

Calendar of Learning Activities and Assessments

20th Century Germany (History 340)

Spring 2024
 Meeting Room: 018 AAB
 Meeting Times: 11:00-12:15 AM Tu/Th
 (12027)
[Twentieth-Century Germany](#) (webpage)

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Student Drop-in Hours (251 AAB)

Mondays: 2:00-3:00 PM
 Tuesdays: 3:30-5:00 PM
 Wednesdays: 2:00-3:00 PM
 Thursdays: 3:30 PM-5:00 PM

Happy to schedule appointments outside these times as well; just contact me.

Email Etiquette:

- Always include in which course you are enrolled
- Always include the topic of your email in the memo line
- Never assume that I read my email more than once a day, or that I will respond immediately when you send a message
- The lack of planning on your part does not constitute an emergency on my part

According to the schedule below, you should have **STUDIED** by the date of the class meeting in which the assigned readings are discussed. Please note when assignments are due. Any revisions that I make on the calendar will be made in the Content modules, placed in announcements, and sent to your school email. It is your responsibility to check for these notifications. If in doubt, please do not hesitate to contact me.

All assignment guidelines are explained in the document entitled "Syllabus Details," and located in BRIGHTSPACE Content Modules. A brief overview of everything is explained in an infographic.

Estimated Reading or Study Times (ERT or EST) are just that – an estimate. When we encounter people, places, and concepts that are unfamiliar to us, reading takes longer. What is more, the reading times do not account for short breaks or time taken to make notes.

So, be sure to look ahead at assignments


"...knowing how to read something results almost automatically from knowing why we are reading, and without some purpose, reading is an aimless activity." ~ Katherine Gottschalk and Keith Hjortshoj¹



<p>This syllabus is subject to change. All changes will be announced through BOLT Announcements and yourEmail@huskies.bloomu.edu</p>	
Class Meeting Dates	<h3>Course Calendar</h3> <p>Schedule of Class Meetings, Assignment Deadlines, and Readings</p>
Tues, 23 Jan	<p>Course Introduction</p> <p>Lecture: Was Wilhelmine Germany united at the start of World War I?</p>
Between classes do the following	<p><input type="checkbox"/> Optional Study Recorded Lectures: Wilhelmine Germany – Essential Questions and System of Government (3:50) – Social</p>

	<p>and Economic (4:51) – Centrifugal Forces (14:17) – Centripetal Forces (12:40)</p> <p><input type="checkbox"/> Sign up for JAA #2, #5, #6</p>
Thu, 25 Jan	Lecture: What was German responsibility for WWI and implications for Peace?
Between classes do the following	<p><input type="checkbox"/> Finish lecture content to complete quiz: German Responsibility for World War I and Implications for Peace - Long-Term Causes, Militarism, Nationalism, Imperialism (11:23); Entangling Alliances and Realpolitik (10:39); The July Crisis (13:51); The Treaty of Versailles and Victors’ Justice (12:51)</p> <p><input type="checkbox"/> Quiz 1 opens at 1:00 PM on 25 January and closes on 30 January at 11:59 PM</p> <p><input type="checkbox"/> Read and make notes Andrew Donson, “Why did German youth become fascists?” (2006)</p> <p><input type="checkbox"/> Write JAA 1; submit hard copy in class and upload to Brightspace by 11:00 AM on Tuesday, 30 January</p> <p><input type="checkbox"/> Optional: The Great War and the Shaping of the 20th Century: Explosion (50 minutes); The First World War: Episode 1: To Arms (50 minutes)</p>
Tue, 30 Jan	Discussion: Andrew Donson, “Why did German youth become fascists?” <ol style="list-style-type: none"> 1. What is “war pedagogy” and how did it shape the education of middle class German boys? 2. How was violence internalized through war literature, penny dreadfuls, war composition, imitation, etc.? 3. How might “war pedagogy” and internalized violence lead to animosity towards the working class?
Between classes do the following	<p><input type="checkbox"/> Quiz 1 closes at 11:59 PM on 30 January</p> <p><input type="checkbox"/> Sign up for JAA #2, #5, #6</p>
Thu, 1 Feb	Lecture: Weimar Germany: Doomed to fail?
Between classes do the following	<p><input type="checkbox"/> Sign up for JAA #2, #5, #6</p> <p><input type="checkbox"/> Finish lecture content to complete quiz: Weimar Germany: The Great War’s Homefront in the Rearview Mirror and Civic Engagement (13:47); Political Revolutions and the Potential Weaknesses (22:38)</p> <p><input type="checkbox"/> Quiz 2 opens at 1:00 PM on 1 February and closes on 6 February at 11:59 PM</p> <p><input type="checkbox"/> Everyone Read and Make Notes: Manuela Achilles, “With a Passion for Reason,” (2010) (ERT-60 minutes)</p> <p><input type="checkbox"/> Write JAA 2 for Achilles; submit hard copy in class and upload to Brightspace by 11:00 AM on Tuesday, 6 February</p>
Tue, 6 Feb	Discussion: Manuela Achilles, “With a Passion for Reason,” (2010) <ol style="list-style-type: none"> 1. Constitution Day (<i>Verfassungstag</i>) was invented by the Weimar Republic’s government to create a collective sense of “unity and justice and freedom.” What were the rituals and symbols created for these annual celebrations? 2. What were the challenges and obstacles in creating and sustaining this celebration?

