

Course Guide
HIST 589: Germany Between the Wars
Spring 2012 Professor Clinefelter
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Introduction

Welcome to Germany between the Wars. I know that sounds odd, but you know what I mean. Throughout the semester we will be examining the Weimar Republic, the Third Reich, and the two Germanies after 1945. We will also be dealing with the major theories and interpretations of German history. This course packet has been designed to take you through the course with a minimum of fuss. All of the assignments, paper guidelines, and discussion questions are in this packet. I will expect that you will have read all of the guidelines and follow the directions faithfully.

I am having you do the citation assignment to ensure that you know how to quote and cite material correctly. I require all of the papers to have proper footnotes or endnotes, and a bibliography when appropriate. If you have any questions about citation, or anything else, please ask.

One more thing: German history is my specialty and at times, I forget that most graduate students have had no background in it. Remind me! When you do not understand what is going on, ask! Also, be sure to draw my attention to those pesky German words that historians too often fail to translate. There is no such thing as a stupid question. So ask. You can always email me with questions or problems. My email address is joan.clinefelter@unco.edu.

Plagiarism is the use of another's words or ideas and representing them as your own. This includes having someone else write the paper for you. I regard plagiarism as the ultimate academic crime. If I suspect plagiarism, I will *privately* confront you with my suspicions and give you a chance to explain. If you have simply made a mistake, the assignment will be reduced by one full letter grade. If I find that you have intentionally plagiarized, you will fail the course. You cannot take the words of another scholar or student and represent them as yours. This is dishonest, and it is contrary to all of the standards of the historical profession. Every quotation must be cited with a proper footnote or endnote. Block quotes must be in the proper format; regular quotes must have quotation marks at the beginning and the end of the quote. You must also credit a scholar's theory or interpretation with a citation. I will spot check the quotes. I will catch instances of plagiarism. If you have any questions at all about citation, please ask. I do not want to terrorize you but I do expect that all of you will adhere to the standards of the historical profession and this department. **Students who plagiarize flagrantly will be expelled from the graduate program in History.**

One more thing

The guidelines can make me sound like a complete fascist; for that I do apologize and I assure you, I am a reasonable human being. However, I have found that paper guidelines must be absolutely clear in order to avoid any possible misunderstanding. The guidelines are written so that I will not get students who say things like "You never told us that we needed to cite all our quotations" or "You never told us that we need a

bibliography for the paper proposal and final paper." I expect that everyone in the class can read and I expect you to read all of the guidelines in this booklet.

Citation Assignment

Due in class, 18 Jan.

Warning: In order to complete this assignment, you must purchase the History Department's Manual of Style. You can only purchase this in the main office of the History Dept. This manual contains all of the formatting rules for footnotes, endnotes, and bibliographies. You must use the bibliographic style detailed in this manual. For footnotes and endnotes, **I ONLY ACCEPT NOTE STYLE ONE.**

Encouragement: I know this looks like a huge assignment, but in reality it is not. You will look up a total of 12 articles or books and then type out those twelve titles in the proper endnote or bibliographic style. The assignment looks huge because I have to explain everything in print! Read through the assignment before you begin!

Objective

The goal of this assignment is to assess your level of skill for basic bibliographic and endnote citation. At the same time, you'll be required to become familiar with basic reference tools in the library. These are skills you will need from now on. If you follow the steps below, you can do the assignment. This exercise should take no more than 2 hours to complete, plus some typing. If you find yourself taking longer, please see me!

Format

Type and clearly identify which part of the assignment you are doing (for example, write Pt. 1, A.). Then for either the endnotes or the bibliographic entry, just enter the information, correctly formatted. (I will explain the difference between endnotes and footnotes in class; here I refer to endnotes because that is what I prefer. I will explain why!) I know this is weird; it's a weird assignment. But do not worry about making real endnotes or alphabetizing the bibliographic entries. So, for example, doing an entry in endnote style would simply look like this:

Helen Z. Smith, *Not So Quiet: Stepdaughters of War* (New York, NY: The Feminist Press, 1989).

Grading

I will take two points off for every misspelled word, incomplete title, incorrect capitalization, missing bibliographic information, and misplaced or forgotten periods and commas. It adds up quickly so be careful and proofread. Use the dept's *Manual of Style* for samples of what constitutes a complete entry. If you have any trouble with this assignment, please stop by and see me. This is a Pass/Fail assignment. This means that if you get less than a B, you will have to redo the assignment (that is, fix what you handed in) until you pass. If you do not pass the assignment, you will not be able to get more than a C in the entire course.

