

RHODES COLLEGE  
SPRING 2010  
**GERMANY AT WAR**  
HIST 305

Prof. Tait Keller  
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Office: Clough Hall 317  
Office Hours: MW 1-2:30

Class Days: MWF 12 Noon

Classroom: Clough 302

### **Course Description**

This course explores the ways in which war has shaped modern Germany. We will examine the wars of German unification in the nineteenth century, the two world wars in the twentieth century, and the hostilities between East and West Germany during the Cold War. Our concern is not with tactics, battle history, or the deeds of great generals. Rather we will consider the strains that war caused in Germany society, including the tensions between democracy and authoritarianism, the pressures of industrial might and socialist unrest, and conflicting notions of class, race, and citizenship. Students will become acquainted with how war serves as a lever of change in the making of a modern state.

### **Course Requirements and Grading**

Grades in the course will be based on several components: vigorous participation in the discussions; three short papers; and lastly your choice of writing either a final exam OR a research paper.

#### *Participation*

The success of the class depends on your active participation, which also happens to make up a big part of your grade. I expect you to come to every class prepared, having done the assigned reading and eager to participate in the discussion. After each discussion I will record a grade for each of you. You get 0 if you don't show up, 50 if you do, 70 if you open your mouth (yawning doesn't count), and more if you say something useful. Unexcused absences will negatively impact your final grade.

#### *Papers*

Paper topics are drawn from the assigned reading and require no additional research. The papers are due in class on the Friday that the readings are discussed. You may decide yourself on which of the suggested topics to write and (consequently) on which Friday to submit your papers, to suit your own schedule.

The paper assignments are intended to encourage your close and critical reading of the course readings, as well as to give you practice in developing an effective written argument. Be sure to open by taking a position, and mention in passing the sub-topics you are going to address. Then deal with those sub-topics paragraph by paragraph, and end with a conclusion that sums up your argument.

**Mechanics:** The papers must be 6-7 pages, double-spaced, Times New Roman 12 pt. font, 1-inch margins. All direct quotations, paraphrases, allusions to specific passages in a text, and use of another's interpretations and research must be documented, following the Chicago Manual of Style. Please do not pad essays by putting extra spaces between paragraphs; it looks odd and distracts the reader. Remember to number the pages consecutively and include your name, my name, and the course number on your title page. Lastly, please staple your paper - no binders or paper clips.

**Papers that do not conform to these guidelines will not be accepted.**

**Style:** A writing style guide is on Moodle to assist you when you proofread your papers. Please read and meditate on the style sheet. Follow the style guide and make note of typical errors students often make in their papers. Your grade will suffer if you commit these mistakes. No, this is not an English course, but you cannot do good history without writing competently.

*Option: Final Exam or Research Paper*

The final exam will test your mastery of the course material. You will be responsible for all material covered in the lectures, discussions, and assigned readings. The exam will be a combination of identifications, short answers, and essay questions. A review sheet will be available on moodle. The exam will be held on **Saturday, May 8, at 5:30 PM.**

If you choose the paper option you will write a concise, literate, well-organized 15-page research paper on any dimension of modern Germany at war. Additional guidelines for the paper, as well as various bibliographies and online sources, will be posted on moodle. The paper will be due **Monday, May 3 by 5:30 PM.** I ask that you meet with me at some point before the end of March to inform me of your decision.

The final grade for the class will be established as follows:

Participation	30%
Papers	45%
Final Exam/Research Paper	25%

Grading Scale:

A	Outstanding
B	Above Average/Very Good
C	Average/Good
D	Below Average/Poor
F	Fail

A (93-100); A- (90-92); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76); C- (70-72) and so on. Any number below 60 will be marked as an F

**\*NOTE:** All assignments must be completed to pass the course. Failure to complete any of the course requirements by **Saturday, May 8** may result in a final course grade of F.

**Required Texts**

Joseph Roth, *The Radetzky March*

Isabel Hull, *Absolute Destruction*

Ernst Jünger, *Storm of Steel*

Omer Bartov, *Hitler's Army*

Doris Bergen, *War and Genocide*

All of these titles are on sale at the bookstore and on reserve in the library. You can also find all these books used (read: much cheaper) at online bookstores, including addall.com, alibris.com, amazon.com, and half.com. You are welcome to read these books in any condition, edition, or language.

