



# HIST 3085 Modern Germany, Part 1 1871-1945

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## COURSE DESCRIPTION

Beginning with the 1871 Unification of Germany, and ending with the Third Reich's defeat in the Second World War, this course uses myriad themes to make sense of the tumultuous 20<sup>th</sup> century, including: violence, cultural innovation, diplomacy, gender relations, everyday life under democracy and dictatorship, memory and commemoration, war and genocide, and the changing place of Germany within Europe. We will discuss the fractures and divisions within Imperial German society, the home and fighting fronts of the First World War, the short-lived, but influential, Weimar Republic, the rise of Adolf Hitler and the *Volksgemeinschaft* of the Third Reich, and the Nazi's "Final Solution to the Jewish Problem" in Occupied Europe.

## REQUIRED READING

German History in Documents and Images, German Historical Institute, Washington, D.C.  
<http://germanhistorydocs.ghi-dc.org/> (Search for each document title, or use the hyperlinked list on D2L. I also recommend the Introductions to each time period, if you are looking for further reading.)

Art Spiegelmann, *Maus: A Survivor's Tale: Vol. 1 My Father Bleeds History, Vol. 2 Here My Troubles Began*. New York: Pantheon Books, 1991. (UNB Bookstore)

## COURSE EVALUATION (please see pp. 8-9 for further details)

Reading Responses	25
Midterm Test	15
Research Bibliography	5
Research Essay	25
Final Examination	30



## COURSE SCHEDULE

Sept 5 Welcome to HIST 3085

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Sept 8 Lecture 1 “The Lands at the Centre of Europe”: The German Question in the 19<sup>th</sup> Century

Sept 10 Lecture 2 “By Iron and Blood”: Nationalism, War and German Unification in 1871

Sept 12 Discussion 1 Germany in the Late 19<sup>th</sup> Century [\*\*Last day to add new courses\*\*]

- Causes and Effects of Emigration from Germany (1870s-1880s)
- Carl Friedrich Benz: A New Bicycle (1867)
- Carl Büchsel, Protestant Pastor, Describes Rural Courtship and Marriage (1865)
- Child Labor on a Pomeranian Estate and its Effects on School Lessons (1887)
- Interior of Workers' Homes in Hamburg and Karlsruhe (1891)
- A Young Noblewoman is Presented at Court (1882-83)
- Elections to the German Reichstag (1871-1890): A Statistical Overview
- Final Discussions before the Proclamation of the German Empire (January 17-18, 1871)
- Memories of Sedan Day Festivities in the 1870s (Retrospective Account, 1930)
- Kaiser Wilhelm I on the Social Ethos of Prussian Officers (1879)

[NOTE: There is no written assignment this week, but please come ready to speak!]

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Sept 15 Lecture 3 Building an Empire: Bismarck’s Battles Against Catholics, Socialists and Ethnic Minority Groups

Sept 17 Lecture 4 Combating the Degenerative Effects of Modernity: Reform and Innovation in the *Kaiserreich*

Sept 19 Discussion 2 Divisions in 19<sup>th</sup> Century German Society

- Helene Stöcker, "The Modern Woman" (1893)
- Ernst Goldmann on the Legal Status of Women and a Husband’s Right to Punish His Wife (1904)
- Gender and Occupation in Selected Industries (1895 and 1907)
- Shades of the Future? Daniel Frymann [Heinrich Claß] (1912)
- A German Voice of Opposition to Germanization (1914)

Cont'd ..



- Consumerism: Berlin Department Stores (1908)
- The Cinema (1913)
- Rural Hygiene (1902)
- How Metalworkers c. 1910 viewed their Work (1912)
- Stairways for the "Entitled" [*Herrschaften*] and the "Un-entitled" [*Nichtherrschaften*] (1903)
- Elisabeth Flitner, "A Candle was burning on the Lectern Early in the Morning" (Retrospective)

1. What do the first three documents tell us about the position of women in German society?
2. According Daniel Frymann/Heinrich Claß, why did “the Jews” pose a threat to Germany in the early 20<sup>th</sup> century? What solutions to this “problem” did he propose? What was Hans Delbrück’s reaction to German attempts to solve the “problem” of the Polish minority? Based on these documents, how were the two minority groups treated differently?
3. What do the remaining documents tell us about either the urban/rural divide or economic class differences in early 20<sup>th</sup> century Germany?