Pt. 1: The Readers Guide to Periodical Literature: Readers Guide Retrospective

Guide: Guide: Guide: If you ever want to find articles published in the popular press (*Time*, *Newsweek*, *Colliers*, etc.) from as far back as even before 1900, the *Readers Guide* is the place to go. There are printed volumes of this index, but since you are all creatures of the computer age, I want to show you how to use the on-line version, called Readers' Guide Retrospective.

To get there, you need to go on-line to the UNC library's home page, called the Source. In the green banner click on "Databases A to Z". You will then see an alphabet. Click on R for Readers Guide Retrospective. Then Click on that phrase, " Readers Guide Retrospective." You are now in the search engine.

In the box where it says Find, enter the topic you are looking for. For the entries below, you will type in Titanic. Then go to the Limit Dates section and click the little circle beside "From Year" and in the box there, type in 1912 (the year it sank); in the "To Year" box type in 1913. Then click on the start button, on the far right.

You will now get a list of all the articles on the Titanic. Some may be from 1978, 1980 and such, but I am going to ask you for articles from 1912. The oldest articles are at the end of the list so use the arrows to scroll back. PLEASE NOTE: the format of these entries is going to be different from the format you will type up for the assignment. Why? Because, Readers' Guide Retrospective will give you all the citation information you need, but not in the citation style that the History Department uses! So, copy all the information down, and then later, look up in the Style Manual the correct order and format for the entry. Confused? Ask! But, for an example, look at this:

Fashion, beauty and brains. C.P. Gilman. il por Outlook [1887] v. 152 (Aug. 7 1929). pp. 578-9.

The first part of the entry is the title of the article. C.P. Gilman is the author. The il means it is an illustrated article; "por" means there is a portrait. Outlook is the title of the journal; the date in the bracket is just the date the journal began; 152 is the volume number; 578-9 are the page numbers.

While doing the assignment, you will want to copy down this raw information. Then either at the library or later at home, you will translate this raw information into a properly formatted endnote or bibliographic entry. For example, the above would become for a bibliography:

Gilman, C. P. "Fashion, Beauty and Brains." *Outlook* 152 (7 August 1929): 578-579.

Part 1 Directions:

Part 1. A. Using the *Readers Guide Retrospective*, find **two articles** from 1912 on the Titanic. Then cite the articles according to the History Dept.'s **bibliographic style**.

Part 1. B. Using the *Readers Guide Retrospective*, find **two articles** from 1912 or 1923 on Germany. Then cite the articles according to the History Dept.'s **endnote style**.

Pt. 2: Historical Abstracts

Guide: Historical Abstracts is an on-line database that enables you to find the titles of all scholarly books and articles published in European history since the mid-1960s. There is also an American history version of this tool, called America: Life and Letters. It works just like Historical Abstracts, so if you can use one tool, you can also use the other. Most often, Historical Abstracts also has pdf copies of the articles. For articles and sometimes for books, if you click on the title, you will get an abstract of the article, which really helps you decide if the work is of use. You can also find book reviews with this database.

To get to Historical Abstracts: From the UNC home page, go to The Source. "Databases A to Z". You will then see an alphabet. Click on H for historical Abstracts. Then Click on that phrase, " Historical Abstracts." You are now in the search engine. Click on "advanced search."

To get Historical Abstracts to work, you need to tell the program what kind of material you are looking for. Begin by entering the topic you are looking for on either the keyword or the subject terms lines. It is often good to list the general topic on the keyword line and then the specific topic on the subject lines. For example, if you were looking up propaganda in the Third Reich, enter Third Reich on the Keyword line and propaganda on the subject line. You often have to play around with keyword and subjects. So for German Fascism, you could use German fascism, National Socialism, Nazis, or Third Reich. You will get different articles and books for different keywords, so it is always good to do several searches.

When you get the list of sources, note that once again, the format you see will not be the format you use in your citation entry. In historical abstracts, the titles are all in capital letters. You will also see the title of the journal, followed by a lot of stuff you won't need. Like this:

Churchill's Aerial Adventures. Full Text Available By: Colvin, Perry. *Aviation History*, Jan2012, Vol. 22 Issue 3, p18-19, 2p; Historical Period: 1911 to 1919

Here, JAN2012 is the year published; the 22 is the volume number; Issue 3 is the issue number, which is not needed in your entry. The 2 p just means it is 2 pages long. This entry in bibliographic style will look like this:

Colvin, Perry. "Churchill's Aerial Adventures." *Aviation History* 22 (January 2012): 18-19.

