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History of Modern Germany

This class is an examination of the German historical path from 1800 to 1990. It starts with the investigation of Germany's struggle toward modernization and unification in the late nineteenth century. It explores Germany's experience and role in the bloodshed of the World War I, the cultural euphoria, political misery, and economic despair of the Weimar Republic, the Nazi seizure of power in 1933, and the Holocaust. The course surveys Germany's role in the bipolar world of the Cold War and the cultural battles of the 1960s. It ends with an examination of the surprising national reunification in 1990.

Objectives. We have three objectives. First, we will capture the main events of German history between 1848 and 1990. Second, we will develop a critical understanding of change and time in modern Germany. Third, we learn to trace some of the basic schools of thought apply some of the fundamental principles of historical research, such as the division of sources, avoidance of anachronism, the relationship between text and context, and the role of agency. Simply: whereas the first objective includes historical information, the second and third objective refer to historical thinking.

Research Paper. To choose a topic, see me and consult Kitchen, Mitchell, and Hau. If you know the topic already, check with me whether it is appropriate. The length of the paper is 12-15 pages. It will be based on at least six secondary sources of which **none can be an internet text** unless it is from J-STOR or Ebsco or a pdf-file of a printed text. Use footnotes and attach a bibliography sheet at the end. For more detailed instructions on the paper, see the guidelines at the end of this syllabus.

Paper Presentation. During the last two sessions you will have the opportunity to give a 15-minute presentation of your research topic. For the evaluation and expectations of the presentation, see more detailed instructions at the end of the syllabus. The presenter has to submit a copy of his or her paper presentation two days before the presentation.

Statements. For each discussion session prepare a statement of at least 400 words discussing the various interpretations that pertain to the class topic. Use the questions to design your statement.

Exams. There are two quizzes, two midterm exams, and a final exam. The quiz will consist of six short identification questions on the preceding thematic sections. The midterm exams and final exam will consist of three parts. The first part tests your understanding of historical and ethical thinking. The second part will test your reading of the secondary texts and original documents by using short identification questions. The final part is an historical essay that tests your understanding of the content and your skills in creating an historical narrative in the same manner you write your paper. All exams are cumulative. There will be no make-ups except in the case of **documented illness**.

Attendance Policy. You are allowed to be absent twice. After the second absence each individual absence will lower your overall grade by 1/4 of a letter grade unless you have a doctor's note or a written explanation from an athletics coach.

Grading		Quizzes (2)	4%
Paper	30%	Draft	2%
Final	20%	Intro, Outline, Bibliography	2%
Midterm I	15%	Comments	2%
Midterm II	10%	Each absence after the second one	-1/4 of
Statements	10%		let
Presentation	5%		ter
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Texts

- Mitchell, Allan. *The Nazi Revolution*. Boston: Houghton Mifflin, 1997.
- Kitchen, Martin. *A History of Modern Germany 1800–2000*. Oxford: Blackwell, 2005.
- Hau, Michael. *The Cult of Health and Beauty in Germany: A Social History, 1890-1930*. Chicago: The University of Chicago Press, 2003.

On Reserve

- Quataert, Jean H. “Testing Patriotic Alliances, 1913-1916.” In *ibid.*, *Staging Philanthropy: Patriotic Women and the National Imagination in Dynastic Germany, 1813-1916*. Ann Arbor: University of Michigan Press, 2001, 251-92.
- Breckman, Warren G. “Disciplining consumption: The debate about luxury in Wilhelmine Germany, 1890-1914.” *Journal of Social History* 24 (1991), 485-505.

Films

TBA

SCHEDULE

Jan 18	Introduction
I. The Struggle with Modernity, 1800-1914	
Jan 20	<i>Deutschland</i> . Society in Transition, 1800-1870/ Kitchen, Ch. 2
Jan 25	Bismarckian Germany, 1870-90/ Kitchen, Ch. 7/ Quiz: 1800-1890
Jan 27	Wilhelmine Germany, 1890-1914/ Kitchen, Ch. 9. Due: Topics
Feb 1	Discussion: Beauty, Health, and the Body/ Hau, Chs. 3 and 4/ Why were the German's so obsessed with the body according to Hau? What does the body tell about German society around 1900?
Feb 3	Discussion: How Modern Was Germany in 1914?/ Breckman/ What is Breckman's argument? Were Germans modern based on Breckman's evidence?

