Course Goals

To arrive at answers (tentative perhaps) to the following questions:

- Weitz argues that the Weimar Republic is better known for its "conflict and disasters," yet also should be known for its "great political as well as cultural achievements." What is his balance sheet composed of? Is Weitz convincing? Was Weimar doomed to fail by Weitz's reckoning?
- "To what extent did the Germans become Nazis in the years 1933-1945?"
- How did Germans develop "a sincere commitment to human rights" after "perpetrating unspeakable crimes"?
- How was the "sense of 'normality' ... constructed over time, and how, in the process, the very constitution of social groups and collective patterns of attitude and behavior shifted and changed?" How different was East German society from the west?
- What does the avatar project and our studies teach us about the five Germanies of the twentieth century?
We will also develop "historical" skills that will serve you well in daily life:
Text analysis, formal and informal writing, advancing a historical argument in writing, understanding sequence of events, film analysis, and oral discussion skills. In advancing these skills, you will improve your ability to communicate in writing, prioritizing large amounts of information, evaluating that information, and improving your ability to persuade.

How will we accomplish these goals?
This course will largely be conducted as reading seminar, in which we will discuss responses to the above questions during class meetings. The My Germany Avatar Project will encourage the development of informal writing skills. Three essays will develop your formal writing skills, while weekly discussion will promote your skills as an orator. Viewing films and film clips inside and outside of class will hone your skills at analyzing films. Finally, the weekly readings will promote your text analysis skills.

Evaluation of Student Achievement

► **Class Participation** (possible points: determined at semester's end; approximately 0-30 points)¹
  ◊ Do you come to class having read the material more than once?
  ◊ Do you participate in discussions?
  ◊ You earn 0-2 points for each day of participation in which we have full class discussions.
    2 points if you contribute to discussion three or more times;
    1.75 points if you contribute to discussion twice;
    1.5 points if you contribute to discussion once;
    1.25 points if you attend, remain alert, but do not participate.
  Note: if you attend and remain alert, but never contribute, the most that you can earn is a D-level grade and discussion amounts to approximately 10-15% of your overall grade.
  ◊ You earn 1 point for participating in small group discussions.

► **Class Attendance** (possible points: approximate 0-14 points possible)²
  ◊ Excused absences include religious holy days, varsity sports events, obligatory military or military reserve activity, hospitalization, medical excuse from doctors, LPNs, or RNs which can be verified by telephone. Picking up a friend at the airport, catching a ride with a friend a day or two before Thanksgiving begins, attending a wedding, even tending to a sick relative and so forth are not excused absences. By the way, if you are in the military reserves, you know in advance your weekend service so plan your **studies and assignments** according to that schedule.
  ◊ You earn 1 point for each full night present in class.

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¹ This number depends upon a number of factors.
² This is not counting the first week of classes when students are dropping and adding classes. Moreover, if a class gets cancelled this can lower the number possible.
My Germany Avatar Project (total: 0-100 points)

◊ Avatar Discussion Blog Posts to BOLT (minimum of 500 words; approximately 1 to 1 1/3 page single space in a word document). You cannot conduct a word count within BOLT, so you may want to initially compose your posts in word, then copy and paste into BOLT. Then add images, links, etc.

◊ 0-10 points per blog; 10 blog posts spread throughout the semester

Credit: The idea for this assignment originated from an essay by Edith Sheffer, "Creating Lives in the Classroom," Chronicle of Higher Education, 22 November 2009.

FOR DETAILS ON THIS ASSIGNMENT, LOOK BELOW THE TABLE THAT LISTS WEEKLY ASSIGNMENTS AND IDENTIFIES DEADLINES.

Three Formal Take Home Essays (each worth 0-100 points; each approximately 7-10 pages in length)

1. Standard English.
2. Formal essays have three parts: introduction with thesis statement at the end; body of paragraphs with effective paragraph topic sentences advancing your thesis; a conclusion that restates the major points of your thesis and how you proved it.
3. Convincing use of evidence and examples in every paragraph to support thesis.
4. All ideas, paraphrased or summarized, not your own must be footnoted.
5. All verbatim quotations must be properly framed, with quotation marks, and footnoted.
6. Page numbers in upper-right hand corner.
7. Typed, double-spaced, Times New Roman, 12 point font, standard 1-inch margins.
8. Hard copy submitted to professor; electronic copy submitted to BOLT Dropbox (turnitin)
9. See Conventions in Historical Writing available on BOLT for more details.
10. Visit http://facstaff.bloomu.edu/lstallba especially the links to tutorials on the following tabs: Citing, Integrity, and Writing.
11. I am willing to review essay drafts, partial or whole, up to 24 hours before the deadline.

◊ Essay 1: Weitz argues that the Weimar Republic is better known for its "conflict and disasters," yet also should be known for its "great political as well as cultural achievements." What is his balance sheet composed of? Is Weitz convincing? Was Weimar doomed to fail by Weitz’s reckoning?