Pt. 2 Directions:

A. Find two articles on the Weimar Republic in English. Then cite them in the proper **bibliographic style**.

Hint: (in advanced search) in the box enter Weimar Republic with the “select a field optional” in the box next to that. And then enter these limiters:

Document Type: Article

Language: English

B. Find two articles on the Third Reich and cite them in the proper **endnote style**.

Hint: Find: Third Reich And then keep the same limiters as before.

Part 3. WorldCat

Guide: If you are beginning a research project and you want to find out just what books have been published on a topic (or even what archives may be out there), this is the place to go. WorldCat is an on-line database that lists all books held in every major library in the US. If the book is at UNC, that is also noted in the entries. You can also “tag” the entries in a search, go to “email” (I think; they keep changing the link name!) and send all the tagged entries to your email address so you can print them out later. Because UNC’s library is fairly limited, WorldCat will tell you what other libraries have and then you can interlibrary loan the book or get it from Prospector. (If this means nothing to you, ask me!)

You get to WorldCat just as you got to Historical Abstracts: From the UNC home page, go to The Source. “Databases A to Z”. You will then see an alphabet. Click on W for World Cat. Then Click on that phrase, “World Cat.” You are now in the search engine.

You can look for books by the author, the title, or the subject. If you enter something like “America” you can also limit your search, because you will end up getting over 40,000 books! Click on “limit” and click the boxes that cover the years (of publication) or the topics that work best for your search. Or, narrow your subject search. You will have to play around with different terms. For example, World War II books will be under World War II, Second World War, World War US, and World War 1939-1945.

When you get the first listing, you will see a bunch of titles. Click on the title you want to take a closer look at. All the bibliographic information will be there in that long entry version. In addition, you can click on “libraries that have the book” (or “libraries”, again, they keep changing the interface). Then you will see a list of states and the libraries that have the book. If you see CO listed and something like the Denver Public Library, the University of Colorado, or Colorado State University, you will be able to order the book from Prospector.

If CO does not have the book, do not despair. You can interlibrary loan it. Copy down the information and either ask me or the reference librarian how to interlibrary loan it. (**Do not** do this now; just if you are doing research later.)

Directions: I want you to do **two different subject searches** and find **two different books** for each subject (for a total of 4 entries). Put the first two in **bibliographic style**.

Put the second two in **endnote style**. You choose the subject search. Tell me what terms you entered. Please, only titles in English.

Class Presentations on the Readings

Due in class depending on date of readings

Objective: Each of you will select a book chapter that you will present to the class. This is a way to insure you are reading critically and to provide you with practice for presenting the work of others, a key skill for historians. I will make up a list and you will select THREE items for which you will be responsible for during three different weeks.

Guidelines: When you present, you will do the following:

No later than Monday before the class, provide three discussion questions for your classmates to consider. I will make a listserv so this can be done by email. Note: If the questions are not done on time, you can do no better than a C- for the presentation, and yes, you must still do it.

Relate the chapter to the author's overall thesis.

Articulate the argument of the chapter.

Lead the discussion using the discussion questions you developed.

Book Reviews

General Guidelines

Introduction: One aspect of a professional historian's work is writing book reviews. These are most often very short -often no more than 800 words- summaries of new books. The book review should do three things. First, it should summarize the content of the work, providing the reader with a good sense of the work's main thesis or arguments and scope. Second, the review should place the book within a historiographical context. What controversies of interpretation are being addressed? Does the work fill a gap in the literature? Does it offer a new interpretation, or does it use a collection of unique sources? Finally, the review should critique the work as a whole. Is it well-written, pitched for a professional or undergrad audience, or are their major flaws of some sort?

The best way to see what makes a good review is to read some. Go to the library and get the 2 most recent issues of the *American Historical Review*. They are located in the periodicals section of the second floor of the library. The journals are all shelved alphabetically by title in the periodical stacks. So, find the journal, any year (the most recent years are in the Current Periodicals section; ask if you cannot find it! Pick any year. Go to the table of contents, or flip to the back of the volume. The AHR (which is what we usually call it) is THE premier publication of the historical profession. As you will see, it reviews leading works in all areas. Pick an area you are interested in and read through several reviews. See which reviews you find to be useful. What makes the review a good one? If you are lucky, you may find a really juicy, scathing review. Go to the back of the issues you look at and see if there are any "Communications." This is a

section where authors respond to their reviewers, and the letters can often provide great insight to the profession.

