



HS 340 - PAST TO PRESENT: FROM THE "REICHSGRUENDUNG" (1871) TO THE "BERLINER REPUBLIK" (21ST CENTURY IES Abroad Freiburg

DESCRIPTION:

This seminar focuses on the history of Germany from 1871 to the present. The course will concentrate primarily on the fundamental elements of German history and, in particular, how they relate to each other. Thus, the course objective is to gain a comprehensive overview of the essential history of Germany, but also to understand the reciprocal effects connected to various major events, time periods and historical developments. In addition, it is important to understand German history within an international context; events such as World War I and World War II as well as German history during the Cold War up to reunification cannot be fully grasped without this perspective. Further, students will learn basic scientific methods of historical scholarship and how to apply them (i.e., critical assessment of original sources on various topics). As the course is being taught in Freiburg, topics covered will also be put into a local context, meaning that original testimonies from witnesses of historical events as well as short- and long-term effects on historical developments in Freiburg and the region will be discussed. To supplement the classroom experience, local excursions within Freiburg and the region are also planned.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: German

PREREQUISITES: Show great interest in art and its diverse manifestations. Readiness to debate. Have an open mind.

ADDITIONAL COST: none

METHOD OF PRESENTATION:

- Lectures
- Discussions of the topics and the readings in large and small groups
- Presentations (from the teacher as well from the students)
- Group work
- Field Trips in the local area / museums
- Brief minutes of previous content presented in the classroom
- Use of various media such as readings, podcasts, films

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course participation – 10 %
- Presentation – 10 %
- Report – 10 %
- Midterm Exam – 20 %
- Final Exam – 30 %
- Term Paper – 20 %

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.

Presentation – 10 %

Each student should present a short summary of a text related to the topic of the class session. The presentation should last 10-15 minutes, or longer if desired.

The presentation should be conducted using PowerPoint, and additional research material should also be included. The instructor will assist with research and finding material for the presentation.

Report – 10 %

Each week, a short recap (1 page) of the important topics of the meeting shall be recorded by one student. This short report, which summarizes the most important contents of the meeting, will be presented and discussed at the beginning of the next meeting. The goal is the repetition of material that has already been discussed. Each student is required to write a short report for at least one meeting. After the presentation of the report, content will be proofed by the lecturer and then uploaded to Moodle.

Midterm Exam – 20 %

There will be 4-5 questions relating to topics covered in the first half of the semester, which are to be answered in the form of short essays. This material will be reviewed with the students in the session before the midterm to ensure that everyone is well-prepared for the exam.

Final Exam – 30 %

The format will be the same as on the midterm exam, but there will be 5-7 questions on topics covered in the second part of the semester.

Research Paper – 20 %

An essay (6-8 pages) to be written in German on a topic discussed in the seminar (e.g., collapse of the Weimar Republic, World War II). Textbooks from the course generally serve as a sufficient basis for literature. Additional literature can be requested from the lecturer. Internet sources are allowed, but students should check the source (Wikipedia is not a serious source).

A grade will be given for all course requirements. Students may contact the instructor with any questions or concerns. Reports and presentations for each session will be posted to Moodle during the semester and can be accessed there for individual review.

LEARNING OUTCOMES:

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

- Students gain a comprehensive overview of German history in the 19th and 20th centuries.
- Students will be able to understand German history in an international and global context and to describe complex historical backgrounds; they will gain an understanding of both macro-history (international contexts) and micro-history (genuinely German developments or examples) and will be able to relate the two to each other.
- The students learn to grasp different historical contexts themselves and to find concrete questions related to the respective topic. They learn to use appropriate tools (databases, literature, online tools).
- Students will learn to access a variety of media resources (books, journals, articles, online resources) for specific topics and questions and evaluate their scientific quality.
- Students learn research methods to pursue their own interests in related topics.
- Students will be able to work with historical research literature as well as with original sources and use both in a meaningful way for their own research questions.
- Students learn how to develop their own research question, how to research it and how to present their findings in the form of a written scientific paper (in German).
- The students improve their German language skills in a subject-specific context.

