

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



**VICTORIA**  
UNIVERSITY OF WELLINGTON

**School of History, Philosophy, Political Science and International Relations  
Te Hunga Aro Whakamuri**

**HISTORY PROGRAMME  
Trimester 2, 2007**

**HIST 329: SPECIAL TOPIC: HISTORY OF THE GERMAN-SPEAKING PEOPLES  
CRN 7173**

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**School of History, Philosophy, Political Science and International Relations  
Te Hunga Aro Whakamuri**

**HISTORY PROGRAMME  
Trimester 2, 2007**

**HIST 329: SPECIAL TOPIC; HISTORY OF THE GERMAN-SPEAKING PEOPLES  
CRN 7173**

**COURSE INFORMATION**

**Lecturer:** Dr Alexander Maxwell  
**Room:** Old Kirk 422 (OK422)  
**Phone:** 463 6753  
**Email:** alexander.maxwell@vuw.ac.nz  
**Office Hours:** to be advised

**Lectures:** Wednesday 9.00 – 9.50am  
**Venue:** Hunter Lecture Theatre 323 (HU323)  
**Seminars:** Venue and times to be advised

**Additional Information:** Any additional information or notices about this course will be posted on the official notice board (fourth floor of Old Kirk).

**COURSE AIMS:**

HIST329 aims to introduce students to the main trends of German history by exploring the modern political history of German-speaking peoples in Germany, Austria and Switzerland.

**COURSE CONTENT:**

This course focuses on the decline of the dynastic principle, the rise of the “German nation” as a principle for legitimating political power, and the various ways in which this German nation has been imagined. It devotes special attention to regional histories within the German-speaking world. No knowledge of German is required.

**COURSE OBJECTIVES:**

**Students passing this course should be able to:**

- (a) Understand references to key figures, symbols, slogans and concepts from the history of the German-speaking world.
- (b) Be familiar with the political geography of the German-speaking world
- (c) Analyse primary sources both verbally and in writing.
- (d) Write a research paper that addresses a historical question using primary sources as evidence and referring to debates in secondary sources.

**ESSENTIAL TEXTS:**

HIST329 Book of Readings.  
There is no textbook for this course.

**OTHER TEXTS:**

If you haven't already done so, it is strongly recommended that you purchase a copy of *Writing History Essays*. This is available from Student Notes, on the Ground Floor or the Student Union Building.

Texts are available from Student Notes. Students can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz), or email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz). Vicbooks can courier books to customers or they can be picked up from either shop the day after placing an order online. Their telephone numbers are: Kelburn: 463 5515, Pipitea: 463 6160. Opening hours: 8am – 6pm Mon–Fri (during term time); 10am – 1pm Saturday

**ASSESSMENT:**

This is an internally assessed course. The assessment will be based on:

- (a) **Analytical Essay: 1,500 words, worth 12.5% of total course marks, due 5pm, Wednesday 15 August.** For further details, including topic choices, see "Essay Information"
- (b) **Research Essay: 3,000 words, worth 50% of total course marks, due 5pm, Friday 21 September.** Students will select their own topic. For further information, see "Essay Information."
- (c) **Analytical Essay: 1,500 words, worth 12.5% of total course marks, due 5pm, Wednesday 3 October.** For further details, including topic choices, see "Essay Information"
- (d) **In-class test, worth 25% of total course marks, to be held 9.00am, Wednesday 10 October.** For further information, see "In-class test."

**Submission of written work: special requirements**

All essays you submit must have a History Programme cover sheet. These are available from the History office reception desk. Please deposit all assignments through the slot outside the History Programme office, Room 405, Old Kirk (OK405).

