

HISTORY 241: Modern German from Unification to Reunification



Anselm, Kiefer, *Der Morgenbau Plan* (2012) Source: Albright-Knox Art Gallery

Course Instructor: Steven McClellan

Lecture: Wed. 1:00-2:30 p.m. on [Zoom](#) (password: Berlin); Fri. 11:30 a.m.-1:00 p.m. on [Zoom](#) (password: Bonn).

Course Website: <https://onq.queensu.ca/d2l/home/631909>

Office Hour: Fridays 1:00-2:00 p.m. on [Zoom](#) (password: Betty)

Contact Information: sm424@queensu.ca

Teaching Assistants: Benedict Karl Pasaporte (bkvp@queensu.ca); Nick James Schumacker (njs10@queensu.ca); Lucy Warren (16lw27@queensu.ca)

Land Acknowledgment

Let us acknowledge that Queen's University is situated on traditional Anishinaabe and Haudenosaunee territory. We are grateful to be able to live, learn and play on these lands.

To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous peoples who lived, and continue to live, upon it and whose practices and spiritualities were tied to the land and continue to develop in relationship to the territory and its other inhabitants today. The Kingston Indigenous community continues to reflect the area's Anishinaabek and Haudenosaunee roots. There is also a significant Métis community and there are First people from other Nations across Turtle Island present here today.

To read more about the history of the land, see the [Queen's Encyclopedia](#) and to learn more about land acknowledgements, see the [Office of Indigenous Initiatives](#).

Course Description:

This course is a survey of German history from unification in 1871 to reunification in 1990, a period of dynamic change.

The course will highlight not only Germany's political evolution during this period but focus on changing social, economic, cultural, environmental, and intellectual features as well. We will learn about the social conflicts, confessional divisions, regional diversity, changing gender relations, political battles, wars, economic transformations, and intellectual and artistic movements that contributed to making this period of German history dynamic, contentious, and noteworthy.

Beginning in the reign of Wilhelm I and his chancellor, Otto von Bismarck, and ending with the fall of the Berlin Wall and the end of communism, the course will trace how peculiar geography, institutions, and intellectual currents shaped how Germans interacted with one other and those beyond their borders. Key developments, ideas, and movements we will discuss are: industrialization, colonialization, globalization, liberalism, conservatism, socialism, the women's movement; anti-Semitism, and more will also extensively examined.

Course Learning Objectives:

The main goal of this course is to arrive at basic knowledge of German history from 1870 to 1990. You will improve your ability to: speak and write clearly, analytically, and persuasively; read complicated texts and critically evaluate their arguments and evidence; work with primary and secondary sources, both textual and visual; how to situate key people, events, and ideas within their major social, political, and cultural contexts. In this way, students will learn **historical reasoning**, i.e. explaining why things happened the way they did, rather than merely describing "what happened."

Course Readings:

I've selected the readings to complement the lectures. The readings include both secondary sources and primary sources. Each week there will be one or two chapters assigned from either the *Short Oxford History of Germany* series, *The Oxford Handbook to Modern Germany History*, or *Germany Since 1945*, or another book. All of these will be posted on the course website **except for** *Germany Since 1945*.

Online materials: With the exception of the books listed below, all items included on the syllabus can be accessed through links from the course website. A significant portion of the online primary source materials are located on the educational website *German History in Documents and Images (GHDI)*, German Historical Institute, Washington D.C. (<http://germanhistorydocs.ghi-dc.org/> (Links to an external site.)). Each lecture will include primary source readings from this collection and all listed will be **required reading**. Quiz questions will also come from these readings.

Required Books for Purchase

Germany Since 1945: Politics, Culture, and Society by Peter C. Caldwell and Karrin Hanshew. Bloomsbury, 2018, (paperback, approx. C\$45.00). ISBN 978-1474262415.

Effi Briest, by Theodor Fontane, originally published in German, 1895. Oxford World's Classics, 2015, (paperback, approx. C\$15.95). ISBN 978-0-199675647.

The Lost Honor of Katharina Blum by Heinrich Böll, originally published in German, 1974. Penguin Classics, 2009, (paperback, approx. C\$11.00). ISBN 978-0143105404.

Recommended Text:

William Kelleher Storey and Mairi Cowan, *Writing History: A Guide for Canadian Students*, 5th Edition (Toronto: Oxford University Press, 2019).

