

History 167B:
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T-Thu: 12:30-2:00
200 Wheeler
Office Hrs: Wed.2-4; & by appt.

THE RISE AND FALL OF THE SECOND REICH

This course spans the period from 1740 (the accession of Frederick the Great) to the end of World War I and is an essential foundation for understanding Germany's catastrophic history in the first half of the 20th Century -- but also, its successes in the second half.

In the early 18th century, the term "Germany" covered a loose collection of units ranging from city-states, to middle sized kingdoms, to the huge multinational empire ruled by the Habsburg dynasty. Culturally just emerging from the margins of Europe, economically a backwater, the region had been easy prey to the appetites of the Great Powers, especially France. By 1871, war -- especially those under Otto von Bismarck, known as "the Iron Chancellor" -- had enabled one German kingdom, Prussia, to conquer or dominate most of its German neighbors. The resulting German Empire (the "Second Reich") was an economic dynamo, commanded the most powerful army in Europe, and boasted the most educated population and one of the most creative elites in the world, making it a model for other emerging and ambitious states, such as Japan. Bismarck's new Empire, committed to the principle of ethnic homogeneity ("nationality") in the heart of Central Europe, left Prussia's old rival, the multi-ethnic Empire of the Habsburgs ("Austria," a state with a similarly creative elite, with an increasingly dynamic economy, and a large German population of its own) more and more an anomaly in the new Europe. Yet the two empires -- German and Austrian -- were bound at the hip: by history, by culture, and after 1879, by a military alliance. The resulting instability in the European state-system, coupled with the increasing virulence of nationalism, was one of the factors plummeting Europe into total war in 1914--a war in which Europe's first genocide (of the Armenians) took place under the eyes of Germany's military leaders; and in which the German Reich, although maintaining military supremacy in the field for four long years, collapsed.

Our central theme is the creation, expansion, and collapse of the German Empire, a collapse that brought down the Habsburg Empire with it. But this course will also explore German Romanticism (through fiction and painting) and Vienna Modernism (through architecture and art); the rise of the largest capitalist economy *and* the most powerful Socialist movement in Europe; anti-Catholicism, antisemitism, and the genocidal dynamic of "small wars" (i.e., colonial warfare); and the lives of ordinary citizens of both empires (through autobiography and a novel). Behind all of these developments lurks the question of "national identity," a question that posed severe cultural and political problems for a region in which states and "nations" had never coincided, and in which a variety of cultures and identities could claim with equal right to be "German."

Requirements: a mid-term (Feb. 23) (15%) and final exam (40%); two short papers (5 double-spaced pages) (15% each); and attendance and vigorous participation in discussions (15%). Paper topics are drawn from the assigned reading and require no additional research. The papers are due in class on the day that particular reading is discussed. You may decide yourself on which of the suggested topics to write and (consequently) on which discussion-dates to submit your papers, to suit your own schedule. Since historians must be able not only to understand but to communicate, each paper will receive two grades, of equal weight: one for analysis, the other for presentation (organization, clarity, grammar, spelling, and punctuation: all the things that together we call "good writing"). An excellent, very brief, set of rules for good writing is William Strunk and E.B. White, *Elements of Style*, available in paper in most bookstores and in the library.

The following paperbacks are for sale in local bookstores.

William Carr, *A History of Germany 1815-1990* (4th ed. 1990) (course textbook)

NOTE: don't buy the 5th edition! It is more expensive. The bookstores have the 4th edition, which has more on our period anyway.

Gerhard Ritter, *Frederick the Great: A Profile* (1936)

David Wetzel, *Duel of Giants. Bismarck, Napoleon III, & the Origins of the Franco-Prussian War* (2002).

Joseph Roth, *The Radetzky March* (1932) (novel)

Laurence Lafore, *The Long Fuse. An Interpretation of the Origins of World War I* (1971, 1997)

Documents and shorter readings are in a **READER**, for sale at Copy Central, 2560 Bancroft Way.
Copies of assigned readings are also be on **RESERVE** in Moffit.

