

**GETR 315/HIEU 315:  
Neighbors and Enemies in Modern Germany<sup>1</sup>**

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Fall Term 2007  
MW 14:00-15:15  
MCL 2008

Course Outline

A biblical injunction, first articulated in Leviticus and then elaborated in the Christian teachings, stipulates that one should love one's neighbor as oneself. This course explores the friend/enemy nexus in German history, literature and culture. Of particular interest is the figure of the neighbor as both an imagined extension of the self, and as an object of fear or even hatred. We will examine the vulnerability and anxiety generated by Germany's unstable and shifting territorial borders, as well as the role that fantasies of foreign infiltration played in defining German national identity. We will also examine the racial and sexual politics manifested in Germany's real or imagined encounters with various foreign "others". Most importantly, this course investigates the tensions in German history and culture between a chauvinist belief in German racial or cultural superiority and moments of genuine openness to strangers. In the concluding part, we will examine the changing meanings of friendship and hospitality in a globalizing world.

Requirements

Requirements include regular attendance, active participation, one in-class presentation, and three short papers (4-6 pages). There will be no mid-term or final examinations.

Assignments and Grading

Your grades will be determined as follows:

25% Attendance and Participation  
15% Oral Presentation  
15% Paper #1  
20% Paper #2  
25% Paper #3

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<sup>1</sup> The course was cross-listed, with a maximum enrollment of 20 students (History: 10, German Languages and Literatures: 10).

*Attendance policy:* Attendance in class is mandatory. You will be allowed two sick days, after which absences might have a negative effect on your grade.

*Oral presentation:* Once during the semester, you will be asked to introduce a text we have read for class. This presentation should last 5 to 10 minutes. At the end of your introduction, you should ask three discussion questions. Feel free to bring in hand-outs or display images.

*Written assignments:* Over the course of the semester, you will write three short papers (4-6 pages). The assignments for the first two papers will be handed out two weeks before the due date of these papers. There will be no pre-assigned questions for your final paper. Rather, a key component of this task will be your ability to define your paper topic in consultation with me. **Essay #3 is due Monday, December 10, 2007.** This final paper should be turned in to me in my office (CAB 506) by 1 PM.

*Grading policy:* No late papers will be accepted except in cases of documented illness or severe personal emergency. If you are concerned about meeting any of the deadlines, please discuss this with me before the deadline.

All written work should be word-processed, double-spaced, in 12-point Times New Roman font on paper with 1" margins. Late papers will be downgraded 1/3 of the grade for every 24 hour period that they are late. If you miss or are late to class on the day that a paper is due, that paper is automatically counted as 1 day late.

You will receive more information on all of these assignments as we get closer to their due dates. All work for this class is governed by the honor code. We will talk briefly about the honor code in class. If you have further questions, please go to:  
<http://www.virginia.edu/iso/issp/student/honorcode.htm>

### Course Readings

*Books Available for Purchase* (at the University of Virginia Bookstore)

Sigmund Freud, *Civilization and Its Discontents*

Anna Funder, *Stasiland*

Immanuel Kant, *Perpetual Peace*

Gotthold Ephraim Lessing, *Nathan the Wise*

Daniel Levy, Max Pensky, John Torpey (eds.), *Old Europe, New Europe, Core Europe*

