



CU 250 MODERN GERMANY: A JOURNEY THROUGH CULTURE, POLITICS, AND IDENTITY

IES Abroad Freiburg

DESCRIPTION:

This course offers an in-depth and thought-provoking exploration of the cultural, societal, historical, and political forces that shape modern Germany. Designed as an immersive intellectual journey, it invites students to critically examine one of Europe's most influential nations through the lens of identity, tradition, innovation, and global relevance.

In the first part of the course, we delve into Germany's diverse cultural landscape, analyzing how regional traditions coexist with progressive movements in a society marked by constant change. Students will explore concepts of cultural identity and regional distinctiveness, gaining a nuanced understanding of how these elements contribute to the broader national narrative.

The second part shifts focus to the intersection of politics and identity. Key contemporary issues—including immigration, healthcare reform, educational transformation, and the rise of populist movements—will be discussed to understand their impact on Germany's evolving self-image and policy direction. Finally, the course broadens its scope to examine Germany's role on the global stage. We will consider how Germany is perceived internationally, and how Germans themselves are renegotiating national identity in response to both internal shifts and external challenges.

This course provides a valuable foundation for students interested in German culture, politics, and society. It is particularly well-suited for students studying German language and culture, as well as those pursuing interests in European studies, political science, cultural studies, or modern history.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: none

ADDITIONAL COST: none

METHOD OF PRESENTATION:

Lectures, discussion of readings, and course-related trips.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course participation – 10 %
- Reflective Journals – 30 %
 - 10 weekly reflective journal entries, not graded
 - Comparative reflection I – 15 %
 - Comparative reflection II – 15 %
- Midterm Exam – 25 %
- Oral Presentation – 10 %
- Final Exam – 25 %

Course Participation – 10 %

Students are expected to participate in debates with questions related to the readings and Students are required to complete all reading assignments and will be expected to demonstrate this through regularly assigned homework, pop quizzes, and/or insightful and relevant contributions to in-class discussion. All these components will count toward the class participation grade. Participation also applies to course-related trips, outings and/or special events in and around Freiburg. A rubric for participation is available in the appendix and on Moodle.



Reflective Journal – 30 %

Students write a weekly journal entry (250-300 words) about their impressions of Germany, including observations on topics such as culture, news, food, and/or daily life (mandatory assessment; not graded). The entries have to be uploaded on Moodle.

In session 13, students hand in the first comparative reflection (750 words) based on the journal entries (15%). In session 21, students submit the second comparative reflection (750 words) based on the journal entries (15%).

In both comparative journal reflection entries, students are asked to describe their learning progress throughout the course, as well as their experiences and newly gained insights into German culture. These reflections should be based on their weekly journal entries, personal experiences, and impressions of Germany and its culture, and should critically engage with the academic content of the course.

Midterm Exam – 25 %

(90 minutes) The midterm will be held midway through the semester and will focus on the contents of the required readings and the classroom sessions up to that point in the course (sessions 1-10). Questions will include short essays asking students to analyze, interpret, and elaborate on topics and contexts discussed in class.

Oral Presentation – 10 %

In groups of 2–3, students will deliver a 15–20-minute presentation on a selected topic from Part II of the course, "Politics and Identity: Stress Testing the Resilience of Modern Germany." Each group will explore their topic in depth and share their findings with the class. Topics will be assigned during the first session. Presentations should be supported by visual aids, such as PowerPoint slides or Prezi, and will be followed by a brief class discussion. This assignment evaluates students' ability to organize and communicate information clearly, coherently, and effectively. A detailed presentation rubric is available on Moodle.

Final Exam – 25 %

(90 minutes) Students will have 90 minutes to complete the exam in class. Detailed instructions on the content of the final exam will be distributed in advance. Questions will include short essays, asking students to analyze, interpret and elaborate on topics and contexts, as discussed in class. The course final will cover the third and fourth part of the course (sessions 14-21).