	<p>3. Achilles' certainly proves that Weimar republicans created symbols and rituals, ignored by many historians; these symbols and rituals were intended to integrate wide-ranging political beliefs in Germany. Does Achilles' study suggest that the Republic was on the road to success?</p>
Between classes do the following	<ul style="list-style-type: none"> <input type="checkbox"/> Quiz 2 closes at 11:59 PM on 6 February <input type="checkbox"/> Everyone Read and Make Notes: Shulamit Volkov, "On the Primacy of Political Violence," (2014) (ERT: 60 minutes) <input type="checkbox"/> Write JAA 2 for Volkov submit hard copy in class and upload to Brightspace by 11:00 AM on Thursday, 8 February
Thu, 8 Feb	<p>Discussion: Shulamit Volkov, "On the Primacy of Political Violence," (2014)</p> <ol style="list-style-type: none"> 1. Volkov describes two waves of political violence, 1918-1923, 1929-1933. How did the government compare in these two eras? 2. Why does Volkov describe the violence, especially the second wave, as a "permanent civil war?" 3. When political violence becomes acceptable, tolerated, or even encouraged by government authorities at the local or national level, what is the impact on the rule of law and how did it impact the credibility of the Weimar Republic?
Between classes do the following	<ul style="list-style-type: none"> <input type="checkbox"/> Optional: The Nazis: A Warning from History, Helped into Power (50 minutes); The Nazis: A Warning from History, Between Chaos and Consent (50 minutes)
Tue, 13 Feb	<p>Lecture: How do we account for the rise of Nazism?</p>
Between classes do the following	<ul style="list-style-type: none"> <input type="checkbox"/> Finish lecture content to prepare for quiz: Nazi Seizure of Power: What is Nazism? (6:52); Hitler's Movement (14:44); Becoming Chancellor (9:20); Gleichschaltung (11:20) <input type="checkbox"/> Quiz 3 opens at 1:00 PM on 13 February and closes on 18 February at 11:59 PM <input type="checkbox"/> Read and make notes: Fritzsche, <i>Life and Death in the Third Reich</i>, Introduction and Chapter 1 (ERT: 3 hours) <input type="checkbox"/> Write Fritzsche Chapter 1 Analysis; submit a hard copy in class and upload to Brightspace by 11:00 AM on Thursday, 15 February
Thu, 15 Feb	<p>Discussion: Fritzsche, <i>Life and Death in the Third Reich</i>, Introduction and Chapter 1</p> <ol style="list-style-type: none"> 1. To what extent did Germans identify with Nazis? How can this be proven in a dictatorship? 2. Fritzsche contends that "much of the power of Nazism rested on the appearance of unanimity". How does he develop this interpretation? Is it convincing? 3. "To what extent did the Germans become Nazis in the years 1933-1945?"
Between classes do the following	<ul style="list-style-type: none"> <input type="checkbox"/> Quiz 3 closes on 18 February at 11:59 PM
Tue, 20 Feb	<p>Lecture: The role of racism in shaping identity</p>