Karl Marx and Frederick Engels, *The Communist Manifesto*

W.G. Sebald, *On the Natural History of Destruction*

Elie Wiesel, *Night*

### *Required Readings on Toolkit*

- Omer Bartov, “Social Outcasts in War and Genocide”, in: *Social Outsiders in Nazi Germany*, ed. Robert Gellately and Nathan Stolfus (Princeton and Oxford: Princeton University Press, 2001), pp. 294-318
- Albert Einstein and Sigmund Freud, “Why War?”, *Weimar Republic Sourcebook*, ed. Anton Kaes (Berkeley 1994), 25-34
- Jörg Friedrich, *The Fire. The Bombing of Germany, 1940 – 1945* (New York: Columbia University Press, 2006) – Excerpts
- Karen Hagemann, “Francophobia and Patriotism: Anti-French Images and Sentiments in Prussia and Northern Germany During the Anti-Napoleonic Wars”, *French History*, Vol. 18, No. 4, 404-425
- Ernst Jünger, *Storm of Steel* (New York 2004), 91-120 – Excerpts
- Robert Moeller, “Remembering the War in a Nation of Victims: West German Pasts in the 1950”, in: *The Miracle Years: A Cultural History of West Germany 1949-1968*, ed. Hanna Schissler (Princeton and Oxford 2001), 83-109
- Victor Klemperer, *I will Bear Witness: A Diary of the Nazi Years, 1933-1941* (New York: The Modern Library, 1999) – Excerpts
- Primo Levi, “The Gray Zone”, in: *The Drowned and the Saved* (New York 1989), 36-69.
- Bill Niven, “The GDR and Memory of the Bombing of Dresden”, in *Germans as Victims*, ed. Bill Niven (New York 2006), 109-129
- Erich Maria Remarque, *All Quiet on the Western Front* (New York 1958) – Excerpts
- Jeffrey Verhey, “War Enthusiasm. Volunteers, Departing Soldiers, and Victory Celebrations, in: *The World War I Reader*, ed. Michael S. Neiberg (New York and London: New York University Press, 2007), 148-157
- Helmut Walser Smith, *The Holocaust and Other Genocides: History, Representation, Ethics* (Nashville 2002), 1-90 – optional
- Günter Wallraff, *The Lowest of the Low*, translated by Martin Chalmers (London 1988) – Excerpts

*Also on Toolkit: Readings – A, – B, – C, – D, and – E*

### *Films on Reserve at the Robertson Media Center*

- *Joyeux Noel/Merry Christmas*, directed by Christian Carion (2005) – VIDEO.DVD 06762
- *Metropolis*, directed by Fritz Lang (1927) – VIDEO.DVD 02793
- *Europa, Europa*, directed by Agnieszka Holland (1991) – VIDEO.VHS 10851
- *Head On (Gegen die Wand)*, directed by Fatih Akin – VIDEO.DVD 06336 2005
- *The Lives of Others*, directed by F. H. von Donnersmarck (2006) – VIDEO. DVD 07685

## Weekly Schedule of Class Topics and Readings

WEEK 1 W (08/29)	Introduction
WEEK 2 M (09/03) W (09/05)	“WHAT IS THE GERMAN’S FATHERLAND?” – A SURVEY Hagemann, “Francophobia and Patriotism”; Readings-A Readings-B (“Enemies of the State” – Images and Documents)
WEEK 3 M (09/10) W (09/12)	WORLD WAR I AND ITS LEGACIES Verhey, “War Enthusiasm”, Readings - C; start reading Jünger (excerpt) Remarque (excerpt); finish reading Jünger (excerpt); view <i>Joyeux Noel/Merry Christmas</i> – VIDEO.DVD 06762
WEEK 4 M (09/17) W (09/19)	CLASS STRUGGLE AND FANTASIES OF SOCIAL RECONCILIATION Marx & Engels, <i>Communist Manifesto</i> Readings-D (on toolkit); <i>Metropolis</i> – VIDEO.DVD 02793
WEEK 5 M (09/24) W (09/26)	LOVE AND AGGRESSION / RELIGION AND PSYCHOANALYSIS Start reading Freud (Introduction and pp. 3-63) Freud (entire) – focus on Chapter 5, pp. 64-74
WEEK 6 M (10/01) W (10/03)	FRIENDS, ENEMIES AND THE POLITICAL Start reading Schmitt (Foreword by T.B. Strong and pp. 3-37) Schmitt (entire); Strauss, “Notes on Carl Schmitt” (pp. 83-107)
WEEK 7 M (10/08) W (10/10)	FROM SOCIAL EXCLUSION TO GENOCIDE No Class (Reading Day) Bartov, “Social Outcasts”; Klemperer, <i>I will Bear Witness</i> (excerpt) <b>First essay due at the beginning of class</b>
WEEK 8: M (10/15) W (10/17)	WWII AND THE HOLOCAUST Wiesel, <i>Night</i> Primo Levi, “The Gray Zone”; <i>Europa, Europa</i> – VIDEO.VHS 10851
WEEK 9: M (10/22) W (10/24)	GERMANS AS VICTIMS? Moeller, “Remembering the War in a Nation of Victims”; Niven, “The GDR and Memory of the Bombing of Dresden” Sebald, <i>On the Natural History of Destruction</i> , 1-104; Nossack or Grass and Friedrich (short excerpts)
WEEK 10 M (10/29) W (10/31)	STATE VERSUS SOCIETY IN EAST GERMANY Funder, <i>Stasiland</i> <i>The Lives of Others</i> – VIDEO.DVD 07685