Course requirements:

Primary Source Analysis	Feb. 6	15%
Research Essay	April 1	25%
Take Home Mid-Term	Feb. 16-18	20%
Weekly Online Quizzes	Due Before 10:00 am every Friday	2% each for 20% total
Take Home Test	April 10	20%

Descriptions of course requirements:

Primary Source Analysis (15% of final grade) due on onQ by 11:30 p.m. on Sunday, February 6.

For this assignment you will select one of three primary documents that I will provide on onQ. You will write a primary source analysis of about 750-1000 words. Your analysis should be built around a focused and analytical thesis that argues something that will enrich your reader's understanding of one specific aspect of the past by presenting an idea or interpretation that is interesting and not immediately obvious. Your thesis should relate to themes discussed in lecture and the readings. I will be providing documents with limited information because I want you to read the primary source with no editorial apparatus or other outside information available to you. You will not need to do any additional research, and in fact I discourage it. Your analysis and thesis should be supportable just using the primary source itself.

No notes or bibliography are required for this assignment. The paper should be double-spaced and in 12-point font. The assignment will be evaluated on the focus and clarity of the thesis; the use of evidence from the primary source to support your thesis; organization; and effective use of scholarly language.

Research Essay (25% of the final grade) due on onQ by 11:30 p.m. on Friday, April 1.

In this assignment, students are expected to research and present an argumentative analysis of a particular topic on German history between c. 1871 and c. 1990. This means it should present a strong and coherent thesis, support that thesis with evidence, and organize their essay so it has a recognizable beginning, middle, and end. Students should also highlight how their topic relates to the main course themes.

Most good history essays begin by asking a good historical question. Think of your question as a search for interpretation of events: they why's and how's of things. Why *then*? Why *there*? What was the context that led to this event and why did it occur at this time and place? Who were the actors involved? Can we get a handle on their motivations and intentions? Your historical question should be broad enough to be of some general interest but be narrow enough so that you can provide a

persuasive answer to it. For example: “Why did Germany lose World War Two?” This is a broad question and has general interest but is far too broad to be able to be answered in a short research assignment. It would take several books to answer this question.

The essay should be at least **8 double-spaced pages** (ca. 2,000 words) in length. It should be printed in 12-point font with 1” margins, not including bibliography, and it should make use of at least **six** secondary sources and **two** primary sources. The secondary sources must be **academic**. A list of sample essay topics, each with the kernel of a bibliography (to which the student will add other sources), will be posted on onQ.

Quizzes (20% of the final grade), due by 10:00 a.m. on Friday except in Week 1 and Week 6.

You will have short weekly quizzes to complete. These will be based on the weekly required readings, mostly drawn from the primary sources (images, graphs, maps, and documents). The quizzes will be available at the conclusion of the previous week’s lecture to the hour before Friday’s lecture. There is no set time limit to finish the quizzes once you begin, other than the Friday due date and you may have multiple attempts. The system is set so that it keeps your highest score. You can go at the quizzes at your leisure. No make-up opportunities will be provided for students who enroll late or who must miss weeks during the course. The lowest two weeks’ marks will be dropped when calculating the final grade. There will be no quiz on Friday, Feb. 18.

Take Home Mid-Term (20% of the final grade)

The mid-term will cover course material up to Week 6. It will be available on onQ on Wednesday, Feb. 16 following lecture and be available until 11:50 p.m. on Friday, February 18. The format will be announced later.

Take Home Final Test (20% of the final grade):

The Final Exam will likewise be a take home exam. It will go live on onQ following the last lecture and be available until 11:50 a.m. on Monday, April 10. The exam will cover all of the material since the mid-term. Format to be announced later.

Grading Method:

In this course, some components will be graded using numerical percentage marks. Other components will receive letter grades, which for purposes of calculating your course average will be translated into numerical equivalents using the Faculty of Arts and Science Letter Grade Input Scheme. Your course average will then be converted to a final letter grade according to Queen’s Official Grade Conversion Scale. Both scales can be accessed on the course website.