Between classes do the following	<input type="checkbox"/> Read and make notes: Fritzsche, <i>Life and Death in the Third Reich</i> , Chapter 2 <input type="checkbox"/> Write Fritzsche Chapter 2 Analysis; submit a hard copy in class and upload to Brightspace by 11:00 AM on Thursday, 22 February
Thu, 22 Feb	Discussion: Fritzsche, <i>Life and Death in the Third Reich</i> , Chapter 2 1. In what ways did everyday Germans come into contact with the Nazi racial state? 2. How does "Racial Grooming" support Fritzsche's thesis that Germans were made into Nazis?
Between classes do the following	<input type="checkbox"/> Finish lecture content to complete quiz: <input type="checkbox"/> Optional: The Wild East (50 minutes)
Tue, 27 Feb	Lecture: What was German responsibility for World War II in Europe?
Between classes do the following	<input type="checkbox"/> Finish lecture content to prepare for quiz: German Responsibility for World War II: Weimar Foreign Policy (14:36); Centrality of Hitler (13:20); Road to War, 1933-1937 (21:33); Road to War, 1938-1938 (25:45); The Invasion of the USSR (9:53) <input type="checkbox"/> Quiz 4 opens at 1:00 PM on 27 February and closes on 3 March at 11:59 PM <input type="checkbox"/> Read and make notes: Fritzsche, <i>Life and Death in the Third Reich</i> , Chapter 3 (ERT: 2-3 hours) <input type="checkbox"/> Write Fritzsche Chapter 3 Analysis; submit a hard copy in class and upload to Brightspace by 11:00 AM on Thursday, 29 February
Thu, 29 Feb	Discussion: Fritzsche, <i>Life and Death in the Third Reich</i> , Chapter 3 1. What were the goals of Germany's "imperial project"? 2. To what extent did ordinary Germans embrace the "Empire of Destruction"?
Between classes do the following	<input type="checkbox"/> Quiz 4 closes on 3 March at 11:59 PM
Tue, 5 Mar	Lecture: What the Germans knew and post-war "justice"
Between classes do the following	<input type="checkbox"/> Finish lecture content to complete quiz: <input type="checkbox"/> Read and make notes: Fritzsche, <i>Life and Death in the Third Reich</i> , Chapter 4 (ERT: 3 hours) <input type="checkbox"/> Write Fritzsche Chapter 4 Analysis; submit a hard copy in class and upload to Brightspace by 11:00 AM on Thursday, 7 March
Thu, 7 Mar	Discussion: Fritzsche, <i>Life and Death in the Third Reich</i> , Chapter 4 1. What level of knowledge did ordinary Germans have about racial persecution and extermination during the war years? 2. "To what extent did the Germans become Nazis in the years 1933-1945?"
11-15 Mar	Spring Break 

Tue, 19 Mar	Lecture: Dividing Germany
Between classes do the following	<ul style="list-style-type: none"> <input type="checkbox"/> Finish lecture content to complete quiz: Dividing Germany: Framing (10:05); Cold War Politics (7:04); Allied Occupation Policies (19:46) <input type="checkbox"/> Quiz 5 opens at 1:00 PM on 19 March and closes on 24 March at 11:59 PM <input type="checkbox"/> Read and make notes: Laura Hilton, "The Black Market in History and Memory," (2010) (ERT: 60 minutes)
Thu, 21 Mar	<p>Discussion: Laura Hilton, "The Black Market in History and Memory," (2010)</p> <ol style="list-style-type: none"> 1. What and why were the distinctions that Germans made between moral and immoral black-market activity? 2. Hilton describes the reality of black-market activity. What was that reality and why did Germans and occupation forces blame displaced persons? 3. How did the collective memories (or myths) that developed around black market activity shape German national identity after the war? 4. What factors led Germans to perceive of themselves as victims? 5. What does this suggest about the malleability of German identity?
Between classes do the following	<ul style="list-style-type: none"> <input type="checkbox"/> Quiz 5 closes on 24 March at 11:59 PM <input type="checkbox"/> Please sign up for JAA #5 and #6 here if you have not already done so or review what you selected
Tue, 26 Mar	Lecture: West Germany
Between classes do the following	<ul style="list-style-type: none"> <input type="checkbox"/> Finish lecture content to complete quiz: West Germany, 1949-1989: Political Parties and Civil Society (7:03); Adenauer's "Chancellor Democracy" (14:21); Testing Civil Society (17:49); 1970s-1980s (9:54) <input type="checkbox"/> Quiz 6 opens at 1:00 PM on 26 March and closes on 31 March at 11:59 PM <input type="checkbox"/> Read and Make Notes: Edith Sheffer, "On Edge: Building the border in East and West Germany," (2007) (ERT: 90 minutes)
Thu, 28 Mar	<p>Discussion: Edith Sheffer, "On Edge: Building the border in East and West Germany," (2007)</p> <ol style="list-style-type: none"> 1. What actions did Germans in Sonneberg (east) and Neustadt bei Coburg (west) take contributed to the creation of the "Iron Curtain" between 1945-1952? What were their motivations? 2. How did "border discipline" become internalized by those living in the "poor East and a rich West"? 3. What actions did the Zonal powers take to impose division in this case study? 4. Does Sheffer put forth a convincing case that Germans share the responsibility for the process and outcomes?
Between classes do the following	<ul style="list-style-type: none"> <input type="checkbox"/> Quiz 6 closes on 31 March at 11:59 PM <input type="checkbox"/> Everyone Read and make notes: Michael Hughes, "Reason, Emotion, Pressure, Violence," (2012) (ERT: 60 minutes) <input type="checkbox"/> Write JAA #5 for Hughes; submit a hard copy in class and upload to Brightspace by 11:00 AM on Tuesday, 2 April