Your work should be double-spaced, either typed or hand-written only on one side of your A4 pages. You should photocopy all hand-written work and **save copies of computerised essay files.**

**ELECTRONIC SUBMISSIONS**

Please deposit your essays in either of the pigeonholes in the History office, Room 405, Old Kirk. The essays you submit must have a Cover sheet, which is available at the History office and on Blackboard. **You must also submit your essay electronically, to be checked on TurnItIn.com.** Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <<http://www.turnitin.com>>. Turnitin is an online plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. At the discretion of the head of School, handwritten work may be copy typed by the School and subject to checking by Turnitin. You are strongly advised to check with your tutor or the course coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

**PLEASE NOTE THAT RESPONSIBILITY FOR ENSURING THAT THE LECTURER RECEIVES A READABLE COPY OF WRITTEN WORK REMAINS WITH THE STUDENT.**

**PENALTIES:**

History Programme policy stipulates that Students will be penalized for late submission of essays—a deduction of: **5%** for the first day late and, **2%** thereafter for a maximum of **8 days**; thereafter work can be accepted for mandatory course requirements but will not be marked.

However, penalties may be waived if there are valid grounds, e.g. illness (presentation of a medical certificate will be necessary) or similar other

contingencies. In such cases prior information will be necessary. It is in your interests to contact the course coordinator as soon as a potential problem emerges – not just before a deadline. Extension forms are available in the History Programme office. If granted an extension by the course coordinator, students are required to agree to a new assessment due date.

### RELATIONSHIP BETWEEN ASSESSMENT AND COURSE OBJECTIVES

The research essays test your mastery of the assigned readings but also your critical thinking, particularly your ability to see what information is relevant to a given topic.

During the in-class tests students will be tested on their understanding of key names, trends or concepts in German history. Students will also be asked to interpret visual images such as political cartoons or maps.

### MANDATORY COURSE REQUIREMENTS

Each HIST329 student must:

- Submit the written work specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work)

AND

- Attend 8 of the 10 seminar sessions (in case of illness, this requirement may be waived if a medical certificate is provided)

AND

- Sit the in-class test scheduled for Wednesday 10 October

PLEASE NOTE that **Friday, 19 October 2007** is the **FINAL DATE** on which any written work can be accepted by the Programme, since this is the date on which we must determine whether students have met the course requirements. This means that the provision for late submission with a penalty does not apply beyond this date. Permission to submit work after 8 June 2007 must be sought in writing from the Head of Programme, Professor

Melanie Nolan, and will only be granted for serious medical reasons (supported by medical certificate), or in case of serious personal crisis.

**Note:** A student who has obtained an overall mark of 50% or more, but failed to satisfy a mandatory requirement for a course, will receive a K grade for that course, while a course mark less than 50% will result in the appropriate fail grade (D, E or F).

### Workload guidelines

In accordance with Faculty of Humanities and Social Sciences Guidelines, this course has been constructed on the assumption that students will devote 18 hours per week to HIST329. This includes 1 x 50 minute lecture (refer Lecture Programme for further information) and 1 x two hour Seminar (refer Seminar Programme for further information).

### AEGROTATS

Please note that under the revised Examination Statute (Sections 6-10) students may now apply for an aegrotat pass in respect of any item of assessment falling within the last three weeks before the day on which lectures cease. In the case of second trimester courses in 2007 the starting point for this period is **Monday, 24 September 2007**.

The following rules apply:

- Where a student is not able to sit a test falling within these last three weeks because of illness or injury etc., an alternative test will be arranged where possible. If the student has completed in the view of the course-supervisor, sufficient marked assessment relevant to the objectives of the course, an average mark may be offered.
- Where a student has an essay or other piece of assessment due in the last three weeks, and has a medical certificate or other appropriate documentation, the student will be given an extension.

### ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity.

Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

*Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.*

'Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

***Plagiarism is not worth the risk.***

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct ([www.vuw.ac.nz/policy/studentconduct](http://www.vuw.ac.nz/policy/studentconduct)) and may be penalized severely.

Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University's website at: [www.vuw.ac.nz/home/studying/plagiarism.html](http://www.vuw.ac.nz/home/studying/plagiarism.html).

## GENERAL UNIVERSITY REQUIREMENTS

### General University policies and statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar

available in hard copy or under 'About Victoria' on the VUW home page at [www.vuw.ac.nz](http://www.vuw.ac.nz).