◊ Essay 2: Student Choice. Each option has a different deadline.

   Option 1: "To what extent did the Germans become Nazis in the years 1933-1945?"

   Option 2: How did Germans develop "a sincere commitment to human rights" after "perpetrating unspeakable crimes"?

◊ Essay 3: How was the 'sense of 'normality' ... constructed over time, and how, in the process, the very constitution of social groups and collective patterns of attitude and behavior shifted and changed?" How different was East German society from the west?
Final (slightly informal) Essay (0-30 points; 3 pages)

Follow the guidelines for formal essays, but because you are responding to a question from the avatar assignment, I welcome some creativity.

◊ What did your avatar teach you about the five Germanies of the twentieth century?

Grading Scale

Total points are determined at the end of the semester (the points will approximately add up to 470). A letter grade will be based on the percentage of total points earned.

<table>
<thead>
<tr>
<th>A Range</th>
<th>B Range</th>
<th>C Range</th>
<th>D Range</th>
<th>E Range</th>
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<tbody>
<tr>
<td>A 94-100%</td>
<td>B+ 87-89%</td>
<td>C+ 77-79%</td>
<td>D+ 67-69%</td>
<td>E 0-59%</td>
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<tr>
<td>A- 90-93%</td>
<td>B 84-86%</td>
<td>C 74-76%</td>
<td>D 60-66%</td>
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<tr>
<td>B- 80-83%</td>
<td></td>
<td>C- 70-73%</td>
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</table>

Integrity, simply defined, is doing what is right even when no one is looking.
Do not make a mockery of individual achievement.
Take pride in your work and respect others' work.

Academic Integrity
Bloomsburg University Policy and Procedures 3512

"Academic integrity refers to the adherence to agreed upon moral and ethical principles when engaging in academic or scholarly pursuits. The university's academic integrity is part of an effort to nurture a community where trust, honesty and personal integrity guide all of our dealings with one another. Personal integrity is vital to our pursuit of educating and becoming educated. This student academic integrity policy is only part of, not the entirety of, efforts to foster a community of trust; trust is built first on our actions toward each other. The responsibility to be honest, fair, and forthright with others is a responsibility that each member of the Bloomsburg University community must accept. . . .

"The following types of behaviors are examples of academic dishonesty. This list is not, and cannot be exhaustive. Students who are unsure if an act is academically dishonest have a duty to consult their professor before engaging in the act."

Academic dishonesty includes: cheating, plagiarism, fabrication, misrepresenting circumstances, impersonation, obtaining an unfair advantage, aiding and abetting of academic dishonesty, falsification of records and official documents, and unauthorized access to computerized academic or administrative records or systems. For detailed definitions of these examples of academic dishonest, consult Bloomsburg University's Academic Integrity Policy (PRP 3512) at www.bloomu.edu/about/govern/pol.3512.htm."
Attendance and Assignment Deadlines

✔ Regular classroom attendance is mandatory.
✔ An absence is excused if you have a varsity sports event, religious holy days, military and military reserve activity, illness that is documented by the health center or a doctor, and funerals. You must provide documentation that allows me to verify that your excuse is legitimate.
✔ There is no makeup for unexcused absences; examples include court dates, sleeping in, studying for other classes, leaving campus early or arriving late because of ride-sharing, family vacations, even tending to a sick relative, etc. By the way, falsely representing why you are absent is a violation of academic integrity.
✔ It is the student's responsibility to contact the professor to make up work promptly.
✔ You are required to turn in your assignments on time. Late assignments are penalized 10% for each day they are late. "Computer problems" or the "dog ate my homework" are not acceptable excuses. If your computer "swallows your paper," or malfunctions in some manner, your assignments can be accepted late only if an earlier draft is submitted by the deadline.
✔ Once graded assignments have been returned, I will not accept late work unless you have made arrangements with me in a timely manner.
✔ You should always have backup copies of your files and print "hard copies" so you do not lose your work.

Cell Phone, MP3, Blackberry, iPhone, iPod, iPad, Laptop, eReader, etc. . . . Policy

Turn off, not just put in silent mode, all of these devices upon beginning class. The only exception is if your job or service such as a volunteer fire fighter require you to be on call. If you are in the midst of a family emergency, then discuss this with me before class. If we meet outside class to discuss your work, put your cell phone in silent mode and do not answer or respond to calls or messages until our meeting is complete.

If you bring a laptop or eReader (e.g. Kindle) to class, please have a G-rated screen saver, no gaming, no checking or sending emails, etc. Of course, you are permitted to use the laptop for class related activities.

You will be asked to leave the class if you are found to be reading a text message, texting, listening to music, listening to a message, sending or checking email, gaming, etc. You will be asked to leave if you are making inappropriate use of your laptop or eReader.

