

**Dr. Eric H. Limbach**  
Eric.Limbach@rice.edu

Office: Humanities 324  
Office Hours: T/TH 8:30-9:15, 11-12

## **HIST 356: German History, 1945-present**

Fall Semester 2013 • Tue/Thurs 9:25-10:40 AM • Humanities 327 • 3 Credits

### **Course Overview**

The broad contours of German history in the second half of the 20<sup>th</sup> century are well-known. Defeated and destroyed in 1945, the remnants of the former German Empire were occupied by a group of four Allies, including the United States and Soviet Union. In the west, the U.S., along with Britain and France, supported the establishment of a parliamentary democracy, which would in time be tightly integrated in economic and later political cooperation with its western neighbors.

In the east, a similar process saw the establishment of a socialist state, which in turn established its own economic partnerships with the Soviet Union and other socialist countries around the world. This latter state lasted forty years, before a wave of popular protest in 1989 led to its collapse and annexation by the former. Twenty-three years later, this unified German state remains at the physical and economic center of Europe.

Yet there is more to this history than the previous summary suggests. The occupied Germany that emerged from World War II bore little resemblance to any previous state of that name, while the inhabitants of that area had changed significantly, as well. The two German states that were established in 1949 were forced to negotiate their relationship with each other and with their respective superpowers and neighbors. Members of the two German societies that grew up in these states, even while dealing with the challenges of their divided present, had no choice but to consider their shared past and the legacies of the pre-1945 era.

Both sides were then challenged by the prospect, and eventually the reality, of reunification after 1990, as well as the place of the Berlin Republic within the wider European area. However, this merely added yet another layer of history to the ongoing process of dealing with the past, and in the second decade of the 21<sup>st</sup> century, it is fair to say that Germans are still working out the legacies of the 20<sup>th</sup>.

### **Learning Objectives**

Students participating in this course will study: how Germans have dealt with the history of the Nazi period, including the perpetrators of war crimes and crimes against humanity; the postwar occupation and division into two rival states; economic reconstruction, international cooperation, and integration of West and

East Germany into regional and global alliances and communities; immigration, social movements and revolutions from the 1950s through the 1980s; unification in 1990 and the establishment of the Berlin Republic as the central member of the European Union; and how all of these events and processes are remembered in the 21<sup>st</sup> century.

Students participating in the course will also be expected to: consider their own approaches to complex historical issues; analyze primary and secondary sources, identifying arguments and forms of evidence and evaluating the analysis of other researchers; and present their own research and that of others.

## Course Texts

The following books are required for this course and are available in the bookstore in the Student Center as well as online. Several are also available in electronic formats.

Ulrich Beck, *German Europe*, (Polity, 2013)

Michael Gehler, *Three Germanies*, (Reaktion Books, 2011)

Günter Grass, *Crabwalk*, (Harvest/Harcourt, 2003)

Jana Hensel, *After the Wall*, (PublicAffairs, 2004)

Konrad Jarausch, *After Hitler: Recivilizing Germans*, (Oxford University Press, 2006)

All other readings are available on OWL-Space.

## Class Structure, Assignments, and Grading Policies

I will teach this course as a hybrid short lecture/discussion course, and you will be expected to attend and take an active role in all sessions. You are allowed up to three no-questions-asked absences during the semester, but **all** absences after those three will affect your grade, so save them for days when you really need them.

Attendance/Participation (cumulative, $\sqrt{x}$ )	20%
Group article presentations (2, $\sqrt{x}$ )	10%
Group research presentation	10%
Forum Responses (8 total, 1 before 9/5, at least 3 before 10/10, $\sqrt{x}$ )	10%
Short Essay	10%
Article Analyses (2, 1 single, 1 comparative)	15%
Final Exam Essay	25%

Assignments listed as  $\sqrt{x}$  are simple: either you receive credit for them or you do not. Attendance and participation are marked on a daily basis; you will receive credit for any substantive participation in your group's presentations, and for any engagement with my prompt or your fellow students' posts in the forum.

Graded writing assignments and the group research presentations will be scored on a five-point rubric across each of four general areas of importance: Thesis, Argument, or Purpose; Use of Evidence; Analysis and Discussion; and Organization and Style, for a total of 20 rubric points per assignment. Approximate conversions to letter grades are:

Rubric Points	0-4	5-8	9-10	11-12	13-14	15-16	17-18	19-20
Approx. Grades	F	D	C	B-	B	B+	A-	A

I will review the rubric and guidelines in class before the deadline for the first graded assignment.

You will submit all writing assignments to the dropbox on OWL-Space (acceptable formats: .doc, .docx, .txt, .rtf, and .pdf) by the end of class on the day specified in the schedule, even if you are absent from class. I generally do not allow extensions or make-ups without a documented reason or advance notice (at least 48 hours). If you have a last-minute emergency, please contact me as soon as possible.

Late assignments without prior notice will have two rubric points deducted immediately, and an additional point deducted for every subsequent class period until the completed assignment is in my hands. **All assignments must be completed and turned in, even if late, to receive a passing grade in the course.**

Any student with a documented disability needing academic adjustments or accommodations should speak with me during the first two weeks of the semester, either after class or during my office hours. All discussions will remain a confidential matter between the student and myself. Students with disabilities should also contact Disabled Student Services in the Ley Student Center.

