EUH 4462:
History of Modern Germany, 1815-1945
RVC 1208

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Office Hours: TU/TH 2:30-3:45 via Zoom

COURSE DESCRIPTION AND PURPOSE

This class focuses on German history from the end of the Napoleonic Wars through the end of the Second World War. A number of themes will be explored, including the problems of unification, warfare, empire, conservative vs liberal ideologies and conflicts, monarchy vs democracy, politics, economic and military competition with neighboring powers, societies and cultures within the nation, racism, genocide, and the rise and fall of fascism. These patchwork components, examined together, represent an evolution of the question “Was ist des Deutschen Vaterland?”

You will be equipped to critically engage with questions such as:

- When did German nationalism take root and what developments encouraged its growth?
- Who was Otto von Bismarck and what role did he play in German history?
- What events and ideas led to the unification of Germany in 1871?
- How did warfare impact German society?
- Why did the Weimar Republic collapse?
- What were the driving forces behind the Holocaust?

COURSE OBJECTIVES

By the end of the semester, you should be able to discuss why certain events and people are important and have a sense of how history shapes our contemporary world.

After completing this class, students will be able to:

- Course Objective 1 (CO1). Assess key events, central themes, and questions pertaining to Modern German history (1815 – 1945).
- CO2. Identify the major events, persons, and ideas of 19th and early 20th century Germany.
- CO3. Understand the military, political, diplomatic, technological, social, and cultural interactions that affected German decision making.
- CO4. Explain concepts and principles such as Realpolitik.
- CO5. Gain experience reading and analyzing written arguments by engaging with a variety of types of sources.
• CO6. Learn and apply the techniques of writing an argumentative, thesis-driven and evidence-based paper
• CO7. Demonstrate the ability to examine behavioral, social, and cultural issues from a variety of points of view.
• CO8. Demonstrate an understanding of basic social and behavioral science concepts and principles used in the analysis of behavioral, social, and cultural issues, past and present, local and global.

GLOBAL LEARNING COURSE OUTCOMES

This is also a Discipline-specific Global Learning course that counts towards your Global Learning graduation requirement. One of the themes of this course will therefore be the idea that different groups of people interacted over the period covered by the course. Upon successful completion of this course, students will be able to do the following:

• CO9. Construct an evidence-based argument demonstrating how local, regional, national, and global events shaped the interactions of two or more groups in Germany. (Global Awareness)
• CO10. Construct an evidence-based argument that integrates multiple perspectives on an issue in Modern German history. (Global Perspective)
• CO11. Consider different perspectives on a problem or controversy related to Modern German history and attempt to reach a resolution about it. (Global Engagement)

In order to meet these requirements, you must achieve a minimum 70/100 or a grade of 'C'.

COURSE PREREQUISITES: There are no prerequisites for this course.

COURSE STRUCTURE

Class assignments and discussions will help you acquire many of the habits of inquiry shared by historians and researchers. These include, but are not limited to, college-level reading comprehension, source analysis, writing skills, and academic discourse.

Essays & Gobbet exercises - These assignments are thesis-based, argumentative, and evidence-based, and will increase in complexity. I have designed writing assignments to give you practice and develop skills in writing about history and considering multiple perspectives from the past. Essay assignments are self-explanatory, the real question you probably have reading this is what the heck is a “gobbet”?

A “gobbet” (a word that also means a little piece of raw flesh) is a traditional pedagogic exercise that consists of a small excerpt of a primary source set for students to comment on and to explain the historical significance. Further details about gobbets and how to write them can be found in the Course Reader and the “Gobbets Made Easy” document in the Modules folder on Canvas. The assessment rubrics for essays and gobbet exercises are provided in the description of each individual assignment.
**Readings** – There are required reading assignments for this course. The required readings are intended to provide you with important background information and to be used as reference material for your writing assignments.

**Primary Source Discussions** – There will be a weekly Primary Source Discussion (PSD) forum (i.e. reddit, but constructive). These group discussions will consist of a primary source – a different type every week - that you will be working with on your academic journey at FIU and beyond. The discussions require you to analyze these primary sources, along with your fellow classmates, by replying to one another in the thread and helping each other develop a more nuanced understanding of the materials assigned and the topics in general. Discussion forums will remain open for the entire week (Monday – Sunday) and you are expected to take part in all 16 discussions for class participation credit. Please refer to the **General Guide & Tips for Primary Source Discussions (PSD)** listed under Student Resources in the Modules folder before beginning your PSD entry.