As a grad student, reviews can be of great help. When assigned some huge tome by a prof, go and find some reviews of the work. Nearly all scholarly journals collect book reviews, so you can often find several reviews by different authors of the same book. (This also enables you to get to know the leading journals in your topic area. For example, *German Studies Review*, *Contemporary European History*, *Journal of Modern History* are my favorites.) You can then see just what other historians thought about the book you are reading, and you can see just what is most important about the work before you even discuss it in class. You should also be able to get a sense as to why your prof assigned the book. Note that most reviews appear 1-3 years after the date of publication.

Writing reviews are also useful to grad students because doing so teaches you how to read a book quickly and prepare for any discussion. Believe me, if you actually read every single page of every single book we assign you, you will be doing far too much work. You need to figure out how to read efficiently. Get the main idea of the work, know enough to be able to discuss it intelligently, and get on the next book, or those books on your specific topic.

How to prepare a review: Here is one formula for doing so, and for preparing a set of notes to write a review. First, read the intro and the conclusion. Take notes. Most often the author tells you what he or she is doing and what sets this work apart. In the introduction, be sure to take a look at the endnotes. Most often, they will let you know just what works the author is building off of, or rejecting. Take a look at the table of contents. What is the structure of the book, the organizing principle? Is it topical, national, chronological? Then outline the chapters. What is the main thesis of the chapter? What are two examples that illustrate the thesis? Is the writing compelling? Repetitive? Does the author prove the point he claims to be addressing? Does he make sense? If not, puzzle out one or two instances where he doesn't so you can explain. Then check out the bibliography and the notes. See anything noteworthy?

With these notes, you should be able to start your review. Begin by writing a summary of the book's content. In the first paragraph, describe the scope of the book. What is covered? How is it organized? What does the author contribute to a better understanding of the topic? In the next two paragraphs, describe the content more fully. You can do so by describing two main arguments, or focus on 2 chapters. For example, you could begin by providing an overview of the best chapter --explaining what is done particularly well-- and then summarizing the weakest chapter and its flaws. In the last paragraph, provide an overall assessment of the book. Is it useful? Deeply flawed? Well written? Confusing? Uneven? Filled with typos? Best for undergraduates, graduates, or both? These are the kinds of things you need to cover. If you follow this basic pattern, you should have a good review.

Guidelines for the Peukert Review

Due in class, 1 Feb.

Readings: Peukert, *The Weimar Republic*

Objective: With this review, I will be able to assess your writing and analytical skills, and you will gain experience in writing reviews. Be sure to read the general guidelines for book reviews, just above. And follow all directions.

Required Features: The review must discuss Peukert's thesis and explain at least two major components of the thesis. You must also explain how Peukert supports his thesis over the course of the book. Finally, I want you to assess the strengths and weaknesses of the book and its interpretation of the Weimar Republic in a critical manner. "I liked the book," or "this was as bad book" is really beside the point. Critique, do not just give your opinion.

Mechanics: At the top of the first page (please single space), type the following:

Your name

Class number and title

Book publication information, organized like a bibliographic entry.

Skip 2 spaces.

Write the review. I want it single spaced, and (here's the kicker) to be no more than **900 words** (note that the previous 2 pages had 923 words on it). These 900 words are for the text of the review, not your name and book information. And do not be silly and count the words yourself! First, put your text in a clean document that has no other text in it. Then go under "tools" or where ever your spell check is located. There should be something there called "word count". Click on that. See? The computer counts for you. And make sure you are reading the word count. The character count is for the number of letters. You may NOT use any quotations. Why? Because we do not quote in book reviews (usually).

Grading: If you do not follow directions, you cannot get an average grade on the paper. I will deduct 2 points for each misspelling and grammatical error. You will be graded on your ability to represent and analyze Peukert's thesis.

Helpful Hints: The introduction must include the author's full name and the book title in the first sentence. The introduction should provide a brief statement of the author's thesis, the book's organization, the author's method, the and themes you will cover. The second paragraph should treat the thesis. What is the crisis of classical modernity? How is this concept a useful framework for understanding the Weimar Republic? Why does Peukert favor this concept, or what does he consider to be problems with the topic of the Weimar Republic that he seeks to address? Then provide a paragraph or two that illustrates his argument, perhaps analyzing two chapters. In the last paragraph, offer a

critique of the book and its value to historians. I do not care if you liked the book or not. That is opinion, not a critique!

Guidelines for the Fritzsche, Kershaw or Steege Review

Due in class, 14 March

Readings: Either Fritzsche, Kershaw or Steege's book

Objective: This second review will enable you to improve your skills. Use the comments on the last one to improve your work.