Attendance Policy**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
Week 1	Session 1: General Introduction	
	Session 2: The Belated Nation	Borth and Schanbacher, <u>Zeiten und Menschen</u>, vol. 2, pp. 45-64.

Week 2	Session 3: The German Empire (1871-1918): Politics, Economy, Society	Borth and Schanbacher, <u>Zeiten und Menschen</u>, vol. 2, pp. 119-130. Report No. 1
	Session 4: Europe in the Age of Imperialism	Borth and Schanbacher, <u>Zeiten und Menschen</u>, vol. 2, pp. 2-39. Report No. 2
Week 3	Session 5: German Foreign Policy (1890-1914): The Grip on World Power	Borth and Schanbacher, <u>Zeiten und Menschen</u>, vol. 2, pp. 135-141. Report No. 3
	Session 6: The First World War: I Course of the War	Borth and Schanbacher, <u>Zeiten und Menschen</u>, vol. 2, pp. 141-147. Report No. 4
Week 4	Session 7: The First World War II: War Ideology & Mass Culture	Kruse, <u>Kriegsideologie und Massenkultur</u>, pp. 66-72. Report No. 5
	Session 8: End of the Empire: The November Revolution and the Emergence of the Weimar Republic	Borth and Schanbacher, <u>Zeiten und Menschen</u>, vol. 2, pp. 148-164. Report No. 6
Week 5	Session 9: Problems of the Weimar Republic I: Difficult Early Years (1919-1923)	Borth and Schanbacher, <u>Zeiten und Menschen</u>, vol. 2, pp. 164-176. Report No. 7
	Session 10: Problems of the Weimar Republic II: Stabilization, Crisis and Decline (1924-1933)	Borth and Schanbacher, <u>Zeiten und Menschen</u>, vol. 2, pp. 176-194. Report No. 8
Week 6	Session 11: Midterm Exam	
	Session 12: The Rise of the National Socialism	Borth and Schanbacher, <u>Zeiten und Menschen</u>, vol. 2, pp. 200-221. Report No. 9

Week 7	Session 13: Germany under the Rule of National Socialism I: Politics, Economy, Society	Borth and Schanbacher, <u>Zeiten und Menschen</u>, vol. 2, pp. 221-224, 225-233. Report No. 10
	Session 14: Germany under the Rule of National Socialism II: The Path to War	Borth and Schanbacher, <u>Zeiten und Menschen</u>, vol. 2, pp. 234-239. Report No. 11
Week 8	Session 15: World War II	Borth and Schanbacher, <u>Zeiten und Menschen</u>, vol. 2, pp. 240-245. Report No. 12
	Session 16: The Early Post-war Years (1945-1949): Occupation, Denazification and the Nuremberg Trials.	Borth and Schanbacher, <u>Zeiten und Menschen</u>, vol. 3, pp. 169-183. Report No. 13
Week 9	Session 17: Germany after the War until the Building of the Berlin Wall in 1961	Wolfrum, <u>Die geglückte Demokratie</u>, pp. 20-41. Report No. 14
	Session 18: The Two German States in the Tension of the Cold War (1949-1989)	Wolfrum, <u>Die geglückte Demokratie</u>, pp. 96-103, 129-143, 382-390. Report No. 15
Week 10	Session 19: Awakening and Protest since the 1960s: Student Movement, Citizens' Initiatives and Green Movement	Wolfrum, <u>Die geglückte Demokratie</u>, pp. 261-271. Report No. 16.
	Session 20: Crisis of the Eastern Bloc, Collapse of the GDR and Reunification	Wolfrum, <u>Die geglückte Demokratie</u>, pp. 434-450. Report No. 17
Week 11	Session 21: Germany after Reunification: Opportunities, Perspectives, Problems	Up-to-date material will be provided in the class Report No. 18
	Session 22: Guided Tour / Excursion in Freiburg related to German history	