\*\*\*Assignment 1, due Sept 19 @ 1:30 on D2L\*\*\*

Sept 22	<u>Lecture 5</u>	A Place in the Sun? Empire-Building in Africa
Sept 24	<u>Lecture 6</u>	Legitimate Warfare or Genocide? Conflict in Namibia
Sept 26	FILM	<i>Namibia: Genocide and the Second Reich</i> (BBC, 2005)

1. Please write a c. 350-500 word analysis of the film. You may provide some summary of the content, but also include your own analysis of how the film fits into the larger themes of the course and/or how it portrays this aspect of German History.

\*\*\*Assignment 2, due Sept 29 @ 1:30 on D2L\*\*\*

Sept 29	<u>Lecture 7</u>	Guns, Gas and Gonorrhoea: The First World War on the Fighting Fronts
Oct 1	<u>Lecture 8</u>	Rationing, Factory Work and Surveillance: The First World War on the German Home Front

Cont'd...



Oct 3      Discussion 3      Soldiers and Civilians at War

- England and the German Fleet: Alfred von Tirpitz looks back on the Naval Race (1920)
- The Army Intervenes in the Crisis: Helmuth J. L. von Moltke to Theobald von Bethmann Hollweg (1914)
- Ludwig Thoma, *The First of August [Der erste August]* (1915)
- Rationing in Practice: Queuing for Food (October 1917)
- Bulletins from the Front I (1914)
- Soldiers Describe Combat II: Sophus Lange (1914-15)
- Soldiers Describe Combat V: Peter Hammerer (1916)
- Dancing the Polonaise (1916)
- Hunger: Ernst Gläser, *Born in 1902* (1928)
- Suppression of Anti-War Sentiment (November 1915)
- Preventive Detention (December 4, 1916)
- Adolf Hitler, *Mein Kampf* (1925)

1. The origins of the First World War have long been subject to much scholarly debate. How did Alfred von Tirpitz and Helmuth von Moltke both work to remove the brunt of blame from Germany? How did Adolf Hitler see things differently? What may have been their varying motivations?
2. Compare and contrast the wartime letters of Sophus Lange and Peter Hammerer. What may they tell us about differing experiences on the front lines? Or, do they tell us something else? Also, why do you think Peter Hammerer was brought before a military court? What was the military doctor's findings?
3. What is the tone of the local magistrate's report on the women "dancing the Polonaise" in wartime Magdeburg? How does the tone of Ernst Gläser's novel *Born in 1902* differ?
4. Choose one additional document from the list, and describe what it tells us about the German experience of the First World War.

\*\*\*Assignment 3, due Oct 3 @ 1:30 on D2L\*\*\*

Oct 6      Lecture 9      Defeat, Violence and *Diktat*: The End of the German Empire and the Beginning of the Weimar Republic

Oct 8      Lecture 10      The Roaring 20s? Art, Culture, and Sex in the Weimar Republic

Oct 10      FILM      *Legendary Sin Cities: Berlin* (CBC, 2005)

1. Please write a c. 350-500 word analysis of the film. You may provide some summary of the content, but also include your own analysis of how the film fits into the larger themes of the course and/or how it portrays this aspect of German History.



\*\*\*Assignment 4, due Oct 13 @ 1:30 on D2L\*\*\*

Oct 13 Happy Thanksgiving! NO CLASS

Oct 15 Lecture 11 From *Diktat* to Depression: Germany in Europe, 1919-1929

Oct 17 Discussion 4 What Was the True Face of Weimar?