**REQUIRED TEXTS**


In addition to the above texts, you will be provided with readings that will help you understand the views of people who lived, loved, worked, and experienced the periods under discussion. The sources afford you multiple perspectives of historic events and give voice to those often left out of the historical narrative. These assigned readings, articles, chapters, and primary source material, are provided for you in the **Course Reader** (located in the Modules folder) or available on the following webpages:

- [German History - Documents & Images](#)
- [Internet History Sourcebooks Project (IHSP)](#)

The materials listed above are the core set of readings, but students are expected to **read more widely** over the course of the semester. An expanded selection of useful books and articles can be found in the **Course Reader**.

**EXPECTATIONS OF THIS COURSE**

This is an online course, which means all of the course work will be conducted online. Expectations for performance in an online course are the same as for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.
Students are expected to:

- Read the syllabus!
- Review and follow the course calendar below:
  - Students must stay on top of things especially in an online course. Students are responsible for completing assignments and submitting all work on time.
- Login to the course website daily to check for updates or messages.
- Complete all course assignments on time:
  - All course content like readings and assignments are identified in Canvas.
- Interact online with instructor and peers in a respectful manner.
- Respond to Canvas and email messages within two days.

The instructor will:

- Grade written assignments within 14 Days.
- Respond to Canvas and email messages within two days.

CLASS SCHEDULE

MODULE 1 | Germany - A Patchwork of Nations 1815 to 1871
Reading: Syllabus and Gobbets Made Easy (Student Resources)

- Week 1 - Deutschland: A German Dream
  - Read: Chapter 4 in *German History 1789-1871*
  - Primary Source Discussion (PSD): Open from August 24th until August 30th
    - Discussion Topic: Was ist das deutsche vaterland?
- Week 2 - Napoleon - Congress of Vienna
  - Read: Course Reader “Securing Europe After Napoleon” pp. 6-10; Chapters 5 - 9 in *German History 1789-1871*
  - PSD: Open from August 31st until September 6th
    - Discussion Topic: German Federal Act (1815)
- Week 3 - Revolution of 1848-49
  - Read: Chapters 10 - 13 in *German History 1789-1871*
  - Watch: Die Deutschen: “Robert Blum und die Revolution”
  - PSD: Open from September 7th until September 13th
    - Discussion Topic: Political Cartoons 1848-49
- Week 4 - Wars of Unification
  - Read: Chapters 14 - 18 in *German History 1789-1871*; Central Europe (1815-1866) & Creation of the German Empire (1866 - 1871)
  - PSD: Open from September 14th until September 20th
    - Discussion Topic: Otto von Bismarck’s “Blood and Iron” Speech (1862)
  - **Gobbet Exercise I – due Friday, September 18 at 11:59pm**

MODULE 2 | Imperial Germany 1871 to 1918
Readings: Chapters 1-3 in *Modern Germany 1871-Present*; Writing an Essay (Student Resources)
• **Week 5 - Birth of a Nation and Empire**
  o Read: The Arrival of Imperial Germany; Consolidation and Cleavage; Politics as Theater
  o PSD: Open from September 21st until September 27th
    - Discussion Topic: Power & Empire
• **Week 6 - Society & Culture**
  o Read: Bourgeois Society in Nineteenth-Century Europe; Prejudice, Exploitation and Full Emancipation; The Political Stage and the Problem of Reform
  o PSD: Open from September 28th until October 4th
    - Discussion Topic: German Society during the Empire
• **Week 7 - A German Overseas Empire**
  o Read: No Place in the Sun; Black Germany – Settling Down – Marriage & Family; Black Germany – Problem Men & Exemplary Women
  o PSD: Open from October 5th until October 11th
    - Discussion Topic: German Imperialism: A Place in the Sun
• **Week 8 - WWI & Revolution**
  o Read: Willy-Nicky Telegrams; German Defeat in World War I, Influenza and Postwar Memory.
  o PSD: Open from October 12th until October 18th
    - Discussion Topic: WWI Soldier Letters
  o **Essay I – due Friday, October 16 at 11:59pm**

