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Office Hours: MWF 11:00-12:00  
MW 1:30-3:00  
and by appointment  
Fall 2005

**German 342 / History 320  
Modern Germany, 1789 to the present**

This course surveys the troubled history of the modern German nation-state, including the rise and fall of the Hitler dictatorship and the hopeful integration of the two Germanys into a democratic Europe. In tracing how the loose federation of German monarchies and duchies coalesced in the late nineteenth century into a European powerhouse, we investigate in particular the role played by the world's largest and best organized workers' movement. Students are asked to take a position in the vociferous disagreements among historians about the origins of imperial Germany's explosive internal political conflicts. In this course, we explore the contradictions: Why did Germany under the conservative chancellor Otto von Bismarck become the first nation in the world to introduce social security and national health insurance but then fifty years later, under the leadership of another authoritarian, torture and murder its Socialists? Why did Germans introduce suffrage for women before all other major nations but vote in 1933 to rescind it and, in addition, abolish their democratic regime, arguably the most progressive in the world? Topics include the absolutism of the old regime, the Enlightenment and the Napoleonic occupation, the 1848 revolution, unification and rule under Bismarck, imperialism under Wilhelm II, the First World War, the Weimar Republic, the Nazi dictatorship, the Second World War and the Holocaust, the divided Germanys, and the Federal Republic since 1989. Special attention is given to the role of youth, workers, women, minorities, and artistic and cultural movements.

The course seeks to cultivate critical thinking skills. Students read a variety of texts critically, including a novel, a scholarly monograph, a dozen theoretical articles, and numerous short primary sources. Students also have to submit weekly written answers to questions on these texts. These questions are largely conceptual: They ask not merely who someone was but also why that person thought and acted the way he or she did. The goal is to develop the main skill of the historian: the ability to place events and ideas in their historical context and draw conclusions about causes and consequences. In addition, these exercises sometimes ask students to take a position in a debate and, more importantly, offer reasons for their opinion. Their answers to the questions and their opinions then become the basis for class discussions.

**To Purchase at Amherst Books (8 Main St, tel. 256-1547):**

Allen, William. *Nazi Seizure of Power: The Experience of a Single German Town 1922-1945*. New York: Scholastic, 1984. ISBN: 0-531-05633-3.

Bessel, Richard. *Life in the Third Reich*. New York: Oxford Univ. Press, 2001. ISBN: 0-192-80210-0

Fulbrook, Mary. *A Concise History of Germany*. New York: Cambridge Univ. Press, 2004. ISBN: 0-521-54071-2.

\*Hauptmann, Gerhart. *The Weavers*. In *Three Plays*. Trans. Horst Frenz. New York: Waveland, 1951. ISBN: 0-413-47630-8.

One copy of all books are available on two-hour reserve at Du Bois Library.

\*Reserve copy: *The Dramatic Works of Gerhart Hauptmann*, ed. Ludwig Lewiston.

**To Purchase from Online Sellers, Check Out from the Library, or Copy from Reserves:**

Heinrich Mann. *Man of Straw*. New York: Penguin, 1993. ISBN: 0-140-18137-7 (Any edition is fine.)

This book is out of print. The five college libraries have seventeen copies. In addition, twelve of my personal copies are available on three-day reserve at Du Bois Library. Cheap copies (under \$7.00 with shipping) are available at amazon.com, alibris.com, half.com, and bn.com.

**To Purchase at CopyCat Print Shop (37 E. Pleasant St., tel. 549-2854):**

Coursepack for German 342 / History 320: Modern Germany: Prof. Andrew Donson.

One copy of the coursepack is available on two-hour reserve at Du Bois Library.

**WebCT**

**All students must have an OIT account and regularly check the WebCT site for this course.** The WebCT site contains this syllabus, handouts, the reading assignments, and the lecture outlines (posted by 2pm on the day before class). Students are encouraged to print the outlines before class for note-taking during lecture and discussion. You can also check your grades on assignments on WebCT; rest assured that WebCT prevents other students from seeing your grades.

**Final Grade Composition**

	<u>Percentage of final grade</u>
12 Reading Assignments (ungraded, see below)	40
One Five- to Ten-Page Paper	20
Midterm Examination	20
Final Examination	20
Bonus: Film screenings and worksheets	See below

Note that Umass has moved to a +/- grading scale. Letter grade equivalencies: A=92.5-100; A-=89.5-92.4; B+=87.5-89.4; B=82.5-88.4; B-=79.5-82.4; C+=77.5-79.4; C=72.5-78.4; C-=69.5-72.4; D+=67.5-69.4; D=62.5-68.4; D-=59.5-62.4; F=below 59.5.