SCHEDULE OF CLASSES & READINGS

WEEK 1:

Tues. Jan 17 Introduction: the German Question
 Thurs. Jan 19 The Setting: The "First Reich" (Holy Roman Empire) and the Habsburg Monarchy

Reading:

In Course Reader: James J. Sheehan, *German History 1770-1866* (1989), selections on Austria; Prussia; and 18th Century Culture (39 pp.)

Begin Gerhard Ritter, *Frederick the Great: A Profile* (1936), chs. 1-4 (pp. 1-61)

WEEK 2:

Tues. Jan 24 The Prussian Tradition
 Thurs. Jan 26 Enlightenment in Politics? Frederick the Great

Reading:

In Course Reader: Chief Bailiff Fromme, "An Inspection Tour with Frederick II" (1779). 19 pp.

Continue Gerhard Ritter, *Frederick the Great. A Profile*, chs. 5, 6, 7 (pp. 61-93)

Supplementary reading for those who want to explore further:

Love and Marriage between Jewish women and Prussian men during the Enlightenment:

Deborah Hertz, "Salons and Inter-marriage," *Central European History*, 16/4 (Dec. 1983): 303-346.

WEEK 3:

Tues. Jan 31 **FIRST DISCUSSION: Frederick II & Enlightened Absolutism**

Reading:

In Course Reader: Lt. Ernst Friedrich Rudolf von Barsewisch, "The Battle of Hochkirch of 1758" (7 pp.)

Finish Gerhard Ritter, *Frederick the Great: A Profile*, chs. 8 and 10 (pp. 129-48; 185-202).

PAPER TOPICS: Choose one or (if you want to integrate) both.

Frederick II believed his policies reflected the rational pursuit of the interests of his state ("reason of state"). Was he right?

Why was it historically misleading for later German nationalists to see Frederick II and his policies as precursors for a German nation-state?

Thurs. Feb 2 The Impact of Napoleon & Romanticism

Supplementary reading for those who want to explore further::

Germany under the impact of Revolutionary and Napoleon wars:
 James J. Sheehan, *German History, 1770-1866*, chs. 4 & 5

On the general whose "treason" saved Prussia during the final conflict with Napoleon: Peter Paret, *Yorck and the era of Prussian Reform, 1807-1815* (1966).

WEEK 4:

Tues. Feb 7 **SLIDE LECTURE:** Romanticism: C.D. Friedrich & Others. **Place TBA**
 Thurs. Feb 9 **SECOND DISCUSSION: The Essence of Romanticism?**

Reading:

In Course Reader:

Heinrich von Kleist (1777-1811): "The Beggarwoman of Locarno" (3 pp.) and b

E.T.A. Hoffmann (1776-1822): "The Sandman" (38 pp.)

George L. Mosse, *The Crisis of German Ideology. Intellectual Origins of the Third*

Reich (1964), "Introduction" and ch. 1, "From Romanticism to the Volk," 1-30.

PAPER TOPIC:

Analyze "The Sandman" (and if you want, "The Beggarwoman of Locarno" as well) as an example of the new Romanticism.

WEEK 5:

Tues. Feb 14 The Age of Metternich: 1814 - 1848
Thurs. Feb 16 The Revolutions of 1848

Reading:

William Carr, *A History of Germany*, Ch. 1, "Restoration Germany," Ch. 2, "The Revolution of 1848," 1-51.

In Course Reader: Prince Metternich, "The Karlsbad Decrees" (1 p.)

Begin Mack Walker, *German Home Towns: Community, State and General Estate* (1976), selections in your reader (see below), which we will be discussing on Feb. 21.

Supplementary reading for those who want to explore further:

Isaiah Berlin, *Karl Marx. His Life & Environment* (1978). Brief.
Jonathan Sperber, *The European Revolutions, 1848-1851* (1994).