Due Dates:

Assignment deadlines have been set with a view to maximizing student success. Please do your best to complete course assignments by the deadline. Should an extenuating circumstance arise, you are entitled to a maximum of three grace days per assignment. Because a three-day grace period is already built into the course, you cannot use the Faculty’s short-term academic consideration (defined by the Faculty as three days or less) to extend the grace period on written work; requests for short-term academic consideration without documentation will not be approved. If your extenuating circumstances extend beyond the three-day grace period, you must make a request through the Faculty’s academic consideration portal (as described above), using the “requests for

academic consideration between four days and three months,” for which proper documentation will be necessary.

Late Penalty:

Course work submitted after the grace period and without a Faculty-approved academic consideration (four days to three months) will be subject to a late penalty of one fraction of a letter grade per day, including weekends. Thus, if you earned a grade of B+ on a paper but it was submitted two days after the grace period, your mark would drop to B-.

Academic integrity:

Queen’s students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the [Senate Report on Principles and Priorities](#)).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see [Academic Regulation 1](#)), on the [Arts and Science website](#), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Please visit the following websites to make sure you are not unintentionally plagiarizing in this course:

- <https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating>
- <https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing>
- http://writing.wisc.edu/Handbook/QPA_paraphrase.html

Copyright of Course Materials:

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor’s course materials or to provide an instructor’s course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor’s *express consent*. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

Writing support:

All citations in all assignments should be formatted according to the Chicago Manual of Style, 17th edition, unless otherwise indicated. Footnotes should be used instead of endnotes.

- https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/chicago_style_introduction.html
- <https://www.chicagomanualofstyle.org/home.html>

Resources from Student Academic Success Services (SASS):

- <https://sass.queensu.ca/onlineresource/topics/#WC>

Writing and Academic Skills Workshops: <https://sass.queensu.ca/programs/workshops/>

History Research Guide: <https://guides.library.queensu.ca/history>

Finding Sources, Writing History Papers, Writing Book Reviews, Writing Historiographical Papers: <https://guides.library.queensu.ca/history/evaluating-writing-citing>

Accessibility:

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The [Senate Policy for Accommodations for Students with Disabilities](#) was approved at Senate in November 2016. If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the **Queen's Student Accessibility Services (QSAS)** and register as early as possible. For more information, including important deadlines, please visit the [QSAS website](#). **Students with Letters of Accommodation (LOA) or Short-Term Academic Accommodation (STAA) should upload the documentation to the course onQ site, using the button on the course homepage.**

Academic Considerations for Students in Extenuating Circumstances:

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. See the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#).

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: <https://www.queensu.ca/artsci/undergrad-students/academic-consideration-for-students>. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following: Instructor Name / Email: **[INSERT NAME] + [INSERT EMAIL]**

Note: Self-Declaration requests (3-day requests) will not be granted because a grace-period has been provided for all assignments. See the "Due Dates" section above.

Lecture and Reading Schedule:

Required Book for Purchase

Germany Since 1945: Politics, Culture, and Society by Peter C. Caldwell and Karrin Hanshew. Bloomsbury, 2018, (paperback, approx. C\$45.00). ISBN 978-1474262415.

Effi Briest, by Theodor Fontane, originally published in German, 1895. Oxford World's Classics, 2015, (paperback, approx. C\$15.95). ISBN 978-0-199675647.

The Lost Honor of Katharina Blum by Heinrich Böll, originally published in German, 1974. Penguin Classics, 2009, (paperback, approx. C\$11.00). ISBN 978-0143105404.

Selections from Books Used but Are Not Required for Purchase

Imperial Germany, 1871-1918, edited by James N. Retallack. Oxford University Press, 2008. ISBN 978-0199204878.

Weimar Germany, edited by Anthony McElligott. Oxford University Press, 2009. ISBN 9780199280070.

Nazi Germany, edited by Jane Caplan. Oxford University Press, 2008. ISBN 9780199276875.

Rethinking the Weimar Republic: Authority and Authoritarianism, 1916-1936, by Anthony McElligott. Bloomsbury, 2014. ISBN 9780340731901.

The Oxford Handbook of Modern German History, edited by Helmut Walser Smith. Oxford University Press, 2011. ISBN 9780199237395.

Germany's War and the Holocaust: Disputed Histories, edited by Omer Bartov. Cornell University Press, 2003. ISBN 0801486815.

Weimar Germany: Promise and Tragedy, by Eric D. Weitz. Princeton University Press, 2018. ISBN 9780691183053.

Shattered Past: Reconstructing German Histories, edited by Konrad Jarausch and Michael Geyer. Princeton University Press, 2003. ISBN 0691059365.