**Reading Assignments**

Students' written weekly reading assignments are ungraded—that is, students will receive 100% if they submit them on time and make a good-faith effort to answer all the questions. Answers do not need to be in complete sentences but do give sufficient information. The assignments will be posted one week prior to the due date on WebCT. Answers do not have to be in full sentences but must sufficiently answer the questions. I strongly prefer typed answers. **Students who handwrite their answers must have them approved and returned by me in the minutes before class. Students who come late to class must turn in their assignments to me upon entering.**

One of the purposes of these assignments is to give students incentive to prepare for discussion in class. **Hence, reading assignments turned in late without a legitimate excuse will be marked down 40 points.** There is no penalty for turning in the assignments early to my box in Herter Hall 513.

Students do not need to complete all the assignments to get an A in the class, though doing them all will surely help in that goal. To get 100 on the reading assignment portion of the grade, students need to have a weighted average of 80 percent or above on all the reading assignments. Students with an average over 80 percent will have bonus points added to their final grade according to the following formula:  $[(\text{weighted average on all reading assignments}) - 80] / 10$ . Thus, students who complete all the reading assignments on time will have 2 bonus points added to their final grade. Some examples:

Reading Assignment	Pages in Assignment	Grades, Student A	Grades, Student B	Grades, Student C	Grades, Student D
1	95	100	100	100	100
2	79	100	100	100	100
3	80	100	60	60	60
4	72	100	100	0	0
5	176	100	60	60	60
6	170	100	100	100	0
7	190	100	100	100	100
8	143	100	100	0	0
9	90	100	100	100	100
10	50	100	100	60	60
11	90	100	100	100	100
12	30	100	100	0	0
Total Pages	1265	1265	1163	1071	664
Percentage of Reading Completed		100	91.9	71	57.5
Final Reading Assignment Grade		100	100	88.7	71.9
Bonus Points Added to Final Grade		2.0	1.19	0	0

An additional incentive to complete the reading assignments: close to half of the questions on the exams will come from the reading assignments.

### Papers

Topics and style sheets for the five- to ten-page paper will be available two weeks before the papers are due. Students may rewrite their papers for a higher grade as many times as they wish provided they submit the first draft by 3:00 p.m. on Friday, December 2<sup>nd</sup>. The final grade on the paper will be the average of the first grade and the highest rewrite grade.

### Exams

The exams will consist of about ten short-answer questions like the reading questions. Students chose about seven to answer. The final exam is not cumulative: It covers only the reading and lecture material after October 26<sup>th</sup>.

### Bonus: Films

Students who view any of the bonus films and complete the accompanying worksheets will have four points added to their midterm, final, or paper grades. Note that viewing *The Marriage of Maria Braun* is required and not a bonus. All films will be available on reserve at Du Bois Library after the screenings for those who cannot attend. Check WebCT for the film schedule.

### Turnitin.com

Students must submit their papers (not reading assignments) before they are due to turnitin.com, which verifies them for originality. Follow these instructions:

First, create a profile and enroll in the course:

- 1) Go to [www.turnitin.com](http://www.turnitin.com)
- 2) If you already have a user name and password for turnitin.com, logon and enroll in the course with the class ID and course password in step #4. If you don't have a user name and password for another course, click on "create a new user profile" (just below the login, upper right corner). The instructions that follow are for new users.
- 3) Enter as user type: student.
- 4) Enter the class ID "1344491" and the course password "Bismarck".
- 5) Enter your email address
- 6) Select a turnitin.com password. Passwords are case-sensitive and require at least one letter and one number.
- 7) Select a secret question and question answer.
- 8) Enter your name.
- 9) Agree to the disclaimer.
- 10) Click end wizard and log in.
- 11) Follow the online instructions. Don't forget your personal password!

Second, submit your paper to turnitin.com

- 1) Logon to turnitin.com with your email address and personal password (not the course password).
- 2) Click on the link below "enter a class" (in the middle of the page)
- 3) For the appropriate assignment, click on submit.
- 4) Click on "Browse" and choose the computer file of your paper (you can give it a title if you want); click "Open" in the first dialogue box; and click submit in the second dialogue box. Or on the drop-down menu at the top of the box, select submit paper by "cut & paste"; copy your paper to the clipboard and paste it in the white box; and click submit.