Tue, 2 Apr	<p>Discussion: Michael Hughes, "Reason, Emotion, Pressure, Violence," (2012)</p> <ol style="list-style-type: none"> 1. Demonstrations in West Germany during 1967-1968 were perceived as undemocratic. Why and what does this reveal about how most West Germans defined what it meant to be a good citizen? 2. How might the legacy of the Weimar and Nazi eras have influenced the debate and behaviors of the government and demonstrators? 3. Does the debate about demonstrations and citizenship provide evidence of an existential threat to the ability of the Federal Republic of Germany to withstand the disruption? 4. Are the behaviors of the demonstrators and their opponents evidence that Germany was "re-civilized"?
Between classes do the following	<ul style="list-style-type: none"> <input type="checkbox"/> Everyone Read and make notes: Karrin Hanshew, "Sympathy for the Devil?" (2012) (ERT: 60 minutes) <input type="checkbox"/> Write JAA #5 for Hanshew; submit a hard copy in class and upload to Brightspace by 11:00 AM on Thursday, 4 April
Thu, 4 Apr	<p>Discussion: Karrin Hanshew, "Sympathy for the Devil?" (2012)</p> <ol style="list-style-type: none"> 1. Why did many on the left in Germany eventually distance themselves from the RAF and adopt non-violent tactics? 2. What do these choices by the left and extreme left reveal about German identity and "re-civilization"?
Between classes do the following	
Tue, 9 Apr	<p>Lecture: East Germany</p>
Between classes do the following	<ul style="list-style-type: none"> <input type="checkbox"/> Finish lecture content to complete quiz: East Germany, 1949-1989: Political Parties (4:01); Power of the State (11:08); Berlin Wall (5:09); Dissent & Opposition (4:53) <input type="checkbox"/> Quiz 7 opens at 1:00 PM on 9 April and closes on 14 April at 11:59 PM <input type="checkbox"/> Everyone Read and Make Notes: Betts, "Introduction: Privacy in an Enclosed State" and "The Tyranny of Intimacy: The Stasi and East German Society" (ERT: 2 hours) <input type="checkbox"/> Write JAA #6 for Betts, Chapter 1; submit a hard copy in class and upload to Brightspace by 11:00 AM on Thursday, 11 April
Thu, 11 Apr	<p>Discussion: Betts, "Introduction: Privacy in an Enclosed State" and "The Tyranny of Intimacy: The Stasi and East German Society"</p> <ol style="list-style-type: none"> 1. How can we study private lives in the GDR? How will it contribute to our understanding of the relationship between state and society in the GDR? In short, how does Betts position his research in the GDR historiography of the Stasi, state, and society? 2. How and why does Betts suggest that we should view the Stasi as "embedded in socialist society, rather than hovering above it"? 3. What were Stasi strategies? How did it undermine and foster privacy? 4. How does this study contribute to our understanding of civil society and "re-civilization"?