Required Features: You must present the author's thesis and illustrate his argument, and then end with a critique, just as you did for Peukert. No Quotes!

Mechanics: See the mechanics for the last review. However, you may have 1000 words this time!

Grading: Same as last time.

Guidelines for the Article Review

Due in class 2 May

Objective and Guidelines: I will admit this is in part a coercive measure. You will select one of the three articles that is due on 3 May and write a review of the article. Make the thesis and main points clear, and provide a summary of the contents. Then assess the argument and its contribution to the field. This must be at least one page in length but I will leave the rest up to you. But let's agree, no more than 5 pages. If you make this as about as long as the book reviews (a little shorter is fine) you will be ok. Make it as complete as you need it to be. No cover page. No endnotes (no quotes!), and no bibliography. After your name and the class info, skip two lines and include a full bibliographic citation for the article. Skip two lines and then begin. Paper text may be either single or double-spaced.

The Final Paper Overview

Objective: Writing papers requires a different cognitive process than discussing topics. Here, I want you to select from three potential options. Each is designed to refine your analytical and historical skills and assess your mastery of German history. Which option you choose is up to you. If you need more guidance than what I provide below, it is up to you to ask. I do not want to get lousy papers and then be told that you did not know what I wanted.

Option 1: Research Paper

Oddly, most graduate courses focus on writing historiographic essays rather than analyzing primary sources and making an original historical argument. This option addresses that problem. Using *The Good Old Days*, any of the required secondary sources from the class, and any other source you wish that is NOT from the internet,

you will craft a research paper that focuses on some aspect of the Holocaust. Your focus should be the primary sources in *The Good Old Days*. Using those, craft a thesis that uses those primary sources. If you need help, please see me. I want you to spend more time on analyzing the documents than on finding lots of books. Your final paper should use at least 10 primary sources from *The Good Old Days* and at least three secondary sources, which may include required course readings. The paper should be at least 15 pages of text, plus the endnotes and bibliography. For the bibliography, I want you to cite each primary source separately. Now, I do not have the book in front of me, but use this model for the bibliography. This example assumed the document has an author. If there is none, then the entry is alphabetized by the first major word in the article title, excluding things like The, A, An.

Stein, Heinz. "Mass Killing on the Eastern Front." In *The Good Old Days: The Holocaust as Seen by Its Perpetrators and Bystanders*. Ed. Ernst Krell, and list all the other editors. Old Saybrook, CT: William S. Konecky Associates, 1996, 45-67.

Option 2: Historiographic Essay of Required Readings

For this option, you will craft an historiographic essay that analyzes at least 5 of the required books and at least three of the required articles. Each source should be discussed in terms of thesis, method, and content. Then you will identify key themes that connect works to each other, discussing how they fit together with regard to German history and how they contrast with each other. This last section of comparing, connecting and contrasting will be at least a third of the paper, which will be at least 15 pages of text, plus the endnotes and bibliography. The paper may be no more than 25 pages of text.

Option 3: Historiographical Essay of Selected Readings in German History

For this option, in consultation with me, you will select at least 5 books and three articles that treat some aspect of German history. Some of the sources may be from the required readings. I offer this option in the event someone wants to do something on Germany in the Great War, German colonialism, Germany in WWII, German ethnic minorities in Europe, or some other topic that is not directly related to the class. Each source should be discussed in terms of thesis, method, and content. Then you will identify key themes that connect works to each other, discussing how they fit together with regard to German history and how they contrast with each other. This last section of comparing, connecting and contrasting will be at least a third of the paper, which will be at least 15 pages of text, plus the endnotes and bibliography. The paper may be no more than 25 pages of text.

Final Paper Proposal Guidelines
Due in class, 7 March

Objective: The proposal will enable me to make sure that your project is feasible and that you have selected good sources. It will also ensure that you know how to do a bibliography correctly.

Topics: I expect you to chat with me or to email me as you define your topic.

Required Features: The proposal consists of two parts. First, you will write a 1-paragraph project description. Describe the topic you want to do and the potential component parts of the topic. This is only a paragraph but it should take up at least half a page.

In addition, you will provide an annotated bibliography of at least 5 of your sources. Refer to the Manual of Style for what that entails and ask if you have questions. If you hand in a proposal that has no annotated sources, I will not read the proposal and you will receive an F for a grade. And you may not redo the assignment.