### **Office Hours**

I encourage students to drop by office hours to introduce themselves, chat, or get extra help. If you cannot make them, please make an appointment by email. I am happy to accommodate you. Note that my office does not have voice mail. If your problem needs immediate attention, please in an email leave a telephone number and time of day that's best to reach you.

### **Late Papers, Missed Exams, and Other Student Responsibilities**

- Late papers: A late paper without a legitimate excuse may be marked down five points for each day it is late. Students who speak to me promptly about late papers will have fewer points deducted than those who avoid the issue.
- Emailed Papers: Papers may not be emailed to unless you receive prior permission and have a legitimate reason.
- Missed exams: There will be no make up for missed exams without a legitimate excuse.
- Legitimate excuses: To receive a legitimate excuse, a student should show good faith by contacting me in person or by email or telephone before the paper is due or the exam is given. Some examples of a legitimate excuse are illness or death of a friend or family member (there are others as well). Having too much homework is not a legitimate excuse.
- Please retain a second copy of papers until the your graded paper is returned.
- Please hold all graded assignments until you receive your final grade.
- Please respect a 24-hour moratorium on discussing any individual grade.
- Plagiarizing or cheating is a serious violation of academic integrity. If you are panicked and can't finish your paper or assignment, plan to hand it in late and take a penalty of a few points. I happily

work with students who are having trouble. I reserve the right to lower the grade of a student caught plagiarizing or cheating or to fail him or her for the entire course. Students found to have committed acts of academic dishonesty may also face suspension or expulsion from the University. Note that I regularly use tools like turnitin.com, which makes detecting plagiarism easy. For the University of Massachusetts's academic honesty policy, see [www.umass.edu/dean\\_students/rights/acad\\_honest.htm](http://www.umass.edu/dean_students/rights/acad_honest.htm)

### Calendar of Lectures, Papers, Exams, and Reading Assignments

- There are about 100 pages of reading per week on average, but certain weeks are heavier than others. Plan ahead!
- Readings in the coursepack are marked CP.

1	Wed, Sep 7 <sup>th</sup>	Introduction
	Fri, Sep 9 <sup>th</sup>	The Old Regime and the Home Towns
		<b>Reading Assignment #1 (95 pp.):</b> Fulbrook, 1-9, 69-117; Walker, <i>German Home Towns</i> , 11-33, 73-77 (CP 1); Kant, "What is Enlightenment?" (CP 2); Fichte, "To the German Nation" (CP 3); and letters by Paulus, Riesser, and Mendelssohn (CP 4).
2	Mon, Sep 12 <sup>th</sup>	Absolutism and the Enlightenment
	Wed, Sep 14 <sup>th</sup>	The Era of the French Revolution and the Prussian Reforms (1789-1819)
	Fri, Sep 16 <sup>th</sup>	The Peculiarities of German History, Part I
		<b>Reading Assignment #2 (79 pp.):</b> Blackbourn, <i>Peculiarities of German History</i> , 159-237 (CP 5).
3	Mon, Sep 19 <sup>th</sup>	The <i>Vormärz</i> (the period before March, 1848)
	Tue, Sep 20 <sup>th</sup>	<b>Last day to drop with no record.</b>
	Wed, Sep 21 <sup>st</sup>	Industrialization and Urbanization (1850-1870)
	Fri, Sep 23 <sup>rd</sup>	The 1848 Revolution
		<b>Reading Assignment #3 (120 pp.):</b> Fulbrook, <i>History of Germany</i> , 117-37; and Hauptmann, <i>The Weavers</i> .
4	Mon, Sep 26 <sup>th</sup>	The Unification of Germany
	Wed, Sep 28 <sup>th</sup>	Germany under Bismarck
	Fri, Sep 30 <sup>th</sup>	The Peculiarities of German History, Part II
		<b>Reading Assignment #4 (72 pp.):</b> Blackbourn, <i>Peculiarities of German History</i> , 237-285 (CP 5); Bismarck, "Speeches on the Constitution and on the Law for Workmen Compensation" (CP 6); and Gerlach, "Junker Paradise" (CP 7).