Attendance Policy
Bloomsburg University Policies and Procedures 3506

"Regular classroom attendance is expected of all students. However, a student will be afforded reasonable assistance by a faculty member when class work is missed as a result of extenuating circumstances beyond the student's control, such as but not limited to:
1. Personal illness.
2. Death or critical illness in the immediate family.
3. Participation in a university-sponsored activity.
4. Participation in a short-term, obligatory military or military reserve activity.
"Instructors may request the student to provide official documentation to verify the reasons for the absence.
"Arrangements for assistance must be made by the student with the instructor as soon as the need for an absence is known. The instructor is not required to give makeup examinations or review other class work missed as a result of unauthorized absences.
"A faculty member, with departmental approval, may adopt a reasonable alternative policy if class members are provided that policy in writing during the first week of classes."

The Bloomsburg University Writing Center (BUWC) offers free support for graduate and undergraduate writers at any point in the writing process. Take the draft of the paper you are working on (or the writing assignment, if you have not started a draft). They will not write any part of your paper, but they can help you get started and then keep going; they can read what you have written and ask questions to help you think about what your readers might need; they can work with you on grammar and mechanics; and they can help you develop strategies for proofreading and editing.

BUWC opens for Fall 2010 on Sept. 13th. Hours are Mon.—Thurs. from 10:00 a.m. to 7:00 p.m. and Fridays from 10:00 a.m. to 1:00 p.m. in Bakeless 206. There are also night hours on Sunday and Wednesday at satellite locations. Visit their website http://departments.bloomu.edu/writingcenter/ for more information.

**University Tutorial Services:** If you feel you need extra help to improve your academic performance in this course or any of your courses, please consider requesting a tutor in University Tutorial Services (UTS). UTS offers peer tutoring at no charge to Bloomsburg University students. The UTS office is located in Warren Student Services Center, Room 13.

**Reading the Syllabus**

According to the schedule below, you should have studied, not just read, by the date of the class meeting the assigned readings and be prepared to discuss them. Please note when assignments are due. Always bring to the relevant class meetings any relevant workbook pages/readings, books, handouts, etc that have been assigned.

If classes are canceled because of road conditions, bad weather, etc., you are responsible for finding out how the syllabus will be adjusted by consulting BOLT or your huskies.bloomu.edu email account. Just remember, power outages and downed servers can
delay announcements, so as a general rule, whatever was scheduled on the day a class is canceled will be the subject of our next class meeting. If in doubt, please do not hesitate to contact me.

This syllabus is subject to change.

**Required Texts**


**On Library Reserve**


Trying to find copies of these to put on reserve:


Films on Demand

Access these through the Andruss Library → Find Articles (click on dropdown) → select Databases A to Z → select F → select Films on Demand. If you access this syllabus through BOLT, then you can copy and paste the URL into your web browser or simply click on the link. Pay attention to the Security Warning Options. You want to "Allow"; when asked if you want to view only the secured information, click "No". If you click yes, you are denied access to the link. If you are off-campus or using your own computer, you will need your Library Logon.

Learning and Teaching History Web Site

This web site created by me has useful tutorials on reading, writing, and citing, and integrity: [http://facstaff.bloomu.edu/lstallba](http://facstaff.bloomu.edu/lstallba)

BOLT

Bloomsburg University's Learning Management System: [https://bolt.bloomu.edu/](https://bolt.bloomu.edu/)

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities, Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>31 August</td>
<td><strong>Course Introduction</strong></td>
</tr>
<tr>
<td></td>
<td>Lecture: What was life like in late Wilhelmine Germany?</td>
</tr>
</tbody>
</table>

**Wilhelmine Germany Avatar Discussion Blog due Monday, 6 September, by 3:00 PM**

<table>
<thead>
<tr>
<th>7 September</th>
<th><strong>Essential Questions:</strong> Weitz argues that the Weimar Republic is better known for its &quot;conflict and disasters,&quot; yet also should be known for its &quot;great political as well as cultural achievements.&quot; What is his balance sheet composed of? Is Weitz convincing? Was Weimar doomed to fail by Weitz's reckoning?</th>
</tr>
</thead>
</table>
Weitz, Weimar Germany, Introduction and Chapters 1-3 (pp. 1-127)
Fulbrook, History of Germany, Chapter 2 (pp. 15-37)

Weimar, Part 1 Avatar Discussion Blog due Monday, 13 September, 3:00 PM

14 September

Essential Questions: Weitz argues that the Weimar Republic is better known for its "conflict and disasters," yet also should be known for its "great political as well as cultural achievements." What is his balance sheet composed of? Is Weitz convincing? Was Weimar doomed to fail by Weitz's reckoning?

Film Clips to Watch before Class:
Bauhaus: The Face of the 20th Century (Films on Demand, Andrus Library, Item 6271)
Dada and Surrealism (Films on Demand, Andrus Library, Item 10358)

Study & Discuss:
◊ Weitz, Weimar Germany, Chapters 4-6 (pp. 129-250)

Film:
The Harmonists

Weimar, Part 2 Avatar Discussion Blog due on Monday, 20 September, 3:00 PM

21 September

Essential Questions: Weitz argues that the Weimar Republic is better known for its "conflict and disasters," yet also should be known for its "great political as well as cultural achievements." What is his balance sheet composed of? Is Weitz convincing? Was Weimar doomed to fail by Weitz's reckoning?