Week 12	Session 23: Final exam	
	Session 24: Discussion and Semester Review & (German) History Today - Remembrance Culture & Politics	Up-to-date material will be provided in the class

COURSE-RELATED TRIPS:

- European Centre of Deported Resistance Members Former Natzweiler concentration camp (Natzweiler; Alsace/ France)
- Hartmannsweilerkopf - First World War Memorial (Vogesen; Alsace, France)
- Breisach am Rhein and the "Blaues Haus (Blue House)" (Museum of Jewish History)
- Guided tour of German history in Freiburg
- Museum for the history of the city of Freiburg

REQUIRED READINGS:

- Borth, Wilhelm and Schanbacher, Eberhard (eds). Zeiten und Menschen, Vol. 2. Paderborn: Schöningh, 2009.
- Borth, Wilhelm and Schanbacher, Eberhard (eds). Zeiten und Menschen, Vol. 3. Paderborn: Schöningh, 2012.
 - Both books are used as a whole, individual chapters are assigned to the sessions (see sessions)
- Kruse, Wolfgang. "Kriegsideologie und moderne Massenkultur", in Dossier: Der Erste Weltkrieg. Ed. Bundeszentrale für politische Bildung. 2013. Pp. 66-72.
- Wolfrum, Edgar. Die gesegnete Demokratie. Geschichte der Bundesrepublik Deutschland von ihren Anfängen bis zur Gegenwart. Stuttgart: Klett-Cotta, 2006.

RECOMMENDED READINGS:

- Aly, Götz. Hitlers Volksstaat. Raub, Rassenkrieg und nationaler Faschismus. Frankfurt a. M.: S. Fischer, 2005.
- Bartov, Omer. Hitlers Wehrmacht. Soldaten, Fanatismus und die Brutalisierung des Krieges. Hamburg: Rororo 2001.
- Bavaj, Riccardo. Der Nationalsozialismus. Entstehung, Aufstieg, Herrschaft. Berlin: Bebra-Verlag 2016.
- Bender, Peter. Deutschlands Wiederkehr. Eine ungeteilte Nachkriegsgeschichte 1945-1990. Stuttgart: Klett-Cotta 2007.
- Berding, Helmut. Moderner Antisemitismus. Frankfurt: DTV, 1998.
- Browning, Christopher. Ganz normale Männer. Hamburg: Rowohlt, 1996.
- Brunk, Tobias. Kolonialismus – Imperialismus. Der Prozess der Europäisierung der Welt. Heidelberg: CrossAsia, 2014.
- Fahrmeir, Andreas. Deutsche Geschichte. München: C.H. Beck, 2017.
- Fischer, Fritz. Bündnis der Eliten. Zur Kontinuität der Machtstrukturen in Deutschland 1871- 1945. Düsseldorf: Droste Verlag, 1985.
- Frey, Norbert (ed.). Hitlers Eliten nach 1945. München: DTV, 2003.
- Gilcher-Holtey, Ingrid. Die 68er Bewegung. München: C.H. Beck, 2008.
- Gilbert, Martin. Endlösung. Die Vertreibung und Vernichtung der Juden. Hamburg: Rororo, 1995.
- Grüttner, Michael. Brandstifter und Biedermänner. Deutschland 1933-1939. Berlin: Klett-Cotta, 2015.
- Herbst, Ludolf. Das nationalsozialistische Deutschland 1933-1945. Frankfurt: Suhrkamp, 2010.
- Hilberg, Raul. Täter, Opfer, Zuschauer. Die Vernichtung der Juden 1933-1945. Frankfurt a. M., S. Fischer, 2000.
- Jasper, Gotthard. Die gescheiterte Zähmung. Wege zur Machtergreifung Hitlers 1930-1934. Frankfurt a. M.: Suhrkamp, 2005.
- Keegan, John. Der Erste Weltkrieg. Eine europäische Tragödie. Hamburg: Rororo, 2001.
- Kogon, Eugen. Der SS-Staat. Das System der Konzentrationslager. München: Heyne, 1997.
- Kolb, Eberhardt und Schumann, Dirk. Die Weimarer Republik. München: De Gruyter, 2013.