- 5      Mon, Oct 3<sup>rd</sup>      The Working Class and the Rise of the Social Democratic Party (SPD)
- Wed, Oct 5<sup>th</sup>      Wilhelm II and Conservative Political Mobilization
- Fri, Oct 7<sup>th</sup>      Authoritarian Mentality, Satire, and Local Politics
- Reading Assignment #5 (176 pp.):** Fullbrook, *History of Germany*, 137-45; and Mann, *Man of Straw*, chapters 1-4.
- 6      Mon, Oct 10<sup>th</sup>      No class. Why Columbus Day?
- Wed, Oct 12<sup>th</sup>      The Origins of the First World War
- Fri, Oct 14<sup>th</sup>      The Crises of Imperial Germany
- Reading Assignment #6 (170 pp.):** Mann, *Man of Straw*, chapters 5-6; Fullbrook, *History of Germany*, 145-55; Kaiser Wilhelm, “Hun Speech” (CP 8); Heinrich Claß, “If I Were the Kaiser” (CP 9); Treitschke, “In Memory of the Great War” (CP 10); and Bernstein, “Evolutionary Socialism” (CP 11).
- 7      Mon, Oct 17<sup>th</sup>      The First World War
- Wed, Oct 19<sup>th</sup>      The 1918/19 Revolution
- Fri, Oct 21<sup>st</sup>      The Weimar Republic, Part I
- Reading Assignment #6 (80 pp.):** Fullbrook, *History of Germany*, 155-78; Luxembourg, “Rebuilding the International” (CP 12); The Spartacist Manifesto (CP 13); and documents on the Weimar Republic (CP 14, a-r).
- 8      Mon, Oct 24<sup>th</sup>      Review for midterm examination
- Wed, Oct 26<sup>th</sup>      **Midterm Examination**
- Fri, Oct 28<sup>th</sup>      The Weimar Republic, Part II
- Rest, relax, no reading assignment.**
- 9      Mon, Oct 31<sup>st</sup>      The Weimar Republic, Part III. **Last day to drop with “W”.**
- Wed, Nov 2<sup>nd</sup>      The Fall of the Weimar Republic
- Fri, Nov 4<sup>th</sup>      The Rise of the Nazis
- Reading Assignment #7 (190 pp.):** Allen, *The Nazi Seizure of Power*, chapters 1-10; documents on the rise of the Nazis (CP 14, s-u); and Hitler, *Mein Kampf* (CP 15).
- 10     Mon, Nov 7<sup>th</sup>      The Nazi State, Part I

- 4pm Tue, Nov 8<sup>th</sup> **Film bonus: View screening of *Jud Süß* (1940, 98 min) in Tobin Hall 204 and complete a worksheet.**
- Wed, Nov 9<sup>th</sup> The Nazi State, Part II
- Fri, Nov 11<sup>th</sup> The Nazi State, Part III
- Reading Assignment #8 (143 pp.):** Fulbrook, *History of Germany*, 178-87; Allen, *The Nazi Seizure of Power*, chapters 11-20.
- 11 Mon, Nov 14<sup>th</sup> The Nazi State, Part IV. **Follow your Friday schedule (discussion sections for this course meet)!**
- Reading Assignment #9 (90 pp.):** Bessel, *Life in the Third Reich*, 17-110.
- Wed, Nov 16<sup>th</sup> The Second World War.
- Fri, Nov 18<sup>th</sup> The Nazi Genocide
- Reading Assignment #10 (50 pp.):**  
Fulbrook, 187-203;; Browning, “One Day in Józefów” (CP 16); and Diary of Felix Landau (CP 17).
- Mon, Nov 21<sup>st</sup> The Nazi Genocide, Part II
- Wed, Nov 23<sup>rd</sup> No class. Thanksgiving (except for turkeys).
- Fri, Nov 25<sup>th</sup> No Class. Thanksgiving (recover, go shopping).
- 12 Mon, Nov 28<sup>th</sup> Denazification and the Myth of the Zero Hour
- 6pm Screening of *The Marriage of Maria Braun*, dir. Werner Fassbinder (1979, 120 min). Place to be announced. Film on reserve at library after screening. Viewing this film is required.**
- Wed, Nov 30<sup>th</sup> The Divided Germanys in the 1950s
- Fri, Dec 2<sup>nd</sup> The Divided Germanys in the 1960s
- Reading Assignment #11 (35 pp.):** Fulbrook, *History of Germany*, 204-41; and worksheet on the film, *The Marriage of Maria Braun*.
- Draft of paper due at 3:00 pm for students wanting the option to rewrite.**
- 13 Mon, Dec 5<sup>th</sup> The Divided Germanys in the 1970s
- Wed, Dec 7<sup>th</sup> The Divided Germanys in the 1980s
- Fri, Dec 9<sup>th</sup> The Revolution of 1989
- Reading Assignment #12 (30 pp.):** Fulbrook, *History of Germany*, 241-53; and

Timothy Garton Ash, "The Magic Lantern" (CP 18).