Study & Discuss:
◊ Weitz, Weimar Germany, Chapters 7-9 and Conclusion (pp. 251-368)
◊ Fulbrook, History of Germany, Chapter 2 (pp. 38-55)

Film:
The Nazis, A Warning from History: Helped into Power

Essay 1 due Friday, 24 September by noon;
hard copy to professor; electronic copy submitted to BOLT Dropbox
| 28 September | **Essential Question:** "To what extent did the Germans become Nazis in the years 1933-1945?"

**Film to Watch before Class:**

*The Eye of the Dictator: Propaganda and the Nazis* (Films on Demand, Andruss Library, Item 5809, 55:00 minutes)


*World at War: A New Germany 3 of 6* (10:00 minutes)

[http://www.youtube.com/watch?v=VKAcGJh9HE&feature=related](http://www.youtube.com/watch?v=VKAcGJh9HE&feature=related)

*World at War: A New Germany 5 of 6* (8:30 minutes)


**Study & Discuss:**

◊ Fritzsche, *Life and Death in the Third Reich*, Preface, Introduction, Chapters 1-2 (pp. vii-142)

**Film:**

*Paragraph 175* (Documentary about the persecution of homosexuals in Nazi Germany)

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| 5 October | **Essential Question:** "To what extent did the Germans become Nazis in the years 1933-1945?"

**Films to Watch before Class:**

*Hitler's Children: Education: 1 of 5* (9:49 minutes)

[http://www.youtube.com/watch?v=E0uO3gM505k&feature=related](http://www.youtube.com/watch?v=E0uO3gM505k&feature=related)

*Eternal Beauty? The Story of the Third Reich Through its Own Propaganda* (Films on Demand, Andruss Library, Item 37605, 92:00 minutes)


*Laughing with Hitler 1 of 6* (9:47 minutes)

[http://www.youtube.com/watch?v=Y5Pa99OaSGA](http://www.youtube.com/watch?v=Y5Pa99OaSGA)

*Laughing with Hitler 2 of 6* (9:52 minutes)

[http://www.youtube.com/watch?v=bIndMDm30jg&NR=1](http://www.youtube.com/watch?v=bIndMDm30jg&NR=1)

**Study & Discuss:**

◊ Sax & Kunz, *Inside Nazi Germany*, Chapters 9, 10, & 15 (pp. 275-325, & 459-513)

◊ Fulbrook, *History of Germany*, Chapter 3 (pp. 56-79)

**Film:**

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<table>
<thead>
<tr>
<th>Date</th>
<th>Essential Question:</th>
<th>Film Clips to Watch before Class:</th>
<th>Study &amp; Discuss:</th>
<th>Film:</th>
</tr>
</thead>
</table>
◊ Fulbrook, *History of Germany*, Chapter 4 (pp. 80-112) | *The Nazis, A Warning from History: The Road to Treblinka* (time permitting) |
| 19 October | "To what extent did the Germans become Nazis in the years 1933-1945?" | *The Nazis: Fighting to the End 2 of 5* (9:42 minutes) [http://www.youtube.com/watch?v=iXH96N_1RfM&feature=related](http://www.youtube.com/watch?v=iXH96N_1RfM&feature=related)  
*The Nazis: Fighting to the End 3 of 5* (9:34 minutes) [http://www.youtube.com/watch?v=PQ6J7av5v2I&feature=related](http://www.youtube.com/watch?v=PQ6J7av5v2I&feature=related)  
*The Nazis: Fighting to the End 4 of 5* (9:44 minutes) [http://www.youtube.com/watch?v=405pc5HqRlo&NR=1](http://www.youtube.com/watch?v=405pc5HqRlo&NR=1) | ◊ Fritzsche, *Life and Death in the Third Reich*, Preface, Introduction, Chapters 3-4 (pp. 143-307) | *Die Brücke* |

**Essay #2, Option 1 due Friday, 22 October by noon;**

*hard copy to professor; electronic copy submitted to BOLT Dropbox*
26 October

**Essential Question:** How did Germans develop "a sincere commitment to human rights" after "perpetrating unspeakable crimes"?