- WEEK 11            FACING THE FOREIGN / FACING THE SELF  
M (11/05)           Wallraff, *The Lowest of the Low* (excerpts); Readings-E  
W (11/07)           Head-On (*Gegen die Wand*) – VIDEO.DVD 06336 2005  
**Second essay due at the beginning of class**
- WEEK 12            LITERATURE, RELIGION AND ENLIGHTENED TOLERANCE  
M (11/12)           Lessing, *Nathan the Wise*  
W (11/14)           No class – Happy Thanksgiving!
- WEEK 13            WORLD PEACE AND THE DUTY TO HOSPITALITY  
M (11/26)           Kant, “What is Enlightenment?” Text can be downloaded from:  
<http://www.fordham.edu/halsall/mod/kant-what-is.html>  
Start reading Kant, *Eternal Peace*  
W (11/28)           Kant (continued); Einstein and Freud, “Why War?”
- WEEK 14            FROM ENEMIES TO PARTNERS: FRANCE AND GERMANY IN EUROPE  
M (12/03)           Read for Class: *Old Europe, New Europe, Core Europe*  
W (12/05)           *Old Europe, New Europe* (continued); Final Discussion  
**Abstract due in class (1 page)**

**DECEMBER 10 – FINAL PAPER DUE BY 1 PM, CAB 506 (my office)**

First Essay

Over the course of this semester, you will be asked to write three 5-page essays. Your first paper is due on **October 10, 2007** at the beginning of class. Your paper will be graded on clarity, creativity, organization, writing style, and the effective use of evidence from the readings and discussions. I will give special attention to the following three aspects of your writing:

1. I will be looking for signs of creativity or originality. This creativity can come in many forms. For example, you could construct an argument against something stated in the readings or during discussions. Or you could identify and discuss contradictions in the materials and their interpretations. Most importantly, your paper should not merely recite the readings, lectures or class discussions.
2. I will look for the effective use of textual evidence to support your argument. If you are unsure as to how or when to cite a source, ask for assistance. You are encouraged to challenge the things said in class or in your readings, but when you do so, make sure to back up your claims.
3. I will also grade for writing style (grammar, spelling, punctuation). The best argument is ineffective if it is not well presented. Included in this category is organization: your paper should have a clear and strong thesis statement, and should be well structured throughout.

YOU MAY WRITE ON ANY ONE OF THE FOLLOWING QUESTIONS :

1. Discuss the film *Merry Christmas*, directed by Christian Carion (2005). How is the friend/enemy dichotomy constructed, deconstructed and reconstructed in the film? Who is responsible for the fact that the war continues for almost four more years?
2. What does Freud say about the Marxist idea of human emancipation? In your opinion, is a communist society possible? Or is aggression an unavoidable fact of human life? (This question requires you to draw on Marx and Freud.)
3. Despite Marx's predictions, Communism has not become the dominant form of social organization. Is this fact enough to disprove Marxist theory? How would Marx explain the persistence of modern capitalism? How would Freud respond? What is your opinion?
4. What can we learn from Marx and Freud about the individual, society and culture? Do you find their arguments convincing?
5. Do we live in a society where "the free development of each is the condition for the free development of all"? Explain your opinion, drawing on the *Communist Manifesto* and Freud's critique of civilization (*Kultur*).
6. What role do science and technology play in Fritz Lang's film *Metropolis*? Is this depiction of science and technology consistent with the analysis of industrial development in the *Communist Manifesto*? In your opinion, does scientific progress necessarily improve conditions of life for everybody?
7. How is class antagonism resolved in the *Communist Manifesto*? How is it resolved in *Metropolis*? What would Freud criticize in these works? Is it possible to completely eradicate social conflict?
8. Is modern society self-destructive? This question requires you to draw on Marx, Freud and *Metropolis*.
9. Compare Marx and Freud on the human condition. Is man by nature good or evil? Can we love our enemies? What is your opinion?
10. Compare Marx and Freud on religion. Do you find their arguments convincing? Why? Why not?