**MODULE 3 | Weimar Republic 1918 to 1933**
Readings: Chapters 4 & 5 in *Modern Germany 1871 - Present*
• **Week 9 - A New Germany**
  o Read: Jewish Life
  o PSD: Open from October 19th until October 25th
    - Discussion Topic: The “Stab in the Back” Mythos
• **Week 10 - Weimar Society & Culture**
  o Read: “Culture and Mass Society” pp. 31-54
  o Watch: Metrópolis (1927)
  o PSD: Open from October 26th until November 1st
    - Discussion Topic: A Brave New World
  o **Gobbet Exercise II – due Friday October 30 at 11:59pm**
• **Week 11 - From Roaring Inflation to a Great Depression**
  o Read: Course Reader “A Turbulent Economy and an Anxious Society” pp. 18-30; Germany and the Great Depression; With a Bang, Not a Whimper
  o PSD: Open from November 2nd until November 7th
    - Discussion Topic: Depression
• **Week 12 - Rise of Nazism**
  o Read: Course Reader “Revolution & Counterrevolution from the Right” pp 55-65; Deconstructing Modernism; Ernst Bloch, “Hitler’s Force” (April 1924) and Jungvolk and Hitler Youth
  o PSD: Open from November 8th until November 15th
    - Discussion Topic: Weimar Falling
MODULE 4 | Nazi Germany 1933 to 1945

Readings: Chapters 6-7 in Modern Germany 1871-Present

- Week 13 - Third Reich Society & Culture
  - Read: Law in Nazi Germany & the Holocaust; Pre-War Nazi Culture
  - Watch: Berlin 1936
  - PSD: Open from November 16th until November 22nd
    - Discussion Topic: In the Shadow of the Swastika
- Week 14 - The Holocaust
  - PSD: Open from November 23rd until November 29th
    - Discussion Topic: Nazi Atrocities – What was Known
- Week 15 - German resistance to the Third Reich
  - Read: Course Reader “An honorable defeat” pp. 73-97 and “Resistance” pp. 86-97; The Court as an Instrument of Terror
  - PSD: Open from November 30th until December 6th
    - Discussion Topic: Resistance to the Nazi State
  - Essay II – due Friday, December 4 at 11:59pm
- Week 16 - Fall of the Third Reich
  - Read: Course Reader pp. 98-127
  - Watch: The End of World War II
  - PSD: Open from December 7th until December 13th
    - Discussion Topic: Downfall

DATES TO REMEMBER

Assignment due dates:
- Week 4 – Gobbet Exercise Due (September 18)
- Week 8 – 1st Essay Due (October 16)
- Week 10 – Gobbet Exercise Due (October 30)
- Week 15 – 2nd Essay Due (December 4)

COURSE COMMUNICATION

Canvas Inbox is a private and secure text-based communication system which occurs within a course among its Course members. Users must log on to send, receive, or read messages. It is required that students check their messages routinely to ensure up-to-date communication.

Communication Courtesy:

It is good practice to check Canvas and your FIU email account at least once within a 24-hour period. All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats.
**Zoom Office Hour Meetings:**

Zoom is a video conference tool that you can use to interact with your professor and fellow students by sharing screens, chatting, broadcasting live video/audio, and taking part in other interactive online activities. This tool will be utilized for office hour meetings.

**Zoom Test Meeting Room**

Use the link above to access the Zoom Test Meeting Room. This meeting room is available to test out the software before joining an actual session.

Reference the links below to access Zoom student tutorials to learn about the tool, how to access your meeting room, and share your screen.

- Download Zoom
- Joining a Zoom meeting
- Enabling and Testing Audio & Webcam
- Chat (Professors)- Students look at attendees section for instructions.
- How Do I Share My Screen

**GRADING POLICY**

Students must ensure that all assignments are typed or word-processed. Essays and Gobbet Exercises must be submitted via Canvas.

**Essays** – Each essay should answer a question chosen from the list provided in the Course Reader. Essays should be 1500 to 2000 words in length (footnotes are included in the word count, but the bibliography is not).

The bibliography must contain a minimum of six items and should normally include: works from the course reader, the set texts, and at least one primary source. Essays with a weak bibliography will be penalized. Please check with me for appropriate internet sources approved for the course. Essays without footnotes and a bibliography will earn an automatic fail mark.

For tips on Essays see the Writing an Essay document (Student Resources)

**Gobbet Exercises** – Two gobbet commentaries are to be submitted.

Gobbet topics can be found at the end of the Course Reader.
- Each of the gobbet commentaries must be in the range of 500-800 words in length (no more or fewer).
- For tips on Gobbets see the Gobbets Made Easy document (Student Resources)
The final word count includes footnotes but excludes the bibliography. Students need to adhere to the world limit for each assignment and each piece of written work is to be submitted with a clear indication of the word count.