**Film Clips to Watch before Class:**
- *After the War: Conquering Germany* - 2 (7:25 minutes)
  [http://www.youtube.com/watch?v=AGj8d6OJWis](http://www.youtube.com/watch?v=AGj8d6OJWis)
- *After the War: Conquering Germany* - 3 (7:25 minutes)
  [http://www.youtube.com/watch?v=uMSK6Z-A9BM&NR=1](http://www.youtube.com/watch?v=uMSK6Z-A9BM&NR=1)
- *After the War: Conquering Germany* - 4 (7:25 minutes)
  [http://www.youtube.com/watch?v=46RTnYuap8U&NR=1](http://www.youtube.com/watch?v=46RTnYuap8U&NR=1)
- *Universal Newsreels: 21 Nazi Chiefs Guilty (10/08/1946)* (Films on Demand, Andruss Library, Item 41856)

**Study & Discuss:**
- ◊ *Jarausch, After Hitler*, Preface, Introduction, Chapters 1-3, Conclusion to Part I (pp. v – 98)
- ◊ *Fulbrook, History of Germany*, Chapter 6 (pp. 113-142)

**Divided Germany, 1945-1989, part 1 Avatar Discussion Blog due on Monday, 1 November, 3:00 PM**

2 November

**Essential Question:** How did Germans develop "a sincere commitment to human rights" after "perpetrating unspeakable crimes"?

**Film Clip to Watch before Class:**
- *Arts.21 Boom Years in West Germany Chronicles by Photographer Jupp Darchinger* [http://www.youtube.com/watch?v=NYcnP-IzvRM](http://www.youtube.com/watch?v=NYcnP-IzvRM) (6:00 minutes)

**Study & Discuss:**
- ◊ *Jarausch, After Hitler*, All of Part II (pp. 99-184)
- ◊ *Fulbrook, History of Germany*, Chapter 7 (pp. 143-166)

**Film:**
- *Berlin: A City in Search of Itself* (Films on Demand, Andruss Library, Item 29040)

**Divided Germany, 1945-1989, part 2 Avatar Discussion Blog due on Monday, 8 November, 3:00 PM**
<table>
<thead>
<tr>
<th>Date</th>
<th>Essential Question: How did Germans develop &quot;a sincere commitment to human rights&quot; after &quot;perpetrating unspeakable crimes&quot;?</th>
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</thead>
<tbody>
<tr>
<td>9 November</td>
<td>Film to Watch before Class:</td>
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<tr>
<td></td>
<td><em>A Nation Returns: Germany</em> 1993 (Films on Demand, Andruess Library, Item 32902)</td>
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<tr>
<td></td>
<td><strong>Study &amp; Discuss:</strong></td>
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<tr>
<td></td>
<td>◇ Jarausch, <em>After Hitler</em>, All of Part III and Conclusion (pp. 185-281)</td>
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<td>◇ Fulbrook, <em>History of Germany</em>, Chapter 8 (pp. 167-186)</td>
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<td>Film: <em>The Germans: Portrait of a New Nation</em> 1995 (Films on Demand, Andruess Library, Item 5999)</td>
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<tr>
<td>16 November</td>
<td>Essential Questions: How was the &quot;sense of 'normality' ... constructed over time, and how, in the process, the very constitution of social groups and collective patterns of attitude and behavior shifted and changed?&quot; How different was East German society from the west?</td>
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<tr>
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<td>Film to Watch Before Class:</td>
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<td>East Germany: The Land Beyond the Wall (Films on Demand, Andruess Library, Item 29878)</td>
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<td><strong>Study &amp; Discuss:</strong></td>
</tr>
<tr>
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<td>◇ Fulbrook, <em>The People’s State</em>, Preface, Introduction, and All of Part I (pp. viii – 175)</td>
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<td>Film: <em>The Berlin Wall</em></td>
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<td>Essay #2, Option 2 due Monday, 22 November by noon; hard copy to professor; electronic copy submitted to BOLT Dropbox</td>
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<tr>
<td>23 November</td>
<td>No class meeting for Tues-Thursday classes. Rather Friday classes meet this day to make up for reading day.</td>
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<tr>
<td>Date</td>
<td>Event</td>
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</table>
| 30 November| **Essential Questions:** How was the "sense of 'normality' ... constructed over time, and how, in the process, the very constitution of social groups and collective patterns of attitude and behavior shifted and changed?" How different was East German society from the west? | **Study & Discuss:**
◊ Fulbrook, *The People’s State*, All of Part II (pp. 179-231)                                                                 |
**Film:**
The Lives of Others                                                                                                             |
| Reunited Germany, Avatar Discussion Blog due on Monday, 6 December, 3:00 PM | **Essential Questions:** How was the "sense of 'normality' ... constructed over time, and how, in the process, the very constitution of social groups and collective patterns of attitude and behavior shifted and changed?" How different was East German society from the west? | **Study & Discuss:**
◊ Fulbrook, *The People’s State*, All of Part III and Conclusion (pp. 235-298)  
◊ Fulbrook, *History of Germany*, Chapters 14-15 (pp. 293-325)                      |
**Film:**
Goodbye, Lenin! (if time permits)                                                                                                  |
| 7 December | **Essay #3 due Friday, 10 December by noon;**
hard copy to professor; electronic copy submitted to BOLT Dropbox |                                                                                                                                            |
| 14 December| **Final Essay due by 6:30 PM, Tuesday.**                              |                                                                                                                                            |
My Germany Avatar Project

**Goal:** to develop a sense of how historical change may affect an individual in the five Germanies of the twentieth century.

