COURSE DESCRIPTION
The colloquium examines state and society in modern Germany to review the question of whether Germans have been as politically docile in history as in stereotypes. Within the various political structures that characterize modern Germany, how have ordinary Germans and society as a whole expressed influence, how important were popular uprisings in bringing about political reform, and how does this compare with the experiences of other European states? We will trace developments of the public political sphere in relationship to social disturbances and unrest, paying particular attention to the politics of the street, that public space of potential influence for ordinary people with little access to levers of power, whether within empire, regime, or democracy.

REQUIREMENTS
Each student must:
1) Read all the common reading assignments in advance of class.
2) Write a 500-word précis of the common reading and email it to the entire class by Monday noon in advance of Tuesday’s meetings. The précis should summarize a book or article’s thesis and identify its key points (rather than critically evaluating it). However, in addition you must each include in this email to the others two or more questions that will help the class critically evaluate the reading for that week.
3) Constructively and regularly contribute to seminar discussions.
4) Write one 5-page historiographic essay on one of the weekly course topics, distribute a copy of the essay to each student in class, and make an oral presentation of the material to the class. The essay and presentation will identify the prominent interpretive issues and explore the differences in scholarly views on the topic in significant detail (see the course guidelines for historiographic essays). Your oral presentations should provoke questions for class discussions that you will lead.
5) By the end of the term, complete either a 5000-word historiographic essay or research paper. Your historiographic essay may become a springboard for your final paper, whether an expanded historiographic essay or research-oriented project. In a research project, you may rely on your historiographic essay as a departure point for identifying the significance of your own research. You may use it to identify how your essay
challenges or supports other works. We may from time to time discuss your topics for and development of your papers in class.

6) Attend individual meetings with the instructor per the syllabus.

**GRADE COMPONENTS**

- Weekly précis 10%
- Class discussion 35%
- Historiographic essay and presentation 20%
- Final Paper 35%

**OBJECTIVES**

Course objectives are to 1) provide a base of historical and historiographic knowledge, 2) develop your abilities to think critically and write like a good historian, and 3) develop research, discussion, and oral presentation skills.

**Week I August 29**
Scope and Organization of the Course

**Week II September 5: The Problem of Revolution in Germany**

**Week III September 12**
Individual meetings with Instructor
Please bring a list of three potential topics for your final paper

**Week IV September 19: 19th Century Germany**

**Week V September 26**
Individual meetings
Bring description of the topic for your final paper

**Week VI October 3 Socialism and WW I**

**Week VII October 10**
Individual meetings
Bring beginning of your bibliographic work for your paper

**Week VIII October 17 Weimar, Women**

**Week IX October 24**
Individual meetings
Includes Paper Progress Report: Discussion of Problems
Week X October 31 Nazi Germany
Detlev J.K. Peukert *Inside Nazi Germany* (Yale Univ., 1989)

Week XI November 7
Individual Meetings
Includes Paper Progress Report

Week XII November 14 The Federal Republic of Germany

Week XIII November 21
Individual Meetings/work on paper

Week XIV November 28 The Democratic Republic of Germany

Week XV December 5
Final Papers Due

**Further Reading on Weekly Topics**

**The Problem of Revolution in Germany**

Harold James, *A German Identity: 1770 to the Present Day* (Phoenix, 1994)

Rosa Luxembourg, Reform or Revolution?
http://www.marxists.org/archive/luxemburg/1900/reform-revolution/index


Brendan Simms, *The struggle for mastery in Germany, 1779-1850* (St. Martin’s 1998).


Anthony Aufrere, *The cannibals' progress, or, The dreadful horrors of French invasion as displayed by the Republican officers and soldiers, in their perfidy, rapacity, ferociousness and brutality exercised towards the innocent inhabitants of Germany* (London 1798)
Nineteenth Century Germany

books
Rudolf Stadelmann, *Social and Political History of the German 1848 Revolution* (Ohio Univ. 1975)


articles

Dietrich Orlow, 1918/19: A German Revolution


Socialism and WW I

books


Henry Friedlander, *the German Revolution of 1918* (Garland 1992)

Sebastian Haffner, *Failure of a Revolution: Germany 1918-1919* (Banner, 1986)


Eduard Bernstein, *Evolutionary Socialism* (Schocken, 1961)


Manfred Steger, *The Quest for Evolutionary Socialism: Eduard Berstein and Social Democracy* (Cambridge Univ. 1997)


*articles*

Rosa Luxembourg, “The Mass Strike”
http://www.marxists.org/archive/luxemburg/1906/mass-strike/index.htm


Roger Fletcher, *Revisionism and Wilhelmine Imperialism* *Journal of Contemporary History*, Vol. 23, No. 3 (Jul., 1988)

*Weimar, Women*

*Books*


Raffael Scheck, *Mothers of the Nation: Right-Wing Women in Weimar Germany* (Berg, 2004)

