

Government and Politics of Germany **INTA 3220-A / INTA 8803-CG**

Fall 2019

MRDC 3403—MWF 12:20-1:10pm

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Office Hours: Wednesdays, 11am-12pm and 1:20pm to 2:20pm in
Habersham 212A, or by appointment

Course Content and Student Learning Goals

This course is designed to introduce students to the study of German government and politics, with a particular emphasis on the post-1945 period. We will be examining German politics and society to see how these two realms interact with each other and how they influence Germany's economy, international behavior, and vision for future development. Throughout the course, we will also analyze current events so that students can apply their theoretical knowledge of the discipline to international policy issues, develop their methodological literacy to analyze international political phenomena, and enhance their knowledge of the social context and ethical awareness of international problems. Besides familiarizing students with a country that they may not have studied before, this course equips students with theories and concepts that will allow them to understand the actions of a major player in international politics, helps them learn how to compare and assess the merits of a foreign political system, and enables them to analyze politicians' actions and current events. Consequently, this course will consist mainly of interactive lectures, short small group activities, and large group discussions. This structure is designed to allow students to develop and then demonstrate their ability to collaborate effectively in teams and their ability to use oral communication to demonstrate knowledge and to make cogent arguments in international affairs. Students will also complete writing assignments to demonstrate proficiency in written communication and thereby increase their knowledge of and develop cogent arguments on international affairs.

Readings + Other Assignments

You do not need a book for this class. All readings are posted on Canvas. If you would prefer to read articles online, links to news articles are provided in the syllabus, and all journal articles are either accessible through the Georgia Tech library or freely available online. It is your responsibility to check Canvas to make sure you have read everything assigned for a given class period. If there are any links on the syllabus do not work for you, either access the pdfs on Canvas or use the titles and authors provided in the syllabus to google the articles and find them that way.

While there may be occasional homework assignments besides the assigned readings, most of your homework in this class consists of reading things and then thinking about what you've read. Consequently, I expect you to **actually do the readings**. Letting your eyes wander over the page does not qualify as "reading;" you must also **understand and retain** the main points of the material. Lectures are designed with the expectation that you have read the assigned material **before** class begins. **You will not do well in this course unless you do all of the readings**. Every class will start with a short reading quiz so that you can demonstrate that you have done the readings and retained the most important information.

You are responsible for being in class, checking your GA Tech email, checking Canvas, and learning about homework assignments from a fellow student if you miss class. I may assign readings that are not on this syllabus; you are expected to keep track of and read those assignments, as well.

I will not accept late assignments unless there are extreme extenuating circumstances. Start your papers early and save them to a cloud platform (Dropbox, iCloud, Google Drive, etc.). Computer emergencies happen at unpredictable times and are not a valid excuse for turning something in late—always have your work backed up! For the papers, if you find yourself in a position where you are sending me an assignment via email (**which should not happen unless you have discussed it with me beforehand and I have given you permission to send an electronic copy**), it is your responsibility to make sure you correctly attach a readable version of your assignment. Forgetting to attach a document or attaching an unreadable or incomplete version of your assignment does not count as having turned in your work, and all late work policies will apply.

Course Requirements

1. Participation (10%). This consists of attendance, class conduct, homework, and regular participation.

Attendance and participation are required. I will take attendance every day. If you are going to miss a class and want that absence to be excused, **you must contact me *before* class with a valid excuse *and then* provide written verification for your excuse.** I will **not** remind you to bring in the verification for your excuse; that is your responsibility. Even if you contact me before class with an excuse that I approve as valid, your absence will not be marked as excused until you present the necessary verification. **After the first week of class, you are allowed 4 unexcused absences; every unexcused absence after that will automatically cause your participation grade to drop by ½ a letter grade (5 points).** Unexcused absences are not “get out of class free” cards; they exist to cover unexpected circumstances such as flat tires, head colds, sick roommates, oversleeping, etc., and you are still responsible for all of the material you missed during your absence. If you use all of your unexcused absences and then experience one of these surprise events, do not expect me to excuse your absence.

As mentioned in the “readings and homework” section of the syllabus, students are expected to come to class prepared (i.e. having read and thought about the readings & homework) and ready to **actively** participate. I will reiterate that in order to do this, you must read before class starts.

Do not expect an A just for showing up—regular attendance denotes average performance, which equates to a grade of 75% (C). Raising this grade hinges on demonstrating that you have both read and thought about the reading. The only way for you to do this is to actively participate. An easy way to do this is to come to class with prepared comments and/or questions relating to the week’s readings, the lectures, or to how current events reflect what we are studying in class. I will give you ample opportunities to participate in class.