Feb 8	Midterm I
II. The Great War and Its Consequences, 1914-1933	
Feb 10	The Great War/ Kitchen, Ch. 10
Feb 15	Women and the War/ Quataert
Feb 17	The Weimar Republic/ Kitchen, Ch. 11. Due: Intro, outline, bibliography
Feb 22	Discussion: The Germans and Their Bodies in the 1920s/ Hau, Chs. 7 and 8. Was the German body culture repressive or liberating in the 1920? What is Hau's argument? Do you agree?
Feb 24	Weimar Culture: "The Roaring Twenties"/ Film: Cabaret
March 1	The End of Weimar Republic/ Kitchen, Ch. 11
March 3	Midterm II
III. Nazi Germany, 1933-1945	
March 15	Nazism as Dictatorship/ Kitchen, Ch. 12
March 17	German Society under the Nazis/ Kitchen, Ch. 13
March 22	Discussion: <i>Sonderweg</i> / Mitchell, Ch 1. What is the theory of <i>Sonderweg</i> ? Consider all interpretations and make an argument for your own position.
March 24	Discussion: Hitler and the Personality of the Leader/ Mitchell, Ch. 3. What was Hitler and what was the impact of his personality. Consider all the interpretations and make an argument for your own position.
March 29	Discussion: Social Impact of Nazism/ Mitchell, Ch. 5. Was Nazism good or bad for Germany? Consider all interpretations.
March 31	"The Final Solution"/Kitchen, Ch. 13/ Quiz: Nazi Germany
IV. From Division to Unification, 1945-1990	
April 5	The Adenauer Era/ Kitchen, Ch. 14. Due: Draft
April 7	Writing Workshop/ Due: Comments on Drafts
April 12	The Two Germanys/ Kitchen, Ch. 15
April 19	Unification/ Kitchen, Ch. 16
April 21	"Ossi" and "Wessi"/ Film: Good-bye Lenin/ Due: Paper
April 26	Paper presentations
April 28	Paper presentations

Evaluation of the Paper Presentation

1. Mastery of Content	A	B	C	D
2. Clarity of Thesis	A	B	C	D
3. Performance	A	B	C	D
4. Total	A	B	C	D

1. A student masters the content if he or she
 - a. knows the pertinent facts,
 - b. has a command over the main interpretations of the theme, and
 - c. shows skills of using important details in elaborating arguments
2. A student makes a clear and strong thesis if
 - a. her or his argument is clearly recognizable
 - b. he or she can support it with the sources available
 - c. she or he is consequent in supporting the thesis
3. Performance is good if
 - a. the argument is made with clarity
 - b. it is lively, and
 - c. several students participate in ensuing discussion.

Guidelines for Paper

I. Introduction, Outline, Bibliography

Your introduction, outline, and bibliography should three pages long.

1. Introduction

Formulate the thesis that you will defend in your paper. Formulate it in such a way that you can prove it, provide evidence to support it. Mention the main schools of thought pertaining to your topic. Shortly indicate the structure of your paper. The introduction should not be longer than a page and a half.

2. Outline

An outline gives the substantive structure of your paper and it shouldn't be longer than a page. Designate all major sections of your paper. Mention the thesis. Use key words the way I use them in my lecture notes. Do not use complete sentences.

3. Bibliography

Your bibliography should include your secondary sources that should follow the *Chicago Manual of Style*. Use the format a. if it is a book, format b. if it is an article, and format c. if it is a chapter in an edited collection of articles. Be meticulous in crafting your bibliography and remember that the author(s) should always be credited. If you use primary sources, list also them accordingly.

a. A book written by an author or several authors (the title of a book is italicized):

Machiavelli, Niccolo, *The Prince*. Cambridge: Penguin, 1981.

