

<p><b>42.340.01</b></p> <p><b>Twentieth-Century German History</b></p> <p><b>Meeting Room:</b> <b>G 31 OSH</b></p> <p><b>Meeting Times: 6:00-9:00 PM, Mondays</b></p> <p><b>Fall 2012</b></p> <p>Last updated on 3 September 2012</p>		<p><b>Dr. Stallbaumer-Beishline</b></p> <p>Old Science Hall Office: 132 OSH Office Phone: 570-389-4979</p> <p>*TALE Center Office: 420 Andruss Library TALE Office Phone: 570-389-4310</p> <p>Email: <a href="mailto:Lstallba@bloomu.edu">Lstallba@bloomu.edu</a></p> <p>*I serve the university as the Director of the Teaching and Learning Enhancement Center, and so I have a second office where you can find me more often.</p>
<p><b>Email etiquette:</b></p> <ul style="list-style-type: none"> <li>✘ always include the topic of your email in the memo line</li> <li>✘ never send an assignment by email unless specifically instructed to do so</li> <li>✘ never assume that I read my email more than once a day, or that I will respond immediately when you send a message</li> <li>✘ to receive a timely response to your questions, you should call me the lack of planning on your part does not constitute an emergency on my part</li> </ul>		<ul style="list-style-type: none"> <li>✘ <b>All text communication with students occurs through your huskies.bloomu.edu account and BOLT → News</b></li> <li>✘ <b>Office Hours</b> <b>Old Science Hall 132</b> Monday 4: 15-6:00 PM Tuesday 4:00-5:00 PM Wednesday 4: 15-5: 15 PM</li> </ul> <p><b>Please note:</b> the times above are reserved solely for my students. I am on campus every day and available as long as I am not in a meeting in the TALE Center. (TALE Center Hours: MWF, 9-3; TTh, 9-4)</p>

**Learning and teaching is a responsibility shared by the professor and the students.** My responsibility as the teacher is to provide expert knowledge, a stimulating environment in which to learn, identify learning goals and explain how they will be accomplished, and timely feedback on your progress as you test your competencies. Your responsibility as the learner is to always be prepared for class, successfully complete reading and writing assignments in a *timely and thoughtful manner*, and to learn, that is to create new pathways in your brain that allows you to recall lessons and apply to real life situations years into the future.

Mozilla Firefox is the Recommended Browser for BOLT

### Course Goals

You have been hired by the Central Intelligence Agency to write a historical analysis of the five Germanies of the Twentieth Century (Wilhelmine, Weimar, Nazi, Divided Germany, Reunited Germany) as a supplement to the Central Intelligence Agency's World Factbook (<https://www.cia.gov/library/publications/the-world-factbook/geos/gm.html>)

**To arrive at convincing, historical responses to the following questions:**

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 are the most essential features in his balance sheet? Is Weitz convincing? Was Weimar doomed to fail by Weitz's reckoning?

2. "To what extent did the Germans become Nazis in the years 1933-1945?"
3. How, if at all, were Germans "recivilized" after "perpetrating unspeakable crimes"?
4. 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?
5. "Who were the Germans? What was their national character, if they had one?" (Fulbrook, p. 1) What are the most important lessons to take from the history of 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 to advance interpretations, advancing a historical argument in writing, understanding sequence of events, film analysis, and oral discussion skills. In developing and enhancing 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. Four essays will develop your formal writing skills, while weekly discussion will promote your skills as an orator. The role of Teaching Assistant will encourage you to identify what is most essential in Weitz or Mary Fullbrook's *A History of Germany*, and provide an opportunity to practice presentation skills. The two quizzes will encourage you to study each teaching assistant's chapter lesson, and the final exam will provide an opportunity to reflect upon larger themes in German history.

**Evaluation of Student Achievement**

► **Class Participation** (possible points: determined at semester's end; approximately 0-30 points)<sup>1</sup>

- ✘ Historians build a community of knowledge by engaging in dialogue about the subject matter. We are not usually trying to reach consensus. We are trying to develop plausible interpretations of the past given the information (documents from the past; other historical interpretations) available. Plausibility is outlined by the standards of the profession. Through discussion, we have the opportunity to test our ideas and raise questions. Discussing texts in class allows you to engage in a similar dialogue and to test your understanding.
- ✘ The dialogue should be respectful and constructive.
- ✘ You are expected not only to have read, but annotated and thought about the readings.
- ✘ You are expected to bring the texts to class in order to make reference to what you have read. You cannot participate effectively and meaningful otherwise.
- ✘ Contributing to discussion may include responding to a question or raising questions that reveal you are thinking about the material and essential questions raised in the syllabus. However, your contributions do not have to be limited to only correct responses to questions. Indeed discussion can help us identify misperceptions that develop from prior knowledge or a misreading of the text. History is one of those disciplines in which there may not always be right answers, but there can be wrong answers.