### Student and staff conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy website at:

[www.vuw.ac.nz/policy/studentconduct](http://www.vuw.ac.nz/policy/studentconduct)

The Policy on Staff Conduct can be found on the VUW website at:

[www.vuw.ac.nz/policy/staffconduct](http://www.vuw.ac.nz/policy/staffconduct)

### Academic grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website at: [www.vuw.ac.nz/policy/academicgrievances](http://www.vuw.ac.nz/policy/academicgrievances)

### Students with Impairments (see Appendix 3 of the Assessment Handbook)

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from

Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building; telephone: 463-6070 email: [disability@vuw.ac.nz](mailto:disability@vuw.ac.nz). The Disability Liaison Person for the History Programme is Giacomo Lichtner, tel. 463 6756 or email [giacomo.lichtner@vuw.ac.nz](mailto:giacomo.lichtner@vuw.ac.nz)

### **Student Support**

Staff at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. In the Faculty of Humanities and Social Sciences the support contact is **Dr Allison Kirkman, Murphy Building, room 407 and Dr Stuart Brock, Murphy Building, room 312**. Assistance for specific groups is also available from the Kaiwawao Maori, Manaaki Pihipihinga or Victoria International.

In addition, the Student Services Group (email: [student-services@vuw.ac.nz](mailto:student-services@vuw.ac.nz)) is available to provide a variety of support and services. Find out more at: [www.vuw.ac.nz/st\\_services/](http://www.vuw.ac.nz/st_services/)

VUWSA employs Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office (tel. 463-6983 or 463-6984, email at [education@vuwsa.org.nz](mailto:education@vuwsa.org.nz)) is located on the ground floor, Student Union Building.

### **Manaaki Pihipihinga Maori and Pacific Mentoring programme**

1. Academic mentoring for all Maori & Pacific students at all levels of under graduate study for the faculties of Commerce & Administration and Humanities & Social sciences. Contact Manaaki-Pihipihinga-Programme@vuw.ac.nz or phone 463 6015 to register for Humanities & Social Science mentoring and 463 8977 to register for mentoring for Commerce and Administration courses

2. Post graduate support network for the above faculties, which links students into all of the post grad activities and workshops on campus and networking opportunities

3. Pacific Support Coordinator who can assist Pacific students with transitional issues, disseminate useful information and provide any assistance needed to help students achieve. Contact: Pacific-Support-Coord@vuw.ac.nz or phone 463 5842

We are located at: 14 Kelburn Parade back court yard Room 109 D (for Humanities mentoring & some first year commerce mentoring) or Room 210 level 2 west wing railway station Pipitea (commerce mentoring space). Maori Studies mentoring is done at the marae. Pop in and see us to register with the programme (and use our study spaces and computer suites and free cups of tea and coffee while you study)



### SEMINAR CONTRIBUTIONS:

Please note: Seminar contributions will not be formally assessed; for each seminar students are expected to fill in a response paper about that week's key reading (listed in **bold** in your seminar programme). The response form is designed to ensure that students are prepared to participate in class discussion, and also hopefully helps students analyse primary sources for their essays.

#### To make a response form:

- (a) take an ordinary blank piece of A4 paper
- (b) write your name in the top right-hand corner
- (c) drawn a horizontal line across the middle of the page, halfway between top and bottom
- (d) on the top half of the page describe the author(s) of the text i.e. what is the author's nationality, their social class, gender, religion, ideology, family background, and historical circumstances. What elements of the author's background are relevant to understanding the text?
- (e) On the bottom half of the page, examine the information we can derive from the text as historians. Does anything strike you as unusual? Does anything strike you as typical? What does the author unintentionally reveal? What does the text tell us about the era or society that produced it? What in this text struck you as interesting?

### ESSAY INFORMATION

The two analytical essays are focused, as the name suggests, on the analysis of primary and secondary sources. Students should work mostly from the assigned readings, though additional sources may be used as desired. These assignments test your mastery of the assigned readings, but also your critical thinking, particularly your ability to see what information is relevant to a given topic. Each analytical essay should be **1,500** words. Each analytical essay is worth **12.5%** of your total course marks.