We will also read several primary sources from the [German History in Documents and Images](#) website.

### **Course Policies – read these all carefully**

**Special Needs and Accommodations:** I am strongly committed to accommodating students with disabilities, and ask your cooperation in making sure that I am aware of any such accommodation you might need. All accommodation requests are the responsibility of the student. For more information, please contact Student Disability Services (SDS) to alert them of any needs you may have.

**Food, Drink, Tobacco:** Drink is permitted in my classroom, but food and tobacco products of all kinds are prohibited.

**Moodle:** All students in the class are automatically registered for this course on Moodle. When you log on to Moodle and access the site for this course, you will find all course materials, including this syllabus, readings, and guidelines for assignments.

**Email:** All email correspondence will be sent to your Rhodes email account. It is your responsibility to check this account regularly. Emails are not text messages. When writing me, I expect your emails to be professional.

**Cell phones, Blackberries, ipods, and other such devices:** Please turn them off!

**Laptops:** The use of laptop computers or other screen-based devices is not permitted during our discussions. If you have a medical reason for needing to use a laptop or other screen-based device, please let me know.

**Sleeping in class is not permitted.** Those who fall asleep will be subject to a rude awakening.

**Honor Code:** I believe in the College's standards of academic honesty, and I enforce them vigorously and to the letter. Be aware of those standards, and observe them. Plagiarism and cheating are easy to detect; so are papers pulled off the internet. If I suspect that you have cheated or plagiarized another's work, I will discuss this matter with you. If I am not satisfied, I will report your case to the Honor Council for due process. I always recommend failure for the course when I submit a file. The bottom line is this: do your own work. You are spending your time and money to be here and learn. Don't waste either by plagiarizing or cheating.

#### **A Word on Grading:**

Papers will be evaluated on four main criteria: thesis, organization, evidence, and style. In general, a paper that does a very good job in each category is a 'B'. A paper that almost does is a 'B-', and a paper that performs well in each category and goes beyond in one category is a 'B+'. A paper that is satisfactory but weak in one or two categories is a 'C'. A 'D' paper is weak in three or more categories, or omits one criterion completely. Papers without notes crediting sources and location quotations, paraphrases, and allusions will receive, at best, a grade of 'D'. An 'A' range paper performs outstandingly well in each category, and achieves something extraordinary in two or more categories.

Remember that a grade does not reflect process (it does not measure whether you worked hard) and it certainly does not reflect a value judgment about you as a person. A grade constitutes an evaluation of the quality and analytical rigor of the thesis, organization, evidence, and style of a single piece of work.

I will be delighted to discuss your papers with you. Be advised however that grades, once assigned, are not subject to change. I also will not communicate grades over email or the telephone. The most important part of the grading process is not the grade, but the comments you will find on your papers when you pick them up.

I do not give "I" (incomplete) grades. Late papers, except in documented cases of bereavement, major injury, or catastrophic illness, will suffer a substantial and progressive reduction in grade. Therefore, please plan ahead and do your work on time.

**SCHEDULE OF TOPICS AND ASSIGNMENTS**  
(subject to change)

Week	Day	Date	Lectures, Discussions, Readings, and Papers
WEEK 1:	Wed	Jan 13	Taking Aim
	Fri	Jan 15	A Germany Way of War?
		<b>Reading:</b>	James Sheehan, <i>Where have all the Soldiers Gone</i> , ch.1
WEEK 2:	Mon	Jan 18	<b>No class: Martin Luther King, Jr. Day</b>
	Wed	Jan 20	Clausewitz and the Art of War
	Fri	Jan 22	The Prussian Tradition
		<b>Readings:</b>	Clausewitz, <i>On War</i> , selections Daniel Hughes, <i>Moltke on the Art of War</i> , selections
WEEK 3:	Mon	Jan 25	The Hohenzollerns and the Habsburgs
	Wed	Jan 27	Bismarck's Realpolitik
	Fri	Jan 29	Forging an Empire
		<b>Readings:</b>	<a href="#">Bismarck's Diplomatic and Military Gamble through British Eyes (1866)</a> <a href="#">Bismarck Remembers the Evening the Ems Dispatch was Edited (1870)</a> <a href="#">The Ems Dispatch</a> <a href="#">The Struggle for Civilian or Military Control of the War (1870)</a> Hull, <i>Absolute Destruction</i> , chs.4-5
WEEK 4:	Mon	Feb 1	Officers and Enlisted
	Wed	Feb 3	Soldiers and Civilians
	Fri	Feb 5	Discussion: The Military Establishment
		<b>Readings:</b>	Roth, <i>The Radetzky March</i> , chs.1-16 (optional: finish the book) For the Prussian Perspective: <a href="#">Kaiser Wilhelm I on the Social Ethos of Prussian Officers (1879)</a> <a href="#">Bourgeois Society and the Officer Corps (1883)</a> <a href="#">The Ideology of the Officer Corps (1889)</a>