One of the goals of this class is to give you a safe environment in which to speak so that you can practice analyzing political events and applying the theories we learn in class to real-world events. To this end, we will frequently engage in discussion. Guidelines we will follow to help foster meaningful discussion:

- Be respectful. Different opinions are healthy and welcome in the classroom. However, it is essential that we treat one another with respect. You do not have to agree with someone's view, but you do have to be respectful. Disrespectful students may be asked to leave the classroom. Please take a look at GA Tech's anti-harassment policy if you have questions (<http://www.policylibrary.gatech.edu/anti-harassment-policy>)
- Speaking in front of groups can be intimidating to some students; it is my goal to ensure that this class is a comfortable space where everyone can participate. Our discussions will be most successful when all voices are heard. If speaking in front of the class makes you nervous, **come talk to me** as soon as possible so that we can figure out some strategies you are comfortable with to help you earn points towards your participation grade. I cannot give you full credit if you do not speak in front of the full class.
- Don't be afraid to ask questions! Everyone has different areas of expertise, and I don't expect you to understand or remember everything immediately, so don't demand that of yourself, either. I will be of limited help to you if you don't speak up when you need clarification, and the discussion portions of the class will not work unless you participate.

2. Daily Reading Quizzes (10%). The first five minutes of each class will consist of a short reading quiz. Quizzes will be multiple choice unless we are discussing current events that day, in which case you will be asked to summarize a news article that you picked on your own. These quizzes are not designed to be hard; they are designed to reward you for doing the readings and for remembering the central information from the readings. They will also serve as a springboard to each day's lecture. I will not wait on you to arrive to distribute and collect the quizzes; quizzes will be given promptly at the start of each class and collected at exactly 12:25pm. It is your responsibility to arrive on time. Your four lowest quiz grades will be

dropped; for that reason, I will not give make-up quizzes, including quizzes given on days for which you had an excused absence. If you have a disability that interferes with regular attendance, please tell me as soon as possible so that we can arrange to accommodate your needs.

3. Current Events (10%). Beginning September 13, we will spend Fridays discussing current events. In order to facilitate these discussions, every Friday two students will each make a five-minute presentation on a news article of their choice that relates to German politics. In your presentation, you will need to do the following:

1. Provide your classmates with the basic information they need to discuss the news story
2. Make a link between class material and the news story
3. Conclude with 1 or 2 discussion questions for your classmates

If you are not presenting that day, you are expected to listen to the presenter, actively participate in discussing the presenter's news story, and come to class having read at least one news article of your own that you are prepared to informally explain and discuss. Each undergraduate student will present twice over the course of the semester; each graduate student will present three times. The sign-up sheet for presentation dates will be circulated once the drop/add period ends. **Please note that laptops may not be open during these presentations.** This rule exists to allow you to engage more attentively and respectfully with your classmates. I will not ask you specific questions about current events on the exams, but I will ask you to illustrate certain theories, concepts, and events with real-world examples, and current events may prove useful for that.

4. *Undergraduates Only:*** Two Short Papers (10% for the first one; 15% for the second one).** You will have two 5-page papers due over the course of the semester. The due dates are **September 16** and **November 4**. The first paper you turn in will be worth 10% of your final grade. The second paper will be worth 15% of your final grade. You **must** give me a **stapled** hard copy of your paper **at the start of class** (the start of class \neq when you show up to class). If you do not do this then the paper is late, and I will not accept it. The full prompts, guidelines, and expectations will be posted on Canvas at a later date, but here is a short overview of what is expected:

- Paper 1: In the first four weeks of class, we will look briefly at the political history of 20th century Germany and learn about modern Germany's political institutions. Thus, for Paper 1, you will pick a specific historical event and discuss how it shaped one of Germany's present-day political institutions.
- Paper 2: In weeks 5 to 11, we will look at less-privileged groups in Germany and examine Germany's political and economic position in the international arena. Thus, you will pick a less-privileged group in Germany and discuss one way in which that group or concerns about that group have influenced Germany's international or economic policies.

5. Midterm (20%). The midterm will be on **Monday, October 7**, and it will consist mainly of short answer questions. It will be closed book, and it will take place in class.

6. Final (25%). The final will be on **Friday, December 6, from 11:20am to 2:10pm**. It will be closed book, and it will consist mainly of short answer questions.