The first essay is due **5pm, Wednesday 15 August**.

The second essay is due **5pm, Wednesday 3 October**.

The **research essay** is an exercise in historical research. It should examine primary sources in the light of historiographic debate. Students must describe a debate, referring to at least three secondary sources, and then analyze at least two primary sources in terms of that debate. Internet sources may be used if the information on the webpage has, at some point, appeared in print, and you should be able to cite the paper version and the web address. Students may pick **any topic** related to German, Austrian or Swiss history in the period covered by this class *except the military history of World War Two*. Students are encouraged to discuss their research topics with the instructor.

The **research essay** should be **3,000** words. It is worth **50%** of your total course marks. The research essay is due **5pm, Friday 21 September**, three weeks before the end of term. To get a good mark, students will be required to get an early start. In an effort to teach research skills, students are required to present an annotated bibliography in the seminar on week 4, and five pages of research notes in seminar on week 5. Please note: as the bibliography is a compulsory element of your essays, students who do not complete a bibliography or present notes will **lose 5%** of their total possible research essay grade.

#### Formatting your essays:

Please consult *Writing History Essays* for clear instructions regarding page set up, citation and style guidelines, and grammar tips. As this is a 300-level paper it is expected that students are entirely familiar with the expectations of the History Programme concerning these matters.

If you are a History major, and do not own a copy, please visit Student Notes, in the ground floor of the Student Union Building and purchase one without delay.

### **REMEMBER:**

**YOU MUST SUBMIT AN ELECTRONIC COPY OF YOUR ESSAYS AS WELL AS A PAPER COPY.**

**ANALYTICAL ESSAY TOPICS:****Essay 1:**

Due **5pm, Wednesday 15 August**; 1,500 words, worth 15% of your total course marks.

Choose **one** topic from the following:

(1a) What is the link between Herder's idea of the national language and the liberal nationalism that Valentin describes?

OR

(1b) What are the common themes between Lueger's politics, as Schorske describes them, and those of Heinrich Class and E. M. Arndt?

OR

(1c) How does Goethe's vision of Germany differ from the liberal Prussian nationalism discussed in Levinger?

**Essay 2:**

Due **5pm, Wednesday 3 October**; 1,500 words, worth 15% of your total course marks.

Choose **one** topic from the following:

(a) Many think the Treaty of Versailles indirectly caused the Second World War. What were the most harmful provisions of the Treaty? Justify your choice in the light of German history during 1918-1945.

Note: you should be prepared to discuss the whole Treaty, not just Part VIII as assigned in class.

OR

(2b) Do you think Rosa Luxemburg would have supported the German Democratic Republic? Justify your answer by comparing Luxemburg's writings with the state Pletsch and Köppe describe.

OR

(2c) How did Hitler's thinking show *discontinuity* with previous trends in German nationalism? What distinguished the 'Kultur' programme, as Liulevicius describes it, from the foreign policies of Nazi Germany? What differentiated Hitler's domestic policy from the administration of Karl Lueger?

## CALENDAR OF EVENTS

<b>Wednesday 11 July</b>	Lecture	
<b>Wednesday 18 July</b>	Lecture	
	Seminar Group 1	Reading response due
	Seminar Group 2	Reading response due
<b>Wednesday 25 July</b>	Lecture	
	Seminar Group 1	Reading response due
	Seminar Group 2	Reading response due
<b>Wednesday 1 August</b>	Lecture	<b>Research essay Bibliography due this week</b>
	Seminar Group 1	Reading response due
	Seminar Group 2	Reading response due
<b>Wednesday 8 August</b>	Lecture	<b>Research essay 5 pages of notes due this week</b>
	Seminar Group 1	Reading response due
	Seminar Group 2	Reading response due
<b>Wednesday 15 August</b>	Lecture	<b>Analytical essay 1 due at 5pm today</b>
	Seminar Group 1	
	Seminar Group 2	
<b>MID-SEMESTER BREAK</b>	<i>Keep working on your research essays...</i>	