- Rudolf Kayser, "Americanism" (1925)
  - Hans Ostwald, "A Moral History of the Inflation" (1931)
  - Friedrich von Gottl-Ottlilienfeld, "Fordism" (1926)
  - Friedrich Sieburg, "Worshipping Elevators" (1926)
  - Ernst Lorsy, "The Hour of Chewing Gum" (1926)
  - Walter Gropius and Paul Schultze-Naumburg, "Who is Right? Traditional Architecture or Building in New Forms" (1926)
  - Hugo Bettauer, "The Erotic Revolution" (1924)
  - Berliner Illustrierte Zeitung: "Enough is Enough! Against the Masculinization of Women" (1925)
  - Gabriele Tergit, "Paragraph 218: A Modern Gretchen Tragedy" (1926)
  - Anita, "Sex Appeal: A New Catchword for an Old Thing" (1928)
  - Elsa Herrmann, "This is the New Woman" (1929)
  - Alice Gerstel, "Jazz Band" (1922)
  - Ivan Goll, "The Negroes Are Conquering Europe" (1926)
1. The Weimar years were a time of great innovation and change. The new constitution of 1919 promised post-war Germans a society based on tolerance, openness, and democracy. Why, then, did Germany become a Nazi dictatorship only 14 years later? Textbooks typically suggest that the young Republic had too many political and economic challenges to overcome. Some historians, however, feel that we need to look more closely at social and cultural debates in 1920s Germany and, more specifically, at the battles waged in various arenas between those pushing for “modern” change, and those who wanted their society to remain closer to its “traditional” roots. How might some (several!) of the documents support this argument?

\*\*\*Assignment 5, due Oct 17 @ 1:30 on D2L\*\*\*

Oct 20 Midterm Test (in-class, 50 mins)

Oct 22 Lecture 12 Nazis, Communists, and the Great Depression: Extremist Politics in the Weimar Republic

Oct 24 HIL Research Workshop with Joanne Smyth (Attendance = Mandatory)



Oct 27 Lecture 13 Working Towards the *Führer*? National Socialism in Power

[\*\*Last Day to Withdraw with a transcript “W”\*\*]

Oct 29 Lecture 14 Building the People’s Community: Insiders in the Third Reich I

Oct 31 In-Class Writing Workshop

\*\*\*Research Bibliographies Due in Class\*\*\*

Nov 3 Lecture 15 Building the People’s Community: Insiders in the Third Reich II

Nov 5 Lecture 16 “Fighting the Jewish Menace”: Nazi Anti-Semitic Policies

Nov 7 Discussion 5

- Frau Marion Beyme’s Memories of Marburg and Berlin during the Third Reich
  - Adolf Hitler, "Appeal to the German People" (January 31, 1933)
  - Hamburg Schoolteacher Louise Solmitz on Hitler’s Seizure of Power (January-February 1933)
  - Hitler’s Speech to the National Socialist Women’s League (1934)
  - Frau Marion Beyme’s Memories of Marburg and Berlin during the Third Reich
  - Victor Klemperer’s Diary Entry on the Impending Boycott of Jewish Businesses (1933)
  - The Sopade Report on the Mood among Workers (1938)
  - George L. Mosse on his Father’s Liberal Worldview and his Blindness to National Socialism (Retrospective Account, 2000)
  - American Consul Samuel Honaker's Description of Anti-Semitic Persecution and *Kristallnacht* and its after-effects in the Stuttgart Region (1938)
  - Josef Meisinger, “Combating Homosexuality as a Political Task” (1937)
1. Using Hitler’s “Appeal to the German People,” his “Speech to the National Socialist Women’s League” and Louise Solmitz on the early days of the Third Reich, detail some of the promises Hitler made to the German people and explain why he may have been popular among some segments of society.
  2. Please read Frau Marion Beyme’s memories of her life during the Third Reich and reflect on ONE of the following themes:
    - The role of the “passive anti-Nazi”
    - What average Germans “knew” about the crimes of the Holocaust
    - The threat of being denounced by friends, family and neighbours
  3. What do the documents tell us about the Nazi persecution of German Jewish communities?
  4. Choose one additional document and briefly explain how it contributes to our knowledge of the Third Reich.