Between classes do the following	<ul style="list-style-type: none"> <input type="checkbox"/> Quiz 7 closes on 14 April at 11:59 PM <input type="checkbox"/> Everyone Read and Make Notes: Paul Betts, "East of Eden: Christian Subculture in State Socialism" (ERT: 90 minutes) <input type="checkbox"/> Write JAA #6 for Betts, Chapter 2; submit a hard copy in class and upload to Brightspace by 11:00 AM on Tuesday, 16 April
Tue, 16 Apr	<p>Discussion: Paul Betts, "East of Eden: Christian Subculture in State Socialism"</p> <ol style="list-style-type: none"> 1. Though "freedom of conscience;" was "a civil liberty enshrined in the GDR's 1949 Constitution," ordinary Lutherans and church leaders came into conflict with the government. What were their experiences? 2. What did "local battles in East Berlin between Christian parents and state authorities" reveal about the relationship between state and society? 3. Betts writes, "the Evangelical Church served as the GDR's original niche society," yet "remained in constant dialogue with the atheistic state..." How is this demonstrated in the chapter? 4. What is Betts' interpretation of the role of the Evangelical Church in the events of 1989? 5. How does this study contribute to our understanding of civil society and "re-civilization"?
Between classes do the following	<ul style="list-style-type: none"> <input type="checkbox"/> Read and Make Notes: Jeff Hayton, "<i>Krawall</i> in der Zionskirche: Skinhead Violence and Political Legitimacy in the GDR," (2015) <input type="checkbox"/> Write JAA #7; submit a hard copy in class and upload to Brightspace by 11:00 AM on Thursday, 18 April
Thu, 18 Apr	<p>Discussion: Jeff Hayton, "<i>Krawall</i> in der Zionskirche: Skinhead Violence and Political Legitimacy in the GDR,"</p> <ol style="list-style-type: none"> 1. How did the public violence of skinheads "chip away at the political authority of the SED"? 2. Why was punk music targeted by the Stasi? (BTW, this is not the main focus of Hayton's article, but he does discuss and is the subject of earlier publications.) 3. How did the discontent brought on by the lackluster response to the threat of skinhead violence contribute to the dissident movement? 4. How does this study contribute to our understanding of civil society and "re-civilization"?
Between classes do the following	<ul style="list-style-type: none"> <input type="checkbox"/> Read and Make Notes: Steven Pfaff, "The Politics of Peace in the GDR," (2001) <input type="checkbox"/> Write JAA #8; submit a hard copy in class and upload to Brightspace by 11:00 AM on Tuesday, 23 April
Tue, 23 Apr	<p>Discussion: Steven Pfaff, "The Politics of Peace in the GDR,"</p> <ol style="list-style-type: none"> 1. Churches (Protestant and Catholic) provided a "free social space" that allowed a peace movement to develop. How and why did this develop? 2. How did the development of these peace movements contribute to events in 1989-90? 3. How does this study contribute to our understanding of civil society and "re-civilization"?

Between classes do the following	<input type="checkbox"/> Optional Documentary: Building and Destruction of the Berlin Wall
Thu 25 Apr	Lecture: The "Gentle Revolution and German Reunification"
Between classes do the following	<input type="checkbox"/> Finish lecture content to complete quiz: The "Gentle Revolution" and German Reunification: Civil Society (2:52); International Context (4:36); Building a Civil Society in the 1980s (10:27); The Revolution (9:56) <input type="checkbox"/> Quiz 8 opens at 1:00 PM on 25 April and closes on 30 April at 11:59 PM <input type="checkbox"/> Read and make notes: Richard J. Evans, "From Nazism to Never Again," (2018) (ERT: 30 minutes)
Tue, 30 Apr	Discussion: Richard J. Evans, "From Nazism to Never Again," (2018) <ol style="list-style-type: none"> 1. How did the Weimar and Nazi legacies impact West Germans commitment to civil society and democracy? 2. Can post-Wende Germany move beyond the legacies of its pre-1945 histories? 3. What do monuments, memorials prove to Evans about Germans and the future of democracy?
Between classes do the following	<input type="checkbox"/> Quiz 8 closes on 30 April at 11:59 PM <input type="checkbox"/> Read and make notes: Jennifer A. Yoder, "'Revenge of the East?'" (2020) (ERT: 60 minutes)
Thu, 2 May	Discussion: Jennifer A. Yoder, "'Revenge of the East?'" (2020) <ol style="list-style-type: none"> 1. What explains the appeal of AfD? 2. How have former East Germans identity been shaped by reunification? 3. How might democracy be defined in Germany in 2020 compared to the 1960s? 4. Does Yoder's essay challenge us to reconsider the optimism found in Evans?
Between classes do the following	Study for the final exam
Final Exam	Thursday, 9 May, 10:15 AM -12:15 PM