## WRITING GUIDE:

- Indicate at the top of page one which question you are answering
- Make sure that your thesis statement accurately represents your opinion on the topic you are discussing. (If you are writing a five-page essay, your thesis should appear no later than half a page in.)
- Introduce the authors and their texts carefully.
- Present a number of arguments to support your thesis.
- Each argument should be composed of reasoning and examples.
- Make sure that your reasoning and examples work hand in hand.
- Consider divergent opinions and then use them to strengthen your own argument.
- Strive to be concise and to the point. Do not go over six double spaced page or 1400 words – 5 pages and 1200 words would be ideal (include a word count).
- Your conclusion should summarize everything presented thus far and tie it together for a final persuasive punch. Your conclusion should make up about 5-10 percent of your essay.
- Use proper citation techniques, according to the style guide (below).
- Number your pages.

## FOOTNOTE/ENDNOTE FORMAT

### For a book:

Author's first name and last name, *Title* (place of publication: publisher, date of publication), page numbers.

### *Example:*

Victor Klemperer, *I will Bear Witness: A Diary of the Nazi Years, 1933-1941* (New York: The Modern Library, 1999), 289-324.

### For an article in a journal or book:

- Author's first name and last name, "Title", *Journal* volume, issue (date): page numbers.
- Author's first name and last name, "Title", in: *Title*, ed. authors' first name and last name, (place of publication: publisher, date of publication), page numbers.

### *Examples:*

- Atina Grossmann, "A Question of Silence: The Rape of German Women by Occupation Soldiers", *October*, Vol. 72 (Spring, 1995): 42-63.
- Belinda Davis, "Home Fires Burning", in: *The World War I Reader*, ed. Michael S. Neiberg (New York and London: New York University Press, 2007), 252-271.

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### Second Essay

As noted in the syllabus for this course, twenty percent of your final grade will be based on your second essay. Your second essay is due on **November 7, 2007** at the beginning of class. Your paper will be graded on clarity, creativity, organization, writing style, and the effective use of evidence from the readings and discussions.

YOU MAY WRITE ON ANY ONE OF THE FOLLOWING QUESTIONS :

1. Is man by nature good or evil? This essay question requires you to draw on Marx, Freud, Schmitt, Wiesel, and Levi.
2. Carl Schmitt writes that a war, waged in the name of all humanity, “is necessarily unusually intense and inhuman because, by transcending the limits of the political framework it simultaneously degrades the enemy into moral and other categories and is forced to make of him a monster that must not only be defeated but also utterly destroyed” (*The Concept of the Political*, p. 36). Discuss this argument. Why is war such an important feature in Schmitt’s conception of the political? Does his theory support a politics of total annihilation?
3. Relate Schmitt’s concept of the political to Wiesel’s and Levi’s depictions of the “concentration camp universe”. How has the Holocaust changed our understanding of politics and morality?
4. Is the thinking in binaries fundamental to our understanding of the world? Is it possible to designate one’s “friends” without positing a common “enemy”?
5. In what ways do Wiesel and Levi challenge our understanding of “good and evil”, “friendship and enmity”, “innocence and guilt”, “truth and meaning”?
6. The Holocaust poses special problems to the writing and reading of history and literature. Can one *re-present* the murder of European Jewry? Is it possible to “make meaning” in the face of the near physical destruction of a people?