Lecture and Reading Schedule:

Week 1

January 12: Introduction

January 14: Bismarckian Germany

Required Reading — Background Literature:

- Katharine Anne Lerman, 'Bismarckian Germany', in *Imperial Germany*, ed. James Retallack, pp. 18-39.

Required Reading — Primary Documents:

- Map: Creation of the German Empire
- Painting: Anton von Werner, *The Proclamation of the German Empire (January 18, 1871) – Friedrichsruh Version* (1885)
- Image: A South-German View of Liberal Capitulation (April 1868)
- Image: Berlin the Building Boom of the Founding Era
- Document: German Liberalism Recast: Herman Baumgarten's *Self-Criticism* (1866)
- Document: Max Weber Reflects on the Cooperation between the National Liberals and Bismarck during the 1860s and 1870s (May 1918)

Week 2

January 19: Outsiders? Catholics, Jews, and Women; Socialism and the Social Question

Required Reading — Background Literature:

- Christopher Clark, 'Religion and Confessional Conflict', in *Imperial Germany*, ed. Retallack, pp. 83-105.
- Edward Ross Dickinson, 'The Bourgeoisie and Reform,' in *Imperial Germany*, ed. Retallack, pp. 141-173.

Required Reading — Primary Documents

- Map: Geographical Distribution of Protestants and Catholics (1890)
- Image: The Burbach Smelting Works near Saarbrücken (1876)
- Image: "Between Berlin and Rome" (1875)
- Image: Cologne Cathedral (1869)
- Document: "Pulpit Law" (December 10, 1871)
- Document: Gustav Schmoller on the Social Question and the Prussian State (1874)
- Document: Antisemitism in the Christian Social Workers' Party (1879)
- Document: Anti-Socialist Law (October 1878)
- Document: August Bebel, "Women Under Socialism" (1879)

January 21: Wilhelmine Germany

Required Reading — Background Literature:

- Mark Hewitson, 'Wilhelmine Germany,' in *Imperial Germany*, ed. Retallack, pp. 40-60.

Required Reading — Primary Documents:

- Graph: Census Figures (1882-1907)
- Image: Paula Modersohn-Becker, *Girl with a Wreath of Flowers* (1902-03)
- Image: International Hygiene Exhibition in Dresden (May-October 1911)
- Image: The German Social Security System (1913)
- Image: Hugo Krayn, *Metroplis (Berlin)* (1914)
- Document: The Tivoli Program of the German Conservative Party (1892)
- Document: Paul Göhre, 'Working-Class Life' (1891)
- Document: Heinrich Mann, *The Loyal Subject [Der Untertan]* (1918)

Recommended Reading:

- Helmut Walser Smith, 'Authoritarian State, Dynamic Society, Failed Imperialist Power, 1878-1914,' in *The Oxford Handbook to Modern Germany*, pp. 307-335.

Week 3

January 26: A Place in the Sun; Germany's first Genocide

Required Reading — Background Literature:

- Dominik J. Schaller, 'Genocide in German Southwest Africa and German East Africa,' in *Empire, Colony, Genocide*, ed. Dirk A. Moses, pp. 296-324.

Required Reading — Primary Documents:

- Map: "Kiepert's Ready-Reference Map of the German Colonies" (c. 1895)
- Image: Herero Tribesmen Captured during the Herero War (1904)
- Document: Society for German Colonization, Founding Manifesto (March 28, 1885)
- Document: Bernhard von Bülow on Germany's "Place in the Sun" (1897)
- Document: The Kaiser on Southwest Africa (1905)
- Document: Another View of Things: Rosa Luxemburg (1913)

Recommended Reading:

- Andrew Zimmerman, 'Race and World Politics: Germany in the Age of Imperialism, 1878-1914,' in *The Oxford Handbook to Modern German History*, pp. 359-377.
- Sebastian Conrad, 'Transnational Germany,' in *Imperial Germany*, ed. Retallack, pp. 219-241.

January 28: Effi Briest

Required Reading

- Celia Applegate, 'Culture and the Arts,' in *Imperial Germany*, ed. Retallack, pp. 106-127.
- *Effi Briest*, Theodor Fontane.

Recommended Reading:

- Angelika Schaser, 'Gendered Germany,' in *Imperial Germany*, ed. Retallack, pp. 128-150.