<b>Wednesday 5 September</b>	Lecture	
	Seminar Group 1	Reading response due
	Seminar Group 2	Reading response due
<b>Wednesday 12 September</b>	Lecture	
	Seminar Group 1	Reading response due
	Seminar Group 2	Reading response due
<b>Wednesday 19 September</b>	Lecture	
	Seminar Group 1	Reading response due
	Seminar Group 2	Reading response due
<b>Friday 21 September</b>		<b>Research Essay due at 5pm today</b>
<b>Wednesday 26 September</b>	Lecture	
	Seminar Group 1	Reading response due
	Seminar Group 2	Reading response due
<b>Wednesday 3 October</b>	Lecture	<b>Analytical essay 2 due at 5pm today</b>
	Seminar Group 1	Reading response due
	Seminar Group 2	Reading response due
<b>Wednesday 10 October</b>	<b>In-class test</b>	<b>Starts 9.00am sharp</b>

## HIST329 LECTURE PROGRAMME

11 July	<u>Introduction to German History</u> (a) Where is Germany? Where are the Germans?	5 September	<u>The Aftermath of the First World War</u> (a) Chaos in Germany: The Spartacists and the <i>Freikorps</i> , (b) Neuilly and Versailles.
18 July	<u>Germany in the late Enlightenment</u> (a) Maria Theresa and Frederick the Great. (b) The French Revolution and Germany.	12 September	<u>Central Europe in the Interwar Period</u> (a) The Weimar Republic and Nazi Germany (b) Inter-war Austria from Red Vienna to the Anschluss.
25 July	<u>German Romantic Nationalism</u> (a) Goethe and Weimar; Popular Romantic Nationalism. (b) 1848 in Germany; <i>Grossdeutsch</i> and <i>kleindeutsch</i> .	19 September	<u>The Second World War from the German Perspective</u> (a) The Nazi Home front; Wunderwaffen. (b) The Holocaust
1 August	<u>Two Great Power Rivals in Central Europe</u> (a) The Austro-Prussian war (1866); the Habsburg Empire. (b) The Franco-Prussian war (1870-1) and the <i>Kaiserreich</i> .  <b>** Research Essay: Bibliographies due this week!! **</b>	<b>21 September</b>	<b>** Research Essay due 5pm today!! **</b>
8 August	<u>The First World War from the German Perspective</u> (a) Sarajevo; The home front; The African front. (b) 1918: The Kiel Mutiny and the fall of the noble houses.  <b>** Research Essay: Five pages of notes due this week!! **</b>	26 September	<u>Germany after 1945</u> (a) <i>Stunde Null</i> ; Ruins, refugees and foreign soldiers. (b) From Soviet Sector to German Democratic Republic.
15 August	is there class on this week? Am I missing a week's classes? Is there an extra seminar, do I need to find extra readings too?  <b>** Analytical Essay 1 due 5pm today!! **</b>	3 October	<u>The Cold War in Central Europe</u> (a) The Federal Republic of Germany. (b) German-German relations in the cold war; <i>Ostpolitik</i> <b>** Analytical Essay 2 due 5pm today!! **</b>
		<b>10 October</b>	<b><u>In-class test</u></b>

Mid-term break: 20 August – 1 September

## HIST329 SEMINAR PROGRAMME

Remember there is no seminar in the first week of term.

### **Seminar: Week 2 (18-19 July)**

Ernst Moritz Arndt and Germany in the era of the French Revolution

### **Seminar: Week 3 (25-26 July)**

Goethe and the Revolution of 1848

### **Seminar: Week 4 (1-2 August)**

Heinrich Class and the *Kaiserreich*

### **Seminar: Week 5 (8-9 August)**

Rosa Luxemburg and the collapse of the Central Powers

### **Seminar: Week 6 (15-16 August)**

The Treaty of Versailles

**\*\* Analytical Essay 1 due 5pm Wednesday 15 August**

Mid-term break: 20 August – 1 September

### **Seminar: Week 7 (5-6 September)**

Popular Culture in Nazi Germany

### **Seminar: Week 8 (12-13 September)**

Paul Bendel and Auschwitz

### **Seminar: Week 9 (19-20 September)**

Hennine Hasner and the post-war expulsions

**\*\* Research Essay due 5pm Friday 21 September**

### **Seminar: Week 10 (26-27 September)**

Wilhelm Pieck and the German Democratic Republic

### **Seminar: Week 11 (3-4 October)**

Joschka Fischer: is the nation state irreplaceable?