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<sup>1</sup> This number depends upon a number of factors.

- ✘ You earn 0-3 points for each day of participation in which we have full class discussions.
- ✘ 3 points: you are expected to contribute routinely (no magic number but I do keep a tally). Your contributions are relevant to the topic; you demonstrate effective listening skills by responding to classmates and not dominating the discussion. You support interpretations or questions by referencing the text. You remain engaged throughout.
- ✘ 2 points: Minimal but relevant contributions; still informed by the readings.  
**Note:** if you attend and remain alert, but never contribute, the most that you can earn is a D-level grade (1.5 points a class meeting; approximate total of 18 points)

► **Fulbrook Chapter One Reading Notes →BOLT Dropbox (0-10 points)**

- ✘ Mary Fulbrook explains in her introductory chapter, "The Course of German History,"
- ✘ "When dealing with large, complex patterns of historical development, and seeking to tease out the threads of continuity, dynamism and fundamental change, a certain intellectual order must be imposed on the mass of historical material."<sup>2</sup> In short, the author had to prioritize, and she defines her priorities in the introduction. First, she describes and points out weaknesses to a master narrative of German history that prevailed for several decades (essentially a historiographic treatment without naming historians). Second, she briefly tells us the success of the Federal Republic of Germany and how reunification has raised new questions about the course of German history. Third, she identifies her working assumptions and explains to the reader how she will impose an order on her "Course of German History" and identifies themes that she will emphasize. What I have just written outlines the structure of chapter one.
- ✘ Your assignment is to write a one page, single-spaced informal (not slipshod) summary in your own words of what Fulbrook is saying in these three sections of chapter one. In short provide substance to the three statements above. Finalize this essay by raising questions for which you might require clarification. These questions might revolve around specific events or might be triggered by her discussion about "national character," continuity and discontinuity, etc. in German history.
- ✘ **Informal:** you will not be graded on your grammar or writing of standard English, but by the quality of ideas you express which does require that you be articulate. You may quote Fulbrook, but only if her phrasing is particularly memorable or dubious. You are not expected to have an introductory or concluding paragraph.
- ✘ **Rubric and Assignment sheet are in BOLT→ Content**

► **Two Quizzes, Fulbrook, *A History of Germany*, Online (BOLT) (each 0-15 points)**

- ✘ Administered online and available from 6:00 AM to 10:00 PM.
- ✘ See schedule of activities below for the dates.
- ✘ Approximately 10-20 questions (some combination of objective and short answer), some of which will be taken from review quizzes from Teaching Assistant Chapter Lessons.
- ✘ **First quiz** will be dedicated to chapters 1-5.
- ✘ **Second quiz** will be dedicated to chapters 6-11.

► **Teaching Assistant for German History (worth 0-50 points)**

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<sup>2</sup> 6

- ✘ You have been hired as a "Teaching Assistant." Your job is to teach one of the chapters listed below to your "students" (i.e. classmates in this course); the deadlines vary but are clustered into three class meetings.
- ✘ You need to teach a lesson that provides students with the "big ideas" of the chapter and teach them what is important to know. Your lesson cannot simply regurgitate all the facts in the chapter; you have to prioritize, make professional judgments about the content of your lesson.
- ✘ When you build content into your chapter Wiki (in BOLT), be sure to notify "students" when that material is ready. Your Wiki could provide the content of your lesson, but might also include additional materials (visuals, timelines, document excerpts, quotations, etc.). Your Wiki should provide enough content to review.
- ✘ Your Wiki page must include a minimum of five quiz questions (objective) that students may use to test for self-understanding. (Some of the quiz questions might be used in course quizzes.)
- ✘ Do not expect them to do homework in advance of your lesson.
- ✘ You are expected to use Fulbrook or Weitz, whichever is relevant, but you may want to consult outside sources. Be sure to provide a bibliography or cite ideas, paraphrases, etc. not your own.
- ✘ Your students will be depending upon your lesson to do well on quizzes.
- ✘ Upon completion of the lesson, your students must be able to
  - explain the main themes (i.e. interpretations, theses, goals) of the chapter,
  - explain, and place important events and people into chronological order,
  - summarize the essential facts and evidence in the chapter that support the goals of the chapter,
  - explain how the chapter content contributes to the author's goals outlined in the introductory chapter,
  - evaluate if the chapter accomplishes its goals.
- ✘ You will be given 20 minutes of class time to teach your lesson.
- ✘ You must assess for understanding upon completion of the lesson (this non-graded assessment cannot take more than 5 minutes).
- ✘ Your lesson can make use of PowerPoint, Prezi, video clips, etc.