LEARNING OUTCOMES:

By the end of the course students will be able to:

- analyze the cultural and societal landscape(s) of modern Germany and evaluate their influence on current developments and German identity formation.
- describe select policy areas in Germany, such as migration, healthcare, education, and populism.
- examine societal and political responses to current challenges.
- explore major characteristics of German national and regional identities in response to historical legacies and contemporary global influences.
- apply critical thinking skills to compare Germany's policies and societal approaches with those of other nations.

Attendance Policy

IES Abroad courses are designed to utilize the unique contribution of the instructor; the lecture/discussion format is regarded as the **primary mode of instruction**. Therefore, attendance is mandatory. Any unexcused absence will incur a penalty on your final course grade. Deductions from grades due to absences are based on sessions (= 90 minutes). Any unexcused absence will incur a penalty on your final course grade (1 absence - 1%, 2nd absence -2%, 3rd absence – 3%).

Any student who has more than three (3) unexcused absences will receive an "F" as the final grade in the course. Any student who misses more than 25% of a course, whether the absences are excused or are unexcused, will receive an "F" as the final grade in the course. Students in the LAS program can excuse themselves once per course - to do so, they must notify the instructor and the Academic Dean in writing by e-mail before the start of the session. Any further excused absences must be excused by IES.

If you miss a class, it is **your responsibility** to make up on everything that was covered in class. Tests/presentations missed during unexcused absences **cannot be made up**.

Arriving late for class: Punctuality is important for the planned course schedule. If you are late for class, the late time will be recorded and added up at the end of the course. You will receive a grade reduction based on the accumulated amount of missing contact hours, according to the rule above (i.e., if you were late by 15 minutes for 6 sessions, your grade would be reduced by 1%).

LATE OR FAILURE SUBMISSION OF ASSIGNMENTS: Late submission of assignments or failure of submission of assignment results in the grade F of that particular assignment. This does not apply to late or non-submission due to illness with an excused absence.

Excused absence: Please call the IES Center before the start of your first class if you are ill and would like to be excused from your course, as outlined in the "Cell Phone and Attendance Policy" handed out during orientation. Student Affairs staff will decide whether your absence can be excused directly or whether a doctor's note is necessary. Absences due to religious observances and family emergencies may be excused at the discretion of the Center Director, with written approval. A petition for an excused absence due to a religious holiday needs to be submitted 2 weeks in advance. If permission is granted, the student needs to inform the Academic Dean, the Student Affairs Team and their instructors. Absences due to private travel or travel delays cannot be excused, even with advanced notice

ACADEMIC INTEGRITY CODE:

Students are expected to abide by the IES Abroad Code of Academic Integrity. The detailed IES Abroad academic integrity code can be accessed on Moodle.

All work submitted by a student for academic credit should constitute the student's own original work. Regardless of the quality of work, plagiarism will result in a failing grade for the course and/or an academic review and possible expulsion from the program. Plagiarism may be broadly defined as "copying of materials from sources, without acknowledging having done so, claiming other's ideas as one's own without proper reference to them, buying materials such as essays/exams, and using AI-generated content without disclosure."

As AI tools continue to evolve, learning how to use them responsibly is an important emerging skill. Some of our courses allow students to explore the use of generative artificial intelligence (GAI) tools such as ChatGPT for some assignments and assessments. The instructor of each course will communicate whether GAI may be used in a course and provide specific guidelines and procedures for its appropriate use.

Updated information on your course and readings, including additional readings from journalistic articles, can be found on the Moodle platform at <https://moodle.iesabroad.org/login/index.php>

CONTENT:

Week	Content	Assignments and Readings
Part I Culture and Society		
Week 1	Session 1: "Guten Tag und herzlich Willkommen!" – Our journey of discovery of <i>Modern Germany</i> begins - Introduction to course content - Basic information: Geography, population, states, dialects - Five famous German sights and their relevance Allocation of presentation topics	Required Readings: - Fulbrook, <i>The Two Germanies, 1945–90</i>, pp. 205-249. (44 pages) Recommended Readings: - Fulbrook, <i>The Federal Republic of Germany Since 1990</i>, pp. 250-269. (16 pages) - MacGregor, <i>Introduction: Monuments and memories</i>, pp. IX-XXX. (21 pages) Recommended Videos:

		- Sounds of Germany (Germany-Tourism Official YouTube-Channel): - Sounds of Germany: Germany (https://www.youtube.com/watch?v=y2u70MGdsSE) - Sounds of Germany: Berlin (https://www.youtube.com/watch?v=Xhd0mw_pTQw) Recommended Movies: - Good Bye, Lenin (2003) – Topic: Remembering the German Democratic Republic after the fall of the Wall
	Session 2: Introduction to Cultural Studies in and about Germany - Research questions and research methods in cultural studies - Introduction to topics and perspectives	Required Readings: - Assmann, <u>Introduction to Cultural Studies</u>, pp. 12-29 (“Cultural studies and Kulturwissenschaften”), pp. 204-207 (“Collective identity”). (20 pages) Recommended Readings: - Bachmann-Medick, <u>Cultural turns</u>, pp. 1-38 (“Mapping the Study of Culture - German and Anglo-American”). (38 pages) - Assmann, <u>Introduction to Cultural Studies</u>, pp. 167-175 (“Basic concepts of memory research”). (8 pages)
Week 2	Session 3: Germany as a country of regional identities and differences: “North against South / West against East”? - Regions in Baden-Württemberg and Germany - German regional traditions from North to the South and West to the East - Erntedankfest: Germany’s answer to Thanksgiving	Required Readings: - Hildebrandt and Trüdinger, <u>History is not Bunk. Tradition, Political Economy and Regional Identity in the German Länder</u>, pp. 249-266. (17 pages) - Schaefer, <u>The top fall feasts celebrated in Germany</u>. (11 pages) Recommended Readings: - American Military in Germany, <u>Thanksgiving in Germany</u>. (2 pages)
	Session 4: Food culture and identity in Germany: “Foodies’ paradise”? - Food and food regions in Germany - Beer and its (dis)contents May include a visit to the “Münstermarkt” (local farmer’s market)	Required Readings: - CNN, <u>20 best German foods</u>. (3 pages) - Guccione, <u>In praise of German food - Chef Simon Cordes is reinventing the cuisine</u>. (3 pages) - Heinzelman, <u>Spaghetti and Rouladen: Regionality in a Globalized World, Reunified Germany since 1990</u>, pp. 329-346. (17 pages) Recommended Readings: - American Military in Germany, <u>A Brief Guide to German Beers</u>. (3 pages) - Heinzelmann, <u>Food Culture in Germany</u> (see IES Abroad Freiburg library) - Yorck von Wartenburg, <u>Germany bite by bite</u>. (4 pages)

Week 3	Session 5: Food culture and identity in South-West-Germany • Food and identity in southern Germany • Cultural history of wine in southern Germany • Wine and its cultural and economic impact	Required Readings: • Dressler, "The German Wine Market: A Comprehensive Strategic and Economic Analysis." (29 pages) Recommended Readings: • Vuković, <u>The naughty meat dish</u>. (6 pages) • Hammel, <u>The fruits of Germany's Black Forest</u>. (3 pages) • Website: Wines of Germany (3 pages each) ○ Baden ○ Württemberg ○ Professor Blankenhorn Wine Trail of the Freiburg State Winery
	Session 6: Local traditions and customs: "Germany (re)unified in diversity"? • Public Holidays and festivities: where they come from, how they vary • Carnival celebrations in Southern Germany: The Fasnet tradition ("schwäbisch-alemannische Fastnacht") • Freiburg and South Germany: Alemannic traditions today	Required Readings: • German Federal Ministry of the Interior, <u>National Days of Remembrance and Public Holiday</u>. (8 pages) • Kölsch, <u>The frivolous fifth season</u>. (5 pages) •
Week 4	Session 7: Sports and German associations/clubs (Vereine): "The glue that holds society together"? • Understanding the association culture (Vereinskultur) in Germany: Music, culture, environment, local communities etc. • Associations and sports in Germany	Required Readings: • Grenier, <u>Get to know the concept of the German Verein</u>. (4 pages) • Krüger, <u>The History of German Sports Clubs: Between Integration and Emigration</u>, pp. 1586-1603. (17 pages) Recommended Readings: • Guiberteau, <u>East v West</u>. (11 pages)
	Session 8: Soccer – the Germans' favorite leisure activity: "The round thing must go into the square thing"? • Germany's favorite sports • Soccer: Germany's national sport and the German psyche • Soccer and its role in German history	Required Readings: • Braun, <u>Football history: A German perspective on current research fields</u>, pp. 153-175. (22 pages) Recommended Readings: • Smale, <u>A Museum About Soccer, and About Germany</u>. (2 pages) Recommended Movies: • <u>Das Wunder von Bern</u> (2003) – Topic: The unexpected West German victory in the 1954 World Cup Final in Bern, Switzerland.
Week 5	Session 9: Work culture and the future of work in Germany: "When stereotypes meet reality"	Required Readings: • Bertelsmann Stiftung, Report Summary: <u>Population development in Germany to vary greatly by region until 2040</u>. (4 pages)

