

UNIVERSITY OF VICTORIA

Department of History

HISTORY 350C: Germany since 1945

Sample Course Outline

Instructor: Dr. Oliver Schmidtke
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Course Description

The course is designed to provide a systematic account of the post-war history of both German states. Main consideration will be given to the socio-economic and political re-organisation of Germany after 1945, the turbulent 1960s, and the developments leading up to as well as the results of German re-unification. A broad range of topics will be dealt with ranging from political, economic, and institutional change to cultural and societal developments in both post-war German states. The course is guided by the following questions: What are the historical steps of firmly integrating Germany into the Western world and transforming the tradition of militarism and authoritarianism in a way to allow for the emergence of a liberal society? How did both German states manage the transformation from an authoritarian to a democratic polity? Is it still legitimate to speak about a German “*Sonderweg*” or - despite the suspicion it still provokes in the international community - has Germany become a “normal” country in the heart of Europe?

Expectations:

This course is focused on comprehending, and engaging with Germany’s multifaceted post-war history. Students are expected to engage thoughtfully and critically with course readings and other course materials. Students are expected to take co-responsibility for creating a collective, cooperative learning environment. The instructor will use classroom time to engage students with popular media, and/or documentary films in order to deepen our understanding of the issues in the assigned readings.

Required Reading:

- ⇒ Jarausch, Konrad (2008). *After Hitler: Recivilizing Germans, 1945-1995*. Oxford University Press.
 - ⇒ Kettenacker, Lothar (2009). *Germany 1989: In the Aftermath of the Cold War*. Routledge.
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Course Schedule

Introduction

- Th. 4th, Jan. Introductory meeting
- Mo. 8th, Jan. Germany at 1945: 'catastrophe' or liberation? The challenging legacy of the Third Reich and twelve years of totalitarian rule
Reading: Jarausch introduction; Kettenacker introduction

Germany under Allied Occupation

Post-war politics and the inauguration of the two German states (1945-55)

- Th. 11th, Jan. The new beginning at „Hour Zero“
Reading: Jarausch ch. 1; Kettenacker, ch. 1
- Mo. 15th, Jan. The power of the Cold War: The end of the post-war alliance and the Berlin crisis
Reading: Kettenacker, ch.2
- Th. 18th, Jan. The constitution of both German states
Reading: Jarausch, ch. 2
- Mo. 22nd Jan. Reorganizing socio-economic and political life in the Federal Republic of Germany
Reading: Jarausch, ch. 3 + 4
- Th. 25th, Jan. Film: “The Marriage of Maria Braun”, Film Assignment I

The two German States between 1955 and 1961

The Federal Republic of Germany

- Mo. 29th, Jan. Era Adenauer: The conservative hegemony and „Chancellor Democracy“

The German Democratic Republic

- Th. 1st, Feb. From June, 17th 1953 to the erection of the Wall
- Mo. 5th, Feb. Stabilizing the system of the GDR
Reading: Kettenacker ch. 4

Political Instability and the Second Foundation of the Federal Republic (1961-1974)

- Th. 8th, Feb. The end of the Adenauer era: Towards political change and unrest in the 1960s.
Reading: Jaraus ch. 5
- Mo. 12th, Feb. **Reading break**
- Th. 15th, Feb. **Reading break**
- Mo. 19th, Feb. Modernizing Germany: Student movement, political-cultural change in Germany and the “Years of Stone”
Reading: Jaraus ch. 6

Inner stability, the growing European commitment, and new political cleavages (1974-1989)

- Th. 22nd, Feb. **Mid-Term Exam**
- Mo. 26th, Feb Brandt’s new politics: *Ostpolitik* and „daring more democracy“
Reading: Kettenacker ch. 3
- Th. 1st Mar. Change in political culture: social movements and the rise of the Green Party

Re-unification and its effects on German society (1990-present)

- Mo. 5th, Mar. The collapse of the GDR
Reading: Jaraus ch.7
- Th. 8th, Mar. 1989-1990: The process of Unification
Reading: Kettenacker ch.5 +6
- Mo. 12th, Mar. Unified, but not United: Political culture in a divided Germany
Reading: Jaraus ch.8; Kettenacker ch.7

