: Harper, 1992, pp. xv-48; 55-77; 159-189.
- Mary Fulbrook, *The People's State*. New Haven: Yale University Press, 2005, Chapters 1, 2, 8, 13.
- Michael Geyer, "The State in National Socialist Germany," in Bright and Harding, eds. *Statemaking and Social Movements* (1984), pp. 193-232.
- Isabel Hull, *Absolute Destruction*. Ithaca: Cornell University Press, 2005, Introduction, Chapters 4, 6, 7, 8 and Conclusion.
- Ernst Jünger, *Storm of Steel* (transl. M. Hoffmann). New York: Penguin, 2004.
- Marion Kaplan, *Between Dignity and Despair: Jewish Life in Nazi Germany*. Oxford: Oxford University Press, 1998, Chapters 1, 7, and 8.
- Eberhard Kolb, *The Weimar Republic*. New York: Routledge, 2005, pp. 3- 51.
- Arden Pennell, "Why are they all so happy?" *telos* Vol. 2008, No. 144, pp. 95-105.
- Detlev Peukert, *The Weimar Republic*. New York: Hill and Wang, 1992, pp. 81-85.
- Hanna Schissler, ed., *The Miracle Years*. Princeton: Princeton University Press, 2001, Chapters 1, 7, 8.