

Germany since 1945:
Turning Nazis into Citizens
COURSE SYLLABUS

Introduction and Goals

Prior to 1945 Germany was known as the primary instigator of two world wars and the perpetrator of the most thoroughly organized genocide in world history. However, within a decade its western part was one of the Western alliance's most reliable allies, while its eastern part was a crucial element of the security buffer Stalin had created for the Soviet Union. While NATO billed West Germany as a "bastion of democracy" buffering capitalist Western from communist Eastern Europe, East Germany was a laboratory experiment in creating "real existing socialism" under the constraints of Cold War competition. By the late 1960s, one of the best organized grassroots protest movements in Europe began to emerge in the West, entering mainstream politics as the Green party in the 1970s. At the same time in the East a highly effective state security apparatus stifled civic activism until the late 1980s, when a protest movement suddenly emerged, implementing a peaceful revolution that felled a seemingly unshakable government in less than a year.

Your Contribution (Course Requirements):

1. **Attendance.** I expect you to **attend** all classes and scheduled events. Why take a course if you don't make the effort to learn what it teaches? Lectures include images, videos, discussion and information not available elsewhere. Participation counts for 5 points towards your course grade. Absences reported *in advance* will not require documentation in order to be excused.
2. **"Midterm exam"--8 questions.** There will NOT be a formal in-class midterm examination. Instead, you will be asked to write a short text (200-300 words) on questions about assigned readings or events, roughly once each week. These eight questions will *usually* be announced in advance and submitted on Gauchospace. (5 pts each, 35 points total).
*Make-up questions are in general not possible, but the lowest score will be dropped.
3. **Source Exploration.** You will trace one primary source--from the reader, or cited in the textbook, or on the germanhistorydocs.ghi-dc.org website, or chosen in consultation with the professor-- back to its original context and research its creation, transmission over time, and interpretations by different authors. A separate handout will explain this in detail. There will be a prospectus, first version, and final version. The due dates (see back) are: Wed. Feb. 5, Wed. Feb. 19, and Wed. March 5. (30 pts total)
4. The **final examination** will have two parts. You will write one take-home essay (ca. 1000-1500 words) in response to a prompt that will be distributed in the last class. The 30-minute in-class portion of the exam will consist of identifications of two terms and images from lectures and readings. The final is worth 30 points towards your final grade: 20 for the essay and 5 for each ID.

Grading

is on a point system and may be curved. You can accumulate up to 100 points, distributed as follows: Participation: 5; eight questions: 35; source exploration: 30; final exam: 30 (20 take-home + 10 in-class). Work submitted after its deadline *time* (e.g. 9am) will lose one point per 24 hour period.

Required Books (also on 2-hour reserve at the library)

- **Textbook:** Konrad Jarausch, *After Hitler: Recivilizing Germans, 1945-1995* (Oxford UP, 2006).
- **Reader** with 15 documents and articles, available at **Alternative Copy** in the UCen, \$10.56. (*not on reserve*) Additional articles and sources will be posted on the [GauchoSpace](#) course page.
- Joel Agee, *Twelve Years: An American Boyhood in East Germany* (Univ. of Chicago Press, 2000).
- Bernhard Schlink, *The Reader* (NY: Vintage, 1998).
- Timothy Ash: *The File: A Personal History* (NY: Random House, 1997).

UCSB Hist 133c 2014
Schedule of Lectures and Assignments

Wk-L#	Date	Topic	Assignment
I-1	6 Jan.	Introduction	Textbook Intro & ch. 1, pp. 3-45 Fulbrook pages 1-8 on GS
2	8 Jan.	What is Germany? 1st, 2nd & 3rd Reichs, 3 Democracies	
II-3	13 Jan.	In the Beginning Was Potsdam ...	Textbook chap. 2
4	15 Jan.	From Punishment to Pandering: 3 Turnarounds	R 2,3; start Agee, <i>12 Years</i>
III-5	20 Jan.	<i>no class: Martin Luther King Jr. Holiday</i>	Textbook chap. 3
6	22 Jan.	Life in 1950s East Germany, discussion of Agee	finish Agee, <i>12 Years</i>
IV-7	27 Jan.	The 1953 East German Uprising	R4, textbook 191-196 <i>meetings with Prof.</i>
8	29 Jan.	East and West Compared in the 1950s	Textbook chap. 4
V-9	3 Feb.	The Berlin Wall I: Causes	R 5,6,7; meet with Prof. Evening Film , HSSB 4020 Textbk chap. 5; Proposal due
	3 Feb.	M, 6-8pm , HSSB 4020: <i>The Promise</i> (1 hr 55 mins)	
10	5 Feb.	The Berlin Wall II: Consequences	
VI-11	10 Feb.	Dealing with the Nazi Past across Generations	Schlink, <i>Reader</i> ; R 8,9; Txt ch. 6
12	12 Feb.	Guest speaker Sabine Reichel	Reichel, <i>What did you do in the War, Daddy</i> (selection on GS)
VII-13	17 Feb.	<i>no class: Presidents' Day Holiday</i>	
14	19 Feb.	Art and German History since 1945	Wed: Exploration vers. 1 due Lecture in Lotte Lehmann Hall
	20 Feb.	8pm: "The Recovery of Nazi-Looted Art"	
VIII-15	24 Feb.	The Honecker Era in the East	Textbook ch. 7; R 12,13,14
16	26 Feb.	The Stasi State Loses Control	start Ash, <i>The File</i>
IX-17	3 Mar.	How the Berlin Wall Fell	Finish Ash
18	5 Mar.	Re"volution; discussion of Ash	Wed: Exploration version 2 due
X-19	10 Mar.	The German Environmental Movement	Readings on GS [R10,11] Attend evening film, HSSB 4020 Text ch.9+concl 264-281; R15-17
	10 Mar.	M, 6pm: Film <i>Good-Bye Lenin</i> (2hrs) (or: <i>Lives of Others</i>)	
20	12 Mar.	Unification: Paths & Problems	
EXAM	17 Mar.	Mon., 10-10:30am: 30 min. in-class FINAL EXAM	Bring two sheets of lined paper

Plagiarism—presenting someone else's work as your own, or deliberately failing to credit or attribute the work of others on whom you draw (including materials found on the web)—is a serious academic offense, punishable by dismissal from the university. It hurts the one who commits it most of all, by cheating them out of an education. I will report offenses to the appropriate university authorities for disciplinary action.

Students with special needs: Please let me know at the beginning of the quarter if you need any accommodations. Also, if your schedule makes you regularly late for class, please let me know as well.