7. *Graduate Students Only:*** Policy Paper (25%).** You will write a 10 to 15-page paper analyzing a German policy of your choice. You will explain the policy you have chosen (1-2pp), assess the positive and negative repercussions of the policy as it is currently implemented (about 6-8pp), and offer suggestions for how to improve this policy in the future (about 3-5pp). This paper is due on **December 2**, the last day of class. Note that you **must** give me a stapled hard copy of your paper **at the start of class** (the start of class ≠ when you show up to class). If you do not do this then the paper is late, and I will not accept it. The full prompt, guidelines, and expectations will be posted on Canvas.

Grading Scale

A 90-100

B 80-89.99

C 70-79.99

D 60-69.99

F 0-59.99

Honor Code

It is expected that all work you do in this course will be original work not previously or simultaneously handed in for credit in another course. Your work must follow the Georgia Tech Honor code. Please take the time to read the Honor Code carefully (<https://policylibrary.gatech.edu/student-affairs/academic-honor-code>). Suspected cases of cheating or other forms of academic dishonesty will be investigated by the Office of Student Integrity. For further information: <http://osi.gatech.edu/>

Familiarize yourself with what constitutes plagiarism in order to make sure that you avoid it. Plagiarism is defined as deliberate **or reckless** representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise. Consult the information at <http://libguides.gatech.edu/citationtools/aboutplag> and **ask me if you have any questions**. Note that Google Scholar will create properly formatted bibliography entries for you. Other sites will, too.

Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. See <http://www.catalog.gatech.edu/rules/22/> for an articulation of some basic expectations that you should have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Students with Disabilities

Students with a documented disability should register with the Access Disabled Assistance Program for Tech Students (ADAPTS) so that I am able to provide you with the accommodations you need. Please contact the ADAPTS office (<http://www.adapts.gatech.edu>) and turn the ADAPTS form in to me as soon as possible.

Questions

If you have questions about the course, please come see me after class or during office hours. Please email me if you absolutely cannot come to office hours. Some questions cannot be easily resolved by email, so we can set up another time to meet if necessary. Please do communicate with me early if you have any challenges that you expect to impact your performance in this course; **I will not be able to help you if you do not ask for help.**

Rescheduling Exams

If you have to miss class on the day of an exam or wish to reschedule an exam, then you must write and explain beforehand in all but the most unusual circumstances. If you are going to miss an exam for an event you know about well in advance, please come speak to me in first week or two of class) so that we can make appropriate arrangements. Please note that I cannot allow you to take the final on a different day or at a different time without the approval of Academic Scheduling; therefore, contact them if you have a conflict with the time of the final and need to change it.

Conduct in Class + Additional Info

Feel free to bring your laptops to class—if you do, however, I expect you to use them for activity related to this course. Playing on the Internet during class is highly disrespectful to people who are trying to pay attention. I may not call you out for being on Twitter during class, but I will notice, and it will affect your final grade. **You may not have your laptops open during any sort of student presentation, including the current events presentation.** If, during the course of the semester, I see that the laptops are acting as more of a distraction than a help, I reserve the right to restrict their usage.

Do not use your cell phone during class. I can tell when you're using it. Don't do it.

If you are going to spend class time playing on your computer or your phone, then please respect your classmates, use one of your unexcused absences, and do not come to class.

You must include a proper, formal salutation and ending with your message, otherwise I will not respond to you. Do not address me as "Hey" or "What's

up." Do not send professors emails that look like text messages. I am your professor, not your buddy.

I will not respond to emails asking questions whose answers are on this syllabus. This saves both my time and yours; it is quicker for you to read a syllabus than it is for you to write me an email and wait for my reply.

If you email me after 8pm on the day before an exam, I might not see it in time to respond.

As a general rule, I will not email you your grades, nor will I discuss your grades with you within 24 hours of handing graded assignments back. That being said, if you have questions about my comments on your assignments, I am happy to talk to you. If you want me to regrade something, you will need to provide me with a written statement in which you specifically respond to the feedback I have given you and explain why you feel you deserve a higher grade.