Book and Book Chapter	Student
Weitz, <i>Weimar Germany</i> , chapter 5, "Building a New Germany"	
Weitz, <i>Weimar Germany</i> , chapter 6, "Sound and Image"	
Weitz, <i>Weimar Germany</i> , chapter 7, "Culture and Mass Society"	
Weitz, <i>Weimar Germany</i> , chapter 8, "Bodies and Sex"	
Weitz, <i>Weimar Germany</i> , chapter 9, "Revolution and Counterrevolution from the Right"	
Fulbrook, <i>A History of Germany</i> , chapter 2, "The Weimar Republic: Origins and Orientations"	
Fulbrook, <i>A History of Germany</i> , chapter 3, "The Collapse of Democracy and the Rise of Hitler"	
Fulbrook, <i>A History of Germany</i> , chapter 4, "A 'National Community'? State, Economy and Society, 1933-1939"	

Fulbrook, <i>A History of Germany</i> , chapter 5, "War, Extermination, and Defeat"	
Fulbrook, <i>A History of Germany</i> , chapter 6, "Occupation and Division, 1945-1949"	
Fulbrook, <i>A History of Germany</i> , chapter 7, "Crystallization and Consolidation, 1949-1961"	
Fulbrook, <i>A History of Germany</i> , chapter 8, "Transformation and the 'Established Phase', 1961-1988"	
Fulbrook, <i>A History of Germany</i> , chapter 9, "Diverging Societies"	
Fulbrook, <i>A History of Germany</i> , chapter 10, "Politics and the State"	
Fulbrook, <i>A History of Germany</i> , chapter 11, "Dissent and Opposition"	
More chapters from Fulbrook may be distributed depending upon how enrollment plays out in the course, which will occur during the last class meeting.	

► **Four Formal Essays** (each worth 0-50 points; each approximately 7-10 pages in length)

- Standard English.
- 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.
- Convincing use of evidence and examples in every paragraph to support thesis.
- All ideas, paraphrased or summarized, not your own must be footnoted.
- All verbatim quotations must be properly framed, with quotation marks, and footnoted.
- Page numbers in upper-right hand corner.
- Typed, double-spaced, Times New Roman, 12 point font, standard 1-inch margins.
- Hard copy submitted to professor; electronic copy submitted to BOLT Dropbox (turnitin)
- See Conventions in Historical Writing available on BOLT for more details.
- Visit <http://facstaff.bloomu.edu/lstallba> especially the links to tutorials on the following tabs: Citing, Integrity, and Writing.
- 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 are the most essential features in his balance sheet? Is Weitz convincing? Was Weimar doomed to fail by Weitz's reckoning?

✘ **Essay 2:** "To what extent did the Germans become Nazis in the years 1933-1945?"

✘ **Essay 3:** How, if at all, were Germans "recivilized" after "perpetrating unspeakable crimes"?

✘ **Essay 4:** 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 Exam (0-30 points; approximately 5-7 pages)

Respond to the following questions in class, essay format:

"Who were the Germans? What was their national character, if they had one?" (Fulbrook, p.

1) What are the most important lessons to take from the history of the five Germanies of the twentieth century?

### Grading Scale

Grades are earned, not based on "effort"; the letter grade communicates a level of competency: excellent (A range); above average (B range); average (C range); below average (D range); and unacceptable (F range). Total points are determined at the end of the semester (320 points + approx. 30 points for class participation). A letter grade will be based on the percentage of total points earned.

A Range	B Range	C Range	D Range	F Range
A 94-100%	B+ 87-89%	C+ 77-79%	D+ 67-69%	F 0-59%
A- 90-93%	B 84-86%	C 74-76%	D 60-66%	
	B- 80-83%	C- 70-73%		

### Technology Requirements & Policies

- Recommended web browsers for BOLT: Mozilla Firefox or IE 8 or 9.
- High-speed internet (no dial up). Be aware that wireless connections can be slower.
- You know how and are able to access all course materials from BOLT. Some course materials are Flash and not supported by some Apple products or Google Chrome.
- **Use Microsoft Word to upload all written work to BOLT or to me.**



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

**Put your cell phone** in silent mode upon beginning class and keep it in your pocket, purse or school bag. No texting or reading text messages during class. By the way, leaving class to answer a cell phone call or text a message is an equally inappropriate use of class time.

If you bring a laptop, please have a G-rated screen saver. If you have either a laptop or mobile device in class, you are not allowed to game, check or send emails, check facebook, etc. Of course, you are permitted to use them for class related activities.

**Consequences?** 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 not to bring your laptop to class or to leave if you are making inappropriate use of your laptop or mobile device.



### Apple Computer User? From your home computer:

- In **Pages** under the 'File' menu selecting 'Save as...' and checking the box at the bottom that says, 'Save copy as: Word Document'. That will give you a word

.doc file of the Pages file.

- If you have **Apple iWork Suite**, you can 'save as' to a Microsoft Word .doc or .docx file.