	- Overview: Characteristics of work/business culture in Germany - Demographic change in Germany: effects on the future of work and labor market - Demography and the German pension system - Trade unionism	- Burack, <u>German efficiency: The roots of a stereotype</u>. (3 pages) - Hedderich, <u>German American Inter-Cultural Differences at the Workplace</u>. (11 pages) - Pearson, <u>What the German language reveals about attitudes to work</u>. (2 pages) Recommended Readings: - Sachverständigenrat, <u>Demographic Aging and Long-Run Economic Growth in Germany</u>. (54 pages)
Part II Politics and Identity: Stress testing the Resilience of Modern Germany		
Week 5	Session 10: The German political system: "Democracy in Practice" - The German Basic Law (Grundgesetz) - Overview of main political actors: Chancellor/President/Bundestag/Bundesrat - The German election and party system - Student presentations	Required Readings: - Euronews, <u>How does the German election system work?</u>. (3 pages) - Mannewitz and Rudzio, <u>The anti-totalitarian democracy of the Basic Law</u>, pp. 25-44. (19 pages) Recommended Readings: - Mannewitz and Rudzio, <u>German Federalism</u>, pp. 309-338. (27 pages) In-class activity: Analysis of election posters from German Political Parties – research for 10 minutes and post them to Moodle (guiding questions for following in-class-discussion of the posters provided by instructor).
Week 6	Session 11: German national identity: "How the German past impacts its present and future" - The holocaust and its meaning for Germany today - Remembering the German Democratic Republic (DDR) and the Berlin Wall - German colonialism and current restitution debates - Student presentations	Required Readings: - Duma, <u>Robbery, Restitution, and Remembrance in Germany</u>. (8 pages) - Hasselbach, <u>Holocaust remembrance in Germany: A changing culture</u>. (3 pages) - Opoku, <u>Brief comments on German guidelines on handling objects acquired in colonial contexts</u>. (9 pages) - Schuetze, <u>Germany Sets Guidelines for Repatriating Colonial-Era Artifacts</u>. (3 pages) Recommended Readings: - Cronin, <u>Germany's Holocaust Memory Problems</u>. (4 pages) Recommended Movies: <u>Das Leben der Anderen</u> (The Lives of Others) (2006) – Topic: Surveillance and its effects in the German Democratic Republic
	Session 12: Midterm The Midterm will cover the first and second part of the course, i.e. sessions 1-11	

