

RHODES COLLEGE
FALL 2012
GERMANY AT WAR
HIST 327

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Office: Buckman Hall 211
Office Hours: TR 12:30-2:30 and by appointment

Class Days: TR 11:00 – 12:15
Classroom: Buckman Hall 220

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. We will instead 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 Objectives

The learning objectives for the course are three-fold:

- As a seminar with an emphasis on presentations, the first objective is developing skill in expressing yourself in orally or in writing, with a focus on improving your oral communication.
- The second objective is learning to analyze and critically evaluate ideas, arguments, and points of view, with a focus on sharpening higher level thinking skills.
- Learning about Germany's historical development fulfills the third objective, which is gaining factual knowledge (terminology, classifications, methods, trend) and building your knowledge base.

Course Requirements and Grading

Grades in the course comprise three elements: vigorous class participation, two analytical papers or one research paper, and two oral presentations.

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.

To encourage dialog, you will make weekly contributions to the Moodle discussion section. You may write a comment, pose a question, or respond to someone else's point. The comments and questions should address a major theme in the readings. Your contribution is due by **9:00 am Tuesday**. **You are not required to post a comment for the week of your presentation.

Analytical Papers

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. The topics and due dates are listed on the syllabus. You may decide on which of the suggested topics to write and thus on which date to submit your papers.

Each paper will be 2000 words in length, double spaced, and follow the Chicago documentation style. In no event should your essay be longer than 2500 words; I look for cogency, not length. You must have a title page with a creative and intriguing title, your name, and word count. Remember to number the pages consecutively and staple your paper - no binders or paper clips.

A writing style guide is on Moodle to assist you when you proofread your papers. Be sure to follow the style guide and make note of typical mistakes undergraduates 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.

Research Paper Option

Instead of writing two analytical papers based on class readings, this option allows you to write one research paper based largely on primary sources. Those majoring in history or wishing to improve their research skills are encouraged to choose this option. You are free to pick your topic but you must receive my approval before starting your project. Your research paper will be a 5,000 to 6,000 words in length, double-spaced, and follow the Chicago Manual of Style guidelines. You must inform me by Fall Break if you intend to choose this option. You will also discuss your research with the class as one of your presentations. The paper will be due **Monday, December 10**.

Presentations

Each student will give two fifteen-minute oral presentations. You will be assigned to two time-slots, one before Fall Break and one after. The presentations will address the broad themes of your assigned weeks. Audiovisual aids may be used, but are not required. For your presentation you may discuss a book, film, or other materials that are outside the assigned reading. For example, with a book you could address the following questions: What is the question/problem that the author tackles? What is the argument/thesis that the author presents? How does the book serve as a “lens” through which to view German society? Or you may, in close consultation with me, do something entirely different.

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

Participation	30%
Papers/Research Paper	30%
Presentations	40%

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 **Monday, December 10** may result in a final course grade of F.

Required Texts (in order texts are read)

Carl von Clausewitz, *The Essential Clausewitz* (144pp) ISBN 9780486430836

Joseph Roth, *The Radetzky March* (352pp) ISBN 9781585673261

Ernst Jünger, *Storm of Steel* (320pp) ISBN 9780142437902

Johann Voss, *Black Edelweiss* (224pp) ISBN 9780966638981

Christopher Browning, *Ordinary Men* (304pp) ISBN 9780060995065

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, much cheaper) at online bookstores. 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.

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. When writing me, I expect your emails to be professional.

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

Cell phones, Blackberries, ipods, and other such devices: Turn them off!

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.

Presentations will be graded on both content and delivery. Good presentations will be clear, precise, logical, easy to follow, to the point, and lively.