**If you are using a computer on campus:**

- Microsoft Office 2011 for Mac is installed on every Mac on campus.
- It uses the same files as the Windows version of Office.

## Academic Policies



**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<sup>3</sup> (excerpt) 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).

### Attendance Policy<sup>4</sup> 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.

<sup>3</sup> [http://www.bloomu.edu/policies\\_procedures/3512](http://www.bloomu.edu/policies_procedures/3512)

<sup>4</sup> [http://www.bloomu.edu/policies\\_procedures/3506](http://www.bloomu.edu/policies_procedures/3506)

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."



### Dr. Stallbaumer's Attendance and Assignment Deadlines' Policies

- ✘ 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.
- ✘ 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. **Do not wait until the next class meeting to discuss makeup or to submit make up work.**
- ✘ 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.

### Student Disruptive Behavior Policy (excerpt)<sup>5</sup> Bloomsburg University Policies and Procedures 3506

#### "Behavioral Expectations in the Educational Setting

All Instructors are highly encouraged to articulate clear behavioral expectations for students in their respective course syllabi. To prevent disruptive behavior, the following should be reasonably expected of all students in the educational setting:

- Acting in a responsible and respectful manner
- Attending classes and paying attention. Students are responsible for any material presented in class. Students may expect the instructor to clarify material already taught but not to re-teach the material missed.
- Coming to class on time and staying until dismissed. If a student has to enter class late, he or she should do so in a manner so as not to disrupt the class. Students should not leave a class once it has begun unless it is absolutely necessary. This applies to testing situations as well, until the student has completed the test.

<sup>5</sup> [http://www.bloomu.edu/policies\\_procedures/3881](http://www.bloomu.edu/policies_procedures/3881)

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- Respecting the right of others to speak uninterrupted. Students must allow others time to give their input and ask questions. Students should not stray from the topic of the class discussion.
- Turning off unnecessary electronic devices before class begins. Students should ask permission of the instructor for any electronic devices used in the classroom, except those medically necessary (such as hearing aids, etc.).
- Focusing on class material during class time. Sleeping, talking to others, showing audible and visible signs of restlessness or boredom, doing work for another class, reading the newspaper, checking e-mail, and text messaging are unacceptable classroom behaviors.
- Waiting until the instructor has dismissed class to pack class materials so as not to miss important closing information
- Expressing disagreement civilly, when and if disagreement occurs"

### Seeking Help!



**The Bloomsburg University Writing Center (BUWC)** offers free support for graduate and undergraduate writers at any point in the writing process. Think of our consultants as your personal trainers for writing. 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, mechanics, or format; and they can help you develop strategies for proofreading and editing.

BUWC consultants are also available to conduct sessions online. Commuting students or any student who wants to work with a consultant but cannot get to one of our locations will be able to reach us online through a link we will provide. Students will be able to see and speak with consultants and share their documents, usually without having to download any new software. We will be offering workshops and individual tutorials for students who are interested in working with us online.

BUWC opens for Fall 2012 on the first day of the semester, Monday, August 27th. For the first week of the semester, appointments are necessary to work with us. Starting Sunday night, September 2<sup>nd</sup>, BUWC will be fully staffed and drop-ins are possible, but appointments are encouraged.

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 through Thursday from 7:00 p.m. -11:00 p.m. in Andruss Library. You can drop in or request an appointment through email: [buwc@bloomu.edu](mailto:buwc@bloomu.edu). Visit their website ([bloomu.edu/writingcenter](http://bloomu.edu/writingcenter)) for more information.



**University Tutorial Services:** If you feel you need extra help to improve your academic performance in this 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.

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### Accommodative Services

- Any students eligible for classroom accommodations are invited to meet with me to discuss their concerns and to present their disclosure forms from the Office of Accommodative Services.
- Our University provides reasonable accommodations to students who have documented disabilities. If you have a documented disability that requires academic accommodations and are not registered with the Accommodative Services Office, please contact this office in the Warren Student Services Center, Room 043 as soon as possible to establish your eligibility.

### 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.

### Required Texts

Fritzsche, Peter. *Life and Death in the Third Reich*. Cambridge: Belknap Press of Harvard University Press, 2008.

Fulbrook, Mary. *History of Germany, 1918-2008*. 3<sup>rd</sup> ed. Malden, Massachusetts: Wiley-Blackwell, 2009.

Fulbrook, Mary. *The People's State: East German Society from Hitler to Honecker*. New Haven: Yale University Press, 2005.

Jaraus, Konrad H. *After Hitler: Recivilizing Germans, 1945-1995*. Translated by Brandon Hunziker. Oxford: Oxford University Press, 2006.

Weitz, Eric D. *Weimar Germany: Promise and Tragedy*. Princeton: Princeton University Press, 2007.