**\*\* Analytical Essay 2 due 5pm, Wednesday 3 October**

*No seminar in the week beginning Monday 8 October*

**In-class test: 9.00am, Wednesday 10 October**

**SEMINAR READINGS:****SEMINAR WEEK 1 (JULY)**

No seminar during the first week. Recommended homework: learn the geography of central Europe.

**SEMINAR: WEEK 2 (18-19 JULY)****Response reading:**

Ernst Moritz Arndt, "What is the German fatherland?" (in this HIST329 Book of Readings [shown as "BOR" for the rest of this readings list])  
**URL:** <http://www.fordham.edu/halsall/mod/arndt-vaterland.html>

**Course readings:**

Andreas Fahrmeir, 'National Colours and National Identity in Early Nineteenth Century Germany' in Lucy Riall and David Laven (eds.), *Napoleon's Legacy: Problems of Government in Restoration Europe*, Berg, 2000, pp. 199-216. (available from Closed Reserve, Central Library)  
 Johann Gottfried von Herder, "Materials for the Philosophy of the History of Mankind (excerpts from the 1784 edition)," (BOR)  
**URL:** <http://fordham.edu/halsall/mod/1784herder-mankind.html>

**SEMINAR: WEEK 3 (25-26 JULY)****Response reading:**

Johann Wolfgang von Goethe, Johann Eckermann, *Conversations of Goethe with Eckermann and Soret*, the conversation of 23 October 1828. (BOR)

**Course readings:**

Matthew Levinger, 'A Nation of Revolutionaries' in Matthew Levinger, *Enlightened Nationalism*, 2000, pp. 127-59. (BOR)  
 Veit Valentin, *1848: Chapters of German History*, London, 1940, pp. 176-204, 263-85. (available from Closed Reserve, Central Library)  
 Johann Wolfgang von Goethe, "Erlkönig," (BOR)  
**URL:** <http://www.moonfairye.com/library/Erlkoenig/erlking.htm>

"Engles on Arndt" (1841) (there are four sections – section 2 has been omitted) (BOR)  
**URL:** <http://marxists.org/archive/marx/works/1841/01/arndt.htm>

**SEMINAR: WEEK 4 (1-2 AUGUST)****Response reading:**

Henrich Class, 'If I were the Emperor' (BOR)  
**URL:** <http://www.h-net.org/~german/gtext/kaiserreich/class.html>

**Course readings:**

Carl Schorske, 'Politics in a new key,' *Fin-de-siècle Vienna: politics and culture*, New York, 1979, pp. 116-75. (available from Closed Reserve, Central Library)  
 Alan Sked, 'Austria and Germany' in F. Parkinson (ed.), *Conquering the Past: Austrian Nazism Yesterday & Today*, Detroit, 1989, pp. 17-33. (available from Closed Reserve, Central Library)  
 Robert Musil, 'Kakania' in *The Man Without Qualities*, [trans.], London, 1979.  
 \*access through URL: <http://www.xs4all.nl/~jikje/Texts/kaka.html>

**Further reading:**

Friedrich Nietzsche, 'Peoples and Countries' in *Beyond Good and Evil*, (BOR)  
**URL:** <http://www.marxists.org/reference/archive/nietzsche/1886/beyond-good-evil/ch08.htm>

**SEMINAR: WEEK 5 (8-9 AUGUST)****Response reading:**

Rosa Luxemburg, 'The War and the Workers – Junius Pamphlet, 1916' (BOR) **URL:** <http://www.fordham.edu/halsall/mod/1916luxemburg-junius.html>

**Course readings:**

Ernst Junger, *The Storm of Steel: from the diary of a German storm-troop officer on the western front*, [trans. R. Mottram] London, 1929 (excerpts) 1920  
 \*access through URL: <http://cooper.edu/humanities/classes/coreclasses/hss3/e-junger.html>

Manfried von Richthofen, "The Red Baron Scores Two victories", 1917"

(BOR) URL: <http://eyewitnesstohistory.com/richthofen.htm>

Vejas Liulevicius, in *War Land on the Eastern Front: Culture, National Identity and German Occupation in World War I*, Cambridge, 2000, pp. 113-44.