## **Plagiarism and the Rice Honor Code**

Plagiarism is the attempt to mislead an audience by presenting someone else's words, concepts or ideas as your own without giving the original author proper credit. This can include copying complete sections of other texts (including the readings) into your writing without citing a source, but it also includes making a close paraphrase: merely changing a few words does not change the fact that you are presenting someone else's ideas as your own. Because grading is inherently comparative, plagiarism is also unfair to your peers and classmates who have taken significant time and effort to prepare and write original work.

I presume that all work that you submit or present in this course is your own, prepared specifically for this course and no other. You may consult with other members of the course, including your own group or other groups, in preparing written assignments, but you are responsible for all of the work turned in under

your name. For group presentations, I presume that the entire presentation is a collective effort. In all cases, the work of others should be cited or mentioned.

I am open regarding citation formats – I prefer Chicago with footnotes, but you may be more comfortable in another style – but consistency is crucial. For assignments that refer to only a single source (e.g. an article analysis), page numbers in parentheses are enough, presuming that there is enough information elsewhere in the title or text to identify the particular article. For the short essays and the final essay, you may refer to any of the course readings; additional research is not necessary. In addition, there are no time limits for any assignment.

Violations of this policy will be referred to the Honor Council.

## **Schedule of Readings and Assignments**

Note: in addition to assignments from the five course texts, most weeks I will also assign a few short primary source readings or recent news media or blog post excerpts (e.g. Spiegel Online-International Edition, Presseurop.eu, Europpblog), usually in conjunction with a forum post or in-class discussion prompt.

### **Week 1, Aug. 27/29: Why Germany?**

#### **Week 2, Sept. 3/5: To 1945**

Read: Gehler, 9-15; Jarausch, 3-17; Jarausch, “1945 and the Continuities of German History: Reflections on Memory, Historiography, and Politics”; Pendas, “Retroactive Law and Proactive Justice”

Assignment: Forum response (everyone) before Sept. 5.

#### **Week 3, Sept. 10/12: After 1945**

Read: Gehler, 15-51; Jarausch, 19-45; Grossmann, “Grams, Calories, and Food”; Scheffer, “On Edge: Building the Border in East and West Germany”; Seipp, “Refugee Town: Germans, Americans, and the Uprooted in Rural West Germany”

Assignment: Group Article Presentation #1, all three groups will present on Sept. 10.

#### **Week 4, Sept. 17/19: The German Problem**

Read: Gehler, 52-70; Jarausch, 46-71

Assignment: Article Analysis #1 (400 words) due Sept. 19.

#### **Week 5, Sept. 24/26: The First Decade of Division**

Read: Gehler, 71-116; Jarausch, 72-98

#### **Week 6, Oct. 1/3: The Non-German Problem? (Part 1)**

Read: Jarausch, 99-129

**Week 7, Oct. 8/10: Building the Wall**

Read: Gehler, 117-162; Jarausch, 130-155; Palmowski, "Building an East German *Heimat*"; Schaefer, "Hidden Behind the Wall"; Schiller/Young, "East versus West".

Assignment: Group Article Presentation #2, all three groups will present on Oct. 8; everyone must also have at least three forum responses before Oct. 10

**Week 8, Oct. 17: Revolutions, Social and Political (The Problem with Being German)**

Read: Gehler, 162-192 ; Jarausch, 156-184

Assignment: Short Essay due Oct. 17

Note: No Class on Tuesday, October 15 (Midterm Recess)

**Week 9, Oct. 22/24: The Last Years of Division and Beyond**

Read: Gehler, 193-230; Jarausch, 185-238; Hensel, 1-42 (recommended)

**Week 10, Oct. 29/31: The Non-German Problem (Part 2)**

Read: Gehler, 231-257; Jarausch, 239-263; Hensel, 43-62, 81-119

Assignment: Group Research Presentations, all three groups will present on Oct. 31.

**Week 11, Nov. 5/7: What Just Happened?**

Read: Gehler, 258-285; Hensel, 121-141, 157-166 (finish and discuss); Garton-Ash, "O Chink, Where is thy Wall"; Grass, 54-129 (recommended)

**Week 12, Nov. 12/14: What Happened Before That?**

Read: Jarausch, 239-263; Confino, "The Travels of Bettina Humpel"; McAdams, "The Last East German and the Memory of the German Democratic Republic"; Zatlin, "Unifying without Integrating: The East German Past and German Unity"; Grass, 130-188 (recommended)

Assignment: Comparative Article Analysis (1000 words) due Nov. 14.

**Week 13, Nov. 19/21: And Before That?**

Read: Grass, 189-234 (finish & discuss)

**Week 14, Nov. 26: The German Problem, The European Problem**

Read: Gehler, 286-299; Beck, focus on 1-65

Note: No class on Thursday, November 28 (Thanksgiving)

**Week 15, Dec. 3/5: Epilogue**

Read: Gehler, 300-309; Jarausch, 267-281

**Final Essay (1000 words)** is due before 4:00 PM on Wednesday, December 18. You will receive the prompt for the final essay during the second-to-last week of class, and you may complete and turn in the essay (via the OWL-Space dropbox) at any time during the study period or the final exam period.