An avatar is "an embodiment or personification, as of a principle, attitude, or view of life." You will randomly be assigned an individual, your avatar, who is born in 1900. Your avatar cannot "die or be otherwise incapacitated, leave Germany permanently, or change the course of history."³ Your avatar will live a long life in the five Germanies of the Twentieth Century: Wilhelmine; Weimar; Nazi; Divided; Reunited.

Use the Avatar Discussion Blog on BOLT to post updates on the historical experiences of your avatar. **The deadlines for posting are listed in the syllabus above;** you will make a total of ten.

The postings are informal writing assignments that can take many forms or combination of forms: diary entries, letters, newspaper articles, etc. Feel free to use your imagination! While informal, please do not assume that your work can be superficial, incoherent, or simply thrown together to earn a passing grade.

Some postings will have a minimum requirement that your German avatar experience, respond to, be shaped by, or react to specific events that I will identify in the Blog postings and listed below.

Each posting to earn a C-level grade (7.5 out of 10 points):

- must be a minimum of 500 words.
- must be informed by the readings each week.
- must be relevant to the German era that we are studying.
- must be informed by a minimum of three documents located and studied by you.
- must include references to printed sources listed at the end of the posting.
- must include URL links to the web-based documents at the end of your posting.
- must include at least one image.
- must be plausible, realistic, authentic given the context of the times as manifest in our readings.
- must interact with at least one other avatar by posting a comment on his/her blog that is relevant, authentic for your character and shows an understanding of the other's life
- additional 0-2.5 points are awarded for creativity, imagination, quality of content of each posting.

In every one of the five Germanies, your avatar will be expected to respond, react, ponder, or be shaped by specific events. Here is the list for each German era:
### Wilhelmine Germany Avatar, 1900-1918
Introduce your avatar, who was born in 1900, and it is now 1918. Be sure to include:
- his/her name;
- origins (all of your avatars are born in 1900, but you can determine the birthday) and social, economic, and religious background of parents;
- town of origin;
- education;
- location in 1918;
- interests and beliefs;
- and respond to the experience of WWI.
Other ideas that you include are determined entirely by you, e.g. siblings, parents' names, etc. as long as it adheres to the assignment as outlined in the syllabus.

### Weimar Germany Avatar, 1918-1933
Your avatar must respond, react, ponder or be shaped by the following events:
- Treaty of Versailles
- Great Inflation of 1923
- Great Depression
- Growing power of the Nazi and Communist Parties between 1929-1933

### Nazi Germany Avatar, 1933-1945
During this era, your avatar must respond, react, ponder, or be shaped by the following events:
- Nazis seizure of power, 1933-1934
- Nuremberg Laws 1935
- November Pogroms 1938 (a.k.a. Kristallnacht)
- Outbreak of War in 1939
- Invasion of the USSR in 1941
- Allied attacks and defeat of Germany

### Divided Germany, 1945-1989
This era includes West and East Germany, i.e. the Federal Republic of Germany and the German Democratic Republic. Your avatar must respond, react, ponder or be shaped by the following events:
- Nuremberg Trials and/or denazification
- Division of Germany
- Economic Recovery
- Berlin Wall
- West and East German relations

**Reunited Germany, 1989-c. 1995**

Your avatar must respond, react, ponder, or be shaped by the following events:
- Fall of the Berlin Wall
- Reunification of Germany (a.k.a. die Wende)
- "Ossis" and "Wessis"
- Guest Workers and Immigrants

**Selecting Documents for your Avatar Discussion Blog:**

- You will find a list of web resources entitled *Documents for Twentieth-Century German History Webography* located below.
- In addition, several edited, published document collections will be placed on reserve at Andruss Library. I have only placed a small number on reserve.
- Search Andruss Library for published document collections in German history. There are actually quite a few published document collections, memoirs, and diaries especially for the period from World War I through World War II including the Holocaust.
- Given the multitude of documents, you will have a tough time deciding, so I recommend that you complete or make significant progress on your reading of secondary sources to know what sort of events, people, ideas, etc. that could have an impact on your avatar. Then decide what your avatar might want to experience as long as it is plausible. Do not pick the first three documents that you come across.
- Explore the documents and determine that the context is appropriate for the time period that we are studying. E.g. choosing a document that is dated to 1938, when we are studying the Weimar Republic, which ended in January 1933, would not be appropriate.
- The documents that you select do not have to directly and obviously impact your avatar's life. For example, the Nuremberg Laws decreed in 1935 might not directly impact you, but your character might make observations about it. A second example, a journalist might publish an article that your character could have read and ponders.
- Be sure it is a primary source, that originates from the time period that we are studying and meets one of the following criteria:
  - produced by a German of the time;
  - will have a direct impact on Germans (e.g. The Maastricht Treaty);
  - provides observations about Germans (e.g. John J. McCloy speaking about German attitudes during the post-WWII occupation or the creation of the ECSC);
  - or sheds light on Germans and Germany (e.g. Sir Harold Nicholson observing German reactions to the Treaty of Versailles in 1919).
- Wikipedia is not a primary source, it is a tertiary source though sometimes you can find
Documents for Twentieth-Century German History Webography