Week 4

February 2: The First World War

Required Reading — Background Literature:

- Benjamin Ziemann, 'German 1914-1918. Total War as a Catalyst of Change,' in *Oxford Handbook to Modern German History*, pp. 378-399.

Required Reading — Primary Documents:

- Map: Germany and Europe in the First World War (1914-1918)
- Graph: The Evolution of Men's and Women's Employment (1914-1918)
- Image: "For the Fatherland" (c. 1918)
- Image: Berlin Children Campaigning for War Bond (1917)
- Image: Käthe Kollwitz, *The Parents* (1921-22)
- Image: Otto Dix, *Flanders* (1934-1936)
- Document: The September Memorandum (September 9, 1914)
- Document: The Hindenburg Program (1916)
- Document: War Bonds (March 1917)
- Document: Ernst Gläser, *Born in 1902* (1928)

Recommended Reading:

- Jeffrey Verhey, 'War and Revolution,' in *Imperial Germany*, ed. Retallack pp. 242-263.

February 4: The German Revolution and Weimar Politics

Required Reading — Background Literature:

- Anthony McElligott, 'Introduction' and 'Political Culture,' in *Weimar Germany*, ed. Anthony McElligott, pp. 1-49.

Required Reading — Primary Documents:

- Image: Sailor's Uprising in Wilhelmshaven (1918)
- Image: The Stab in the Back (April 1924)
- Image: German Democratic Party (DDP) Election Poster (1924)
- Image: German People's Party (DVP) Election Poster (1924)

- Image: Center Party (Zentrum) Election Poster (1924)
- Image: Communist Party of Germany (KDP) Election Poster (1924)
- Image: German National People's Party (DNVP) Election Poster (1928)
- Image: National Socialist German Workers' Party (NSDAP) Election Poster (1928)
- Image: Center Party (Zentrum) Election Poster (1930)
- Image: Hindenburg Election Poster (1932)
- Image: Social Democratic Party (SPD) Election Poster (1932)
- Document: The Constitution of the German Empire of August 11, 1919
- Document: Principles of the German People's Party (1919)
- Document: Program of the German Workers' Party (1920)
- Document: Theodor Heuss, 'Democracy and Parliamentarianism' (1928)

Recommended Reading:

- Anthony McElligott, *Rethinking the Weimar Republic: Authority and Authoritarianism, 1916-1936*, pp. 1-68, pp. 99-128, 157-180.
- Thomas Mergel, 'Dictatorship and Democracy, 1918-1939,' in *The Oxford Handbook to Modern German History*, pp. 423-454.

Week 5

February 9: Weimar Economy and Welfare

Required Reading — Background Literature:

- Harold James, 'The Weimar Economy', in *Weimar Germany*, ed. McElligott, pp. 102-126.
- Young-Sun Hong, 'The Weimar Welfare State', in *Weimar Germany*, ed. McElligott, pp. 175-206.

Required Reading — Primary Documents:

- Image: Family Shares a Single Sausage for Dinner
- Image: Wallpapering with Worthless Banknotes (1923)
- Image: Unemployed Dock Workers (1931)
- Document: Hilde Walter, The Misery of the New *Mittelstand* (1929)
- Document: Betty Scholem on the Depression (1931)
- Document: Hans Ostwald, 'A Moral History of the Inflation' (1931)

Recommended Reading:

- Anthony McElligott, *Rethinking the Weimar Republic: Authority and Authoritarianism, 1916-1936*, pp. 69-98.

February 11: Weimar Modernity

Required Reading — Background Literature:

- Eric D. Weitz, *Weimar Germany: Promise and Tragedy*, pp. 251-296.

Required Reading — Primary Documents:

- Image: Erich Consemüller, *Bauhaus-Scene* (1926)
- Image: Christian Shad, *Sonja* (1928)
- Image: Yva, *Women's Legs*
- Image: A Young Woman Jumps Over a Puddle
- Image: Scenes from *Berlin: Symphony of a Metropolis* (1927)
- Document: Hugo Bettauer, 'The Erotic Revolution' (1924)
- Document: Enough is Enough! Against the Masculinization of Women (1925)
- Document: Friedrich von Gottl-Ottlilienfeld, 'Fordism' (1926)
- Document: Friedrich Sieburg, 'Worshipping Elevators' (1926)

Recommended Reading:

- Anthony McElligott, *Rethinking the Weimar Republic: Authority and Authoritarianism, 1916-1936*, pp. 129-156.