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 do not give "I" (incomplete) grades. Late work, 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 <i>Taking Aim</i>	Thurs	Aug 23	Welcome!
<u>THE WARS OF UNIFICATION</u>			
WEEK 2 <i>The Prussian Tradition</i>	Tues	Aug 28	Locating Germany
	Thurs	Aug 30	A German Way of War? Readings: <i>The Essential Clausewitz</i> Daniel Hughes, <i>Moltke on the Art of War</i> (selections)
WEEK 3 <i>Forging an Empire</i>	Tues	Sept 4	The Hohenzollerns and the Habsburgs Readings: Excerpt from Bismarck's "Blood and Iron" Speech (1862) Bismarck's Diplomatic and Military Gamble (1866) Bismarck Remembers the Ems Dispatch (1870) The Ems Dispatch The Struggle for Civilian or Military Control of the War (1870)
	Thurs	Sept 6	Presentations: Battles and Political Intrigue Suggestions: Geoffrey Wawro, <i>The Austro-Prussian War</i> Gordon Craig, <i>The Battle of Königgratz</i> David Wetzel, <i>Duel of Giants</i> Geoffrey Wawro, <i>The Franco-Prussian War</i>
WEEK 4 <i>The Military Establishment</i>	Tues	Sept 11	An Officer's Life Readings: Joseph Roth, <i>The Radetzky March</i> (selections) Kaiser Wilhelm I on the Social Ethos of Prussian Officers (1879) Bourgeois Society and the Officer Corps (1883) The Ideology of the Officer Corps (1889)
	Thurs	Sept 13	Presentations: Soldiers and Civilians Suggestions: Isabel Hull, <i>Absolute Destruction</i> István Deák, <i>Beyond Nationalism</i> Gordon Craig, <i>Politics of the Prussian Army</i> Eric Dorn Brose, <i>The Kaiser's Army</i>

FIRST PAPER TOPICS: Due 9:00 am Monday, September 17

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 do the differences tell us?
- 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?

THE GREAT WAR

- WEEK 5
Imagined Futures
- Tues Sept 18 The Road to War
Readings: Friedrich von Bernhardi, *Germany and the Next War* (selections)
Stefan Zweig, *The World of Yesterday* (selections)
[Strength of the German Army \(1890-1914\)](#)
'Scrap of Paper' German Version, *New York Times*, January 25, 1915
- Thurs Sept 12 Presentations: The Guns of August
Suggestions: Roger Chickering, *Imperial Germany and the Great War*
Fritz Fischer, *Germany's Aims in the First World War*
Jeffrey Verhey, *The Spirit of 1914*
John Horne and Alan Kramer, *German Atrocities 1914*
Patrick Kelly, *Tirpitz and the Imperial German Navy*
- WEEK 6
The Soldiers' War
- Tues Sept 25 The Trenches
Readings: Jünger, *Storm of Steel*, selections
For an Austrian perspective: [Fritz Kreisler, *Four Weeks in the Trenches*](#)
For the bird's eye view: [The Red Baron on Air Warfare \(1918\)](#)
- Thurs Sept 27 Presentations: On the Front Lines I
Suggestions: Thomas Weber, *Hitler's First War*
Vejas Gabriel Liulevicius, *War Land on the Eastern Front*
Erich Maria Remarque, *All Quiet on the Western Front*
Film: *All Quiet on the Western Front* (1930)
Wolfgang Ackermann, *And We are Civilized*
Rudolf Binding, *A Fatalist at War*
- WEEK 7
War at Home
- Tues Oct 2 Voices of Dissent
Readings: [Suppression of Anti-War Sentiment \(1915\)](#)
[Rosa Luxemburg, "The War and the Workers" \(1916\)](#)
[Popular Morale \(March 1917\)](#)
- Thurs Oct 4 Presentations: The Home Front
Suggestions: Roger Chickering, *The Great War and Urban Life in Germany*
Benjamin Ziemann, *War experiences in Rural Germany*
Gerald D. Feldman, *Army, Industry, and Labor in Germany 1914-1918*
Belinda Davis, *Home Fires Burning*
Mark Cornwall, *The Undermining of Austria Hungary*
- WEEK 8
From War to Peace
- Tues Oct 9 A Revolution?
Readings: *The Weimar Republic Sourcebook* (selections)
[Erich Ludendorff Admits Defeat \(1918\)](#)
[General Ludendorff, The Lost War \(1922\)](#)
- Thurs Oct 11 Presentations: Fallen Empires
Suggestions: Richard Bessel, *Germany after the First World War*
Maureen Healy, *Vienna and the Fall of the Habsburg Empire*
Deborah Cohen, *The War Come Home*

SECOND PAPER TOPICS: Due 9:00 am Thursday, October 18

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 a character from the various accounts by soldiers (Jünger, Remarque, Kreisler, etc.) 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.
- 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".