### Writing Tutorials

I have created a number of tutorials on writing history essays and avoiding plagiarism. This link will get you to the main pages for writing, integrity, and citing:

[http://facstaff.bloomu.edu/lstallba/w\\_writing.html](http://facstaff.bloomu.edu/lstallba/w_writing.html)

[http://facstaff.bloomu.edu/lstallba/i\\_integrity.html](http://facstaff.bloomu.edu/lstallba/i_integrity.html)

[http://facstaff.bloomu.edu/lstallba/c\\_citing.html](http://facstaff.bloomu.edu/lstallba/c_citing.html)

In addition, a manual on writing essays in my upper-division class will be available in BOLT  
→ Content

These tutorials or the writing manual are not required reading or viewing, but I may recommend that some of you study select ones. Or you may want to consult on your own simply to be more aware of expectations that may not be easily understood from a rubric.

### 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.

### BOLT

Bloomsburg University's Learning Management System: <https://bolt.bloomu.edu/>  
All course materials are located in BOLT → Content including document collections that you might want to exploit as a Teaching Assistant for your chapter. In addition, a list of web sites with select documents follows at the end of the schedule.

**This syllabus is subject to change. Changes are announced through BOLT news, Bloomsburg University email, and in class.**

Date	Schedule of Activities, Readings and Assignments
27 Aug	<p><b>Course Introduction</b> "Who were the Germans? What was their national character, if they had one?" What do our studies teach us about the five Germanies of the twentieth century?</p> <p><b>Lecture:</b> What was life like in late Wilhelmine Germany?</p>
3 Sept	<p><b>No class meeting; Labor Day Holiday</b></p>
Friday, 31 Aug, 3:00 PM	<p><b>Fulbrook Chapter One Reading Notes →BOLT Dropbox</b></p>
10 Sept	<p><b>Essential Questions:</b> 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 are the most essential features in his balance sheet? Is Weitz convincing? Was Weimar doomed to fail by Weitz's reckoning? How does Weitz's interpretation of Weimar compare to the master narrative offered by Mary Fulbrook or the one she challenges in her introduction?</p> <p><b>Film Clips to Watch Before Class:</b> <i>Europe After the Fire</i> (Films on Demand, Andruss Library, Item 40347) <a href="http://ezproxy.bloomu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=8009&amp;xtid=40347">http://ezproxy.bloomu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=8009&amp;xtid=40347</a> Watch segments: WWI Peace Treaty Finalization, League of Nations, Allied Occupation of the Rhineland, Germany's Economic and Separatist Crisis</p>

	<p><b>Study &amp; Discuss:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Weitz, <i>Weimar Germany</i>, Introduction and Chapters 1-4 (pp. 1-168)</li> <li><input type="checkbox"/> Fulbrook, <i>History of Germany</i>, Chapter 1 (pp. 1-11)</li> </ul>
<p><b>17 Sept</b></p>	<p><b>Essential Questions:</b> 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 are the most essential features in his balance sheet? Is Weitz convincing? Was Weimar doomed to fail by Weitz's reckoning? How does Weitz's interpretation of Weimar compare to the master narrative offered by Mary Fulbrook?</p> <p><b>Teaching Assistant for German History, Weitz Chapters 5-9</b></p> <p><b>Study &amp; Discuss:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student Chapter Lessons</li> <li><input type="checkbox"/> Weitz, <i>Weimar Germany</i>, Conclusion (pp. 361-368)</li> </ul> <p><b>Recommended Film Clips to Watch before Class:</b></p> <p><i>Bauhaus: The Face of the 20<sup>th</sup> Century</i> (Films on Demand, Andruss Library, Item 6271)  <a href="http://ezproxy.bloomu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=8009&amp;xtid=6271">http://ezproxy.bloomu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=8009&amp;xtid=6271</a> Watch segment: Aesthetic and Visual Science, Gropius' Manifesto, Workshop, Bauhaus Student Life, and Exhibition of 1923.</p> <p><i>Dada and Surrealism</i> (Films on Demand, Andruss Library, Item 10358)  <a href="http://ezproxy.bloomu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=8009&amp;xtid=10358">http://ezproxy.bloomu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=8009&amp;xtid=10358</a> Watch segments about Kurt Schwitter and Hannah Höch</p> <p><b>Film:</b>  <i>The Harmonists</i> (Time Permitting)</p>
<p><b>24 Sept</b></p>	<p><b>Essential Questions:</b> Did the Weimar Republic collapse or was it overthrown? How did the Nazis create a dictatorial regime? Was war and genocide proof of a "German problem"? How does Weitz's interpretation of Weimar compare to the master narrative offered by Mary Fulbrook?</p> <p><b>Teaching Assistant for German History, Fulbrook Chapters 2-5</b></p> <p><b>Study &amp; Discuss:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student Chapter Lessons in BOLT (expect email from your "Teaching Assistant")</li> </ul> <p><b>Film to Watch before Class:</b></p> <p><i>The Eye of the Dictator: Propaganda and the Nazis</i> (Films on Demand, Andruss Library, Item 5809, 55:00 minutes)  <a href="http://ezproxy.bloomu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=8009&amp;xtid=5809">http://ezproxy.bloomu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=8009&amp;xtid=5809</a></p> <p><i>World at War: A New Germany 3 of 6</i> (10:00 minutes)  <a href="http://www.youtube.com/watch?v=VKAYcGJh9HE&amp;feature=related">http://www.youtube.com/watch?v=VKAYcGJh9HE&amp;feature=related</a></p> <p><i>World at War: A New Germany 5 of 6</i> (8:30 minutes)  <a href="http://www.youtube.com/watch?v=PpDfGFAHj_E&amp;feature=related">http://www.youtube.com/watch?v=PpDfGFAHj_E&amp;feature=related</a></p> <p><i>Hitler's Children: Education: 1 of 5</i> (9:49 minutes)  <a href="http://www.youtube.com/watch?v=E0u03qM505k&amp;feature=related">http://www.youtube.com/watch?v=E0u03qM505k&amp;feature=related</a></p>