Week 6

February 16: The Death of Democracy and the Nazi State

Required Reading — Background Literature:

- Peter Fritzsche, 'The NSDAP 1919-1934: From Fringe Politics to the Seizure of Power,' in *Nazi Germany*, ed. Jane Caplan, pp. 48-72.
- Jeremy Noakes, 'Hitler and the Nazi State: Leadership, Hierarchy, and Power,' in *Nazi Germany*, ed. Jane Caplan, pp. 73-98.

Required Reading — Primary Documents:

- Image: Beer Hall Fight between Communists and Reichsbanner (1930)
- Image: Hindenburg on his 85th Birthday with his son, Oskar (1932)
- Image: SA Stormtroopers burn Republican Flag (1933)
- Image: The Reichstag Fire (1933)
- Image: Gestapo and Security Police Raid Communist Party HQ (1933)
- Image: Communists under Arrest on the Day after Reichstag Elections (1933)
- Image: Gleichschaltung (Coordination) in Hamburg (1933)
- Image: Organizational Structure of the NSDAP (1934)
- Document: Edgar J. Jung, "Germany and the Conservative Revolution" (1932)
- Document: Schoolteacher on Hitler's Seizure of Power (1933)
- Document: Hitler's Appeal to Leading German Industrialists (1933)
- Document: Hitler's Confidential Memo on Autarky (1936)

Recommended Reading:

- Anthony McElligott, *Rethinking the Weimar Republic: Authority and Authoritarianism, 1916-1936*, pp. 181-222.

- Richard J. Evans, 'The Emergence of Nazi Ideology', in *Nazi Germany*, ed. Jane Caplan, pp. 26-47.

February 18: Mid-Term (No Class)

Mid-Term Reading Week (Feb. 22-25)

Week 7

March 2: Inclusion and Exclusion: Nazi Society

Required Reading — Background Literature:

- Jill Stephenson, 'Inclusion: Building the National Community in Propaganda and Practice,' in *Nazi Germany*, ed. Jane Caplan, pp. 99-121.
- Nikolaus Waschmann, 'The Policy of Exclusion: Repression in the Nazi State, 1933-1939,' in *Nazi Germany*, ed. Jane Caplan, pp. 122-145.

Required Reading — Primary Documents:

- Image: Anti-Fascist Imagery: "Hurray, the Butter is Gone!" (1935)
- Image: Anti-Fascist Imagery: "This is the Salvation They are Bringing Us!" (1938)
- Image: The Aryan Family (1938-1939)
- Image: Adolf Wissel, *Kalenberger Bauernfamilie* (1939)
- Image: Magda Goebbels at Home with her Children (1939)
- Image: Leopold Schmutzler, *Working Maidens* (1940)
- Document: The Enabling Act (March 24, 1933)
- Document: Law for the Prevention of Offspring with Hereditary Diseases (1933)
- Document: Reich Citizenship Law (1935)
- Document: Hitler's Speech to the National Socialist Women's League (1934)

March 4: World War Two

Required Reading — Background Literature:

- Gerhard L. Weinberg, 'Foreign Policy in Peace and War,' in *Nazi Germany*, ed. Jane Caplan, pp. 196-218.
- Omer Bartov, 'Savage War: German Warfare and Moral Choices in World War II' in *Germany's War*, pp. 3-32.

Required Reading — Primary Documents:

- Map: Territorial Expansion (1935-1939)
- Map: Europe in December 1941
- Map: Europe in April 1944
- Image: Factory Workshop (1940)
- Image: Eastern Front (December 1941)
- Image: Soviet POWs (1942)

- [Image](#): A Russian Village in Flames (1944)
- [Document](#): Hitler's Secret Speech to the Military (1939)
- [Document](#): Commissar Order (June 6, 1941)
- [Document](#): Joseph Goebbels's *Sportpalast* Speech (1943)
- [Document](#): Secret Report on the Mood of the German People (1943)

Week 8

March 9: The Holocaust

Required Reading — Background Literature:

- Doris Bergen, 'Occupation, Imperialism and Genocide', in *Nazi Germany*, ed. Jane Caplan, pp. 219-245.