Richard Bessel, *Political violence and the rise of Nazism: The Storm Troopers in Eastern*
Germany, 1925-1934 (Yale Univ. 1984)

Julia Sneeringer, Winning Women’s Votes: Propaganda and Politics in Weimar Germany (Univ. of North Carolina: 2002)

Elections, mass politics, and social change in modern Germany, Larry Jones and James Retallack, eds. (Cambridge, 1992)

Anton Kaes, et. al., The Weimar Republic Sourcebook (Univ. of California, 1994)

Katharina von Ankum, ed., Women in the Metropolis: Gender and Modernity in Weimar Culture (Berkeley 1997)

Social Change and Political Development in Weimar Germany, Richard Bessel and E.J. Feuchtwanger, eds. (Barnes and Noble 1981)

articles


Regina Braker, Helen Stocker’s Pacifism in the Weimar Republic: Between Ideal and Reality Journal of Women's History - Volume 13, Number 3, Autumn 2001

Nazism, Memory

Books
Germans against Nazism: Nonconformity, Opposition and Resistance in the Third Reich, R. Nicosia, Lawrence D. Stokes, eds.


Resistance against the Third Reich: 1933—1990, Michael Geyer and John Boyer, eds. (Chicago Univ., 1995)


**articles**


H-German forum on the Rosenstrasse debate, , N. Stoltzfus, ed., http://www.h-net.org/~german/discuss/Rosenstrasse/Rosenstrasse_index.htm


**books**

Ruud Koopmans, Democracy from Below: New Social Movements and the Political System in West Germany (Westview,1995).

Sydney Tarrow, Power in Movement: Social Movements, Collective Action, and Politics (Cambridge, 1994)

Helmut Wisenthal and John Ferris, eds., Realism in Green Politics: Social Movements and Ecological Reform in Germany


**articles**


*You may also concentrate on the memory of opposition to Nazism

**Dissidence and Reformers in the German Democratic Republic**

*books*


Mary Fulbrook, *The People’s State: East German Society from Hitler to Honecker* (Yale, 2005)

Jonathan Grix, *The Role of the Masses in the Collapse of the GDR* (St. Martin’s 2000)


*articles*


APPENDIX: Notes on the Historiographic Essays

The following relies on Mary Lynn Rampolla’s A Pocket Guide to Writing in History (St. Martin’s, 2007). Please refer to Rampolla for guidelines on writing a research paper (pp 69-87) as well.

A historiographic essay studies the interpretations of other historians. It is not original research but rather organizes your basic understanding of what others have said about a subject. Such an essay studies differences in the interpretations, conclusions, and approaches of other historians. It compares secondary sources to define the debates on a subject, identifying, evaluating and comparing various perspectives. Your essays must discuss at least six secondary sources.

There are different bases for comparing one historian’s interpretations with those of others. One approach is to look at how interpretations of a particular topic have changed over time, in relation to one another. Another is to organize your essay by identifying different historians with different schools. In either case, you may focus on the career of a particular explanatory paradigm.

The basic building blocks of a historiographic essay is an assessment of each work—its thesis, uses of evidence, methodology. What is the central purpose, conclusion, and argument of the work? Can you identify a specific perspective of the author: feminist, conservative, Marxist, centrist avoiding being controversial? If you label a historian you must also give evidence for the label, such as specific words used or interpretations rendered. Is the author an economic historian—cultural, intellectual historian, political, social, historian? Primary sources may provide one clue.

The overall purpose however is to render an assessment of existing interpretations on a topic through a comparison of various secondary works. Thus you should have a thesis expressing the essence of your comparison. Organized by your thesis the essay will identify questions that have shaped interpretations. What issues have the debates turned on, and what have been the trends in interpretations? Pay attention to any changes in paradigms, or at least in the development of new questions and themes, as well as to the persistence of traditional explanations.

A historiographic essay thus combines some qualities of a book review with those of a thesis-driven essay. A crucial departure is your choice of secondary works. Choose these carefully. Look for major works and currently prevailing interpretations. Use those that have been widely read or otherwise influential or controversial.

The main portion of your essay will consist of discussion and comparison of questions and responses historians have rendered on your topic, and how these have changed over time. Requiring less space and very careful support are any suggestions you have about the strengths and limitations of the historiography, past and present. As appropriate you may make suggestions for how the historiography might be improved—new questions,
what remains undone. A research essay attempts to make a contribution to the historiography, building on what has been done and ideas for improvements.

Your historiographic essay may become a springboard for your final paper, whether an expanded historiographic essay or research-oriented project. In a research project, you may rely on your historiographic essay as a departure point for identifying the significance of your own research. You may use it to identify how your essay challenges or supports other works. We may from time to time discuss your topics for and development of your papers.