Course Schedule

Weeks 1 and 2: German History, 1918-1990

August 19: 1st day of class

Introductions

Day 2: August 21—1918-1933

22 pages to have read by the start of class:

1. King, Gary, Ori Rosen, Martin Tanner, and Alexander F. Wagner. "Ordinary Economic Voting Behavior in the Extraordinary Election of Adolf Hitler." *The Journal of Economic History*, 68 (4): 951-989 (about 15pp; pages you do not have to read are clearly marked)
2. "Deutscher Bundestag: The Weimar Republic (1918 – 1933)." 2019. *Deutscher Bundestag*. Available at: <https://www.bundestag.de/en/parliament/history/parliamentarism/weimar> (2pp)
3. History.com's quick timeline summary about the Weimar Republic: <https://www.history.com/topics/germany/weimar-republic> (5pp)

Day 3: August 23—1933-1945

Registration Schedule Change Deadline: *Last day to register, make schedule changes, and/or drop courses without a "W" grade for Fall Semester 2019 by 4:00 pm ET. No changes to audit mode permitted after the registration/schedule change deadline.*

43 pages to have read by the start of class (most of these are newspapers or have photos and are in large font; it's not actually that much reading, and I **do** expect you to do **all** of it):

1. "Nazi Propaganda." *United States Holocaust Memorial Museum*. Available at: <https://encyclopedia.ushmm.org/content/en/article/nazi-propaganda> (9pp)
2. "German Jews During the Holocaust." *United States Holocaust Memorial Museum*. Available at: <https://encyclopedia.ushmm.org/content/en/article/german-jews-during-the-holocaust> (11pp)
3. "Genocide of European Roma." *United States Holocaust Memorial Museum*. Available at: <https://encyclopedia.ushmm.org/content/en/article/genocide-of-european-roma-gypsies-1939-1945> (9pp)
4. Bezdek, Michael. 1996. "Ordinary Germans Indicted for the Holocaust." *Los Angeles Times*, 28 April. Available at: <https://www.latimes.com/archives/la-xpm-1996-04-28-mn-63652-story.html> (4pp)
5. Ezard, John. 2001. "Germans Knew of Holocaust Horror about Death Camps." *The Guardian*, 17 February. Available at: <https://www.theguardian.com/uk/2001/feb/17/johnevard> (3pp)
6. Moeller, Robert G. 2005. "Germans as Victims? Thoughts on a Post-Cold War History of World War II's Legacies." *History and Memory*, 17 (1-2): 145-153. (7pp)

Day 4: August 26—1946-1990

16 pages to have read by the start of class:

1. Schaefer, Louisa. 2008. "'68 Movement Brought Lasting Changes to German Society." *Deutsche Welle*, April 11. Available at: <https://www.dw.com/en/68-movement-brought-lasting-changes-to-german-society/a-3257581> (3pp)
2. Protzman, Ferdinand. 1989. "Tales Emigres Tell: Why Life in East Germany Proved Finally Intolerable." *New York Times*, 9 October. Available at: <https://www.nytimes.com/1989/10/09/world/tales->

[emigres-tell-why-life-in-east-germany-proved-finally-intolerable.html](http://www.theguardian.com/cities/guardianwitness-blog/2014/nov/07/-sp-berlin-wall-readers-memories-its-hard-to-remember-how-scary-the-wall-was)
(6pp)

3. Bannock, Caroline. 2014. "Berlin Wall – Readers' Memories: 'It's Hard to Remember How Scary the Wall Was.'" *The Guardian*, 7 November. Available at:
<https://www.theguardian.com/cities/guardianwitness-blog/2014/nov/07/-sp-berlin-wall-readers-memories-its-hard-to-remember-how-scary-the-wall-was> (7pp)

Day 5: August 28—**Example Current Event**

Have read by the start of class:

1. Find and read a few news articles about Germany and German politics. If possible, find something relating to the topics we looked at this week. Sources you could use include (but are not limited to): The New York Times, Washington Post, Wall Street Journal, Spiegel (there's an English edition online), Deutsche Welle, LA Times, NPR

August 30: No class (APSA)

Weeks 3 and 4: Institutions

Sept 2: Labor Day, no class

Day 6: Sept 4—Political Parties

13 pages to have read by the start of class:

1. "Germany's political parties CDU, CSU, SPD, AfD, FDP, Left party, Greens - what you need to know." 2019. *Deutsche Welle*, June 7. Available here: <https://www.dw.com/en/germanys-political-parties-cdu-csu-spd-afd-fdp-left-party-greens-what-you-need-to-know/a-38085900> (10pp)
2. Sauerbrey, Anna. 2019. "What Comes After Angela Merkel?" *The New York Times*, 31 May. Available at:
<https://www.nytimes.com/2019/05/31/opinion/angela-merkel-germany.html?rref=collection%2Ftimestopic%2FMerkel%2C%20Angela>
[la](https://www.nytimes.com/2019/05/31/opinion/angela-merkel-germany.html?rref=collection%2Ftimestopic%2FMerkel%2C%20Angela) (3pp)

Day 7: Sept 6—Parliament

4 pages to have read by the start of class:

1. “Deutscher Bundestag: Function and Role.” 2019. *Deutscher Bundestag*. Available here:
<https://www.bundestag.de/en/parliament/function?url=L2VuL3BhcmxpYW1lbnQvZnVuY3Rpb24tMTk3NjA4&mod=mod454186> (2pp)
2. “German Parliamentarism: Parliamentary Track Record of the Federal Republic of Germany.” 2019. *Deutscher Bundestag*. Available here:
<https://www.bundestag.de/en/parliament/history/parliamentarism?url=L2VuL3BhcmxpYW1lbnQvGlzdG9yeS9wYXJsaWFtZW50YXJpc20vZnJnX3RyYWNrX3JlY29yZC9mcmdfdHJhY2tfcmlwMDMzMA==&mod=mod454378> (1p)
3. “German Parliamentarism: The Federal Republic of Germany.” 2019. *Deutscher Bundestag*. Available here:
<https://www.bundestag.de/en/parliament/history/parliamentarism?url=L2VuL3BhcmxpYW1lbnQvGlzdG9yeS9wYXJsaWFtZW50YXJpc20vZnJnX3BhcmxpYW1lbnRhcmllZbS9mcmdfcGFybGlhbWVudGFyaXNtLTlwMDMyNA==&mod=mod454378> (1p)

Day 8: Sept 9—Executive

9 pages to have read by the start of class:

1. 3 sections of German Federal Government’s website on the Chancellery:
 - a. “Tasks of the Chancellor”:
<https://www.bundeskanzlerin.de/bkin-en/chancellery/tasks-of-the-chancellor> (2pp)
 - b. “The Election of the Federal Chancellor”:
<https://www.bundeskanzlerin.de/bkin-en/chancellery/the-election-of-the-federal-chancellor> (2pp)
 - c. “Federal Cabinet” <https://www.bundeskanzlerin.de/bkin-en/chancellery/federal-cabinet> (2pp)
2. Gathmann, Florian. 2019. “Merkel May Be in Office Longer Than You Think.” *Spiegel Online*, 15 March. Available at:
<https://www.spiegel.de/international/germany/chancellor-merkel-how-much-longer-a-1258102.html> (3pp)

Day 9: Sept 11—Elections

5 pages and one 4-minute video to have finished by the start of class:

1. If you aren't yet familiar with the Mixed-Member Proportional (MMP) voting system, watch this video first:
<https://www.youtube.com/watch?v=QT0I-sdoSXU> (4.5 minutes)
2. Hoffmann, Christiane, Timo Lehmann, Veit Medick, and Ralf Neukirch. 2019. "Relations with Moscow Emerge as German Election Issue." *Spiegel Online*, 29 July. Available at:
<https://www.spiegel.de/international/germany/east-german-politicians-see-advantage-in-pro-putin-views-a-1279231.html> (5pp)

Day 10: Sept 13—**Current Events**

Have read by the start of class:

1. Find and read a few news articles about Germany and German politics. If possible, find something relating to the topics we looked at this week.

Week 5: Economics

Short Paper #1 Due Today (Undergraduate Students Only)

9 pages to have read by the start of class:

Day 11: Sept 16—Economic Overview

1. Reiermann, Christian. 2019. "End of the Boom: Germany Prepares for an Economic Downturn." *Spiegel Online*, 8 January. Available at:
<https://www.spiegel.de/international/business/germany-prepares-for-an-economic-downturn-a-1246980.html> (4pp)
2. Bartz, Tim, Dinah Deckstein, Simon Hage, and Peter Müller. 2019. "More Work to Do" German Economy Prepares for No-Deal Brexit." *Spiegel Online*, 21 January. Available at:
<https://www.spiegel.de/international/europe/german-economy-and-policymakers-prepare-for-no-deal-brexite-a-1248840.html> (3pp)
3. Reuters. 2019. "German Economists Urge Government to Ditch Debt Pledge, Boost Investment." *The New York Times*, 5 August. Available at:
<https://www.nytimes.com/reuters/2019/08/05/business/05reuters-germany-debt.html?searchResultPosition=18> (2pp)

Day 12: Sept 18—Social Policies

Have ready by the time class starts:

- Examine Germany's social policies as described here:
http://www.sgi-network.org/2014/Germany/Social_Policies. Make sure to click on each category of social policies to get the full

description! Once you have read through everything, type up the following:

1. List a question you have after reading these writeups and looking at this data.
2. Write a quote from one of the writeups that you find interesting.
3. Write out two class discussion prompts based on what you read about German social policies.
4. Pick two other countries whose social policies are covered on the website, and compare Germany to those countries. What differences / similarities do you see? What surprises you about German social policy as compared to your other two chosen countries?