**PAPER TOPICS (due Friday, February 5)**

Please write a concise, literate, well-organized essay on one of the topics below. You are more than welcome to develop your own topic, but you must discuss the topic with me prior to the due date.

- Compare Clausewitz's views on war with those of Moltke. What might explain their differences?
- Do Bismarck's actions and policies follow Clausewitz's (or Moltke's) views on war?
- How do Roth and the Prussian writers use the army as a symbol and embodiment of the state? Are their portrayals similar? Should we be suspicious of their portrayals?
- Imagine yourself as a civilian (like one of Roth's characters) living either in the Habsburg Empire or Germany. How would you view the officers stationed at your local garrison?

WEEK 5:      Mon      Feb 8      The Imagined Future  
                   Wed      Feb 10     The Guns of August  
                   Fri      Feb 12     Discussion: A Culture of War?

**Readings:** Hull, *Absolute Destruction*, ch.7 and Part III  
 ‘Scrap of Paper’ German Version, *New York Times*, January 25, 1915  
[Bernhard vom Brocke, “Scholarship and Militarism” \(1914\)](#)  
[Werner Sombart, \*Merchants and Heroes\* \(1915\)](#)

WEEK 6:      Mon      Feb 15     Eastern Marches  
                   Wed      Feb 17     Film: *All Quiet on the Western Front* (1930)  
                   Fri      Feb 19     Discussion: The Soldiers’ War

**Readings:** Jünger, *Storm of Steel*, selections  
 Letters home: [Sophus Lange](#) and [Peter Hammerer](#)  
 (optional) For an Austrian perspective: [Fritz Kreisler, \*Four Weeks in the Trenches\*](#)

**PAPER TOPICS** (due Friday, February 19)

Reading sources against the grain—

Every source, whether historical or from our own day, is written from a particular perspective. Even eyewitnesses see their own truth, and the historian, as a critical reader, must be alert to the bias of eyewitnesses. The point of this exercise is to give you practice in looking for the other truths that may lie between the lines. Choose one of the following topics:

- Using primary sources, cross-examine Hull’s analysis of military culture during the First World War. Do the sources support her arguments? How does their perspective differ from Hull’s?
- Use the various accounts by soldiers (Jünger, Remarque, the letters, or Kreisler) to construct, as carefully and as sympathetically as possible, a *different* story, different because from the perspective *not* of the soldier himself, but of someone he discusses. The best accounts will be those that pay closest attention to the text of the actual document, but by *reading between the lines* as well as using the information it conveys, constructing a *different* perspective.

WEEK 7:      Mon      Feb 22     The War Comes Home  
                   Wed      Feb 24     Workers and Women at War  
                   Fri      Feb 26     Discussion: The Home front

**Readings:** Roger Chickering, *The Great War and Urban Life in Germany*, ch.7  
 Benjamin Ziemann, *War experiences in Rural Germany*, ch.5  
[Rosa Luxemburg, “The War and the Workers” \(1916\)](#)

WEEK 8:      Mon      Mar 1      War and the State  
                   Wed      Mar 3      The Fall of Empires  
                   Fri      Mar 5      Discussion: From War to Peace

**Readings:** Richard Bessel, *Germany after the First World War*, chs.3, 8-9  
*The Weimar Republic Sourcebook*, ch.1 #2, 3, 4, 5, 7  
[General Ludendorff, \*The Lost War\* \(1922\)](#)

PAPER TOPICS (due Friday, March 5)

Please write a concise, literate, well-organized essay on one of the topics below. You are more than welcome to develop your own topic, but you must discuss the topic with me prior to the due date.

- Imagine that you are someone on the home front and are keeping a diary about the war. What is the experience like for you? How do you feel about the war? How have your feelings changed from August 1914 to November 1918?
- Bessel argues that Germany failed to make the transition from a “war society” to a “peace society.” Using primary sources and whatever else you have learned in the course thus far, evaluate the difference between a “post-war society” and a “peace society”.

