



ARTS3780

Contemporary Germany: History, Politics, Society

Semester One // 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Andrew Beattie	a.beattie@unsw.edu.au	By appointment	Morven Brown 251	9385 2328

Tutors

Name	Email	Availability	Location	Phone
Pim Den Dekker	p.dendekker@unsw.edu.au	During tutorials		

School Contact Information

School of Humanities and Languages

Location: School Office, Morven Brown Building, Level 2, 258

Opening Hours: Monday - Friday, 9am - 4:45pm

Phone: +61 2 9385 1681

Fax: +61 2 9385 8705

Email: hal@unsw.edu.au

Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

For more information about the attendance protocols in the Faculty of Arts and Social Sciences: <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information, see <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Course Details

Credit Points 6

Summary of the Course

Subject Area: *European Studies*

This course can also be studied in the following specialisations: *German Studies, History*

Germany has faced enormous challenges and undergone radical transformations since the end of the Second World War, when it was a defeated, occupied pariah with no central government. For forty years, the country was divided into communist East and capitalist West, until the fall of the Berlin Wall heralded the end of the Cold War. Since then, Germany has arguably become the European Union's leading power. This course explores social, cultural and political developments in Germany since 1945, with a focus on major contemporary and scholarly debates. You will learn about how Germans in the postwar period coped with defeat and occupation and sought a new beginning; and about social, political and generational change in East and West Germany, including the challenge of radical leftwing terrorism since the 1970s. You will also explore the difficulties of uniting East and West Germans since 1990; how Germany has handled the arrival and integration of migrants and refugees; and the country's ongoing quest to define its national identity and its role in Europe and the world.

This course is taught in English and with readings in English.

At the conclusion of this course the student will be able to

1. Analyse German society, politics, and/or culture since 1945
2. Articulate the diversity and dynamism of contemporary German society, politics, and/or culture
3. Evaluate scholarly arguments about and disciplinary approaches to the study of contemporary Germany
4. Make evidence-based arguments using independently located sources

Teaching Strategies

The course is designed to encourage your engagement with key debates in the study of contemporary Germany and to develop your skills at critiquing scholarly arguments and developing your own arguments. The lectures provide background information and introduce theoretical and analytical perspectives and debates that are explored in or exemplified by the specialized weekly readings. The teaching strategy is to encourage your engagement with and critical reflection on the readings by having you respond to specific questions about a reading in advance of the tutorials on a regular basis. The tutorials involve in-depth discussion of the readings and related contemporary and scholarly debates and approaches. Engagement with the course content is further encouraged and assessed by an end-of-term test. The research essay requires you to undertake independent research on a specific topic. In preparation for the essay, you are required to write an abstract and a brief annotated bibliography.

Assessment

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Responses to readings	25%	First two must be submitted by Mon, 19 March; remainder by Mon, 28 May	3
Essay abstract and annotated bibliography	15%	19/04/2018 08:00 PM	1,3,4
Research essay	40%	23/05/2018 08:00 PM	1,3,4
In-class test	20%	28/05/2018 02:00 PM	1,2,3

Assessment Details

Assessment 1: Responses to readings

Start date: Not Applicable

Length: 200 words x 8

Details: Students submit a response (ca. 200 words) to a set question on a weekly reading before eight tutorials. Two responses must be submitted in the first three weeks in order to receive early feedback. Feedback via individual comments, rubric, and in-class discussion.

Submission notes: Responses must be posted on Moodle before the relevant tutorial. Each day of late submission for an individual response will count as a date of late submission for the whole assessment item, with penalties applying as outlined later in this Course Overview. If you do not submit eight responses you will get zero for this assessment item. You must submit responses for at least two of the first three tutorials. In addition to submitting the responses on Moodle prior to the relevant tutorials, you must submit your first two responses (in a single Word file) to Turnitin via Moodle by 8pm 19 March (week 4), and your remaining six responses (in a single Word file) to Turnitin via Moodle by 8pm 28 May (week 13).

Turnitin setting: This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Assessment 2: Essay abstract and annotated bibliography

Start date: Not Applicable

Length: ca. 500 words excluding references

Details: Students write an abstract (ca. 400 words) outlining their proposed argument and an annotated bibliography assessing (in ca. 100 words in total) three scholarly sources they have identified. Feedback via individual comments, rubric, and in-class discussion.

Submission notes: Students wanting to propose their own essay topic should confer with the convenor in advance and need to have their topic confirmed by the convenor by Thursday 29 March to ensure the feasibility of the topic. Otherwise, they will have to write on one of the set essay questions.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 3: Research essay

Start date: Not Applicable

Length: 2,500 words

Details: Students write an essay (ca. 2,500 words) based on independent research, having received feedback on their abstract and annotated bibliography. Feedback via individual comments and rubric. This is the final assessment for attendance purposes.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 4: In-class test

Start date: Not Applicable

Length: ca. 1 hr

Details: Students complete a test (ca. 1 hour) including short- and longer-answer questions. Students receive a mark and can consult the lecturer for further feedback.

