

## Germany since 1945: Memory and the Cold War

Mon/Wed 5.05-6.20  
University Heights North 2&3, 034F

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This seminar is situated at the nexus of history, German and European studies, and international relations. It will explore a range of social, political, and cultural developments in the two German states that emerged from the rubble of the Second World War. Major themes will include how the German states coped with the legacies of the past and the political realities of the present. The division of Germany embodied the division of the world into two hostile blocs during the Cold War. Having unleashed a brutal war of conquest, and having perpetrated murder on a massive scale, Germany stood morally bankrupt in 1945. We will analyze how the legacy of the Holocaust affected German politics East and West, influenced the relations of the two German states with the other countries, and shaped both German societies internally. The end of the Cold War brought about the collapse of East Germany and paved the way for German unification. Ever since, the Germans also have to come to terms with the history of the German Democratic Republic (GDR), leading to a situation termed *doppelte Vergangenheitsbewältigung* – coping with the legacies and memories of two German dictatorships.

### Course objectives:

To provide students with a multidimensional knowledge and understanding of

- a) German history, society, politics, and culture since 1945;
- b) the impact of the Cold War on central Europe;
- c) the long-lasting effects of the legacy of the Holocaust and the Second World War on German, European, and global politics;
- d) the relationship between the legacies of the Holocaust and the Second World War, on the one hand, and the Cold War, on the other;

Beyond conveying knowledge about and stimulating interest in the above mentioned issues, this course seeks to

- a) foster students' ability to read and interpret historical documents (primary sources) and scholarly books and articles (secondary sources);
- b) familiarize students with historical reasoning and the use of historical evidence;

- c) sharpen students' research skills through experience with conducting individual research projects;
- d) sharpen students' analytical skills and critical thinking;
- e) improve students' writing skills;
- f) improve students' communication skills.

**Required Texts:**

Fulbrook, Mary, *A History of Germany 1918-2008: The Divided Nation*

Grossmann, Atina, *Jews, Germans and Allies: Close Encounters*

Schneider, Peter, *The Wall Jumper*

Bauer, Karin (ed.), *Everybody Talks About the Weather... We Don't. The Writings of Ulrike Meinhof*

In addition, there will be some reading of short texts made available on blackboard or through the library.

**Documents:**

We will use documents from the collection "German History in Documents and Images," made available online by the German Historical Institute, Washington.

Please familiarize yourself with the site: <http://germanhistorydocs.ghi-dc.org/home.cfm> - it is a great resource.

**Course Requirements:**

**Discussions:** This course is a seminar. This means that extensive student participation will be expected and encouraged. It will count for 25% of the course grade. Although the professor will present short lectures from time to time, the core of the course will be formed by our class discussions of the reading assignments. Students should come to class each week prepared to discuss the reading specified on the syllabus. The professor will call on students who do not contribute voluntarily.

**Blackboard:** Handouts, reading materials, reminders about deadlines, etc. will be posted on Blackboard. It is your responsibility to familiarize yourself with the Blackboard system and to make sure that you have access to it. We will also use the Blackboard system to facilitate class discussions in the following way: Every student will formulate two points for discussion based on the week's reading assignment. These points can be in the form of a question, an objection, an observation based on personal experience, etc. These points must be posted on the discussion board in the Blackboard system by 7:00pm on the evening before the respective class meeting. Make sure to post the message onto the board designated for the correct week. The professor will print the discussion points, bring them to class, and integrate them into the discussion. You should be prepared to respond to inquiries concerning the points that you posted. The points that you post will be saved and assessed when the participation component of the course grade is determined at the end of the semester.

One way to prepare for each week's class is to make a print-out of the discussion board contents and think about all of the points that have been posted. You can do this by using the "collect" and "print" functions in the discussion board.

**Research Paper:** Each student will submit a 13-15-page paper at the end of the semester. Your topic needs to be approved in advance by the professor, and we will set aside time both inside and outside of class to make sure that there has been sufficient consultation. All students have to submit a project description and a bibliography.

**Project Description and Bibliography:** You will need to submit a proposal for the project on which you would like to work in this course. The proposal should consist of about two pages of narrative text, describing the main focus and questions of the project. In addition, each proposal must contain a bibliography of at least TEN sources, of which at least FIVE must be PRIMARY sources.