	<p><i>Eternal Beauty? The Story of the Third Reich Through its Own Propaganda</i> (Films on Demand, Andruss Library, Item 37605, 92:00 minutes)  <a href="http://ezproxy.bloomu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=8009&amp;xtid=37605">http://ezproxy.bloomu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=8009&amp;xtid=37605</a></p> <p><i>Laughing with Hitler</i> 1 of 6 (9:47 minutes)  <a href="http://www.youtube.com/watch?v=Y5Pa99OaSGA">http://www.youtube.com/watch?v=Y5Pa99OaSGA</a></p> <p><i>Laughing with Hitler</i> 2 of 6 (9:52 minutes)  <a href="http://www.youtube.com/watch?v=bIndMDm30jg&amp;NR=1">http://www.youtube.com/watch?v=bIndMDm30jg&amp;NR=1</a></p> <p><b>Film:</b>  <i>The Nazis, A Warning from History: Helped into Power</i> (Time permitting)</p>
<p><b>Friday, 28 Sept by 3:00 PM</b></p>	<p style="text-align: center;"><b>Essay 1 due; hard copy to professor; electronic copy submitted to BOLT Dropbox</b></p>
<p><b>1 Oct</b></p>	<p><b>Essential Question:</b> "To what extent did the Germans become Nazis in the years 1933-1945?" How does Peter Fritzsche's interpretation compare to the master narrative offered by Mary Fulbrook?</p> <p><b>Study &amp; Discuss:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fritzsche, <i>Life and Death in the Third Reich</i>, Preface, Introduction, Chapters 1-2 (pp. vii-142)</li> </ul> <p><b>Recommended Film Clips to Watch before Class:</b>  <i>The Nazis: A Warning from History, Chaos and Consent</i>  Examines how the Nazis ruled. Of particular interest is the segment regarding the persecution of Ilse Trotzke, because she may have been a lesbian. Her story begins near the end of segment 3.  <a href="#">Chaos and Consent 1 of 5</a>  <a href="#">Chaos and Consent 2 of 5</a>  <a href="#">Chaos and Consent 3 of 5</a>  <a href="#">Chaos and Consent 4 of 5</a>  <a href="#">Chaos and Consent 5 of 5</a></p> <p><b>Film:</b>  <i>Paragraph 175</i> (Documentary about the persecution of homosexuals in Nazi Germany) (Time Permitting)</p>
<p><b>Friday, 5 Oct</b></p>	<p style="text-align: center;"><b>Fulbrook, <i>A History of Germany</i>, Quiz, Chapters 1-5 in BOLT; open between 6:00 AM-10:00 PM</b></p>
<p><b>8 Oct</b></p>	<p><b>Essential Question:</b> "To what extent did the Germans become Nazis in the years 1933-1945?" How does Peter Fritzsche's interpretation compare to the master narrative offered by Mary Fulbrook?</p> <p><b>Study &amp; Discuss:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Robert Gellately, "Injustice and the Jews," (chapter 6 of <i>Backing Hitler</i>) BOLT→ Content</li> <li><input type="checkbox"/> Claudia Koonz, "Racial War at Home," (chapter 10 of <i>The Nazi Conscience</i>) BOLT→ Content</li> </ul> <p><b>Recommended Lectures to Study before Class:</b>  Antisemitism, Racism, and Prejudice: <a href="#">Part 1 of 2</a>; <a href="#">Part 2 of 2</a></p> <p><b>Recommended Film Clips to Watch before Class:</b></p>