WEEK 6:

Tues. Feb 21 **THIRD DISCUSSION:** Self-Government, German Style

Reading:

In Course Reader: Finish Mack Walker, *German Home Towns: Community, State and General Estate 1648-1871* (1971). Ch.1 "The Incubator," from 1-33; part of ch. 2 "The Civic Community," 34-35, 56-62; ch. 3 "Guilds," 73-99, 102-107; ch. 4 "Walls, Webs, and Citizens," 109-22, 133-35, 140; ch. 11 "1848," 356-86, 388-91; article on German guilds from *NY Times* Feb. 1999. (118pp.)

PAPER TOPIC:

You consider yourself a lover of freedom and you have just been elected to the Frankfurt Parliament. You are *either* a lawyer for your hometown and its citizens *or* you are liberal lawyer or bureaucrat from some capital city who thinks that the hometowns represent precisely what is wrong with Germany. Tell us what you like or don't like about the legislation passed by the Frankfurt Parliament, *making the most convincing case for your position that you can*. Remember, the best lawyers are always those who are aware of the arguments their opponents can marshal against them.

Thurs. Feb 23 **MID-TERM EXAM!**

WEEK 7:

Tues. Feb 28 The Rise of Bismarck to 1866
Thurs. Mar 2 Completion of Unification and Structure of the Empire

Reading:

Overview: William Carr, *A History of Germany*, Ch. 3 "Germany in the 1850s," 61-82, and Ch. 4 "The Unification of Germany," 83-118.

Begin David Wetzell, *Duel of Giants. Bismarck, Napoleon III, & the Origins of the Franco-Prussian War* (2002).

Supplementary reading for those who want to explore further:

Erich Eyck, *Bismarck and the Development of Germany* (1950)

WEEK 8:

Tues. Mar 7 **FOURTH DISCUSSION:** Blood and Iron: Causes of the Franco-Prussian War

Reading:

David Wetzell, *Duel of Giants. Bismarck, Napoleon III, & the Origins of the Franco-Prussian War* (2002), finish.

31-34. Bismarck, "The Ems Dispatch," from his *Reflections and Reminiscences* (1898),

PAPER TOPIC:

Did Bismarck have a plan for war against France? How accurate was Bismarck's assessment of his leading French antagonists (esp. Gramont and Napoleon III)? Who (or what) was responsible for the Franco-Prussian War?

Thurs. Mar. 9 Outsiders I: Culture War against the Catholics (the *Kulturkampf*)

Reading:

William Carr, *A History of Germany*, ch. 5 "The Development of the German Empire, 1871-1890," 119-45.

Supplementary reading for those who want to explore further:

Geoffrey Wawro *The Franco-Prussian War* (2003)

Margaret Lavinia Anderson, "Voter, Junker, Landrat, Priest: The Old Authorities & the New Franchise in Imperial Germany," *American Historical Review* 98/5 (Dec. 1993): 1448-74.

David Blackbourn, "Apparitions of the Virgin Mary in Bismarckian Germany," in Geoff Eley, ed., *Society, Culture, and State in Germany 1870-1930* (1996), 189-221.

Helmut Walser Smith, *German Nationalism and Religious Conflict. Culture, Ideology, Politics, 1870-1914* (1995)

WEEK 9:

Tues. Mar 14 Outsiders II: Class War against the Social Democrats

Thurs Mar 16 **FIFTH DISCUSSION:** German Workingmen -- and women!

Reading:

In Course Reader:

Background: Margaret Lavinia Anderson, *Practicing Democracy. Elections and Political Culture in Imperial Germany* (2000), excerpts from ch. 9 "Going by the Rules." (19 pp.)

Interview with Bismarck on State Socialism, January 1881, by Moritz Busch, journalist and B's unofficial press secretary

Autobiographies from Alfred Kelly, ed., *The German Worker* (1987)

- "A City Man on a Farm" (1896)
- "Moritz Bromme, Woodworker and Metalworker" (1905)
- "A Barmaid" (ca. 1900) (64 pp.)