Required Reading — Primary Documents:

- [Map](#): Concentration and Extermination Camps and Major "Euthanasia" Centers
- [Image](#): Table of Colored Classification Symbols for Concentration Camp Prisoners
- [Image](#): Mass Execution of Lithuanian Jews (1942)
- [Image](#): Mountain of Shoes in Lublin-Majdanek (1944)
- [Document](#): Victor Klemperer's Diary Entry on Boycott of Jewish Businesses (1933)
- [Document](#): Samuel Honaker's Description of *Kristallnacht* and its Aftereffects (1938)
- [Document](#): Wannsee Protocol (1942)
- [Document](#): Korherr Report (1943)
- [Document](#): Himmler's Posen Speech (1943)

March 11: Defeat, Occupation, and Division: East and West Germany, 1945-1949

Required Reading — Background Literature:

- Peter Caldwell and Karrin Hanshew, *Germany Since 1945: Politics, Culture, and Society*, pp. 17-43.

Required Reading — Primary Documents:

- [Graph](#): Wartime Destruction in German Cities (1947)
- [Graph](#): Analysis of Denazification Categories in Western Occupation Zones (1950)
- [Map](#): Germany after the Second World War (September 1945)
- [Map](#): Berlin (September 1945)
- [Image](#): "Rubble Woman" near Trinity Church, Berlin (1946)
- [Image](#): Currency Reform (June 20, 1948)
- [Document](#): The Harrison Report (September 1945)
- [Document](#): Alfred Döblin on the German Population (1946)
- [Document](#): Editor-in-Chief of *Die Zeit* on Nuremberg Trials (1948)

Recommended Reading:

- Stefan-Ludwig Hoffmann, 'Germany is No More: Defeat, Occupation, and the Postwar Order,' in *The Oxford Handbook to Modern German History*, pp. 593-639.

Week 9

March 16: The Economic Miracle: West Germany in the 1950s and 1960s

Required Reading — Background Literature:

- Peter Caldwell and Karrin Hanshew, *Germany Since 1945: Politics, Culture, and Society*, pp. 46-56; 71-85.

Required Reading — Primary Documents:

- Map: European Economic Community (1958)
- Image: Furniture Design of the 1950s
- Image: Ludwig Erhard and Prosperity for All (1957)
- Image: Water Pollution in North Rhine-Westphalia (1958)
- Image: A Family Returns from the Federal Republic to the GDR (1950s)
- Document: The Düsseldorf Guidelines (1949)
- Document: Principles of the Social Market Economy (1962)
- Documents: Democracy in Jeopardy (1962) and the Spiegel Affair (1962)
- Documents: Labor Minister Welcomes the Millionth Guest Worker (1964)

Recommended Reading:

- Donna Harsch, 'Industrialization, Mass Consumption, Post-Industrial Society,' in *The Oxford Handbook to Modern German History*, pp. 663-688.

March 18: The DDR

Required Reading — Background Literature:

- Peter Caldwell and Karrin Hanshew, *Germany Since 1945: Politics, Culture, and Society*, pp. 56-69, 85-95.

Required Reading — Primary Documents:

- Image: On-Site Daycare at the Steelworks in Riesa (1951)
- Image: Family Members Greeted after Flight to the West (1952)
- Document: The SED's New Course (1953)
- Document: Heinz Kluth, The Hooligans: Legend or Reality? (1956)
- Document: Rhapsody in Blue Jeans (1959)
- Document: Communist Justification for the Division of Berlin (1961)
- Document: Leisure Time in Capitalism and Socialism (1961)
- Document: GDR Order to Fire on World-be Escapees (1962)

Recommended Reading:

- Andrew I. Port, 'Democracy and Dictatorship in the Cold War: The Two Germanies, 1949-1961,' *The Oxford Handbook to Modern German History*, pp. 615-639.

Week 10

March 23: 1968 in East and West

Required Reading — Background Literature:

- Peter Caldwell and Karrin Hanshew, *Germany Since 1945: Politics, Culture, and Society*, pp. 103-142.