Mechanics: The paper must be **typed or word-processed, double-spaced, with one-inch margins on all four sides**. You must include a **cover page** with your name, the course title, the assignment, and any title you may wish to give the paper. The **text of the proposal must be double spaced**. The **bibliography should be single spaced within entries, double spaced between entries**. I also expect a **hanging indent**. Like this:

Lieberman, Ben. "Testing Peukert's Paradigm: The 'Crisis of Classical Modernity' in the 'New Frankfurt,' 1925-1930." *German Studies Review* 17 (1994): 287-303.
And here is the annotation part. Pretend so I do not have to write one.

The bibliography must be on a separate page and properly formatted.

Grading: Failure to follow any of the above guidelines will cost you five full points for each instance. I also deduct two points for each misspelled word, and for each grammatical error. The rest of the grade will be based on the thought put into the proposal and evidence of the first phase of bibliographic research.

Do not forget that you can find sources with the databases you learned how to use in the citation assignment.

Final Paper Rough Draft Guidelines **Due in class 11 April**

Objective: Why a rough draft? Trust me. You need to be coerced to get to work and you need the feedback. The rough draft needs to include the following.

Cover page

10 pages of text; includes the intro

endnotes page

bibliography

TWO COPIES of the paper will be handed in. One for me and one for your reviewer

I will get through these in a week. If you have in more than 10 pages of text, that is great! Even though it is a draft, your first paragraph should be the introduction. After that, you can give me chunks of the paper. Just give me an idea of where the pieces go. For example, after the introduction you could write: "After this I am going to discuss in one paragraph Kershaw's Hitler myth; then I will do the swing kids and cliques. So what follows will be the second half of the paper." You do not need a conclusion. I also want real endnotes and a real bibliography. This will be good practice for you!

Grading: I will first check to see that all the required elements are met. Papers less than 10 full pages of text (not 9 and a half) will be returned with no comments and a grade of 60. And I will not read any other drafts. If you are not going to take this seriously, I see no reason why I should. There after, the paper will be evaluated in terms of argumentation, analysis, and writing.

Final Paper Guidelines

Due in Class Finals Week, date to be determined by the class

The final paper must include the following.

Cover page

At least 15 pages of text; no more than 25 pages of text. That's text, people. The cover page, endnotes and bibliography do not count as text papers.

endnotes page(s)

bibliography

See the other directions under each of the paper options.

Grading

If any of the requirements are not met, the paper cannot be an average paper. Mis-cited or miscopied quotes are unacceptable. Remember, even if you have no quotes, you will still have endnotes! All notes and bibliography must be formatted properly. After the mechanical issues, your work will be assessed on how well you craft the topic, cover it, and use the evidence to support your interpretation.

Presentation of Research

Due in class 18 April

Objective: Part of being a historian is being able to present your ideas coherently to others. This will give you the opportunity to do so.

Guidelines: Each of you will present a 10-minute summary of your paper project. You want to give your classmates a sketch of what you researched, how you did it, and what you ended up discovering.

After the presentations, you will pair up and present your peer reviews to your colleague, one-on-one.

Grading: I will keep time. I will warn you at 5 minutes. At 10 minutes, I will interrupt you and stop you. If you have not finished, your grade will suffer. This is a 10-minute presentation; not a 45-minute discourse. You will be graded on your ability to summarize and to explain.

Guidelines for Peer Reviews **Due in class 18 April**

Objective: In the historical profession, our work is reviewed and critiqued by our colleagues. This is how we refine our arguments. Here, each of you will review the rough draft of one of your colleagues.

Guidelines: For the papers, I want you to do the following. You may write comments on the papers, but I also want you to type up comments in a format similar to what I have below. You will make TWO copies of your peer review: one for your colleague and one for me. This is a graded assignment. I want to see you being critical, but fair and helpful.

1. Assessment of thesis: Is the thesis clear in the introduction? Is it developed over the course of the paper? If not, make suggestions for how to refine/fix.
2. Assessment of introduction: Does the intro make the thesis and main points clear? By the end of the intro, you should know exactly what the paper is about and what it will argue.
3. Assessment of the argument: Do that. Make sure the author is not simply describing the contents. There should be analysis and there should be an argument, a clear point, in each paragraph.
4. Assessment of prose: Grammar, sentence structure, absence of passive voice, etc. I do not expect you to rewrite the paper. But you may want to indentify one paragraph that illustrates frequent weaknesses and use that to offer suggestions. Otherwise, it is fine to note that spelling and grammar are issues, for example on p. 2.
5. Assessment of Endmater: Note any errors in notes or bibliography,

6. Assessment of use of evidence: Is the argument supported with evidence? Are quotes complete, cited correctly, etc.

At the end, provide an overall assessment of the paper and what you would suggest to improve it in about a paragraph.