Week 7	Session 13: Reflection Session I • Comparative reflection I due • Group discussion based on individual comparative reflection	
	Session 14: Migration, immigration and integration: “German culture of welcome under pressure” • The 2015 refugee crisis • German Willkommenskultur (culture of welcome) and integration • Multiculturalism: theory and practice in Germany • Student presentations	Required Readings: • Benoit, <u>Germany Opened Its Doors to Migrants. Now It’s Struggling to Cope</u>. (2 pages)
Week 8	Session 15: Germany in the era of (global) populism: “Democracy under pressure, democracy in peril”? • The rise of the far right and far left • Populism in Germany • The role of social media in the era of populism in Germany • Student presentations	Required Readings: • Berning, <u>Alternative für Deutschland (AfD) – Germany’s New Radical Right-wing Populist Party</u>, pp. 16-19. (4 pages) • MacGillis, <u>The Complicated Rise of the Right in Germany’s Left-Behind Places</u>. (5 pages) • Mehrer and Puglierin, <u>War, Peace, and populism: How Germany’s extremist parties are shaping its foreign policy debate</u>. (4 pages)
	Session 16: The German health system and healthcare policy: “The health of the nation under pressure” • Overview and general introduction: the German health system • Case study 1: statutory health insurance (SHI) vs. substitutive private health insurance (PHI) • Case study 2: Maternity leave and parental leave • Student presentations	Required Readings: • Euro Health Observatory, <u>Germany: Health system summary 2022</u>. (20 pages) • Geisler and Kreyenfeld, <u>How Policy Matters: Germany’s Parental Leave Benefit Reform and Fathers’ Behavior 1999-2009</u>. (35 pages) • Robert Bosch Stiftung, <u>Germans are losing faith in their healthcare policy</u>. (6 pages)
Week 9	Session 17: The German education system: “Educational equity under pressure” • Overview: Education and the role of the German federal system • Vocational training, dual education system and higher education • Equity challenges in the educational system	Required Readings: • Georgi, <u>Migration & the Quest for Educational Equity in Germany</u>. (22 pages) • Study-in-Germany, <u>Higher Education</u>. (10 pages)

	• Student presentations	
Part III The future of Modern Germany: Changing identity, challenges and prospects		
Week 9	Session 18: Germany in the eyes of the world: Perceptions and expectations • Worldwide perceptions regarding Germany and Germans	Required Readings: • Dege, Stefan, <u>How does the world view Germany?</u>. (3 pages) • GIZ (1), <u>Values and society</u>, pp. 58-69. (11 pages) • GIZ (1), <u>Image and Branding</u>, pp. 98-106. (8 pages) • GIZ (2), <u>Außenblick – International perspectives on Germany (Summary)</u>. (7 pages)
Week 10	Session 19: “Why the Germans do it better” – A British journalist’s assessment (2020) • Discussion of major theses from book by British Journalist John Kampfner: “Why the Germans do it better – Notes from a grown-up country” (2021)	Required Readings: • Fulbrook, <u>Patterns and problems of German history</u>, pp. 270-273. (3 pages) • Kampfner, <u>No More Pillepalle</u>, pp. 250-274. (24 pages) Recommended Readings: • Kampfner, <u>Multikulti</u>, pp. 95-133. (38 pages) • Kampfner, <u>Europe is crying out for leadership. After years of drift, Germany is finally ready to answer</u>. (2 pages)
	Session 20: National Identity: How do Germans construct their national identity and the meaning of being German • How do Germans “tick”? • The meaning of being German: how Germans construct their national identity • Gender and LGBTQ+ Rights in Germany	Required Readings: • Dittmann and Kopf-Beck, <u>The Meaning of Being German: An Inductive Approach to National Identity</u>, pp. 423-447. (25 pages) • Max Planck Institute for Intelligent Systems, <u>How do Germans tick? Intercultural Handbook Germany</u>. (31 pages) Recommended Readings: • Thureau, <u>LGBTQ+ rights in Germany: Protected in the constitution?</u>. (6 pages)
Week 11	Session 21: Reflection Session II: Our journey of discovery comes to an end “My picture of Germany” vs. “Typical German? Beer, efficiency, punctuality.” • Comparative reflection II due • Group discussion based on individual comparative reflection	
	Session 22: Final The course final will cover the third and fourth part of the course, i.e. sessions 14-21.	