Th. 15 th , Mar.	The 25-year anniversary of Germany unification: Germany in the mirror of public celebration and commemoration <i>Reading: Kettenacker ch.8</i>
Mo. 19 th , Mar.	Immigration, xenophobia and racism in unified Germany. The search for a new basis of citizenship <i>Reading: Jaraus ch.9 and Kettenacker, ch.9</i>
Th. 22 nd , Mar.	Film: "The Promise"; Film Assignment II
Mo. 26 th , Mar.	Germany in the international sphere: EU integration and a new foreign policy
Th. 29 th , Mar.	A New German "Normalcy"? The German <i>Sonderweg</i> revisited <i>Reading: Jaraus conclusion; Kettenacker, ch. 9 +10.</i>
Mo. 2 nd , Apr.	Easter Monday
Th. 5 th , Apr.	Conclusion and discussion of the final exam

Additional (optional) reading:

- ⇒ Pulzer, Peter (1995). *German Politics 1945-1995*, Oxford: Oxford University Press.
- ⇒ Nicholls, Anthony J. (1997). *The Bonn Republic. West German Democracy, 1945-1990*. London/ New York: Longman.

CourseSpaces

The HIST 350C CourseSpaces page provides important course material such as the syllabus and information on the various course assignments. Any additional material relating to the course will also be posted on the CourseSpaces page.

Evaluation Criteria

Grading procedures

Midterm Exam	25%
Written Essay (10-12 pages double spaced - due April 5)	30%
Class Room Assignments (Film Interpretation) 2 x 10% (Max. 2 pages each assignment)	20%
Final Exam	25%

Explanation of Graded Work:

Essay: I will circulate a list with possible essay topics in February. However, you are welcome to suggest your own topic related to the content of the course. Essays must be 10 to 12 pages in length (double-spaced; not including the bibliography) and must follow proper academic style,

formatting and referencing guidelines. **Please submit your essay at the end of the course on April 5.** I will grant deadline extensions only in the event of an illness, an emergency, or on compassionate grounds (with documentation provided in each scenario). Late essays will be penalized 3% a day (including weekends).

Film Reviews: Movies will be shown in class and you will receive questions guiding your film reviews in advance of the assignment. The objective is to relate the content of the movie to what we cover in the course in terms of key developments/ issues in post-war German history.

Attendance: I strongly encourage you to come to class regularly and be prepared to discuss the readings as well as to come with questions and/or observations regarding the course material. I will occasionally devote classes to broader discussion surrounding the course readings for that week or pertaining to the topic that we are exploring in class.

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University of Victoria Undergraduate Grading System

Passing Grades	Grade Point Value	Percentage	Description
A+	9	90 – 100	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
A	8	85 – 89	
A-	7	80 – 84	
B+	6	77 – 79	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
B	5	73 – 76	
B-	4	70 – 72	
C+	3	65 – 69	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
C	2	60 – 64	
D	1	50 – 59	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
Failing Grades	Grade Point Value	Percentage	Description
F	0	0 – 49	Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.
N	0	0 – 49	Did not write examination or complete course requirements by the end of term or session; no supplemental.

1. The percentage grading scale applies to all Faculties at the University of Victoria.
2. The percentage grades should be associated with a letter grading schema.
3. A percentage grade for an N grade should be assigned in the following manner:
N GRADE: If a student has not completed the exam, or has not completed the course requirements, but has submitted course requirements that total more than 49% of the total grade for a course, an instructor will assign a percentage grade of 49%.

As per University of Victoria policy, you must complete all assignments. Failure to do so will result in a grade of 'N' (incomplete) for the course.

Accessibility

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Resource Centre for Students with a Disability (RCSD) as soon as possible. The RCSD staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <http://rcsd.uvic.ca/>. The sooner you let them know your needs the quicker they can assist you in achieving your learning goals in this course.

Plagiarism and Academic Integrity

Academic integrity is intellectual honesty and responsibility for academic work that you submit individually or as a member of a group. It involves commitment to the values of honesty, trust and responsibility. It is expected that students will respect these ethical values in all activities related to learning, teaching, research and service. Therefore, plagiarism and other acts against academic integrity are serious academic offences.

The responsibility of the institution – Instructors and academic units have the responsibility to ensure that standards of academic honesty are met. By doing so, the institution recognizes students for their hard work and assures them that other students do not have an unfair advantage through cheating on essays, exams, and projects.

The responsibility of the student – Plagiarism sometimes occurs due to a misunderstanding regarding the rules of academic integrity, but it is the responsibility of the student to know them. If you are unsure about the standards for citations or for referencing your sources, ask your instructor. Depending on the severity of the case, penalties include a warning, a failing grade, a record on the student's transcript, or a suspension. It is your responsibility to understand the University's policy on academic integrity, which can be found on pages 32-34 of the undergraduate calendar.

Please see the (revised) academic integrity policy: <http://web.uvic.ca/calendar2017-09/undergrad/info/regulations/academic-integrity.html>

Course Experience Survey (CES)

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device.