WEEK 9:      Mon     Mar 8      Stability and Insecurity  
                  Wed     Mar 10     Dismantling Democracy  
                  Fri     Mar 12     **CLASS CANCELLED with my apologies**

**Readings:** George Mosse, *Fallen Soldiers*, ch.8  
[The Program of the NSDAP \(1920\)](#)  
Browse: [Nazi Propaganda](#)

**March 15-19: Spring Break**

WEEK 10:    Mon     Mar 22     From Vienna to Prague  
                  Wed     Mar 24     For Danzig and Beyond  
                  Fri     Mar 26     Triumph in the West

**Readings:** [Nazi Germany Documents](#) #1-2, 4-7, 9-10  
Gordon Craig, *Politics of the Prussian Army*, ch.12  
James Sheehan, *Where have all the Soldiers Gone*, ch.6

PAPER TOPICS (due Friday, March 26)

Please write a concise, literate, well-organized essay on one of the topics below. You are more than welcome to develop your own topic, but you must discuss the topic with me prior to the due date.

- To what extent did the lost war shape politics during the Weimar Republic?
- What role did Hitler himself play in leading Germany down the road to war? What were the roles of pre-existing structural factors (political, economic, ideological) and of the military?
- Using Craig and the Nazi documents, analyze Hitler’s relationship with the generals. Why would so many commanders support him? Why did others have concerns?

WEEK 11:    Mon     Mar 29     War in the East  
                  Wed     Mar 31     Discussion: Soldiers and Nazis

**Readings:** Bartov, *Hitler’s Army*  
Dennis Showalter, “Conscience, Honor, and Expediency: The German Army’s Resistance to Hitler”

**April 1-4: Easter Break**

WEEK 12:	Mon	Apr 5	Nazi Racial Ideology
	Wed	Apr 7	The Final Solution
	Fri	Apr 9	Discussion: Race, Genocide and War

**Readings:** Bergen, *War and Genocide*

**PAPER TOPICS** (due Friday, April 9)

Please write a concise, literate, well-organized essay on one of the topics below. You are more than welcome to develop your own topic, but you must discuss the topic with me prior to the due date.

- To what extent did the way the German Army conducted war on the Eastern Front during the Second World War mark a break from the way it waged war on the Western Front during the First World War? In other words, how had German military culture changed?
- Was there something unique about the German Army and military culture that made soldiers susceptible to Hitler's ideology, or was it something particular about the Eastern Front?

WEEK 13:	Mon	Apr 12	Resistance at Home
	Wed	Apr 14	Nazi Twilight
	Fri	Apr 16	Film: <i>Downfall</i> (2004)

**Readings:** *Inside Hitler's Germany*, ch.11 selections  
[Joseph Goebbels, Resistance at any Price \(1945\)](#)  
 Konrad Jarausch, *After Hitler*, chs.1-2, 4

WEEK 14:	Mon	Apr 19	Germany Occupied
	Wed	Apr 21	Film: <i>A Foreign Affair</i> (1948)
	Fri	Apr 23	Discussion: Dealing with the Defeated

**Readings:** Norman Naimark, *The Russians in Germany*, chs.1-2, 8  
 Browse: [The Third Reich in Ruins](#)

**PAPER TOPICS** (due Friday, April 23)

Please write a concise, literate, well-organized essay on one of the topics below. You are more than welcome to develop your own topic, but you must discuss the topic with me prior to the due date.

- Imagine that you are a foreign newspaper correspondent living in Germany during the early months of the occupation. The *New York Herald Tribune* has asked you to write an article commenting on the occupation. What are your views of the occupation? Do you think that the Germans have been "recivilized"?
- During the occupation of Germany, allied forces sought to utterly transform German military culture. Evaluate the different approaches that the Soviets and Americans used. Was one approach more effective than the other?

WEEK 15:	Mon	Apr 26	Film: <i>The Spy who Came in from the Cold</i> (1965)
	Wed	Apr 28	Discussion: Searching for a Useable Past

**Readings:** Robert Moeller, *War Stories*, chs.1, 4  
[The GDR Order to Fire on Escapees \(c. 1962\)](#)

**Friday, April 30: URCAS**