Web Sites that Cross Several Eras:
http://www.germanhistorydocs.ghi-dc.org/
Site is maintained by the German Historical Institute; it offers a small selection of documents, images, and maps for many eras. Enter the eras by clicking on any one of the four images on the home page. Please note, at this writing 18 August 2010, the Weimar section was under construction. You will find the Weimar Republic Sourcebook on library reserve to be very helpful.

http://eudocs.lib.byu.edu/index.php/History_of_Germany:_Primary_Documents
Eurodocs offers a portal to online documents and libraries. You will need to drill down some to get to content. Be patient. Though some titles are in German, you can actually find English-language documents in some cases. What is more, you might have the option of selecting an English version in some cases.

http://www.h-net.org/~german/gtext/
A few select documents on German history from the Wilhelmine era to the present compiled by H-German.

http://digicoll.library.wisc.edu/History/subcollections/GerReconAbout.html
Germany Under Construction, University of Wisconsin Digital Collection. Includes a mix of German and English language documents on post-World War II reconstruction. If you drill down, you will find some really cool stuff.

http://www.csustan.edu/History/Faculty/Weikart/gerhist.htm
Dr. Richard Weikart, California State University-Stanislaus, has put together a select list of documents; some of the links to art work did not work.

http://www.calvin.edu/academic/cas/gpa/
If you want to look at German propaganda posters, etc. this is the site to visit. It is maintained by Randall Bytwerk, Calvin College, Grand Rapids, Michigan.

http://www.zum.de/psm/deutschland20.php3
This is a sub-navigation page to PSM-Data. Anything with the British Flag is a document in English. Click on the “P” of the PSM on any line where you see the British flag to acquire the document text.

http://www.fordham.edu/halsall/mod/modsbook.html
Internet Modern History Sourcebook offers a small number of documents some of which
originate from Germany or German authors. For example, under WWI, "Resistance to War" and "Literary Responses" provide German responses. Be sure to keep scrolling to view the entire page! Also check out the Multimedia links. By the way, "PW W Europe" and "PW E Europe" are post-war Western Europe and post-war Eastern Europe.

http://www.spartacus.schoolnet.co.uk/
The Spartacus Network offers a plethora of links to a variety of topics in history. It is intended for younger audiences, not college students. For example, document excerpts are oftentimes limited to a paragraph or two. The benefit of checking out this web site and its many sub-navigation pages is the exposure that it offers not the depth.

Holocaust

http://www.ushmm.org/
United States Holocaust Memorial Museum web site includes select primary sources, oral testimonies, etc.

http://www.nizkor.org/hweb/imt/tgmwc/
The Nizkor project has made available various portions of the Nuremberg Trials conducted by the International Military Tribunal.

http://www.mazal.org/
The Mazal Library provides access to selections from International Military Tribunal, the trials conducted by the United States, and the so-called Belsen Trial.

http://www.jewishvirtuallibrary.org/jsource/holo.html
Jewish Virtual Library provides a selection of documents in English related to the Holocaust; some of the sources are secondary or tertiary, so be sure you pay attention.

Nazi Germany

http://www.bdmhistory.com/
I am a little nervous about recommending this site given the potential for neo-Nazis to be lurking behind some of these topics; its origins are vague. It provides primary sources, in German, about the Bund Deutsche Mädel. There are English-language narratives of members available under the link Research and Reference.

1989 and After

http://chnm.gmu.edu/1989/
Making the History of 1989, The Fall of Communism in Eastern Europe is maintained by George Mason University. Primary sources are about three clicks away from the home page so be patient.
Post-WWII

http://www.trumanlibrary.org/photos/av-photo.htm
Select documents may be found on the Harry Truman web site including Berlin Airlift, Marshall Plan, NATO, and Nuremberg Trials.

http://www.gwu.edu/~nsarchiv/NSAEBB/index.html
National Security Archive Electronic Briefing Books release select documents that you can link to. Scroll down to the subject heading of Europe, and you will find some topics relevant to Germany. Be prepared to scroll below the "fold".

http://www.wilsoncenter.org/index.cfm?topic_id=1409&fuseaction=topics.home
The Cold War International History project provides some relevant documents since Germany was at the heart of Cold War tensions in the post-WWII era. For example, under "Featured Collections" see the links on the Rise and Fall of the Berlin Wall and 1953 East German Uprising.

http://www.hum.leiden.edu/history/eu-history
The Historical Documents link will give you access to a variety of documents in a variety of languages including English.