PAPER TOPIC: Reading Primary Sources Against the Grain

Every source, whether historical or from our own day, is written from a particular perspective. Even eye-witnesses see their own truth, and the historian, as a critical reader, must be alert to the bias of eyewitnesses. The point of this exercise is to give you practice in looking for the other truths that may lie between the lines. Choose one of these autobiographies and use its materials to construct, as carefully and as sympathetically as possible, a *different* story, different because from the perspective of a figure *not* of your source itself, but of someone he or she discusses:

- a member of the farm family in Mecklenburg that employed the City Man
- the wife of Moritz Bromme
- an employer of the Barmaid

The best accounts will be those that pay closest attention to the text of the actual document, but by *reading between the lines* as well as using the information it conveys, constructing a *different* perspective. (One way to do this is *first* to imagine yourself a lawyer from the other side, looking at the evidence on behalf of a *different* client.)

Supplementary viewing for those who want to explore further:

Pelle the Conqueror (film 1988), by Bille August. Moving tale of childhood of the rural poor in the late 19th century. Though set in Denmark, the landscape, architecture, solidarities (and non-solidarities), and esp. relations between "masters" and workers pertained throughout northern Germany. A good companion to Otto's "City Man on a Farm."

WEEK 10:

Tues.	Mar 21	Outsiders III: The Jews of Central Europe and Antisemitism
Thurs.	Mar 23	SIXTH DISCUSSION: A Murder Case & and a Case of Genocide

Reading:**In Course Reader:**

- Abraham Mendelssohn, "Why I Have Raised You As a Christian: A Letter to His Daughter Fanny" (1 p.)
- Bismarck, conversation on Germany's Jews, 1892, reprinted in F.B.M. Hollyday, *Bismarck: Great Lives Observed* (1970), 2 pp.
- Helmut Walser Smith, "Konitz, 1900: Ritual Murder and Antisemitic Violence" (29 pp.)
- Isabel V. Hull, *Absolute Destruction. Military Culture and the Practices of War in Imperial Germany* (2005), chs. 1 and 2 on the 1904 destruction of the Herero in German South West Africa (today's Namibia) (62 pp.)

PAPER TOPIC: Reading *Secondary* Sources Against the Grain

Imagine that you are a liberal German Jew, writing some time after the turn of the century. The events in Konitz have been widely reported in the foreign press and you are asked by the *New York Tribune* to write an article commenting on the Konitz events and on the state of antisemitism in Germany. You argue (contrary to Smith) that the significance of the Konitz case has been exaggerated. Basing your account largely on Smith's information, but on anything else you may have learned from this course, what arguments would you make?

Supplementary reading for those who want to explore further:

Fritz Stern, *Gold and Iron. Bismarck, Bleichröder & the Building of the German Empire* (1978), chs. 17-19, & epilogue

Fritz Stern, *The Politics of Cultural Despair* (1961), pts. 1 & 2.

Sybille Bedford, *A Legacy* (1956). Brilliant autobiographical novel of the transformation of Germany after unification, seen through the intertwined stories of a South German Catholic and a Berlin Jewish family.

Helmut W. Smith, "The Logic of Colonial Violence: Germany in Southwest Africa (1904-1907); the US in the Philippines (1899-1902)," in *German and American Nationalism*, ed. By H. Lehmann & H. Wellenreuther (1999), 205-31.

SPRING BREAK:**MARCH 27 THROUGH MARCH 31**

You would be wise to begin reading Joseph Roth's novel, *Radetzky March!*

WEEK 11:

Tues.	Apr 4	Race in a Multi-ethnic Empire
Thurs.	Apr 6	SLIDE LECTURE: Viennese Culture between Tradition & Modernism. PLACE TBA

Reading:

William Carr, *A History of Germany*, Ch. 6, "Bismarck's Foreign Policy, 1871-1890," 146-62.