Email me a **pdf** of your answers before class starts **or** hand me a printed copy in class.

Day 13: Sept 20—**Current Events**

Have read by the start of class:

1. Find and read a few news articles about Germany and German politics. If possible, find something relating to the topics we looked at this week.

Weeks 6 and 7: Minorities and Historically Disadvantaged Groups

Day 14: Sept 23—Ethnoreligious Minorities

25 pages to have read by the start of class:

1. Rohe, Mathias. 2013. "Germany," in *Yearbook of Muslims in Europe*, ed. Jørgen S. Nielsen. Koningklijke Brill NV: Leiden, The Netherlands. 281-306. (25pp)

Day 15: Sept 25—Ethnoreligious Minorities, cont.

39 pages to have read by the start of class:

1. "Sinti and Roma"—23 assorted pages from the Documentation and Culture Center of German Sinti and Roma. (Website is here, if you're interested: <http://www.sintiundroma.de/en/home.html>)
2. Kranz, Dani. 2016. "Forget Israel—The Future Is in Berlin! Local Jews, Russian Immigrants, and Israeli Jews in Berlin and across Germany." *Shofar: An Interdisciplinary Journal of Jewish Studies*, 34 (4): 5-28. (16pp)

Day 16: Sept 27—Current Events

Have read by the start of class:

1. Find and read a few news articles about Germany and German politics. If possible, find something relating to the topics we looked at this week.

Day 17: Sept 30—LGBTQ+ Politics

20 pages to have read by the start of class:

1. Davidson-Schmich, Louise K. 2017. "LGBT Politics in Germany: Unification as a Catalyst for Change." *German Politics*, 26 (4): 534-555. (20pp)

Day 18: Oct 2—Gender Politics

9 pages to have read by the start of class:

1. Devins, Sabine. 2017. "Why German Women like Angela Merkel Don't like 'Feminism.'" *Handelsblatt*, 28 April. Available at: <https://www.handelsblatt.com/today/politics/handelsblatt-explains-why-german-women-like-angela-merkel-dont-like-feminism/23569242.html?ticket=ST-1667424-9241TtiyhxZEvBwylprc-ap1> (3pp)
2. "Third Gender Option for Birth Certificates Approved in Bundestag." 2018. *The Local*, 14 December. Available at: <https://www.thelocal.de/20181214/germany-approves-third-gender-option-law> (2pp)
3. "'I Am a Woman with Every Fiber of My Body': Germany's First Transgender MP." 2019. *The Local*, 14 January. Available at: <https://www.thelocal.de/20190114/regional-lawmaker-is-germanys-first-transgender-mp> (4pp)

Day 19: Oct 4—Current Events

Have read by the start of class:

1. Find and read a few news articles about Germany and German politics. If possible, find something relating to the topics we looked at this week.

Day 20: Oct 7—*Midterm*****

Week 7: Populism

Day 21: Oct 9

15 pages to have read by the start of class:

1. Hansen, Michael A., and Jonathan Olsen. 2019. "Flesh of the Same Flesh: A Study of Voters for the Alternative for Germany (AfD) in the 2017 Federal Election." *German Politics*, 28 (1): 1-19. (15pp)

Note: Don't get hung up on the methodology and data. Read their explanations and consider what their findings and the AfD in general mean for Germany.

Day 22: Oct 11—**Current Events**

Have read by the start of class:

1. Find and read a few news articles about Germany and German politics. If possible, find something relating to the topics we looked at this week.

October 14: Fall Break

Week 8: International Affairs—International Legacies of WWII

Day 23: October 16

13 pages to have read by the start of class:

1. Oberhäuser, Notker. 2018. "Polish-German Relations: The Sticking Points." *Deutsche Welle*, June 4. Available at: <https://www.dw.com/en/polish-german-relations-the-sticking-points/a-44074544> (4pp)
2. Gardner-Feldman, Lily. 2019. "From Fear to Friendship: Franco-German Relations in 1949 and 2019." *American Institute for Contemporary German Studies*. 23 May. Available at: <https://www.aicgs.org/2019/05/from-fear-to-friendship-franco-german-relations-in-1949-and-2019/> (5pp)
3. Wall, Stephen. 2015. "Anglo-German Friendship Only Goes So Far." *BBC*, 13 January. Available at: <https://www.bbc.com/news/uk-politics-30772843> (4pp)

Day 24: October 18—**Current Events**

Have read by the start of class:

1. Find and read a few news articles about Germany and German politics. If possible, find something relating to the topics we looked at this week.