14 Mon, Dec 12<sup>th</sup> Germany since 1989

**Paper due at 4pm in 513 Herter Hall.**

Wed, Dec 14<sup>th</sup> Review for Final Exam

To be announced **Final Exam**

**German 342 / History 320**  
**Fall 2005**  
**Prof. Andrew Donson**

1. Mack Walker, *German Home Towns* (Ithaca: Cornell Univ., 1971), pp. 11-33, 73-77.
2. Immanuel Kant, *What Is Enlightenment?* (1784) in *Internet Modern History Sourcebook*, ed. Paul Halsall (<http://www.fordham.edu/halsall/mod/kant-whatis.html>)
3. Johann Gottlieb Fichte, "Addresses to the German Nation," (1806, 1807), in *Addresses to the German Nation*, ed. George Kelly (New York: Harper, 1968), pp. 136-38, 143-45.
4. The Status of German Jewry and the Debate over Jewish Emancipation: Letters of Heinrich Paulus and Gabriel Riesser (1831) and Letter of Abraham Mendelssohn to His Daughter (1820) in, *Readings in Western Civilization* vol. 8. *Nineteenth Century Europe: Liberalism and Its Critics*, ed. Jan Goldstein and John Boyer (Chicago: Univ. of Chicago Press, 1988)—hereafter G&B— pp. 154-58.
5. David Blackbourn, "The Discreet Charm of the Bourgeoisie," in David Blackbourn and Geoff Eley, *The Peculiarities of Germany History* (New York: Oxford Univ. Press, 1984), pp. 159-292
6. Otto von Bismarck, Speech on the Constitution of the North German Confederation (1867) and Speeches on the Law for Workmen's Compensation (1884) in G&B, pp. 409-25
7. Helmut von Gerlach, *A Junker Paradise* (1925) in G&B, pp. 433-38.
8. Kaiser Wilhelm, "Hun Speech" (1900) in Source: Ernst Johann (ed.), *Reden des Kaisers: Ansprachen, Predigten und Trinksprüche Wilhelms II* (Munich, 1966), pp. 86-88. Translated by Richard S. Levy at <http://h-net.org/~german/gtext/kaiserreich/china.html>.
9. Heinrich Claß, *If I Were the Kaiser* (1912) in *Die Zerstörung der deutschen Politik: Dokumente 1871-1933*, ed. Harry Pross (Frankfurt, 1959), pp. 128-36. Translated by Richard S. Levy at <http://h-net.org/~german/gtext/kaiserreich/class.html>
10. Heinrich von Treitschke, *In Memory of the Great War* (1895), in G&B, pp. 461-69
11. Eduard Bernstein, *Evolutionary Socialism* (1899), in G&B, pp. 501-18.
12. Rosa Luxemburg, "Rebuilding the International" (1915) in *Rosa Luxemburg: Reflections and Writings*, ed. Paul Le Blanc (Amherst, NY: Humanity Books, 1999), pp. 199-210.
13. *The Spartacist Manifesto* (1918), in *Documents of German History*, ed. Louis Snyder (New Brunswick, NJ: Rutgers Univ. Press, 1958), 373-76.