Discussion Questions

Explanation: I have found it useful to provide students with discussion questions for the first few books. All too often, students feel overwhelmed by the books and focus too much on the fact and not so much on the interpretation. You need to do both! Also, I want my students to know what they are supposed to be getting out of the readings.

I will not collect these. They are for you. I suggest you read through the questions before you start reading. Then refer to them as you go and write down notes, responses, other questions, cool quotes, etc., here. If you do, you can then use these pages of notes to write your reviews and to remember what you read when you come to class. These will also, I hope, serve as a way to help you develop methods for tackling the graduate reading in a coherent manner. Let me know if these help!!

Discussion Questions

Kocka, Jürgen. "German History before Hitler: The Debate about the German Sonderweg." *Journal of Contemporary History* 23 (1988): 3-16.

What is the Sonderweg thesis or idea?

Why is this important for German history?

From what you can tell, what has the Third Reich done to our understanding of German history?

What does Kocka mean by "German history before Hitler?"

Does Kocka support the Sonderweg thesis or not? Give an example.

Summarize the article in 4-5 sentences.

Write down any questions you have here.

Discussion Questions

Peukert, 1-78

Peukert, preface, 1-78.

Note: Unfortunately, German historians have a bad habit of using lots of German words. I'll translate as needed - ask! I tend to forget. Below are a few terms you'll see in the readings.

Bürgerlich - adj., term that refers to the solid, sometimes stuffy middle class; bourgeois; Bürgertum, the noun, means the bourgeoisie

Räte - councils; used by Peukert, Räte refer to the revolutionary councils organized by soldiers, sailors, and workers in November 1918. Tired of the, soldiers and sailors mutinied. They were joined by the workers, and together, they created councils that acted as rival forms of government in German cities. The Räte hoped that the end of the war would be marked by a radical social change that would expand democracy, economic opportunities, and social welfare programs. Many of the Räte were dominated by radical socialists who later helped found the Communist party of Germany.

Sonderweg - n., roughly "special path". This term is used by historians to try and explain why Germany, a Western, industrialized, democratic nation, turned to the Third Reich. The idea is that the French, the British, and the US followed a "normal" path of political, economic, and social development. The Germans, by contrast, went down a different path. The "signposts" along this special path include: recent and rapid national unification (1870); a weak democratic tradition; a society and political system dominated by a proportionately small segment of society (large landowners and wealthy industrialists; a large industrial class and socialist party that had little political power before 1918 and little ruling experience after 1918; a middle class fragmented into a number of political parties; the defeat of WWI, economic and social crises that plagued the Weimar Republic. Once widely accepted, this interpretation has come under increasing attack.

Peukert, The Weimar Republic, 1-78.

Be sure to read the preface.

Intro. In this work, Peukert posits the theory of what he calls the "crisis of classical modernism." After 1918, Germany suddenly emerged as a classic form of the modern nation - industrial, democratic, culturally pluralistic, capitalistic, well-developed industrially and bureaucratically. But the Weimar Republic was so plagued by a series of crises from its birth that many historians refer to it as a doomed republic. Peukert argues that by looking at social classes and interests, culture, economics and the political crises that both grew out of society, culture, and the economy, **and** tried to grapple with these problems, we can identify a kind of pattern or trend. This trend is his

crisis of classical modernity. For a better explanation, you may want to read the first two or so pages of Lieberman.

1. How does the periodization of the Weimar Republic either reflect or influence historians' interpretation of the period? How does focusing on either the revolution or the collapse of Weimar influence an assessment of the Weimar Republic. What does the chart and text on p. 10 indicate about the economy of interwar Germany?
2. According to Peukert, how did demographic structure, generational differences, and the economy challenge the Weimar Republic?
3. Between pp. 19 and 78, think about how Peukert represents the Weimar Republic. Identify and be prepared to explain (or ask about) at least the of the most serious mistakes made by the young republic. Was there really a German Revolution?
4. The Weimar Republic rested uneasily on a series of compromises between the workers and the middle classes, the socialists and the Center party, the Right and the Left. Be prepared to discuss at least two compromised between two different social groups or political parties.
5. How did the Left-wing parties (Social Democrats (SPD) and the Communists (KPD)) become enemies, and how did this hurt the Republic?
6. Identify and be prepared to discuss at least one post-War crisis. How does this crisis illustrate the connections between politics, economics, and social classes?