In Course Reader: István Deák, *Beyond Nationalism. A Social and Political History of the Habsburg Officer Corps* (1992), excerpts from "Introduction," "Life in the Regiment", "From Payday to Payday," "Latter Day Knights;" "Marriage, Family, Sexual Ethics, and Crime," pp. 139-48

Continue reading Joseph Roth, *The Radetzky March* (1932)

Supplementary reading for those who want to explore further:

Carl Schorske, *Fin de Siècle Vienna* (1979). Essays on culture.

“Politics in a New Key” is on nationalism & antisemitism.

George L. Mosse, *The Crisis of German Ideology. Intellectual Origins of the Third Reich* (1964). You've already read Intro & ch. 1.

WEEK 12:

Tues. Apr 11 **SEVENTH DISCUSSION: A Soldier's Honor**

Reading:

Finish Joseph Roth, *The Radetzky March* (1932).

PAPER TOPICS: Choose one.

How does Roth use the army as a symbol and embodiment of the Habsburg empire?

Should we be suspicious of his picture? Does it fit with Deák's picture of the Habsburg Army as "Beyond Nationalism"?

Take one or two characters from *The Radetzky March* and discuss what they tell us about “nationalism” (or lack of it) in the late Habsburg empire. Feel free to integrate your understanding of the characters with other information and insights that you have gained during the semester.

Thurs. Apr 13 **Wilhelmine Germany: A Special Path? (*Sonderweg*)**

Reading:

William Carr, *A History of Germany*, chs. 7 (pp. 163-186)

WEEK 13:

Tues. Apr 18 **Origins of the First World War: Long Term**

Thurs. Apr 20 **Encirclement, Balkan Crisis, Countdown**

Reading:

William Carr, *A History of Germany*, chs. 8 (187-221)

Begin Laurence Lafore, *The Long Fuse: An Interpretation of the Origins of World War I* (1972)

Supplementary reading (and viewing) for those who want to explore further:

Paul W. Schroeder, “The Risks of Victory. An Historian’s Provocation,” in *The National Interest* (Winter 2001/02): 22-36. A fascinating comparison of 9/11 to Sarajevo by a master diplomatic historian.

Colonel Redl (1984) Film by István Szabó. A dark counterpart to *Radetzky March*. Many of the same themes, now connected to espionage.

WEEK 14:

Tues. Apr 25 **EIGHTH DISCUSSION: What Caused World War I?**

Reading:

Finish Laurence Lafore, *The Long Fuse: An Interpretation of the Origins of World War I* (1972)

PAPER TOPIC:

What was the long fuse and how does it fit into Lafore's argument about the origins of the First World War?

Thurs. Apr 27 **A German Way of War? Atrocities and Military Dictatorship**

WEEK 15:

Tues. May 2 **Dying By the Sword**

Thurs. May 4 **NINTH DISCUSSION: A German Way of War?**

Reading:

William Carr, *A History of Germany*, ch. 9 "Germany at War, 1914-1918," 212-35.

In Course Reader: Documents from World War I: Bethmann Hollweg's Defense to the Reichstag of the Invasion of Belgium; German Military Proclamation of Hostage System in Belgium; The Sinking of the Lusitania; The Execution of Nurse Edith Cavell.

PAPER TOPIC:

Using some or all of the documents from this week's assignments, do you conclude that the German government and its instruments abandoned civilized norms in 1914, either in its decision to wage war and/or in the way it conducted war?

WEEK 16:

Tues. May 9 The Fall of the Hohenzollern & Habsburg Empires: From Second Reich to Third?

NO ASSIGNED READING.

Supplementary reading for those who want more:

L.C.F. Turner, "The Significance of the Schlieffen Plan," *The War Plans of the Great Power*, ed., Paul M. Kennedy (1979), 199-221.

Roger Chickering, *Imperial Germany and the Great War, 1914-1918*.

J. Horne & A. Kramer, *German Atrocities 1914. A History of Denial* (2001)