Fall Break October 13-16

HITLER'S WAR

WEEK 9 <i>Dismantling Democracy</i>	Thurs	Oct 18	The Rise of the Right Readings: The Program of the NSDAP (1920) Nazi Germany: The Military, Foreign Policy, and War (peruse) Nazi Propaganda (browse)
WEEK 10 <i>Soldiers and Nazis</i>	Tues	Oct 23	Combat and Conscience Readings: Voss, <i>Black Edelweiss</i>
	Thurs	Oct 25	Presentations: On the Front Lines II Suggestions: Omer Bartov, <i>Hitler's Army</i> Stephen Fritz, <i>Frontsoldaten</i> Gunter Koschorrek, <i>Blood Red Snow</i> Gerhardt Thamm, <i>Boy Soldier</i> Siegfried Knappe, <i>Soldat</i> Richard Evans, <i>The Third Reich at War</i> Film: <i>Das Boot</i> (1981)
WEEK 11 <i>Genocide and War</i>	Tues	Oct 30	Perpetrators Readings: Browning, <i>Ordinary Men</i>
	Thurs	Nov 1	Presentations: Destruction and Survival Suggestions: Erica Fischer, <i>Aimee and Jaguar</i> Stephen Fritz, <i>Ostkrieg</i> Omer Bartov, <i>Germany's War and the Holocaust</i> Ben Shepherd, <i>War in the Wild East</i> Film: <i>Europa Europa</i> (1990) Film: <i>Aimée & Jaguar</i> (1999)

WEEK 12	Tues	Nov 6	The Last Days
<i>Nazi Twilight</i>			Film: <i>Downfall</i> (2004)
			Readings: Joseph Goebbels, Resistance at any Price (1945) The Third Reich in Ruins (browse)
	Thurs	Nov 8	Presentations: Collapse
			Suggestions: Timothy Snyder, <i>Bloodlands</i> David Stahel, <i>Operation Barbarossa and Germany's Defeat in the East</i> Steven H. Newton, <i>German Battle Tactics on the Russian Front</i> Robert Cintino, <i>Death of the Wehrmacht</i> Robert Cintino, <i>The Wehrmacht retreats</i>

THIRD PAPER TOPICS: Due 9:00 am Monday, November 12

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 fought on the Western Front during the First World War? In other words, how had German military culture changed?
- Voss and Browning both discuss the experiences of German men in war. Compare the two accounts. What drives these men to fight and kill? Are their experiences similar? What do the differences tell us about why these men fought the war and committed genocide?

THE COLD WAR

WEEK 13	Tues	Nov 13	Women in the Rubble
<i>Dealing with the Defeated</i>			Films: <i>A Foreign Affair</i> (1948) <i>A Woman in Berlin</i> (2008)
	Thurs	Nov 15	Presentations: Occupation and Oppression
			Suggestions: Norman Naimark, <i>The Russians in Germany</i> Maria Hoehn, <i>GIs and Fräuleins</i> Frank Biess, <i>Homecomings</i> Konrad Jarausch, <i>After Hitler</i>
WEEK 14	Tues	Nov 19	War in the Shadows
<i>A Nation Divided</i>			Film: <i>The Spy who Came in from the Cold</i> (1965)
			Readings: The GDR Order to Fire on Escapees (c. 1962) Sketch of an East German Border Fortification (1984)

Thanksgiving Break November 21-25

WEEK 15	Tues	Nov 27	Battles for Hearts and Minds
<i>A Martial State</i>			Film: <i>Lives of Others</i> (2006)
	Thurs	Nov 29	Presentations: Between East and West
			Suggestions: Robert Moeller, <i>War Stories</i> Uta Poiger, <i>Jazz, Rock, and Rebels</i> William Glenn Gray, <i>Germany's Cold War</i> David Clay Large, <i>Germans to the Front</i>

FOURTH PAPER TOPICS: Due 9:00 am Monday, December 3

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” and what does that even mean?
- During the last few weeks we have viewed a variety of films that all explored various divided Germany. Do these films share any motifs in common? Based on your interpretation of these films, in what ways did the legacy of war shape post-war society in the two Germanies?

WEEK 16	Tues	Dec 4	Searching for a Useable Past
<i>Militarism and Maastricht</i>		Readings:	James Sheehan, <i>Where Have All the Soldiers Gone</i> (selections) George Packer, “Embers,” <i>The New Yorker</i>

**Research Paper due
Monday, December 10
5:30 PM**