## WRITING GUIDE:

- Indicate at the top of page one which question you are answering
- Make sure that your thesis statement accurately represents your opinion on the topic you are discussing. (If you are writing a five-page essay, your thesis should appear no later than half a page in.)
- Introduce the authors and their texts carefully.
- Present a number of arguments to support your thesis.
- Each argument should be composed of reasoning and examples.
- Make sure that your reasoning and examples work hand in hand.
- Consider divergent opinions and then use them to strengthen your own argument.
- Use the present tense to describe action in a movie or novel.
- Strive to be concise and to the point. Do not go over six double spaced page or 1400 words – 5 pages and 1200 words would be ideal (include a word count).
- Your conclusion should summarize everything presented thus far and tie it together for a final persuasive punch. Your conclusion should make up about 5-10 percent of your essay.
- Use proper citation techniques, according to the style guide (below).
- Number your pages.
- Hand in you paper on time! The penalty for late essays is 1/3 of a grade for each day the essay is late.

## FOOTNOTE/ENDNOTE FORMAT

### For a book:

Author's first name and last name, *Title* (place of publication: publisher, date of publication), page numbers.

### *Example:*

Victor Klemperer, *I will Bear Witness: A Diary of the Nazi Years, 1933-1941* (New York: The Modern Library, 1999), 289-324.

### For an article in a journal or book:

- Author's first name and last name, "Title", *Journal* volume, issue (date): page numbers.
- Author's first name and last name, "Title", in: *Title*, ed. author's first name and last name, (place of publication: publisher, date of publication), page numbers.

### *Examples:*

- Atina Grossmann, "A Question of Silence: The Rape of German Women by Occupation Soldiers", *October*, Vol. 72 (Spring, 1995): 42-63.
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### Final Assignment

As noted in the syllabus for this course, twenty-five percent of your final grade will be based on your second essay. You can write on an assigned topic or on a topic of your choice. The abstract for your final paper is due on **Wednesday, December 5** at the beginning of class. The final essay is due on **Monday, December 10**. This final paper should be turned in to me in my office (CAB 506) by 1 PM.

### How to Write an Abstract

An abstract is a very brief overview of your essay. If done well, it makes the reader want to read the entire paper. A properly written abstract consists of the *title* of the study and the *body* of the abstract. The abstract should briefly state the purpose of your research, the materials used, the principal findings, and what the findings mean. In other words, your abstract should tell the reader *what* you do, *why* you do it, *how* you do it, *what* you hope to find, and *what* it means. It is important to be descriptive but concise—say only what is essential, using no more words than necessary to convey meaning. The abstract must be single spaced!

### Final Paper

YOU MAY WRITE ON ANY ONE OF THE FOLLOWING QUESTIONS :

7. Topic of your choice, related to the materials and theme/s of this class (“Neighbors and Enemies”).
8. Discuss the Enlightenment ideas of religious tolerance, perpetual peace and the progress of reason in light of the materials read and viewed for this class.
9. Discuss one of the following quotes from Kant’s “What is Enlightenment”, drawing on the materials read and viewed for this class:
  - a. “... if only freedom is granted, enlightenment is almost sure to follow.”
  - b. “Men work themselves gradually out of barbarity if only intentional artifices are not made to hold them in it.”

Your paper will be graded on clarity, creativity, organization, writing style, and the effective use of evidence from the readings, films, lectures and discussions.

## WRITING GUIDE

- Indicate at the top of page one which question you are answering.
- Make sure that your thesis statement accurately represents your opinion on the topic you are discussing. (If you are writing a five-page essay, your thesis should appear no later than half a page in.)
- Introduce the authors and their texts carefully.
- Present a number of arguments to support your thesis.
- Each argument should be composed of reasoning and examples.
- Make sure that your reasoning and examples work hand in hand.
- Consider divergent opinions and then use them to strengthen your own argument.
- Use the present tense to describe action in a movie or novel.
- Strive to be concise and to the point. If you are writing a five-page paper, 1200-1400 words would be ideal (include a word count). You have the option of writing a longer paper if you draw on previous essays.
- Your conclusion should summarize everything presented thus far and tie it together for a final persuasive punch. Your conclusion should make up about 5-10 percent of your essay.
- Use proper citation techniques.
- Number your pages.
- Hand in you paper on time!

### *Grading policy:*

No late papers will be accepted except in cases of documented illness or severe personal emergency. The penalty for late essays is 1/2 of a grade for each day the essay is late. I will not be able to comment on late abstracts.