Turnitin setting: This is not a Turnitin assignment

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen (14) days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one (21) days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- * Prevent you from completing a course requirement,
- * Keep you from attending an assessable activity,
- * Stop you submitting assessable work for a course,

* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:

<https://student.unsw.edu.au/special-consideration>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose

- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

(<http://subjectguides.library.unsw.edu.au/elise/aboutelise>)

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 26 February - 4 March	Lecture	Introduction to Contemporary Germany
Week 2: 5 March - 11 March	Tutorial	<p>Introductory Readings</p> <p>Jarausch, K.H., 'The Federal Republic at Sixty: Popular Myths, Actual Accomplishments and Competing Interpretations', <i>German Politics and Society</i> vol. 28 (2010), no. 1, pp. 10-29</p> <p>Harsch, D., 'Footnote or Footprint? The German Democratic Republic in History', <i>Bulletin of the German Historical Institute</i> vol. 46 (Spring 2010), pp. 9-25</p>
	Lecture	Occupation and division
Week 3: 12 March - 18 March	Tutorial	<p>Occupation and division readings</p> <p>Foschepoth, J., 'German Reaction to Defeat and Occupation', in: <i>West Germany under Construction: Politics, Society, and Culture in the Adenauer Era</i>, ed. R.G. Moeller (Ann Arbor: University of Michigan Press, 1997), pp. 73-89</p> <p>Pritchard, G., 'Schwarzenberg 1945: Antifascists and the 'Third Way' in German Politics', <i>European History Quarterly</i> vol. 35 (2005), no. 4, pp. 499-522</p>
	Lecture	The foundation of two German states
Week 4: 19 March - 25 March	Tutorial	<p>The foundation of two German states readings</p> <p>Betts, P., 'Manners, Morality and Civilization: Reflections on Postwar German Etiquette Books', in: <i>Histories of the Aftermath: The Legacies of the Second World War in Europe</i>, ed. F. Biess and R.G. Moeller (New York: Berghahn, 2010), pp. 196-214</p> <p>Wierling, D., 'Mission to Happiness: The Cohort of 1949 and the Making of East and West Germans', in: <i>The Miracle Years: A Cultural History of West Germany, 1949- 1968</i>, ed. H. Schissler (Princeton: Princeton University Press, 2001), pp. 110-125</p>
	Lecture	The 1950s
	Assessment	Responses to readings: 1st set of responses to readings to be submitted in Moodle by 8pm,

		Monday 19 March
Week 5: 26 March - 1 April	Tutorial	The 1950s readings Feinstein, M.M., 'Deutschland über alles? The National Anthem Debate in the Federal Republic of Germany', Central European History vol. 33 (2000), no. 4, pp. 505-531 Pritchard, G., The Making of the GDR 1945-53: From Antifascism to Stalinism (Manchester: Manchester University Press, 2000), pp. 194-224 (chapter 8: 'Workers' Party versus Working Class')
	Lecture	The 1960s
	Assessment	Deadline for confirming own essay topic: Thursday, 29 March
Break: 2 April - 8 April		
Week 6: 9 April - 15 April	Tutorial	The 1960s readings Ross, C., 'East Germans and the Berlin Wall: Popular Opinion and Social Change before and after the Border Closure of August 1961', Journal of Contemporary History vol. 39 (2004), no. 1, pp. 25-43 Brown, T., "'1968'" East and West: Divided Germany as a Case Study in Transnational History', American Historical Review, vol. 114 (2009), no. 1, pp. 69-96
	Lecture	The 1970s
Week 7: 16 April - 22 April	Tutorial	The 1970s readings Moghadam, A., 'Failure and Disengagement in the Red Army Faction', Studies in Conflict & Terrorism vol. 35, no. 2 (2012), pp. 156-181 Allinson, M., '1977: The GDR's Most Normal Year?', in: Power and Society in the GDR, 1961-1979: The 'Normalisation of Rule?', ed. M. Fulbrook (New York: Berghahn Books, 2009), pp. 253-277
	Lecture	The 1980s
	Assessment	Research essay abstract and annotated bibliography due 8pm Thursday, 19 April
Week 8: 23 April - 29 April	Tutorial	The 1980s readings Mende, S., "'Enemies at the Gate": The West German Greens and Their Arrival at the Bundestag—Between Old Ideas and New Challenges', German Politics and Society vol. 33,