COURSE-RELATED TRIPS:

The optional field trip may have the following destinations (pool from which 1-2 destinations are selected per semester, depending on availability, related to section content), for example:

- Public meeting of the City Council
- State Center for Political Education ("Landeszentrale für politische Bildung")
- Municipal Museum
- Visit to an association (Verein) meeting
- Visit to local vineyard

REQUIRED READINGS:

- Assmann, Aleida. *Introduction to Cultural Studies: Topics, Concepts, Issues*. Berlin: Erich-Schmidt Verlag, 2019.
- Bachmann-Medick, Doris. *Cultural Turns: New Orientations in the Study of Culture*. Berlin/Boston: De Gruyter, 2016.
- Benoit, Bertrand. "Germany Opened Its Doors to Migrants. Now It's Struggling to Cope," *Wall Street Journal*, 26 December 2024. <https://www.wsj.com/world/europe/germany-immigration-struggles-election-8dfd4b65>.
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- Bertelsmann Stiftung. *Population Development in Germany to Vary Greatly by Region until 2040*. 2024. <https://www.bertelsmann-stiftung.de/en/topics/latest-news/2024/april/population-development-in-germany-to-vary-greatly-by-region-until-2040>.
- Braun, Jutta. "Football History: A German Perspective on Current Research Fields," in *Historical Social Research* 40 (2015), pp. 153–175. <https://www.ssoar.info/ssoar/handle/document/45574>.
- Burack, Christina. "German Efficiency: The Roots of a Stereotype," *Deutsche Welle*, 28 March 2021. <https://www.dw.com/en/german-efficiency-the-roots-of-a-stereotype/a-56976234>.
- Krueger, Marcel. "20 Best German Foods," *CNN*, 8 January 2024. <https://edition.cnn.com/travel/article/german-food/index.html>.
- Dege, Stefan. "Study: How Does the World View Germany?," *Deutsche Welle*, 2021. <https://www.dw.com/en/study-how-does-the-world-see-germany/a-58203804>.
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- Dressler, Marc. "The German Wine Market: A Comprehensive Strategic and Economic Analysis," in *Beverages* 4 (4, 2018), p. 92. <https://doi.org/10.3390/beverages4040092>.
- Duma, Veronika. "Robbery, Restitution, and Remembrance in Germany," in *Eastern European Holocaust Studies* 0007 (2024). <https://doi.org/10.1515/eehs-2024-0007>.
- Euro Health Observatory. *Germany: Health System Summary*. 2022. <https://eurohealthobservatory.who.int/publications/i/germany-health-system-summary-2022>.
- Chadwick, Lauren. "How Does the German Election System Work?," *Euronews*, 21 September 2021. <https://www.euronews.com/2021/09/21/how-does-the-german-election-system-work>.
- Fulbrook, Mary. "The Two Germanies, 1945–90," in *A Concise History of Germany*. Cambridge: Cambridge University Press, 2019. Pp. 205–259.
- Fulbrook, Mary. "Patterns and Problems of German History," in *A Concise History of Germany*. Cambridge: Cambridge University Press. Pp. 270–273.
- Geisler, Esther and Michaela Kreyenfeld. "How Policy Matters: Germany's Parental Leave Benefit Reform and Fathers' Behavior 1999–2009," in *MPIDR Working Paper* WP 021 (2012). <https://ideas.repec.org/p/dem/wpaper/wp-2012-021.html>.
- Georgi, Viola B. "Migration & the Quest for Educational Equity in Germany," in *Daedalus* 153,4 (2024), pp. 184–205. <https://www.amacad.org/daedalus/migration-quest-educational-equity-germany>.
- German Federal Ministry of the Interior. *National Days of Remembrance and Public Holiday*. 2025. <https://www.protokoll-inland.de/Webs/PI/EN/national-days/national-days-of-remembrance-and-public-holidays-node.html>.
- GIZ. *Germany in the Eyes of the World*. 2018. <https://www.giz.de/en/worldwide/63559.html>.

