

## **Nineteenth Century Germany: *From 29 "Tribes" to 2 Nations* COURSE SYLLABUS**

### **Overview**

This lecture course examines central aspects of German history from the 1780s to the eve of World War I, focusing on how diverse groups of rural peasants became organized in the most powerful state on the European continent over the course of a century, and the problems that developed out of that process. This course has a strong emphasis on evaluating primary sources: the situation in which they came to be (context), how they came down to us (provenance), what they meant then, and how those meanings changed over time to the present day.

The chronological scope of Hist 133A continues in Winter quarter (Germany 1900-1945). In Spring I will offer a research seminar (133R) open to students in either course (one "R" course is required of all History majors).

### **Your Contributions (Course Requirements):**

1. **Attendance.** I expect you to **attend** all classes and scheduled events. Why take a course if you don't put in the time to learn what it teaches? Lectures include images, videos, information and discussion not available elsewhere. Participation counts for 5 points towards your course grade. **Absences** reported by email *in advance* will not require documentation in order to be excused.
2. **"Midterm exam:" 9-1=8 questions.** There will NOT be a formal in-class midterm examination. Instead, you will be asked to write a short text (200-300 words) on questions about assigned readings or events, roughly once each week. These eight questions will *usually* be announced in advance and submitted on GauchoSpace, but may be asked in class. (5 pts each, 40 points total).  
\*Make-up questions are in general not possible, but **the lowest score will be dropped.**
3. **Source Exploration.** You will select one primary source--cited in the textbook or readings, or on the [germanhistorydocs.ghi-dc.org](http://germanhistorydocs.ghi-dc.org) website, or chosen in consultation with the professor. You will trace it back to its original context and research its transmission over time, and interpretations by different authors. A separate handout will explain this in detail. There will be a prospectus, draft version, and final version. The due dates (see back) are: **Thu. Nov. 1, Thu. Nov. 15, and Thu. Nov. 29** (5+15+5=25 pts total)
4. The **final examination** will have two parts. There will be one take-home essay (ca. 1000-1500 words) about a prompt that will be distributed in the last class. The 30-minute in-class portion of the exam will consist of identifications of two from a list of terms or images from lectures and readings. The final is worth 30 points towards your final grade: 20 for the essay and 5 for each ID.
  - **No-final-exam options:** In mid-November students in good standing who would rather do in-depth research than parts of the final exam may opt to pursue their source exploration in greater depth. An oral presentation would replace the in-class portion of the exam; a publishable paper would replace the essay.

**Grading:** is on a point system. You can accumulate up to 100 points, distributed as follows:

Participation: 5; eight questions: 40; source exploration: 25; final exam: 30 (20 take-home + 10 in-class). Work submitted after its deadline *time* (e.g. 1:30pm) loses 1 point per 24 hours.

### **Required Books** (hard copies are on reserve at the library circulation desk)

William Hagen, *Germany History in Modern Times: Four Lives of the Nation* (Cambridge Univ. Press, 2012), \$30; DD175 .H35 2012.

Hagen Schulze, *The Course of German Nationalism from Frederick the Great to Bismarck, 1763-1867*, (Cambridge Univ. Press, 1991), 174pp., \$30; DD204 .S3413 1990.

Joseph Roth, *Radetzky March* [1932] (Overlook, 1995), \$19; PT2635.O84 R313 1995 and PT2635.O84 R3E.

## Schedule of Lectures and Assignments

(Schedule & readings subject to change depending on the progress of the course)

Wk-L#	Date	Topic	Assignment
0	27 Sept.	1945 US Army film "Here is Germany" <i>[trigger warning]</i>	Watch 20 mins, take EC quiz
I-1	2 Oct.	Introduction: What was--and is--"Germany"?	W.Hagen ch. 1, pp. 6-20
		What is "special" about German History?	Schulze pp. 35-42+S1 (1783)
2	4 Oct.	Frederick II and "The Land of Poets and Thinkers"	W.Hagen ch. 4+7, 60-77,112-128
II-3	9 Oct.	<b>The Reform Era</b>	W.Hagen ch. 6, pp. 97-111
		German States and the French Revolution	
4	11 Oct.	Reforms and Wars of Liberation, 1807-1815	Schulze S2-S5 (1808-1814)
III-5	16 Oct.	<b>Restoration</b>	Schulze 43-69+S6-S9 (1817-42)
		The Congress of Vienna and Popular Nationalism	
6	18 Oct.	The Wartburg Festival, Carlsbad Decrees	<b>GS: Jaraus article</b>
IV-7	23 Oct.	<b>"Pre-March" and the (March) 1848 Revolutions</b>	Schulze pp. 5-31,70-81 S10-S11
			<b>Appointments w/ Prof. Marcuse</b>
8	25 Oct.		
V-9	30 Oct.	<b>Bismarck and Unification</b>	W.Hagen ch. 8, pp. 129-152
			Schulze 77-101, S12-S13 (1859-67)
10	1 Nov.		<b>Source Proposal due</b>
VI-11	6 Nov.	<b>Industrialization &amp; The Labor Movement</b>	W.Hagen ch. 9, pp. 153-169
			<b>Individual meetings w/ prof.</b>
12	8 Nov.		
VII-13	13 Nov.	<b>Women and Jews in 19th Century Germany</b>	W.Hagen ch. 10+12, pp. 170-182
			pp. 205-224
14	15 Nov.		<b>Source Exploration due</b>
VIII-15	20 Nov.	<b>Remembering German History:</b>	Start <i>Radetzky March</i> (novel)
		National Monuments & Memorials, 1817-2005	
16	23 Nov.	<i>No class: Thanksgiving Break</i>	
IX-17	27 Nov.	<b>William II &amp; Wilhelmine Culture</b>	W.Hagen chap. 4, pp. 60-77
	27/28 Nov.	The Berlin Congress vs. "A Place in the Sun"	W.Hagen chap. 11, pp. 183-204
x	29 Nov.	<b>Austria vs. Germany since 1871</b>	<b>Revised Source Exp. due</b>
X-18	4 Dec.	<b>Austria (cont'd)</b> ; discussion of <i>Radetzky March</i>	Roth: <i>Radetzky March</i> (finish)
19	6 Dec.	German History in the 19th Century: A Special Path?	
EXAM	11 Dec.	Tue. 4-4:30pm: In-class exam; take-home final due	Bring essay & one sheet of paper

**Academic Integrity** is the foundation of the university system. Please be familiar with this [UCSB student guide](#).

**Plagiarism**—presenting someone else's work as your own, or deliberately failing to credit the work of others on whom you draw (including materials found on the web)—is a serious academic offense with severe penalties. It hurts the one who commits it most of all, by cheating them out of an education. I report offenses to authorities for disciplinary action. Campus policies are available on the [Judicial Affairs website](#).

**Campus Resources:** I am dedicated to helping students with learning and physical differences. If you are experiencing difficulties please talk to me about them. Be aware of and use campus services such as [CLAS](#) for study and writing help, [CAPS](#) for stress or anxiety, and [DSP](#) if you have a disability.