

History 410: Modern Germany, 1871 to the Present
Semester II, 2004-05

Lecture: MW 2:30-3:45; Discussion: M 4; T, 9:55, 12:05, 2:25, 3:30

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Office Hours: 4101 Humanities, MW 1:45-2:15; T 3:30-4:30, & by appt.

With the fall of the Berlin Wall in 1989 and subsequent reunification, Germany appeared to re-enter history as a “normal” nation. But how then to narrate most of its twentieth century, which for many appeared to be anything but normal? This is the key question of the course, which covers German history from national unification to the present. Lectures, readings, slides, and weekly discussion sections make up our *modus operandi*. The required text is Dietrich Orlow’s *A History of Modern Germany* (fifth edition), available for purchase at the Underground Textbook Exchange in addition to being on reserve at Helen C. White. Additional required reading is contained in a course packet, which students can purchase at the Humanities Copy Center; two copies of the course packet have been placed on reserve at Helen C. White.

This is a writing-intensive course, the assignments for which will help you build your critical and expository skills. You will write almost every week, but most assignments are short. The primary writing assignments are two five-page papers, due on March 7 and April 11. In addition, students will write nine single-sentence “challenges” related to course readings. See pages 3-5 below for detailed information on the writing assignments. The final exam, consisting of two essays, will be on May 13; see below as well for a list of exam questions. The two longer papers and final exam count for 75 percent (25 percent each) of your final grade; the other 25 percent comes from participation in discussion and the shorter writing assignments. You will not be graded on the single-sentence challenges, but you will receive commentary, and failure to turn them in will lower your participation grade. You should be prepared to discuss weekly readings, lectures, and writing assignments in the discussion sections, attendance to which is required. Students with more than one unexcused absence in section will lose one gradation for their discussion grade.

Required Textbook:

Dietrich Orlow, *A History of Modern Germany, 1871 to the Present*, 5th ed. (Prentice Hall, 2001)

Required Course Pack:

Readings are listed in the order they appear in the pack.

Mathew Jefferies, *Imperial Culture in Germany, 1871-1918* (Palgrave, 2003), 183-228.

- Ernst Jünger, *The Storm of Steel: From the Diary of a German Storm-Troop Officer on the Western Front* (Howard Fertig, 1996), 92-120.
- Regina Schulte, "The sick warrior's sister: nursing during the First World War," in *Gender Relations in German History: Power, Agency and Experience from the Sixteenth to the Twentieth Century*, edited by Lynn Abrams and Elizabeth Harvey (Duke, 1997), 121-41.
- Anton Kaes, et al, eds., *The Weimar Republic Sourcebook* (California, 1994), 35-59, 119-44.
- Elizabeth Harvey, "Culture and Society in Weimar Germany: The Impact of Modernism and Mass Culture," in *20th Century Germany: Politics, Culture and Society 1918-1990*, edited by Mary Fulbrook (Arnold, 2001), 58-76.
- Atina Grossmann, *Reforming Sex: The German Movement for Birth Control and Abortion Reform, 1920-1950* (Oxford, 1995), 78-106
- Viktor Klemperer, *I Will Bear Witness: A Diary of the Nazi Years, 1933-1941* (Random House, 1998), 289-324.
- Christopher Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland* (HarperCollins, 1992), 1-2, 38-77.
- Daniel J. Goldhagen, *Hitler's Willing Executioners: Ordinary Germans and the Holocaust* (Vintage, 199), 239-62.
- Norman Naimark, *Fires of Hatred: Ethnic Cleansing in Twentieth-Century Europe* (Harvard, 2001), 108-38
- Michael Wildt, "Continuities and Discontinuities of Consumer Mentality in West Germany in the 1950s," in *Life after Death: Approaches to a Cultural and Social History of Europe during the 1940s and 1950s*, eds. Richard Bessel and Dirk Schumann (Cambridge, 2003), 211-29.
- Uta G. Poiger, *Jazz, Rock, and Rebels: Cold War Politics and American Culture in a Divided Germany* (California, 2000), 168-205.
- Mary Fulbrook, *Anatomy of a Dictatorship: Inside the GDR 1949-1989* (Oxford, 1995), 129-50.
- Brian Ladd, *The Ghosts of Berlin: Confronting German History in the Urban Landscape* (Chicago, 1997), 127-73.

