

## **Nineteenth Century Germany: *Nation-Building from Below and Above* COURSE SYLLABUS**

### **Overview**

This lecture course examines central aspects of German history from the 1790s to the eve of World War I, focusing on how a diverse collection of rural peasants became organized in the most powerful state on the European continent over the course of a century or so, and the problems that developed out of that unique process. We will have a *strong* emphasis on primary sources: where they come from (context), what their authors' intentions were, and what they mean, and how those meanings changed over time.

The chronological scope of this course continues in Winter quarter (Germany 1900-1945), and in Spring I will offer a research seminar (one of these is required of all History majors) open to students in either course.

### **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. **Oral Source Report:** For most class meetings groups of 2-3 students, picked at random, will present background material and interpretations of a key source to be discussed that day. Students must meet with the professor the day before class to discuss their presentation. (5 pts)
3. **"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.
4. **Written Source Exploration.** You will select one primary source-- cited in the textbook or in the readings, or on the [germanhistorydocs.ghi-dc.org](http://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, exploratory version, & final version. The due dates (see back) are: Thu. Oct. 29, Thu. Nov. 12, and Tue. Nov. 24. (25 pts total)
5. 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.
  - **No-essay-exam option:** In mid-November students in good standing who would rather do in-depth research than the take-home essay exam may opt to pursue a topic in greater depth. These papers may be published on the web and presented orally.

**Grading:** is on a point system. You can accumulate up to 100 points, distributed as follows:

Participation: 5; eight questions: 35; oral report: 5; source exploration: 25; final exam: 30 (20 take-home + 10 in-class). Work submitted after its deadline *time* (e.g. 11am) loses 1 point per 24 hours.

### **Required Books**

**Textbook:** Hagen Schulze, *The Course of German Nationalism from Frederick the Great to Bismarck, 1763-1867*, (Cambridge Univ. Press, 1991), 174pp., \$50.  
Joseph Roth, *Radetzky March* [1932] (Overlook, 1995)

## Schedule of Lectures and Assignments (GS: GauchoSpace)

Wk-L#	Date	Topic	Assignment
0	24 Sept.	Introduction; 1945 US Army film "Here is Germany"	
I-1	29 Sept.	Dualism: Austria and Ascendant Prussia	Schulze pp. 35-42, S1
2	1 Oct.	German States and the American & French Revolutions	GS: Raff pp. 33-55
II-3	6 Oct.	Reforms and	Schulze S2-S5 GS: Kitchen ch. 1, pp. 9-28
4	8 Oct.	Wars of Liberation, 1807-1815	
III-5	13 Oct.	The Congress of Vienna and	Kitchen ch. 3, pp. 50-70 Schulze pp. 43-69, S6-S9 GS: Jaraus essay
6	15 Oct.	German Responses	
IV-7	20 Oct.	1848: The Revolutionary Year and	Kitchen ch. 4, pp. 71-89 Schulze pp. 5-31, 70-81 S10-S11
8	22 Oct.	The Frankfurt Parliament	<b>indiv. appts. w/ prof.</b>
V-9	27 Oct.	Reaction	Kitchen ch. 5+6: 1850-66-1871 Schulze pp. 77-101, S12-S13
10	29 Oct.	Bismarck and Unification	<b>Source Proposal due</b>
VI-11	3 Nov.	Industrialization & Bismarck's Germany	[start <i>Radetzky March</i> (novel)]
12	5 Nov.	The Labor Movement and Social Democracy	Kitchen ch. 7, pp. 139-162
VII-13	10 Nov.	Women's movement, Antisemitism	GS: Frevert & Lindemann chaps. GS: Raff ch. 9, 177-212
14	12 Nov.	William II & Wilhelmine Culture	<b>Source Exploration due</b>
VIII-15	17 Nov.	The Berlin Congress and Colonial Politics	Roth: <i>Radetzky March</i> (finish)
16	17 Nov. 19 Nov.	possible extra credit film showing: <i>The Loyal Subject</i> The 1890s; Discussion of <i>Radetzky March</i>	
IX-17	24 Nov.	The <i>Neue Wache</i> Guardhouse Memorial in Berlin	<b>Source Exploration paper due</b>
x	26 Nov.	<i>No class: Thanksgiving Break</i>	
X-18	1 Dec.	Presentations; Preludes to WWI	Kitchen chap. 9: 1890-1914
19	3 Dec.	Course Summary and Conclusions	
EXAM	8 Dec.	Tue. 4-4:30pm: FINAL EXAM & TAKE-HOME FINAL DUE	Bring essay & one sheet of 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. Campus policies are spelled out in the Student Conduct Code on the [Judicial Affairs website](#).

**Campus Resources:** If you are experiencing difficulties please avail yourself of campus services such as [CLAS](#) for study and writing help, [CAPS](#) for stress or anxiety, and [DSP](#) if you have a disability.