**Presentations:** The final meetings of the semester will be devoted to oral presentations about your papers. Each student will present for 10 minutes, to be followed by questions and discussion. We will have four sessions dedicated to presentations, and individual slots for presentations will be determined by lottery.

**Book Review:** Your review will address the theme and the main arguments of the book, provide an idea how the argument is developed and supported, it will explain why and how the book relates to your research project, and will finish with your assessment of the book (1,200-1,500 words).

**Grade Components:**

Participation: 25%

Research paper: 35%

Project description and bibliography: 10%

Book review: 20%

Presentation: 10%

Overall grade calculation: All grades in this course are letter grades, i.e. the grades that you will receive on all of the assignments will range from A+ to F. The overall final grade for the course will be calculated on the basis of the numerical value of each letter grade. These are as follows: A+/A = 4.0, A- = 3.67, B+ = 3.33, B = 3.00, B- = 2.67, C+ = 2.33, C = 2.00, C- = 1.67, D+ = 1.33, D = 1.00, D- = 0.67, F = 0.00.

Failure to complete any of the above assignments may result in the student receiving a failing grade for the course. All students are expected to complete assignments at the designated time. Extensions will only be granted for students who can certify medical necessity, accident, documented family emergency or college-authorized activity. All written work must demonstrate competency in the

English language in order to be considered acceptable and receive a passing grade.

**Attendance:** Attendance is required and will be monitored. Students must explain absences. If you know in advance that you will have to miss a class for a legitimate reason (e.g., family emergency, medical situation, job interview), be sure to advise me. Unexcused absences will result in a lower class participation grade. If you have missed a class, it is your responsibility to catch up on the material covered during that class period.

### **Classroom Etiquette:**

Faculty have received the following guidelines from the Dean's Office of the College of Arts and Sciences.

#### **Classroom Conduct**

Students enrolled in Arts and Sciences courses are expected to follow the following guidelines for behavior in class.

1. Students are expected to attend and be prepared for all regularly scheduled classes.
2. Students are expected to arrive on time and stay in class until the class period ends. If a student knows in advance that he or she will need to leave early, the faculty member should be notified before the class period begins.
3. Students are expected to treat faculty and fellow students with respect. For example, students must not disrupt the class by ostentatiously not paying attention or by leaving and reentering the classroom during the class period. Actions which distract the class from the work at hand are not acceptable. It is expected that students will pay respectful attention to comments made by the lecturer and by fellow students.

Behavior that departs from these guidelines as well as any additional guidelines specific to the individual course is not acceptable and may be cause for disciplinary action.

Specifically, I would like to draw your attention to the following points:

All cell phones must be switched off before the beginning of class. Students are expected to refrain from chatting during class. **Laptops are only permitted to take notes – students must not surf the internet or do their email during class.**

Classes must not be taped.

### **ADA:**

UVM, through its Student Accessibility Services (SAS) office, provides accommodation, consultation, collaboration, and education support service to students with disabilities. To contact the SAS office, go to <http://www.uvm.edu/access/> or e-mail them at [access@uvm.edu](mailto:access@uvm.edu). If you need specific accommodations in this class, please provide me with a letter from the SAS office as early as possible so that we can make appropriate arrangements (at least 2 weeks prior to any exam or assignment). Please bear in mind that accommodations are not made retroactively. Students with disabilities are

encouraged to contact me for a confidential discussion of their individual needs for academic accommodation.

**Academic Honesty:**

All work must abide by the University's Code of Academic Integrity, found on the website of the Center for Student Ethics and Standards:

<http://www.uvm.edu/sconduct/?Page=students.html&SM=menu-student.html>

All students are responsible for understanding and adhering to this policy.

Academic dishonesty and misrepresentation will not be tolerated.

**Changes to the Syllabus and Week-to-Week Reading Assignments:**

This syllabus is subject to additions and changes that will be announced in class and on blackboard. Handouts, documents, and short articles to read may be assigned on a week-to-week basis. You are responsible for being aware of such changes regardless of whether you were in class or not on the days that they were announced. Feel free to talk to me if you have questions about a day you may have missed.

It may prove impossible to cover all the themes outlined in the schedule below. Sometimes, some issues require more discussion than originally envisaged, and a certain flexibility to make changes is necessary.

**Course Outline**

Week 1

Mon., 28 Aug.

Wed., 30 Sept.