- **1 point** will be deducted for pieces of coursework that are above (or below) 10% of the word limit e.g. 150 – 200 words.
- **1 point** will be deducted per additional 10% over (or under) the word limit e.g. 150 – 200 words.
- **10 points** will be deducted from all late work submitted past the due date and **5 points** will be deducted **per subsequent day**. Late assignments will not be accepted after the 6th day and will receive a zero.

**Extensions** – If you are unable to meet the assignment deadlines, due to unforeseen circumstances, you MUST make a formal extension request via email:

- Assignment extension requests should be submitted as early as possible (as soon as you know that you will not be able to finish the assignment in time) but at the latest by 11:59 p.m. of the original due date of the assignment.
- **Acceptable** reasons for an extension are:
  - Medical or mental health grounds
  - Unforeseen work commitments, e.g. work not part of usual duties, or that is unexpected or unavoidable
  - Other extenuating circumstances beyond the student’s control, e.g. death in the family, victim of crime.
- **Unacceptable** reasons for an extension are:
  - Inability to have an assignment word processed by the due date
  - Other assignments due on or about the due date
  - Disk or IT failure, unless publicly documented (Remember to back up your work and to back up often)
  - Foreseeable work commitments
- **Supporting documentation required**
  - You must provide a scanned copy of supporting documentation with your application for an extension.
  - If you do not have the documentation at the time when you make your application, you should include a note to this effect in your application.
  - You should forward your documentation as soon as possible.
- **Please note:** Repeated application for assignment extensions is an indication of not being able to cope with the workload.

**OVERALL ASSESSMENT**

The overall semester grade students receive for the course will be calculated as follows:

- 80% derives from analytical assignments: *Essay 1 = 25%; Essay 2 = 25%; 2 Gobbets x 15% = 30%.*
- 20% derives from class participation: *Discussions = 20%.*

**Grading Scale:**
Letter | Range% | Letter | Range% | Letter | Range%  
--- | --- | --- | --- | --- | ---  
A | 95 or above | B | 83 - 86 | C | 70 - 76  
A- | 90 - 94 | B- | 80 - 82 | D | 60 - 69  
B+ | 87 - 89 | C+ | 77 - 79 | F | 59 or less  

**Rounding:**

The final course grade will not be automatically rounded, so an 89.9 is still a B+. However, if a clear effort has been made during the semester (e.g. completing assignments in a timely manner, class participation, good attendance etc.) and the grade difference is equal to .5 or greater, I will consider rounding the final grade up to the next whole number.

**Resources that can help you excel in this class:**

*Writing in History program:* provides assistance with papers and other written assignments. Note that tutors have specialized knowledge of writing for History classes. For more info: [Link](#)

*Center for Excellence in Writing:* tutors students in composition skills, including grammar, organization, style, spelling, punctuation, and editorial requirements (footnotes, bibliography, etc.). Appointments required. For more info: [Link](#)

*Center for Academic Success:* provides free tutoring for homework assignments, ongoing class work, mid-terms, and finals. For more info: [Link](#)

**CLASS GUIDELINES**

**Scheduling Conflicts:**

Please notify me in writing by the second week of the term about any known or potential extracurricular conflicts (such as religious observances, graduate or medical school interviews, or team activities). I will try my best to help you with making accommodations, but I cannot promise them in all cases.

**Accommodations for students with disabilities:**

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.
For additional assistance please contact FIU’s Disability Resource Center.

Please see me as soon as possible if you need particular accommodations, and we will work out the necessary arrangements.

UNIVERSITY POLICIES

University policy on Academic Misconduct:

Please review the FIU’s Policies webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

Academic Integrity and Ethics:

Cheating on exams and plagiarism are examples of violations in the realm of ethics and integrity. Honesty, integrity, and ethical behavior are of great importance in all facets of life. They are so important that it is generally assumed that one has learned and internalized these qualities at an early age. As a result, these issues rarely get explicitly addressed by the time one gets to be a university student. However, it cannot be overestimated just how important honesty is to the academic enterprise.

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research; the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Academic Misconduct includes:

- **Cheating** – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.
- **Plagiarism** – The use and appropriation of another’s work without any indication of the source and the representation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism. Using writing and research that is not your own without properly quoting or citing it is a serious academic offense, which could earn you a failing grade for this class, a permanent note on your academic record, and expulsion from the university. It’s not worth the
risk. See FIU’s Standards of Conduct for more details. Also, feel free to contact me if you have any questions about what constitutes plagiarism.

Learn more about the academic integrity policies and procedures as well as student resources that can help you prepare for a successful semester.

Disclaimer
This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.