- GIZ. Außenblick – International Perspectives on Germany. 2021. <https://www.giz.de/en/worldwide/98949.html>.
- Grenier, Elizabeth. "Get to Know the Concept of the German Verein," *Deutsche Welle*, 1 May 2019. <https://www.dw.com/en/get-to-know-the-concept-of-the-german-verein/a-48306152>.
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- Guiberteau, Olivier. "East v West - Germany's Drug-Fuelled Cold War for Medals," *BBC*, 19 August 2024. <https://www.bbc.com/sport/olympics/articles/crlrn9re3z5o>.
- Hasselbach, Christoph. "Holocaust Remembrance in Germany: A Changing Culture," *Deutsche Welle*, 27 January 2019. <https://www.dw.com/en/holocaust-remembrance-in-germany-a-changing-culture/a-47203540>.
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RECOMMENDED VIDEOS/MOVIES:

- Becker, Wolfgang, dir. *Good Bye, Lenin!*. 2003. 121 min. Germany: X Filme Creative Pool.
- Glazer, Jonathan, dir. *The Zone of Interest*. 2023. 106 min. United Kingdom: A24/Film4.
- Henckel von Donnersmarck, Florian, dir. *Das Leben der Anderen* (The Lives of Others). 2006. 137 min. Germany: Wiedemann & Berg Filmproduktion.
- Hirschbiegel, Oliver, dir. *Der Untergang* (Downfall). 2004. 178 min. Germany: Constantin Film.
- Sounds of Germany (Germany Tourism Official YouTube-Channel):
 - Sounds of Germany: Germany (<https://www.youtube.com/watch?v=y2u70MGdsSE>)
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- Wortmann, Sönke, dir. *Das Wunder von Bern* (The Miracle of Bern). 2003. 118 min. Germany: Little Shark Entertainment.

RECOMMENDED Websites:

Official German government sites for further information and research:

- Culture in Germany: <https://www.deutschland.de/en/topic/culture>
- Studying in Germany: <https://www.daad.de/en/studying-in-germany/>
- Internship basics in Germany: <https://www.daad.org/en/study-research-in-germany/study-in-germany/internship-basics/>
- Working in Germany: <https://www.make-it-in-germany.com/en/>

- German Foreign Policy: <https://www.auswaertiges-amt.de/en>
- Wines of Germany: <https://www.winesofgermany.com/>
 - Baden (URL: <https://www.winesofgermany.com/our-regions/growing-area/65/baden>)
 - Württemberg (URL: <https://www.winesofgermany.com/our-regions/growing-area/76/wuerttemberg>)
 - Professor Blankenhorn Wine Trail of the Freiburg State Winery (URL: <https://www.winesofgermany.com/our-regions/highlight-of-wine-culture/395/professor-blankenhorn-wine-trail-of-the-freiburg-state-winery>)

Appendix:

Rubric for course participation:

A	Excellent participation The student's contributions reflect an active reading of the assigned bibliography. Skillfully synthesizes the main ideas of the readings and raises questions about the applications and implications of the material. Demonstrates, through questions and comments, that they have been capable of relating the main ideas in the readings to the other information discussed in the course and with their own life experience. The student makes informed judgments about the readings and other ideas discussed in class, providing evidence and reasons. They respectfully state their reactions about other classmates' opinions and can contribute to the inquiry spiral with other questions. The student gets fully involved in the completion of the class activities.
B	Very good participation The student's contributions show that the assigned materials are usually read. Most of the time, the main ideas are identified, even though sometimes it seems that applications and implications of the information read were not properly reflected upon. The student can construct over others' contributions, but sometimes seems to interrupt the shared construction to go over tangents. They are respectful of others' ideas. Regularly involved in the activities but occasionally loses concentration or energy.
C	Regular participation The participant evidences a regular reading of the bibliography but in a superficial way. They try to construct over others' ideas, but commonly provide comments that indicate a lack of preparation about the material. Frequently, contributions are shallow or unarticulated with the discussion in hand.
F	Insufficient participation Consistently, the participant reads in a shallow way or does not read at all. Does not participate in an informed way and shows lack of interest in constructing over others' ideas.