Introduction to the Course

National Socialism and the Holocaust

Week 2

Mon., 4 Sept. – Labor Day Holiday – no class

Wed., 6 Sept.

National Socialism and the Holocaust

Reading: Fulbrook, pp. 57-110

Please post discussion points by Tue., 5 Sept., 7pm.

Week 3

Mon., 11 Sept.

Wed., 13 Sept.

Research projects: Getting Started: Topics, Issues, and Research Skills

Germany after 1945: Occupation and Division

Reading: Fulbrook, pp. 111-141

Please make sure to post discussion points by Tue., 12 Sept., 7pm.

Week 4

Mon., 18 Sept.

Wed., 20 Sept.

Germany: Occupation and Division: Germans and Allies

Reading: Grossmann, pp. 1-86

Please make sure to post discussion points by Tue., 19 Sept., 7pm.

Week 5

Mon., 25 Sept.

Wed., 27 Sept.

Research projects: round table discussion

Germany: Occupation and Division: Jews, Germans, and Allies

Reading: Grossmann, pp. 88-182

Please make sure to post discussion points by Tue., 26 Sept., 7pm

Research projects: round table discussion in class – come prepared to talk about your ideas. It is NOT expected that you will have settled on a topic by this point in the semester, but you can share with the class a topic that strike you as worthwhile. We will all discuss them together. It would be helpful if you would have a look at some of the assigned reading that will be due later in the semester, as well as the suggested reading section of the syllabus. You are encouraged to consult with the professor about it in advance of the class, either in person or via e-mail. (But please do not wait until the day before class!)

Week 6

Mon., 2 Oct.

Wed., 4 Oct.

Germany: The Divided Nation

Berlin: Divided Memory in a Divided City

Reading: Fulbrook, pp. 142-199

Please make sure to post discussion points by **Sun., 1 Oct. 7pm.**

**Book review due on Oct. 4.**

Week 7

Mon., 9 Oct. Fall recess – no class

Wed., 11 Oct.

Berlin: *The Wall Jumper*

Reading: Schneider

Please make sure to post discussion points by Tue., 10 Oct. 7pm.

Week 8

Mon., 16 Oct.

Wed., 18 Oct. - no class

Research skills: library visit

No discussion points required. Please make sure to review the material concerning referencing and bibliography

Week 9

Mon., 23 Oct.

Wed., 25 Oct.

Movie Night: *The Lives of Others*

Inside the GDR: Politics, Society, and Identity (discussion with a guest speaker)

Please post discussion points about the movie by Tue. Oct. 24, 7pm.

Week 10

Mon., 30 Oct.

Wed., 1 Nov.

Coping with the German Past: German War Crimes Trials

1968 in Germany: from the Student Revolt to Terrorism

Reading: Bauer, pp. 9-58, 138-143

Please post on blackboard by Tue., 31 Oct., 7pm.

**Project proposals due in class on Oct. 30.**

Week 11

Mon., 6 Nov.

Wed., 8 Nov.

Writing exercise

From Student Revolt to Terrorism

Reading: Bauer, pp. 58-93, pp. 157-160, 239-242

Blackboard posts by Tue., 7 Nov., 7pm, please.

Week 12

Mon., 13 Nov.

Wed., 15 Nov.

Project presentations

Week 13

Thanksgiving Week - no classes

Week 14

Mon., 27 Nov.

Wed., 29 Nov.

Project presentations

Week 15

Mon., 4 Dec.

Wed. 6 Dec.

Final Discussion: The Politics of the Past and Memory in post-1990 Germany

Reading: Fulbrook, pp. 267-325

Blackboard posts by Tue., 5 Dec. 7pm, please.

**Seminar Paper due: Tue., 12 Dec., 5 pm in my mailbox in Wheeler House.**

### **Suggestions for further reading / for your book review:**

Aust, Stefan, Baader-Meinhof: The Inside Story of the RAF, Oxford: Oxford UP, 2009

Berdahl, Daphne, Where the World Ended: Re-Unification and Identity in the German Borderland, Berkeley: University of California Press, 1999

Biess, Frank, Homecomings: Returning POWs and the Legacies of Defeat in Postwar Germany, Princeton: Princeton UP, 2006

Brenner, Michael, After the Holocaust: Rebuilding Jewish Lives in Postwar Germany, Princeton: Princeton UP, 1997