	<p><i>Auschwitz: Factories of Death</i> Examines how the killing developed and was implemented by the Nazis, and its effects on the victims. <a href="#">Factories of Death 1 of 5</a> <a href="#">Factories of Death 2 of 5</a> <a href="#">Factories of Death 3 of 5</a> <a href="#">Factories of Death 4 of 5</a> <a href="#">Factories of Death 5 of 5</a></p> <p><b>Film:</b> <i>The Nazis, A Warning from History: The Road to Treblinka</i> (time permitting)</p>
15 Oct	<p><b>Essential Question:</b> "To what extent did the Germans become Nazis in the years 1933-1945?" How does Peter Fritzsche's interpretation compare to the master narrative offered by Mary Fulbrook?</p> <p><b>Study &amp; Discuss:</b></p> <p><input type="checkbox"/> Fritzsche, <i>Life and Death in the Third Reich</i>, Preface, Introduction, Chapters 3-4 (pp. 143-307)</p> <p><b>Recommended Film Clips to Watch before Class:</b> <i>The Nazis: The Wild East</i> Examines the first year of German occupation of Poland, which was quite violent and hinted at how the war in the east would be a war of annihilation <a href="#">The Wild East 1 of 5</a> <a href="#">The Wild East 2 of 5</a> <a href="#">The Wild East 3 of 5</a> <a href="#">The Wild East 4 of 5</a> <a href="#">The Wild East 5 of 5</a> <i>The Nazis: Fighting to the End 2 of 5</i> (9:42 minutes) <a href="http://www.youtube.com/watch?v=iXH96N_1RfM&amp;feature=related">http://www.youtube.com/watch?v=iXH96N_1RfM&amp;feature=related</a> <i>The Nazis: Fighting to the End 3 of 5</i> (9:34 minutes) <a href="http://www.youtube.com/watch?v=PQ6J7av5v2I&amp;feature=related">http://www.youtube.com/watch?v=PQ6J7av5v2I&amp;feature=related</a> <i>The Nazis: Fighting to the End 4 of 5</i> (9:44 minutes) <a href="http://www.youtube.com/watch?v=405pc5HqRlo&amp;NR=1">http://www.youtube.com/watch?v=405pc5HqRlo&amp;NR=1</a></p> <p><b>Film:</b> <i>Die Brücke</i> (Time Permitting)</p>
22 Oct	<p><b>Essential Questions:</b> To what extent did the occupation years shape Divided Germany's history? To what extent were the Germans responsible for these changes in comparison to the super powers? How did East and West Germany diverge?</p> <p><b>Teaching Assistant for German History, Fulbrook Chapters 6-11</b></p> <p><b>Study &amp; Discuss:</b></p> <p><input type="checkbox"/> Student Chapter Lessons in BOLT (expect email from your "Teaching Assistant")</p> <p><b>Film Clips to Watch before Class:</b> <i>After the War: Conquering Germany-2</i> (7:25 minutes)</p>

	<p><a href="http://www.youtube.com/watch?v=AGj8d6OJWis">http://www.youtube.com/watch?v=AGj8d6OJWis</a>  <i>After the War: Conquering Germany-3</i> (7:25 minutes)</p> <p><a href="http://www.youtube.com/watch?v=uMSK6Z-A9BM&amp;NR=1">http://www.youtube.com/watch?v=uMSK6Z-A9BM&amp;NR=1</a>  <i>After the War: Conquering Germany-4</i> (7:25 minutes)</p> <p><a href="http://www.youtube.com/watch?v=46RTnYuap8U&amp;NR=1">http://www.youtube.com/watch?v=46RTnYuap8U&amp;NR=1</a>  <i>United News, Release 1041 (1945): Dresden Blasted</i> (Films on Demand, Andruss Library, Item 41626)</p> <p><a href="http://ezproxy.bloomu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=8009&amp;xtid=41626">http://ezproxy.bloomu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=8009&amp;xtid=41626</a> Watch the segments about Dresden and the Rhineland</p> <p><i>Universal Newsreels: 21 Nazi Chiefs Guilty (10/08/1946)</i> (Films on Demand, Andruss Library, Item 41856)</p> <p><a href="http://ezproxy.bloomu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=8009&amp;xtid=41856">http://ezproxy.bloomu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=8009&amp;xtid=41856</a></p>
<b>Friday, 26 Oct by 3:00 PM</b>	<b>Essay #2; hard copy to professor; electronic copy submitted to BOLT Dropbox</b>
<b>29 Oct</b>	<p><b>Essential Question:</b> How did Germans develop "a sincere commitment to human rights" after "perpetrating unspeakable crimes"? How does Jarausch's interpretation of divided Germany compare to the master narrative offered by Mary Fulbrook?</p> <p><b>Study &amp; Discuss:</b></p> <p><input type="checkbox"/> Jarausch, <i>After Hitler</i>, Preface, Introduction, Chapters 1-3, Conclusion to Part I (pp. v – 98)</p> <p><b>Recommended Film Clip and Films to Watch before Class:</b></p> <p><i>Arts.21 Boom Years in West Germany Chronicles by Photographer Jupp Darchinger</i> <a href="http://www.youtube.com/watch?v=NYcnP-IZvRM">http://www.youtube.com/watch?v=NYcnP-IZvRM</a> (6:00 minutes)</p> <p><i>Berlin: A City in Search of Itself</i> (Films on Demand, Andruss Library, Item 29040)</p> <p><a href="http://ezproxy.bloomu.edu/login?url=http://digital.films.com/PortalPlasylists.aspx?aid=8009&amp;xtid=29040">http://ezproxy.bloomu.edu/login?url=http://digital.films.com/PortalPlasylists.aspx?aid=8009&amp;xtid=29040</a></p>
<b>Friday, 2 Nov</b>	<b>Fulbrook Quiz, Chapters 6-11 in BOLT; open between 6:00 AM-10:00 PM</b>
<b>5 Nov</b>	<p><b>Essential Question:</b> How did Germans develop "a sincere commitment to human rights" after "perpetrating unspeakable crimes"? How does Jarausch's interpretation of divided Germany compare to the master narrative offered by Mary Fulbrook?</p> <p><b>Study &amp; Discuss:</b></p> <p><input type="checkbox"/> Jarausch, <i>After Hitler</i>, All of Part II (pp. 99-184)</p>
<b>12 Nov</b>	<p><b>Essential Question:</b> How did Germans develop "a sincere commitment to human rights" after "perpetrating unspeakable crimes"? How does Jarausch's interpretation of divided Germany compare to the master narrative offered by Mary Fulbrook?</p> <p><b>Study &amp; Discuss:</b></p>