- Klußmann, Uwe and Berg, Stefan. Das kaiserliche Deutschland unter preußischer Herrschaft von Bismarck bis Wilhelm II. München: DVA, 2014.
- Landes, David S. Wohlstand und Armut der Nationen. Warum die einen reich und die anderen arm sind. Berlin: Siedler Verlag, 2002.
- Levi, Primo. Ist das ein Mensch? Ein autobiographischer Bericht. München: DTV, 1992.
- Michalka, Wolfgang (ed.). Der Zweite Weltkrieg. Analysen – Grundzüge – Forschungsbilanz. Weyarn, 1997.
- Müller, Claudia. Die Shoah in Geschichte und Erinnerung. Bielefeld: De Gruyter, 2015.
- Lüdtke, Alf. "Funktionseliten: Täter, Mit-Täter, Opfer? Zu den Bedingungen des deutschen Faschismus," in Herrschaft als soziale Praxis. Ed. Alf Lüdtke. Göttingen: Vandenhoeck & Ruprecht, 1991. Pp. 559-590.
- Overy, Richard. Die Wurzeln des Sieges. Warum die Alliierten den Zweiten Weltkrieg gewannen. Hamburg: Rororo, 2002.
- Plessner, Helmuth. Die verspätete Nation. Frankfurt a. M.: Suhrkamp, 1993.
- Sofsky, Wolfgang. Die Ordnung des Terrors: Das Konzentrationslager. Frankfurt: Fischer, 2006.
- Speitkamp, Winfried. Deutsche Kolonialpolitik. Stuttgart: Reclam, 2014.
- Vinke, Hermann. Das Dritte Reich. Ravensburg: Ravensburger Buchverlag, 2015.
- Vollnhals, Clemens (ed.). Entnazifizierung. Politische Säuberung und Rehabilitierung in den vier Besatzungszonen 1945-1949. München: DTV, 1991.
- Waite, Robert G. L. Vanguard of Nazism. The Free Corps Movement in Postwar Germany 1918-1923. Cambridge, Mass.: W. W. Norton & Company, 1952.
- Welzer, Harald. Das kommunikative Gedächtnis: eine Theorie der Erinnerung. München: C.H. Beck, 2008.
- Welzer, Harald. Täter. Wie aus ganz normalen Menschen Massenmörder werden. Frankfurt a. M.: S. Fischer, 2007.
- Wette, Wolfram. Die Wehrmacht. Feindbilder, Vernichtungskrieg, Legenden. Frankfurt a. M.: S. Fischer, 2005.
- Winkler, Heinrich August. Der lange Weg nach Westen, 2 Bde. München: C.H. Beck, 2005.
- Winkler, Heinrich August. Geschichte des Westens, Bd. 4 – Die Gegenwart. München: C.H. Beck, 2015.
- Wirsching, Andreas. Deutsche Geschichte im 20. Jahrhundert. München: C.H. Beck, 2011.
- Wistrich, Robert. Wer war wer im Dritten Reich? Ein biographisches Lexikon. Frankfurt a. M.: Fischer, 2002.
- Wolfrum, Edgar. Die Bundesrepublik Deutschland seit 1949 – eine geglückte Demokratie?. Heidelberg: Klett-Cotta, 2009.
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ONLINE:

- Bundeszentrale für politische Bildung (Federal Agency for Civic Education) helpful for all topics with information, sources, and overview texts. URL: <https://www.bpb.de/>

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.
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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.