Dennis, Mike and LaPorte, Norman: The Stasi. Myth and Reality, London: Pearson, 2003

Fulbrook, Mary, Anatomy of a Dictatorship: Inside the GDR 1949-1989, Oxford: Oxford University Press, 1998

Frei Norbert, Adenauer's Germany and the Nazi Past: The Politics of Amnesty and Integration, New York: Columbia UP, 2002

Gassert, Philipp and Steinweis, Alan (eds.), Coping with the Nazi Past. West German Debates on Nazism and generational conflict, 1955 – 1975, New York, Berghahn, 2006

Gay, Ruth, Safe Among Germans: Liberated Jews after World War II, New Haven: Yale UP, 2002

Geller, Jay Howard, Jews in Post-Holocaust Germany 1945-1953, Princeton: Princeton UP, 2001

Goedde, Petra, GIs and Germans: Culture, Gender, and Foreign Relations 1945-1949, New Haven: Yale UP, 2003

Gray, William Glenn, Germany's Cold War: The Global Campaign to Isolate East Germany, 1949-1969, Chapel Hill: University of North Carolina Press, 2003

Herf, Jeffrey, Divided Memory: The Nazi Past in the two Germanys, Cambridge, Mass., Harvard Univ. Press, 1997

Herf, Jeffrey, War By Other Means: Soviet Power, West German Resistance and the Battle of the Euromissiles, New York, The Free Press, 1991



- Höhn, Maria, *GIs and Fräuleins: The German-American Encounter in 1950s West Germany*, Chapel Hill: University of North Carolina Press, 2002
- Jarausch, Konrad, *After Hitler: Re-civilizing the Germans*, Oxford: Oxford UP, 2008
- Jarausch, Konrad, *Dictatorship as Experience: Toward a Socio-Cultural History of the GDR*, Oxford: Berghahn, 1999
- Klessmann, Christoph (ed.), *The Divided Past: Rethinking Postwar German History*, Oxford: Berg, 2001
- Königseder, Angelika and Wetzell, Juliane, *Waiting for Hope: Jewish Displaced Persons in Post-World War II Germany*, Evanston: Northwestern UP, 2001
- Macrakis, Kristie, *Seduced By Secrets: Inside the Stasi's Spy-Tech World*, Cambridge: Cambridge University Press, 2008
- Messenger, David and Paehler Katrin (eds.), *A Nazi Past: Recasting German Identity in Postwar Europe*, Lexington: University Press of Kentucky, 2015
- Moeller, Robert, *War Stories: The Search for a Usable Past in the Federal Republic of Germany*, Berkeley: University of California Press, 2001
- Niven, William (ed.), *Facing the Nazi Past: United Germany and the Legacy of the Third Reich*, London: Routledge, 2002
- Niven William (ed.), *Germans as Victims: Remembering the Past in Contemporary Germany*, London: Palgrave, 2006
- Palmowski, Jan, *Inventing a Socialist Nation. Heimat and the Politics of Everyday Life in the GDR, 1945-1990*, Cambridge: Cambridge University Press, 2009
- Pendas, Devin, *The Frankfurt Auschwitz Trial 1963-65: Genocide History and the Limits of the Law*, Cambridge: Cambridge University Press, 2006
- Poiger, Uta, *Jazz, Rock and Rebels: Cold War Politics and American Culture in a Divided Germany*, Berkeley: University of California Press, 2000
- Port, Andrew, *Conflict and Stability in the German Democratic Republic*, Cambridge: CUP, 2009
- Schissler, Hanna, *The Miracle Years: A Cultural History of West Germany, 1949-1968*, Princeton: Princeton UP, 2001

Smyser, William, From Yalta to Berlin: The Cold War Struggle over Germany, New York: St. Martin's Press, 1999

Thomas, Nick, Protest Movements in 1960s West Germany. A Social History of Dissent and Democracy, Oxford: Berg, 2003

**Movies of Interest:**

The Tunnel

The Lives of Others

Good-Bye Lenin

The Baader-Meinhof Complex

The Downfall

The Educators (Die fetten Jahre sind vorbei)

The Miracle of Berne

The Nasty Girl

The Spy Who Came in from the Cold

Two or Three Things I Knew About Him

Verdict on Auschwitz

Sonnenallee (German)

Alltag einer Behörde (German)

Fritz Bauer: Tod auf Raten / Death by Instalments