Discussion Questions

Bessel, "The Legacy of the First World War and Weimar Politics."

1. How does Bessel's view of the effects of the First World War on Germany compare with Peukert's views?

2. How have previous historians interpreted the effect of the war on the returning soldiers? How did these effects then damage the Weimar Republic? What does Bessel think of these interpretations?

3. What was the myth of the front generation? According to Bessel, how did the myth become a powerful political tool, especially of the political Right?

4. How do the problems regarding the war victims and their support by the state illustrate well the intersection of the social effects of the war, economic obstacles and crises, and political decision-making?

5. It is possible to interpret Bessel's section on the war victims and the Republic's struggle to deal with them as an example of Peukert's theory of the "crisis of classical modernism". Make an attempt at interpreting Bessel in light of Peukert's theory. Do you find this a useful venture in gaining understanding of the Weimar Republic or Peukert's theory?

Peukert, *The Weimar Republic*, 79-163

1. What features does Peukert identify as being classic examples of modernity? Try to have one example of each “level” Peukert analyzes: political, economic, social, and cultural.

According to Peukert’s theory of the “crisis of classical modernity,” the Weimar Republic failed to address economic, social, and cultural crises, all of which pointed to the challenges modernity posed to Germany. Consider this and then think about the following:

2. How did the war affect the demographic structure of German society? How did generations and their experiences/interests influence society and the stability of Weimar?

3. What ideas were tried or at least talked about to reform or improve the German economy and relations between labor and capital? In what ways did the “sick economy” of Weimar serve as an obstacle to these reforms. (You may wish to focus on one reform or idea.)

4. What kind of social policy or welfare provisions did the republic attempt to put into practice? Give at least one example of how the policies could be contradictory.

5. What does Peukert mean by social leveling and the “new segmentation”?

6. On page 83, Peukert claims: “There were similarly far-reaching, and highly indicative, changes in the *public domain*, as old social milieu broke up and were replaced by totalitarian formations dominated by the new mass media.” (emphasis mine) What does he mean by this underlined section? Can you give two examples?

Peukert, The Weimar Republic, 164-90

Translations:

Kulturpessimismus - cultural pessimism; by the early 1930s there was a widespread sense the German cultural and values were in a state of crisis and decay.

Allgemeine Kunstaussstellung - Public Art Exhibition

Dreigroschenoper - Threepenny Opera, by Brecht, was introduced as an “opera for beggars, and because it is a beggar’s opera, the charge is only three pennies, which is all beggars can afford.” The opera described how capitalist society forced decent, poor people into criminality. At the end of the opera, the murderer Mack the Knife triumphs over the police and ordered society.

Rote-Eine-Marks- Romane - Red one-mark novels; cheap paperback editions of books.

Deutsche Werkbund, German Workshop - a furniture concern that made functional, wooden furniture. The idea was to mass produce quality furniture and make it more widely available.

Bauhaus - technically, the bauhaus was the name given to an art academy that sought to unite artists and craftsmen with industry to mass produce furniture, dishes, textiles, paintings, typeface, books, and entire buildings. Modern design and modern materials (i.e., chrome, glass and leather instead of wood) were to unite form and function. Today, the Bauhaus is used most often as a reference for the architecture promoting by the art academy.

Kulturkritik - cultural criticism; so, Kulturkritiker is a cultural critic

Blut und Boden - blood and soil; Right-wing, especially Nazi ideology that argued if the Germans got in touch with their blood (that is, their racial identity) and their native soil, they could be cured of the modernist diseases that divided Germans and robbed them of their spiritual and cultural wealth.

Questions:

1. How does cultural pluralism and the forms that culture took after 1918 illustrate Peukert’s thesis of classical modernity? What features of Weimar’s culture does Peukert identify as “modern”?

2. Why was Weimar culture also a perfect example of Peukert’s “crisis of classical modernity”? Try and define or describe the nature of the cultural crisis.

3. What kinds of ideas, behavior, or entertainment were identified as “American” in the German republic?

Discussion Questions

Lieberman, “Testing Peukert’s Paradigm”

1. How does Lieberman define the classical modernity? the crisis of classical modernity?

2. How do the goals of the New Frankfurt illustrate the features of classical modernity?

3. How does the reaction to the New Frankfurt (especially after 1928/29) illustrate the crisis of classical modernity?

4. How useful do you think Lieberman exercise is in testing Peukert’s theory? Do you agree with Lieberman’s conclusion? Why or why not?