14. Documents from the Weimar Republic from *The Weimar Republic Sourcebook*, ed. Anton Kaes, Martin Jay, and Edward Dimendberg (Berkeley: The Univ. of California Press, 1994)
- a) Ernst Troeltsch, "The Dogma of Guilt," (1919), 12-15.
  - b) Paul von Hindenburg, "The Stab in the Back" (1919), 15-16.
  - c) "Appeal of the Social Democratic Party for a General Strike" (1920), 16.
  - d) Willi Wolfradt, "The Stab-in-the-Back Legend?" (1922), 16-18.
  - e) Ernst Jünger, "Fire" (1922), 18-20.
  - f) Ernst von Salomon, "The Outlawed" (1929), 24-25.
  - g) "Editorial from Das Tagebuch on the Occupation of the Ruhr" (1923), 62-63.
  - h) Hans Oswald, *A Moral History of the Inflation* (1931), pp. 77-78
  - i) Emil Julius Gumbel, "Four Years of Political Murder" (1922), 100-104.
  - j) Elsa Hermann, "This is the New Woman" (1929), 206-08
  - k) Friedrich Wolf, "Art Is a Weapon" (1928), pp. 230-31
  - l) Wilhelm Reich, "Politicizing Sexual Problems of Youth" (1932), pp. 322-33
  - m) Friedrich von Gottl-Ottlilienfeld, "Fordism" (1926), 400-02.
  - n) "Enough is Enough! Against the Masculinization of Women" (1925), 659.
  - o) Ernst Lorsy, "The Hour of Chewing Gum" (1926), pp. 662-63
  - p) Anita, "Sex Appeal: The Catchword for an Old Thing" (1928), 667-68.
  - q) Adolf Koch, "The Truth about the Berlin Nudist Groups" (1924), 676.
  - r) Heinrich Hauser, "The Unemployed" (1933), 84-85.
  - s) Alfred Rosenberg, "The Russian Jewish Revolution" (1919), 121-23.
  - t) The German Worker's Party, "The Twenty-Five Points" (1920), 124-26.
  - u) Joseph Goebbels, "National Socialism of Bolshevism?" (1925), 127-29.
15. Adolf Hitler, *Mein Kampf*, in *Modern Europe: Sources and Perspectives from History*, ed. John Swanson and Robert Melancon (New York: Longman, 2001), pp. 353-65
16. Christopher Browning, "One Day in Józefów: Initiation into Mass Murder," in *The Path to Genocide: Essays on Launching the Final Solution* (New York: Cambridge Univ., 1992).
17. The War Diary of the SD Officer Felix Landau, in *The Holocaust: Origins, Implementation, Aftermath*, ed. Omer Bartov (New York: Routledge, 2000).
18. "Berlin: Wall's End," in Timothy Garton Ash, *The Magic Lantern: The Revolution of '89 Witnessed in Warsaw, Budapest, Berlin, and Prague* (New York: Random House, 1990), pp. 61-77.

Prof. Andrew Donson  
 Germ 342 / Hist 393  
 Lecture 01—Sep 7

**Society and Politics before the Napoleonic Occupation**  
 Social consequences of the Thirty Years War (1618-1648)  
 Political consequences of the Treaty of Westphalia (1648)  
 Methods of absolutist rule in Prussia  
 The shape of constitutionalism in in Württemberg

Prof. Andrew Donson  
Germ 342 / Hist 320

### Reading Assignment #1

Due: Friday, Sept. 9<sup>th</sup>, in class

Fulbrook, *History of Germany*, pp. 1-9

1. Why is the very concept of “Germany” misleading?
2. Describe some of the regional variation in “Germany.”

Fulbrook, 70-85

3. When and where was absolutism most prominent? Identify five features of German absolutism.
4. How did rule in the Southwest German lands differ from the Northeast?

Fulbrook, 85-95

5. When was the Enlightenment? Identify three cultural or political movements of the German Enlightenment.
6. What was the position of the Jews during the Enlightenment?

Fulbrook, 95-104

7. When was the French Revolution? What reasons did progressive Germans give for why a revolution like the one in France was not necessary or welcome in their lands?
8. When did Napoleon conquer the German lands? What kinds of reforms did his occupation force upon the German states?
9. When was the Congress of Vienna? What were its consequences for Germany?

Walker, *German Home Towns*, 1-33

10. When was the Treaty of Westphalia? Until when was it valid? How did it help the home towns thrive?
11. Give four characteristics of the home towns.
12. What did the case of the tinsmith Flegel illustrate about the social function of guilds?

Kant, *What is Enlightenment?*

13. What was Kant’s opinion of people who don’t think for themselves?
14. What was Kant’s distinction between public and private reason? Why did he make this distinction?
15. Why did Kant think that “a lower degree of civil freedom...provides the mind with room for each man to extend himself to his full capacity”? (p. 5)?

Fichte, “To the German Nation”

16. What was the purpose of a nation, according to Fichte? Why did German people lack a nation? What future for the German lands do you think Fichte envisioned?

Letters by Paulus, Riesser, and Mendelssohn

17. What reason did early nineteenth-century conservatives give for denying Jews citizenship?
18. What step did Mendelssohn encourage his daughter to take? Why?