World War & Foreign Relations

http://avalon.law.yale.edu/
Yale Law School's Lillian Goldman Law Library provides access to select documents pertaining to law and diplomacy including twentieth-century events.

http://www.firstworldwar.com/source/index.htm
This web site offers excerpts from diaries and memoirs, more often from English-speaking soldiers, but you will find some German experiences, unfortunately, nationality is not listed by the authors' names. Be sure that know the provenance of the documents.

http://www.mtholyoke.edu/acad/intrel/ww2.htm
List of World War II documents in chronological order largely from the perspective of US history and includes origins in Europe and Japan. Includes documents about the defeat of Germany. Be patient as you scroll down the very long list of links.
<table>
<thead>
<tr>
<th><strong>Hannah Breuer, Protestant</strong></th>
<th><strong>Heinrich Schreiner, Catholic</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Birthplace: Rothenburg/Oberlausitz, Saxony</td>
<td>Birthplace: Baden-Baden, Baden-Württemberg</td>
</tr>
<tr>
<td>Mother: Seamstress</td>
<td>Mother: Homemaker</td>
</tr>
<tr>
<td>Father: Coal Miner</td>
<td>Father: Teacher/Civil Servant</td>
</tr>
<tr>
<td>Student:</td>
<td>Student:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Liesel Becher, Catholic</strong></th>
<th><strong>Count Ulrich von Reiche, Protestant</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Birthplace: München, Bavaria</td>
<td>Birthplace: Quedlinburg, Saxony-Anhalt</td>
</tr>
<tr>
<td>Mother: Artist</td>
<td>Mother: Countess</td>
</tr>
<tr>
<td>Father: Court Clerk/Civil Servant</td>
<td>Father: Count</td>
</tr>
<tr>
<td>Student:</td>
<td>Student:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Helene Engelbrecht, Jewish</strong></th>
<th><strong>Erich Jacobsohn, Jewish</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Birthplace: Lübeck, Schleswig-Holstein</td>
<td>Birthplace: Saarbrucken, Saarland</td>
</tr>
<tr>
<td>Mother: Homemaker</td>
<td>Mother: Concert Pianist</td>
</tr>
<tr>
<td>Father: Owns a Textile Company</td>
<td>Father: Chemist</td>
</tr>
<tr>
<td>Student:</td>
<td>Student:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Gretta Hessel, Jehovah's Witness</strong></th>
<th><strong>Filip Lessing, Protestant</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Birthplace: Stralsund, Mecklenburg-Vorpommern</td>
<td>Birthplace: Frankfurt (Oder), Brandenburg</td>
</tr>
<tr>
<td>Mother: Domestic Servant</td>
<td>Mother: Prostitute</td>
</tr>
<tr>
<td>Father: Fisherman</td>
<td>Father: Unknown</td>
</tr>
<tr>
<td>Student:</td>
<td>Student:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Gina Koch, Protestant</strong></th>
<th><strong>Egon Wagner, Catholic</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Birthplace: Weimar, Thuringia</td>
<td>Birthplace: Friedberg in der Wetterau, Hesse</td>
</tr>
<tr>
<td>Mother: Grocer</td>
<td>Mother: Teacher-Private School, Catholic convert to Judaism</td>
</tr>
<tr>
<td>Father: Grocer, Christian convert from Judaism</td>
<td>Father: Bank Clerk</td>
</tr>
<tr>
<td>Student:</td>
<td>Student:</td>
</tr>
<tr>
<td>Name</td>
<td>Religion</td>
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<tr>
<td>Marie-Elisabeth Mendelsohn</td>
<td>Protestant</td>
</tr>
<tr>
<td>Ernst Westheim</td>
<td>Protestant</td>
</tr>
<tr>
<td>Rosa Eichelberger</td>
<td>Catholic</td>
</tr>
<tr>
<td>Gustav Berg</td>
<td>Catholic</td>
</tr>
<tr>
<td>Sophie Müller</td>
<td>Protestant</td>
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<tr>
<td>Johannes Neuman</td>
<td>Jewish</td>
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<tr>
<td>Beatrice Baumgartner</td>
<td>Catholic</td>
</tr>
<tr>
<td>Moritz Bauer</td>
<td>Protestant</td>
</tr>
<tr>
<td>Hilde Zucker</td>
<td>Jewish</td>
</tr>
<tr>
<td>Rudolf Pommer</td>
<td>Protestant</td>
</tr>
<tr>
<td><strong>Gabriele Hausmann, Protestant</strong></td>
<td><strong>Karl Doppelganger, Catholic</strong></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Birthplace: Hamburg</td>
<td>Birthplace: Neustadt an der Donau, Bavaria</td>
</tr>
<tr>
<td>Mother: Laborer, Fishery</td>
<td>Mother: Actress</td>
</tr>
<tr>
<td>Father: Laborer, Boat Docks</td>
<td>Father: Lawyer</td>
</tr>
<tr>
<td>Student:</td>
<td>Student:</td>
</tr>
</tbody>
</table>