		no. 4 (2015), pp. 66-79 Fulbrook, M., <i>Anatomy of a Dictatorship: Inside the GDR 1949-1989</i> (Oxford: Oxford University Press, 1995), pp. 201-236 (chapter 8: 'The Growth of Political Activism')
	Lecture	1989/90
Week 9: 30 April - 6 May	Tutorial	1989/90 readings Larres, K., 'Germany in 1989: The Development of a Revolution', in: <i>Germany since Unification: The Development of the Berlin Republic</i> , ed. K. Larres (Basingstoke: Palgrave, 2001), pp. 33-59 Fulbrook, M., 'Nationalism in the Second German Unification', in: <i>Germany's Two Unifications: Anticipations, Experiences, Responses</i> , ed. R. Speirs and J. Breuilly (Basingstoke: Palgrave, 2005), pp. 241-260
	Lecture	German unification since 1990
Week 10: 7 May - 13 May	Tutorial	German unification since 1990 readings Sharp, I., 'The Sexual Unification of Germany', <i>Journal of the History of Sexuality</i> vol. 13 (2004), no. 3, pp. 348-365 Dalton, R.J., and Weldon, S., 'Germans Divided? Political Culture in a Unified Germany', <i>German Politics</i> vol. 19 (2010), no. 1, pp. 9-23
	Lecture	Germany and European integration
Week 11: 14 May - 20 May	Tutorial	Germany and European integration readings Galpin, C., 'Has Germany "Fallen out of Love" with Europe? The Eurozone Crisis and the "Normalization" of Germany's European Identity', <i>German Politics and Society</i> vol. 33, no. 1/2 (2015), pp. 25-41 Wendler, F., 'Recalibrating Germany's Role in Europe: Framing Leadership as Responsibility', <i>German Politics</i> vol. 26 (2017), no. 4, pp. 574-590.
	Lecture	Unified Germany on the international stage
Week 12: 21 May - 27 May	Tutorial	Unified Germany on the international stage readings Crawford, B. and Olsen, K.B., 'The Puzzle of Persistence and Power: Explaining Germany's Normative Foreign Policy', <i>German Politics</i> vol. 26 (2017), no. 4, pp. 591-608

		Yoder, J.A., 'Good Neighbourliness in a Tense Neighbourhood: German-Polish Relations, 1990 to the Ukraine Crisis', German Politics vol. 27 (2018), published online 31 January 2018
	Lecture	Germans, refugees, and migrants
	Assessment	Research essays due 8pm Wednesday, 23 May
Week 13: 28 May - 3 June	Tutorial	Germans, refugees, and migrants readings Schmidtke, O., 'Reinventing the Nation: Germany's Post-Unification Drive Towards Becoming a "Country of Immigration"', German Politics vol. 26 (2017), no. 4, pp. 498-515 Crage, S.. 'The More Things Change ... Developments in German Practices towards Asylum Seekers and Recognised Refugees', German Politics vol. 25 (2016), no. 3, pp. 344-365
	Assessment	In-class test during lecture time
	Assessment	Second set of last six responses to readings due in Moodle by 8pm Monday, 28 May

Resources

Prescribed Resources

The prescribed weekly readings are listed in the schedule above. They are available electronically through Leganto/Moodle. A course reading kit containing most of the readings will also be available for purchase at the UNSW Bookshop.

Recommended Resources

You are strongly encouraged to read Pól O'Dochartaigh, *Germany since 1945* (Basingstoke: Palgrave Macmillan 2004), which is available at the UNSW Library and the UNSW Bookshop. It serves as background reading, but is not directly assessed.

Three further surveys of German history since 1945 are recommended:

- Konrad H. Jarausch, *After Hitler: Recivilizing Germans, 1945-1995* (New York: Oxford University Press, 2006) (German version also available: *Umkehr*);
- Paul Hockenos, Joschka Fischer and the Making of the Berlin Republic: *An Alternative History of Postwar Germany* (Oxford: Oxford University Press, 2008);
- Michael Gehler, *Three Germanies: West Germany, East Germany and the Berlin Republic* (London: Reaktion Books, 2011)

You are also strongly encouraged to read the weekly recommended readings listed on Moodle. They should also be available electronically via the UNSW Library.

Good places to search for further resources include the journal database JSTOR and specific journals such as *German History*; *German Politics and Society*; *German Politics*; *German Studies Review*; *Journal of Contemporary History*; *Contemporary European History*; *European History Quarterly*.

There are numerous useful websites on contemporary German history and contemporary German affairs. For example, the German Historical Institute, Washington, has a bilingual platform called 'German History in Documents and Images': <http://germanhistorydocs.ghi-dc.org> Also, the American Institute for Contemporary German Studies, Johns Hopkins University, provides commentary and reports on German politics: <http://www.aicgs.org>

Course Evaluation and Development

Formal feedback is gathered from students using myExperience. Students have given extremely positive evaluations of 'Contemporary Germany' in previous years. In 2017, 100% of students agreed (and 70% strongly agreed) that they were satisfied with the quality of the course. This was from a very high 82% response rate.

I also run my own informal surveys to gather more specific feedback on aspects of the course such as assessments and readings. I have finetuned the assessments over the years in response to feedback and replaced readings that students had identified as less than optimal have been replaced. This year, I have reduced the length of one reading that students identified as too long.

Image Credit

Photo by [Morgana Bartolomei](#) on [Unsplash](#)

CRICOS

CRICOS Provider Code: 00098G