	<p><input type="checkbox"/> Jarausch, <i>After Hitler</i>, All of Part III and Conclusion (pp. 185-281)</p> <p><b>Recommended Film Clips/Film to Watch before Class:</b>  <i>A Nation Returns: Germany</i> 1993 (Films on Demand, Andruss Library, Item 32902)  <a href="http://ezproxy.bloomu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=8009&amp;xtid=32902">http://ezproxy.bloomu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=8009&amp;xtid=32902</a>  <i>The Germans: Portrait of a New Nation</i> 1995 (Films on Demand, Andruss Library, Item 5999)  <a href="http://ezproxy.bloomu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=8009&amp;xtid=5999">http://ezproxy.bloomu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=8009&amp;xtid=5999</a> (Time Permitting)</p>
<b>Friday, 16 Nov, 3:00 PM</b>	<b>Essay #3 due; hard copy to professor; electronic copy submitted to BOLT Dropbox</b>
<b>19 Nov</b>	<p><b>Essential Questions:</b> 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?</p> <p><b>Study &amp; Discuss:</b>  <input type="checkbox"/> Fulbrook, <i>The People's State</i>, Preface, Introduction, and All of Part I (pp. viii – 175)</p> <p><b>Recommended Film Clips to Watch Before Class:</b>  <i>East Germany: The Land Beyond the Wall</i> (Films on Demand, Andruss Library, Item 29878)  <a href="http://ezproxy.bloomu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=8009&amp;xtid=29878">http://ezproxy.bloomu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=8009&amp;xtid=29878</a> Be prepared to compare this narrative to a documentary that we will watch in class.</p> <p><b>Film:</b>  <i>The Berlin Wall</i> (Time Permitting)</p>
<b>26 Nov</b>	<p><b>Essential Questions:</b> 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?</p> <p><b>Study &amp; Discuss:</b>  <input type="checkbox"/> Fulbrook, <i>The People's State</i>, All of Parts II-III (pp. 179-298)</p> <p><b>Film:</b>  <i>The Lives of Others</i> (Time Permitting)</p>
<b>Friday, 30 Nov, 3:00 PM</b>	<b>Essay # 4 due; hard copy to professor; electronic copy submitted to BOLT Dropbox</b>
<b>3 Dec</b>	<p><b>Essential Questions:</b> "Who were the Germans? What was their national character, if they had one?" (Fulbrook, p. 1) What are the most important lessons to take from the history of the five Germanies of the twentieth century?</p> <p><b>Study &amp; Discuss:</b>  <input type="checkbox"/> Fulbrook, <i>History of Germany</i>, Chapters 12-15 (pp. 244-325)</p>

	<input type="checkbox"/> All notes and thoughts from the semester  <b>Film:</b> <i>Goodbye, Lenin!</i> (Time Permitting)
<b>Monday, 10 Dec</b>	<b>In Class Final 6:30-8:30 PM</b>

### 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](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](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 you 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.