Lecture schedule:

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| January 19 | Introduction |
| January 24-26 | Unification and Development of Imperial Germany
Reading: Orlow, 1-41 |
| Jan. 31-Feb. 2 | Imperial Germany and the Origins of WWI
Reading: Orlow, 42-77; Jefferies, 183-228 |
| February 7-9 | World War I: The Storm of Steel
Reading: Orlow, 78-103; Jünger, 92-120; Schulte, 121-41 |

- February 14-16 “Revolution” and Democracy
Reading: Orlow, 104-138; *Weimar Republic Sourcebook*, 35-59
- February 21-23 Weimar Culture and the “New Woman”
Reading: Orlow, 139-160; Harvey, 58-76.
- Feb. 28-Mar. 2 End of Weimar: Choice or Determinism?
Reading: Orlow, 161-170; Grossmann, 78-106
- March 7-9 Rise of National Socialism
Reading: Orlow, 170-175; *Weimar Republic Sourcebook*, 119-44
- March 14-16 Nazism “Coordinates” German Society
Reading: Orlow, 175-92; Klemperer, 289-324
- March 19-27 Spring Recess**
- March 28-30 World War II and the “Final Solution”
Reading: Orlow, 193-223; Browning, 1-2, 38-77; Goldhagen, 239-62
- April 4-6 German Ruins
Reading: Orlow, 224-256; Naimark, 108-38.
- April 11-13 The Economic Miracle in the West
Reading: Orlow, 257-72; Wildt, 211-29
- April 18-20 An Economic Miracle in the East?
Reading: Orlow, 295-304; Poiger, 168-205
- April 25-27 Western Transformation, Eastern Collapse
Reading: Orlow, 272-94, 304-27; Fulbrook, 129-50.
- May 2-4 Memory, and the End of the Postwar Era
Reading: Orlow, 328-63; Ladd, 127-73
- May 9-11 Conclusions and Review
Reading: Orlow, 359-63
- May 13 **Final Exam, 5:05-7:05pm**

Writing Assignments and Exam Questions:

The single-sentence challenges work on various skills, including summarizing and comparing arguments, using primary and secondary sources to build an argument, comparing primary sources, and relating an author's argument to his or her evidence or to another piece of evidence. The longer writing assignments test your ability to bring these skills together in a more extended exposition. In these assignments, you should incorporate readings, discussion, and lectures, using quotations where suitable, and comparing expert opinion (including my own) where there is disagreement. Outside sources may be used, but they are not required. Short parenthetical insertions will suffice for identifying sources, e.g., (Klemperer, p. 399) or (Koshar, lecture, 5/22/05). If students use outside materials, they should attach a separate bibliography listing all sources, including class materials. Students may rewrite **one** of the longer essays, but they are required to submit rewrites no later than one week after the class session in which the original paper was returned. You will never receive a lower grade for a rewrite, but you are not guaranteed a higher grade if you do one. A rewritten paper should be a substantial reworking based on the instructor's comments; submit both the original paper with annotations and the rewritten paper.

January 31 : In one sentence of no more than fifty (50) words explain how one example from Jefferies' chapter on Wilhelmine reform movements illustrates the author's primary argument.

February 7: In one sentence of no more than fifty (50) words, comment on the relationship between Ernst Jünger's reflections in *The Storm of Steel* and Regina Schulte's depiction of World War I nurses.

February 14: In one sentence of no more than fifty (50) words, compare and contrast Heinrich Mann's and Rosa Luxemburg's vision of revolution in 1918.

February 21: In one sentence of no more than fifty (50) words, discuss whether or not mass culture in the Weimar Republic was a force for social and regional homogenization.

March 7: Write a five-page paper discussing the Weimar Republic's chances for survival.

March 14: In one sentence of no more than fifty (50) words, comment on Victor Klemperer's attitude toward "the Jewish question" in German society.

March 28: In one sentence of no more than fifty (50) words, compare Browning's and Goldhagen's arguments about the actions of Reserve Police Battalion 101 in the Holocaust.

April 11: Write a five-page paper discussing the chances for democracy in Germany in the first decade after World War II.

April 18: In one sentence of no more than fifty (50) words, compare and contrast the political significance of rock music in West and East Germany, as discussed by Poiger.

April 25: In one sentence of no more than fifty (50) words, comment on whether or not East Germany was a “niche society,” as discussed in Mary Fulbrook’s analysis of conformity and grumbling under the former Communist regime.

May 2: In one sentence of no more than fifty (50) words, comment on the oft-made accusation that Germany denied its own past in handling the architectural legacy of the Nazi period in Berlin.

May 13: Final Exam. You will be asked to write essays on two of the following questions, of which there will be a selection of four on the final exam. In thinking about your answer, be sure to incorporate materials from all sources, including lecture, reading, and discussion.

Germany before 1914 was on a road to democracy and economic prosperity rather than war and fascism. Discuss the validity of this statement.

Discuss whether or not the Weimar Republic was a failure.

Discuss the reasons for the rise of Nazism.

The Holocaust occurred not because Germans were “willing executioners” but because World War II created unanticipated conditions conducive to genocide. Comment.

Discuss the nature and extent of the West German “economic miracle” after World War II.

Discuss the reasons for the demise of East Germany.

Compare and contrast the public memory of World War II and the Holocaust in the two Germanys. Who was commemorated? Who was forgotten? Why?

Modern German history should be written as a success story. Discuss the validity of this statement.