\*\*\*Assignment 6, due Nov 7 @ 1:30 on D2L\*\*\*



Nov 10 Fall Term Reading Day: No Classes

Nov 12 Lecture 17 Eliminating the “Undesirables”: Outsiders in the Third Reich

Nov 14 Film Title TBA

1. Please write a c. 350-500 word analysis of the film. You may provide some summary of the content, but also include your own analysis of how the film fits into the larger themes of the course and/or how it portrays this aspect of German History.

\*\*\*Assignment 7, due Nov 17 @ 1:30 on D2L\*\*\*

Nov 17 Lecture 18 A War of Annihilation: The Second World War on the Fighting Fronts

Nov 19 Lecture 19 Firestorm: The Second World War on the Home Front

Nov 21 Discussion 6

- "Total War": Excerpt from Goebbels’s Speech at the *Sportpalast* in Berlin (February 18, 1943)
  - Hitler’s Speech to the Commanders in Chief (August 22, 1939)
  - Directives for the Treatment of Political Commissars ("Commissar Order") (June 6, 1941)
  - Excerpt from Himmler’s Speech to the SS-Gruppenführer at Posen (October 4, 1943)
  - Mathilde Wolf-Mönckeberg’s Letter Describing the Aftermath of the Hamburg Firestorm (1943)
  - Eyewitness Götz Bergander Recalls the Bombing of Dresden (Retrospective Account)
  - SD Report to the Party Chancellery on "Basic Questions Regarding the Mood and Attitude of the German People" (November 29, 1943)
  - Pastor Dietrich Bonhoeffer, "Who Can Resist Temptation?" (December 1942)
  - The Fifth Broadsheet of the "White Rose" (1943)
  - Reich Ministry of Justice Report on the Emergence of "Youth Cliques and Gangs" and the Struggle against Them ( 1944)
1. As you will read in the 1943 *Sportpalast* speech by Joseph Goebbels, the Nazis planned the Second World War to be a “total war:” every German was commanded to dedicate their full energies to the war effort, and the distinctions between soldiers and civilians were increasingly and tragically blurred. Use the documents to describe the myriad consequences of this doctrine of “total war” on Germany and its enemies. You may wish to include discussion of: the goals and tactics of the Nazi leadership; the effects of total war policies on soldiers and civilians; and the responses/acts of resistance from certain segments of the German population.

\*\*\*Assignment 8, due Nov 21 @ 1:30pm on D2L\*\*\*



- Nov 24      Lecture 20    From Exclusion to Extermination: The Holocaust in Europe I
- Nov 26      Lecture 21    From Exclusion to Extermination: The Holocaust in Europe II
- Nov 28      Discussion 6: Art Spiegelmann, *Maus: A Survivor's Tale: Vol. 1 My Father Bleeds History, Vol. 2 Here My Troubles Began.*

1. How does Art Spiegelman use animal caricatures to represent national/ethnic stereotypes? Do you find this to be effective or offensive? Is the graphic novel format itself effective or offensive?
2. What does the story of Art Spiegeman tell us about the nature of survival in the Nazi camps?
3. What does *Maus* tell us about the lives of survivors (and their families) after the Holocaust?
4. Please choose three distinct scenes from the graphic novels and explain what they tell us about the perpetrators, victims, and bystanders of the Holocaust in Nazi-Occupied Europe.