Weeks 9 and 10: International Affairs—European Union

Day 25: October 21—History and Current Role

19 pages to have read by the start of class:

1. Paterson, William E. 2011. "The Reluctant Hegemon? Germany Moves Centre Stage in the European Union." *Journal of Common Market Studies*, 49: 57-75. (19pp)

Day 26: October 23—2008 Financial Crisis

12 pages to have read by the start of class:

1. Newman, Abraham. 2010. "Flight from Risk: Unified Germany and the Role of Beliefs in the European Response to the Financial Crisis." *German Politics and Society*, 28 (2): 151-164 (12pp)

Day 27: October 25—**Current Events**

Have read by the start of class:

1. Find and read a few news articles about Germany and German politics. If possible, find something relating to the topics we looked at this week.

Day 28: October 28—Migrant Crisis

16 pages to have read by the start of class:

1. Sadeghi, Sahar. 2019. "Racial Boundaries, Stigma, and the Re-Emergence of 'Always Being Foreigners': Iranians and the Refugee Crisis in Germany." *Ethnic and Racial Studies*, 42 (10): 1613-1631. (16pp)

Day 29: October 30—Brexit (vote took place June 23, 2016; keep the dates of the readings in mind)

12 pages to have read by the start of class:

1. Kundnani, Hans. 2016. "Enough of the Hegemony: Why Germany Really Wants the UK to Stay in the EU." *London School of Economics*, 23 February. Available at: <https://blogs.lse.ac.uk/brexit/2016/02/23/enough-of-the-hegemony-why-germany-really-wants-the-uk-to-stay-in-the-eu/> (3pp)

2. Hertner, Isabelle. 2016. "Germany's Reaction to Brexit: A Catastrophe But We'll Cope." *The Conversation*, 24 June. Available at: <http://theconversation.com/germanys-reaction-to-brexit-a-catastrophe-but-well-cope-61459> (3pp)
3. Mischke, Judith. 2019. "Germany to UK: We Will Miss You, Please Stay." *Politico*, 18 January. Available at: <https://www.politico.eu/article/germany-to-uk-we-will-miss-you/> (3pp)
4. Beard, Stephen. 2019. "Brexit Touches German Funny Bone." *NPR's Marketplace*, 19 April. Available at: <https://www.marketplace.org/2019/04/19/brexit-touches-german-funny-bone/> (3pp)

Day 30: Nov 1—Special Event: 30th Anniversary of the Fall of the Berlin Wall, location and details TBA; **date may change**, I'll let you know

Week 11: Germany, East and West (30th Anniversary of the Fall of the Berlin Wall is Nov. 9)

Day 31: Nov 4—The Berlin Wall

Short Paper 2 Due Today (Undergraduate Students Only)

17 pages to have read by the start of class:

1. Carmichael, Neil. 2011. "A Brief History of the Berlin Crisis of 1961." *National Declassification Center: National Records and Archives Administration*. Available at: <https://www.archives.gov/files/research/foreign-policy/cold-war/1961-berlin-crisis/overview/berlin-wall-overview.pdf> (8pp)
2. Flanagan, Andrew. 2018. "Punks, Up Against the Wall." *NPR*, 29 September. Available at: <https://www.npr.org/2018/09/29/652567677/punks-up-against-the-wall> (9pp)

Day 32: Nov 6—What Are Things Like Now?

17 pages to have read by the start of class:

1. Graupner, Hardy. 2005. "Unity Report Highlights Progress, Problems." *Deutsche Welle*, 14 September. Available at: <https://www.dw.com/en/unity-report-highlights-progress-problems/a-1709799> (2pp)

2. Fulbrook, Mary. 2010. "Unified Germany 20 Years on." *University College London*, 11 October. Available at:
<https://www.ucl.ac.uk/news/2010/oct/unified-germany-20-years> (4pp)
3. Connolly, Kate. 2015. "German Reunification 25 Years on: How Different Are East and West Really." *The Guardian*, 2 October. Available at:
<https://www.theguardian.com/world/2015/oct/02/german-reunification-25-years-on-how-different-are-east-and-west-really> (5pp)
4. "Eastern Germany Still Lags, Three Decades after Reunification: Study." 2019. *Deutsche Welle*, 4 March. Available at:
<https://www.dw.com/en/eastern-germany-still-lags-three-decades-after-reunification-study/a-47769117> (3pp)
5. Huggler, Justin. 2019. "Poll Shows Germany Still Divided 30 Years after Fall of Berlin Wall." *The Telegraph*, 4 August. Available at:
<https://www.telegraph.co.uk/news/2019/08/04/poll-shows-germany-still-divided-30-years-fall-berlin-wall/> (3pp)

Day 33: Nov 8—**Current Events**

Have read by the start of class:

1. Find and read a few news articles about Germany and German politics. If possible, find something relating to the topics we looked at this week.