Required Reading — Primary Documents:

- Image: Meal in a Political Commune (1968)
- Image: Rudi Dutschke at a Vietnam Congress (1968)
- Image: Demonstration following Assassination Attempt on Rudi Dutschke (1968)
- Image: Student Strikes in Frankfurt (1968)
- Image: Poster Against the Soviet Invasion of Czechoslovakia (1968)
- Document: Liberal Musings on the Character of the Generational Revolt (1968)
- Document: Ulrike Meinhof Calls for a Move from Protest to Resistance (1968)
- Document: Love for the Socialist Fatherland (1968)
- Document: Constitution of the GDR (1968)

Recommended Reading:

- Uta G. Poiger, 'Generations: The "Revolutions" of the 1960s,' in *The Oxford Handbook to Modern German History*, pp. 640-662.

March 25: Heinrich Böll, *The Lost Honor of Katharina Blum*

Required Reading — Background Literature:

- Heinrich Böll, *The Lost Honour of Katharina Blum*

Week 11

March 30: West Germany in the 1970s and 1980s

Required Reading — Background Literature:

- Peter Caldwell and Karrin Hanshew, *Germany Since 1945: Politics, Culture, and Society*, pp. 148-157, 163-195, 217-240.

Required Reading — Primary Documents:

- Image: Helmut Kohl and François Mitterrand in Verdun (1984)
- Image: Environmental Destruction and Air Pollution in the Ruhr Valley (1985)
- Document: Abortion and Women's Solidarity (1971)
- Document: Still Taboo despite Reforms (1973)
- Document: Environmentalists Protest the Nuclear Power Plant in Wyhl (1975)
- Document: Squatters Occupy a Berlin Apartment Building (1981)
- Document: Helmut Kohl, Freedom as the Core of the German Question (1984)

April 1: East Germany in the 1970s and 1980s

Required Reading — Background Literature:

- Peter Caldwell and Karrin Hanshew, *Germany Since 1945: Politics, Culture, and Society*, pp. 157-163, 196-215.

Required Reading — Primary Documents:

- Graph: Social Policy and Women (1989)
- Image: Environmental Destruction and Air Pollution in Saxony (1982)
- Image: Bicycle Demo, East Berlin (1982)
- Document: Honecker on the Unity of Economic and Social Policy (1971)
- Document: An East German Manager Explains *Kombinat* (1972)
- Document: East German on Human Rights as Based on Social Equality (1976)
- Document: The Cadre Issue (1983)

Week 12

April 6: 1989 and Reunification

Required Reading — Background Literature:

- Peter Caldwell and Karrin Hanshew, *Germany Since 1945: Politics, Culture, and Society*, pp. 241-264.

Required Reading — Primary Documents:

- Image: Traffic at the Border Crossing in Hesse (November 1989)
- Image: Demonstrations on Augustusplatz in Leipzig (1989)
- Image: Demolition of the Wall at the Brandenburg Gate (December 1989)
- Image: “Sell Out” of the East—West German Antiques Dealer in Bad Kösen (1990)
- Image: The Last Monday Demonstration (1990)
- Document: The Motives of Ethnic German Remigrants (Spätaussiedler)
- Document: Founding Appeal of the New Forum (September 1989)
- Document: Storming the Stasi Headquarters (January 1990)

Recommended Reading:

- Conrad Jarausch and Michael Geyer, ‘Unsettling German Society: Mobility and Migration, in *Shattered Past*, pp. 197-220.

April 8: Ossis and Wessis in the Berlin Republic

Required Reading — Background Literature:

- Peter Caldwell and Karrin Hanshew, *Germany Since 1945: Politics, Culture, and Society*, pp. 267-291.

Required Reading — Primary Documents:

- Map: States of the Federal Republic (1990)

- Image: [Vietnamese Guest Laborers Leaving the GDR \(1990\)](#)
- Image: [Violence against Foreigners in Rostock-Lichtenhagen \(1992\)](#)
- Document: [Heiner Müller on the Sell-Out of the GDR \(1990\)](#)
- Document: [GDR Nostalgia \(1996\)](#)
- Document: [Arson Attack on Turkish Families in Mölln \(1992\)](#)
- Document: [The Government Offers an Explanation for Xenophobia \(1994\)](#)
- Documentary: [“20 Years After the Rostock Riots” \(2017\)](#)

Recommended Reading:

- Konrad Jarausch and Michael Geyer, ‘A Struggle for Unity: Redefining National Identities’, in *Shattered Past*, pp. 221-244.

Winter Exam Period (April 14-30)

Winter 2022
HIST 241

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