(BOR)

Celia Applegate, *A Nation of Provincials: The German Idea of Heimat*, Berkeley, 1990, pp. 108-48. (BOR)

### **SEMINAR: WEEK 6 (15-16 AUGUST)**

#### **Response reading:**

**The Treaty of Versailles, part VIII 'Reparation' (sections 231-247 with annexes) (BOR)**

**URL: <http://www.yale.edu/lawweb/avalon/imt/partyviii.htm>**

#### **Course readings:**

'KPD Manifesto' and 'Weimar Constitution,' in Anton Kaes, Martin Jay and Edward (eds.), *Weimar Republic Sourcebook*, Berkeley, 1994, pp. 40-51. (available from Closed Reserve, Central Library)

Von Bulow, 'Revolution in Berlin' in Anton Kaes, Martin Jay and Edward (eds.), *Weimar Republic Sourcebook*, Berkeley, 1994, pp. 56-9. (available from Closed Reserve, Central Library)

Alan Bullock, *Hitler: A Study in Tyranny*, London, 1964, pp. 187-250. (main collection, Central Library)

Mid-term break: 20 August – 1 September

### **SEMINAR WEEK 7 (5-6 SEPTEMBER)**

#### **Response reading:**

**Inge Scholl, 'To be Part of a Movement!' and Wilhelm Stuckart & Hans Globke 'Civil Rights and the National Inequality of Man' in George Mosse (ed.), *Nazi Culture: Intellectual, Cultural, and Social Life in the Third Reich*, London, 1966, pp. 271-4, 327-37. (BOR)**

#### **Course readings:**

Bruce Pauley, *Hitler and the Forgotten Nazis: A History of Austrian National Socialism*, Chapel Hill, 1991, pp. 3-15, 69-84, 104-21, 216-end. (available from Closed Reserve, Central Library)

Anton Kaes, Martin Jay and Edward (eds.), *Weimar Republic Sourcebook*, Berkeley, 1994, pp. 133-41. [Breeding, Anti-Semitism, Hitler's speech]. (available from Closed Reserve, Central Library)

Adolf Hitler, 'Personality and the Conception of the Folkish State', *Mein Kampf*, (BOR)

URL: [http://hitler.org/writings/Mein\\_Kampf/mkv2ch04.html](http://hitler.org/writings/Mein_Kampf/mkv2ch04.html)

Gordon Craig, *Germany, 1866-1945*, Oxford, 1981, pp. 470-95. (available from Closed Reserve, Central Library)

#### **Further readings:**

Stefan Delmer, 'The Reichstag Fire', (BOR)

URL: <http://www.heretical.com/miscella/reichstg.html>

'The Institute for Sexual Science', (BOR)

URL: [http://www.triangles-roses.org/institute\\_science.htm](http://www.triangles-roses.org/institute_science.htm)

'Destruction of the Hirschfeld Sexual Science Institute', (BOR)

URL: [http://www.triangles-roses.org/destruction\\_institute.htm](http://www.triangles-roses.org/destruction_institute.htm)

### **SEMINAR: WEEK 8 (12-13 SEPTEMBER)**

#### **Response reading:**

**Paul Bendel's testimony in Jean-Claude Pressac, *Technique and Operation of the Gas Chambers* (New York: Beate Klarsfeld Foundation, 1989). (BOR) Available online at the Holocaust History Project,**