Weeks 12 and 13: Transitional Justice in Germany

Day 34: Nov 11—Introduction to Transitional Justice

17 pages to have read by the start of class:

1. "What Is Transitional Justice?" 2019. *International Center for Transitional Justice*. Available at:
<https://www.ictj.org/about/transitional-justice> (3pp)
2. Welsh, Helga A. 2006. "When Discourse Trumps Policy: Transitional Justice in Unified Germany." *German Politics*, 15 (2): 137-152. (14pp)

Day 35: Nov 13—Colonialism

17 pages to have read by the start of class:

1. Sevenzo, Farai. 2011. "African Viewpoint: Remembering German Crimes in Namibia." *BBC News*, 11 October. Available at: <https://www.bbc.com/news/world-africa-15257857> (2pp)
2. Eligon, John. 2018. "The Big Hole in Germany's Nazi Reckoning? Its Colonial History." *New York Times*, 11 September. Available at: <https://www.nytimes.com/2018/09/11/world/europe/germany-colonial-history-africa-nazi.html> (7pp)
3. "Germany Returns Skulls of Namibian Genocide Victims." 2018. *BBC News*, 29 August. Available at: <https://www.bbc.com/news/world-africa-45342586> (5pp)
4. "US Judge Dismisses Namibian Genocide Claims Against Germany." 2019. *Deutsche Welle*, March 7. Available at: <https://www.dw.com/en/us-judge-dismisses-namibian-genocide-claims-against-germany/a-47816283> (3pp)

Day 36: Nov 15—**Current Events**

Have read by the start of class:

1. Find and read a few news articles about Germany and German politics. If possible, find something relating to the topics we looked at this week.

Day 37: Nov 18—Aftermath of WWII

30 pages to have read by the start of class:

1. Cohen, David. 2006. "Transitional Justice in Divided Germany after 1945," in *Retribution and Reparation in the Transition to Democracy*, ed. Jon Elster. Cambridge University Press: New York, 59-88. (30pp)

Day 38: Nov 20—Aftermath of the East German Dictatorship

35 pages to have read by the start of class (**note that this is more reading than usual**—I do expect you to do it, so leave yourself enough time for that):

1. Adams, Jefferson. 2000. "Probing the East German State Security Archives." *International Journal of Intelligence and CounterIntelligence*, 13 (1): 21-34. (13pp)
2. Miller, John. 1998. "Settling Accounts with a Secret Police: The German Law on the Stasi Records." *Europe-Asia Studies*, 50 (2): 305-330. (22pp)

Day 39: Nov 22—Current Events

Have read by the start of class:

1. Find and read a few news articles about Germany and German politics. If possible, find something relating to the topics we looked at this week.

Week 14: Memory and Education

Day 40: Nov 25

16pp to have read by the start of class:

1. Cowell, Alan. 1995. "Teaching Nazi Past to German Youth." *The New York Times*, 9 June. Available at: <https://www.nytimes.com/1995/06/09/world/teaching-nazi-past-to-german-youth.html> (4pp)
2. Rensmann, Lars. 2005. "Holocaust Education in Germany: An Interview." *PBS Frontline*, 31 May. Available at: <https://www.pbs.org/wgbh/pages/frontline/shows/germans/germans/education.html> (4pp)
3. Smale, Alison. 2015. "Teaching the Holocaust to Muslim Germans, or Not." *The New York Times*, 17 June. Available at: <https://www.nytimes.com/2015/06/18/world/europe/teaching-the-holocaust-to-muslim-germans-or-not.html> (3pp)
4. Schultheis, Emily. 2019. "Teaching the Holocaust in Germany as a Resurgent Far Right Questions It." *The Atlantic*, 10 April. Available at: <https://www.theatlantic.com/international/archive/2019/04/germany-far-right-holocaust-education-survivors/586357/> (5pp)

November 27-29: Thanksgiving Break

Week 15: Course Evaluations + Review

Day 41: Dec 2: Last Day of Class—**Bring your laptops!**

Policy Paper Due Today (Graduate Students Only)

Complete Course Evaluations, review for final exam

*****Friday, Dec 6: Final Exam, 11:20am-2:10pm, in our regular room*****