Hunt, Lynn and Thomas R. Martin. *The Challenge of the West: Peoples and Cultures from the Stone Age to 1640*. Lexington: D.C. Heath Company, 1995.

b. An article in a journal, written by an author or several authors:

Stearns, Peter N. and Carol Z. Stearns. "Emotionology: Clarifying the History of Emotions and Emotional Standards." *American Historical Review* 90 (1985): 815-20.

c. A chapter in an edited book, written by an author or several authors:

Pearson, Karl. "National Life from the Standpoint of Science." In *Sources of the Western Tradition*. Vol 2., *From the Renaissance to the Present*. Edited by Marvin Perry, Joseph Peden, and Theodor von Laue. Boston: Houghton Mifflin, 1999, 230-32.

II. Draft

A draft should be at least ten (10) pages long and include all the parts of the final version of your paper. It should include footnotes (source references) to all used sources. Papers that do not include footnotes will not be commented—neither by the commentator nor me. I will comment on your drafts and assign a tentative grade after the commentators have done their work and after the Writing Workshop.

III. Comments on Draft

1. Write a comment on the paper you will discuss in public discussion.
2. The length of the comment is one (1) page.
3. Pay attention to:
 - a. Clarity of the argument and/or question
 - i. Is the introduction good?
 - ii. Are the conclusions appropriate?
 - b. Use and analysis of sources
 - i. Is the analysis accurate?
 - ii. Is it compelling? Does it support the overall argument
 - iii. Is it sensitive to the text?
 - c. Style
 - i. Grammar
 - ii. Spelling
 - iii. Structure
 - iv. Use of language
4. Give short but specific advice how to improve

IV. Final Version

Submit a folder including all the previous stages and versions of your work and the comments you received with the final version of your paper. The final version should fulfill all the formal requirements of an historical research paper as instructed in this syllabus. Use Chicago style including footnotes.

V. General Guidelines for Paper

The length of your paper is 12 to 15 pages. A good paper has a structure as following:

The **beginning** of your paper is an important part of your study. First, you mention the argument that you will explore in your paper. Second, you introduce the most important schools of thought that pertain to your topic. Detailed discussion of these interpretations takes place only in the body. Finally, in two or three lines, you mention how you will proceed in your paper.

The **middle** is the bulk of your paper. Discuss systematically, in compact paragraphs, each of the main themes that you find essential for your argument. Contrast your own interpretation with other interpretations (those you already mentioned in the introduction). Be critical in reading the other interpretations and try to **disagree** with them as much as possible. Move on to support your disagreement and your own point by providing evidence that shows how your interpretation is better than the others. It does not matter if you cannot provide exhaustive evidence for your argument. But it matters that you disagree and develop your own argument. Finally, move to another point that you

have chosen and discuss it accordingly.

The **conclusion** is an important section of your paper. You pull all the threads of your research together and tell your audience what are your findings. You can also make specific suggestions for further research.

4. Footnotes (Source References)

To guarantee that authors' rights are honored and that other scholars can control the originality, reliability, and truthfulness of your evidence historians use footnotes to refer to their sources. The first reference to any source gives the full bibliographic information of the source.¹ Any subsequent reference to the same source uses a shortened form like this.² See the examples at the bottom of this page.³ A footnote can also include a short commentary on the text it refers to.⁴ It is placed right after the sentence, “on the right side of a period and parenthesis as in this sentence.”⁵ Most often the footnote is at the end of a paragraph.

¹Lynn Hunt and Thomas R. Martin. *The Challenge of the West: Peoples and Cultures from the Stone Age to 1640*. Lexington: D.C. Heath Company, 1995, 471.

²Pearson. “National Life,” 230.

³Machiavelli. *The Prince*, 120.

⁴For a different interpretation, see Stearns and Stearns. “Emotionology,” 810.

⁵Hunt. *Challenge*, 474.