**URL: <http://www.holocaust-history.org/auschwitz/pressac/technique-and-operation/pressac0469.shtml>**

#### **Course readings:**

Henryk Tauber's accurate testimony in Jean-Claude Pressac, *Technique and Operation*, (BOR)

URL: <http://www.holocaust-history.org/auschwitz/pressac/technique-and-operation/pressac0481.shtml>

Himmler on the occupied territories, (BOR)

URL: <http://www.historyplace.com/worldwar2/holocaust/h-posen.htm>

Bergen, 'Tenuousness and Tenacity: Volksdeutschen...' in Krista O'Donnell, Renate Bridenthal and Nancy Reagin (eds.), *The Heimat Abroad: the Boundaries of Germanness*, Ann Arbor, 2005, pp. 267-88. (available from Closed Reserve, Central Library)

Michael Burleigh, Wolfgang Wippermann, *The Racial State: Germany, 1933-1945*, Cambridge, 1991, pp. 136-97. (available from Closed Reserve, Central Library)

**Further readings:**

Christopher Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*, New York, 1992. (available from Closed Reserve, Central Library)

Film footage of the camps – Note: this website contains graphic images.  
URL: <http://www.pbs.org/wgbh/pages/frontline/camp/view>

**SEMINAR: WEEK 9 (19-20 SEPTEMBER)**

**Response reading:**

Hennine Hausner, "May 17, 1945: The Day I will never forget." (BOR)

URL: <http://sudetengermans.freeyellow.com/TheDay.html>

**Course readings:**

Bein Family letter, 1949, (BOR)

URL: <http://web.archive.org/web/19990209104726/>

<http://www.signature.pair.com/letters/archive/pilutik.html>

Turnwald on Benes decrees (BOR)

URL: <http://www.sudetengermans.freeyellow.com/documents.html>

Carl Pletsch, 'The Socialist Nation of the German Democratic Republic', in *Comparative Studies in Society and History*, Vol. 21, no. 3, July 1979, pp. 323-45 [available from JSTOR – use Library databases website]

Farmer Arnold (DDR propaganda booklet), (BOR)

URL: <http://calvin.edu/academic/cas/gpa/arnold.htm>

**SEMINAR: WEEK 10 (26-27 SEPTEMBER)**

**Response reading:**

Wilhelm Pieck, *10 years of the DDR, (orig. Zehn Jahre Deutsche Demokratische Republic), Berlin, 1959; [trans. Randall Bytwerk] (BOR)*

**Available online at the German Propaganda Archive, URL:**  
<http://www.calvin.edu/academic/cas/gpa/ddr10.htm>

**Course readings:**

The Schumann plan (1950) (BOR)

URL: [http://europa.eu.int/abc/symbols/9-may/decl\\_en.htm](http://europa.eu.int/abc/symbols/9-may/decl_en.htm)

Uta Poiger "Rock and Roll, Female Sexuality and the Cold War Battle over German Identities" in Robert G. Moeller (ed.), *West Germany under Construction: Politics, Society, and Culture in the Adenauer era*, Ann Arbor, 1997, pp.373-410. (available from Closed Reserve, Central Library)

**Further readings:**

East German film clips

\*access through: URL:

[http://blog.wfmu.org/freeform/2006/02/a\\_short\\_audiovi.html](http://blog.wfmu.org/freeform/2006/02/a_short_audiovi.html)

**SEMINAR: WEEK 11 (3-4 OCTOBER)**

**Response readings**

Joschka Fischer, *The nation-state is irreplaceable, Speech at the Humboldt University in Berlin, 12 May 2000 (BOR)*

*The European Prospect*, URL: <http://www.ellopos.net/politics/fischer.htm>

**Course readings:**

Inge Köppe's interview, in Dirk Philipsen (ed.), *We Were the People: Voices from East Germany's Revolutionary Autumn of 1989*, Durham, 1993, pp. 182-93. (BOR)

Timothy Garton Ash, *We the people: the revolution of '89 witnessed in Warsaw, Budapest, Berlin & Prague* (also published as *The Magic Lantern*), Cambridge, 1999. [chapter on Berlin] (available from Closed Reserve, Central Library)