\*\*\*Assignment 9, due: Nov 28 @ 1:30pm on D2L\*\*\*

- Dec 1      Lecture 22    *A Sonderweg* of German History? Some Conclusions
- Dec 3      TBA [Film, Discussion, or Make-Up Lecture]

\*\*\*Research Essays Due in Class\*\*\*

## COURSE EVALUATION

### **A. Document and Film Responses (on-going, 25%)**

We will have frequent discussion sessions about documents and films during this course. They will give you the chance to discuss and debate the complex issues of German History with your colleagues. For the discussions, you are expected to read the primary documents, as listed on the schedule above, and provide written answers to the questions. Each Friday, you will hand in the answers to me via Desire2Learn (Assignments) by 1:30pm. I will not accept late responses. The answers must be thorough and show evidence of a critical reading of the documents; however, no outside research is necessary. Film responses will be due the Monday following the Friday film viewing, again on D2L by 1:30pm. In total there, are nine assignments – you will be evaluated on eight for 25% of your final course grade (this gives you a freebie week). Please note the assignment for Nov 28 (*Maus*) is mandatory, I will accept it earlier in the term, if that makes end of year planning easier!



## **B. Midterm Test (October 20, 15%)**

In this 50 minute in-class test, you will identify and give the historical significance of 3 terms (people, places, things, dates, ideas) out of a choice of 5. I will distribute a study guide a week before the test.

## **C. Research Bibliography (Oct 31, 5%)**

Following a HIL Research Workshop on October 24, and in preparation for the Research Essay, please compile a bibliography of:

- A. 5 (or more) primary documents: newspaper articles, pamphlets, diary entries, government reports, etc.
- B. 5 (or more) secondary sources: books and/or scholarly articles

The bibliography must be formatted using the guidelines in the Chicago Manual of Style. You may find examples at: [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html) and we will discuss this further in class.

## **D. Research Essay (Dec 3, 25%)**

The major writing assignment of this course will be a Research Essay of 10-12 pages (2500-3000 words). Using at least 10 sources, both primary and secondary, you will provide a thorough argument on a historical question. As primary sources, you may wish to use: documents, diaries, letters, photographs, paintings, film footage, newspapers, maps, etc. For secondary material, please refer to scholarly books or articles. These may certainly be e-resources, but they may NOT be websites or blogs. Please ask me if you are uncertain of the validity of a source, and I will provide more information on effective research and writing techniques in class on October 31 and during office hours.

## **E. Final Examination (TBA, 30%)**

The three-hour final examination will include material from the lectures, readings and films, and will be comprised of four parts:

- Part 1            25 Short Answer Questions (25 marks)
- Part 2            4 Identify and Give the Historical Significance of Terms (40 marks)
- Part 3            Identify and Give the Historical Significance of Primary Documents (10 marks)
- Part 4            1 Essay Question – Major Themes of the Course (25 marks)

I will distribute a study guide during the exam review on the final day of classes.



## GRADES

90-100	A+	4.3	75-77	B	3.0	60-64	C-	2.0
85-89	A	4.0	70-74	B-	2.7	50-59	D	1.0
80-84	A-	3.7	68-69	C+	2.3	0-49	F	0.0
78-79	B+	3.3	65-67	C	2.0			

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## ACADEMIC INTEGRITY

The University of New Brunswick places a high value on academic integrity and has a policy on plagiarism, cheating and other academic offences.

Plagiarism includes:

1. quoting verbatim or almost verbatim from any source, including all electronic sources, without acknowledgement;
2. adopting someone else's line of thought, argument, arrangement, or supporting evidence without acknowledgement;
3. submitting someone else's work, in whatever form without acknowledgement;
4. knowingly representing as one's own work any idea of another.

Examples of other academic offences include: cheating on exams, tests, assignments or reports; impersonating somebody at a test or exam; obtaining an exam, test or other course materials through theft, collusion, purchase or other improper manner, submitting course work that is identical or substantially similar to work that has been submitted from another course; and more as set out in the academic regulations found in the Undergraduate Calendar.

Penalties for plagiarism and other academic offences range from a minimum of F (zero) in the assignment, exam or test to a maximum of suspension or expulsion from the University, plus a notation of the academic offence on the student's transcript.

For more information, please see the Undergraduate Calendar, Section B, Regulation VII.A, or visit <http://nocheating.unb.ca>. It is the student's responsibility to know the regulations.

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