



Arts & Social
Sciences

School of Humanities and Languages

ARTS3780, Contemporary Germany Semester 1, 2015

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1. Course Staff and Contact Details

Course Convenor			
Name	Robert Buch	Room	Morven Brown 249
Phone	9385 8643	Email	Robert.Buch@unsw.edu.au
Consultation Time	Thursdays, 13:30-15:00 and by appointment		

2. Course Details

Units of Credit (UoC)	6		
Course Description	This course explores social, cultural and political developments in Germany since 1945, with a focus on major contemporary and scholarly debates. It examines Germany's development from its devastation in World War II through four decades of division during the Cold War and reunification in 1990 through to the present. Issues will include the situation of Germany following its defeat and occupation in 1945, social, cultural and political change in East and West Germany, the demise of East Germany and German reunification, and issues relating to Germany's national identity and its place in Europe and the world. These issues and the debates surrounding them will be explored in lectures, readings and student-led seminar discussions focusing on primary and secondary texts.		
Course Aims	1.	to introduce students to major social, cultural and political developments and issues in Germany since 1945	
	2.	to provide students with and allow them to develop critical understandings and interpretations of those developments and issues	
	3.	to enable students to critically evaluate and independently participate in debates about contemporary Germany and its place in contemporary Europe	
	4.	to develop students' critical thinking, research and written and spoken communication skills, as relevant to the interdisciplinary fields of German and European Studies	
Student Learning Outcomes	1.	Demonstrate sound knowledge of major social, cultural and political developments and issues in Germany since 1945 and the people, ideas and institutions behind them	
	2.	Apply critical-analytical skills to public and scholarly debates	
	3.	Demonstrate familiarity with advanced humanities research skills	
	4.	Demonstrate advanced academic written and spoken communication skills	
Graduate Attributes	1.	A well-rounded understanding of contemporary European history, politics, culture and society	
	2.	An ability to understand and explain European perspectives on the world	
	3.	An understanding of the tools and methods used in the humanities and social sciences, including an awareness of the ways in which an interdisciplinary approach enhances the study of the region.	
	4.	Effective written communication skills and the ability to express these effectively in intercultural contexts	
	5.	The capacity for critical analysis of scholarship, writing and	

		sources on or about contemporary Europe
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3. Learning and Teaching Rationale

The learning and teaching strategy is designed to deliver a course that encourages student engagement with current debates in the field of contemporary German Studies and develops their critical skills through multiple modes of teaching and assessment. There is a two-hour lecture and a one-hour tutorial per week. Each week a specific development or issue will be the focus of the lecture, the readings and tutorial discussion and presentation. The lectures will provide background information and introduce theoretical and analytical perspectives and debates that will be explored in or exemplified by the specialized weekly readings. The lectures will also present specific primary sources or cultural artefacts for discussion. The tutorial will involve in-depth discussion of readings and presentations on related topics.

4. Teaching Strategies

My teaching strategy is to encourage student engagement with and structured reflection on the readings by having them complete a weekly journal in which they respond to specific questions about a reading on a weekly basis. Engagement with the lecture and reading material will also be encouraged and assessed by an in-class essays, which will give students the opportunity to synthesize the material and reflect on what they have learnt. The research essay will require students to undertake independent research on a specific topic, while the in-class essay, the journal and the tutorial presentations require students to engage with scholarship in the field and to practice their critical thinking, analytical and presentation skills.

5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Weekly readings: response and question	8 x 200 words	20%	2, 4	4, 5	various
Tutorial presentation	8-10 minutes	15%	2, 4	4, 5	various
Research essay	ca. 2,500 words	45%	1, 2, 3, 4	1, 2, 3, 4, 5	22 May 4pm
In-class essay	ca. 800 words	20%	1, 2, 4	1, 2, 4, 5	3 June

Details of Assessment Tasks

Weekly readings: response and question (20%)

You are required to write a brief response (ca. 200 words) to a question about one of the required weekly readings for eight of the twelve tutorials. Additionally, you are required to write a discussion question relating to the other weekly reading. You must submit your response and question by email **before** the lecture/tutorial for which the reading has been set. **If you do not submit eight responses you will get zero for this assessment item. As the comments and questions are intended to be discussed in the weekly tutorial, late postings will not count so submitting on time is crucial.**

Tutorial presentation (15%)

You are required to give a brief talk in a tutorial in which you 1) summarise your response to the above-mentioned question on one of the required readings, 2) pose your (above-

mentioned) discussion question and moderate the discussion on the readings.

Research essay (45%)

You are required to write a research essay of approximately 2,500 words (excluding the bibliography). A number of essay questions will be provided by the course convener, but you may also develop your own question that reflects your interests, in consultation with the convener. Proposed essay questions must be confirmed with the convener by Thursday, 22 April at the latest. Ideally, you should suggest your question in week 3 or 4, as discussing its feasibility and refining it can take some time. You must be prepared to accept advice about the feasibility of your proposed question, which will reflect the size of the topic and the availability of appropriate resources. If you have not finalised your individual essay question and received approval from the lecturer by 22 April, you will have to write your essay (and abstract) on one of the questions provided.

The research essay should be a substantial piece of independent research, reflection and analysis and should engage explicitly with relevant scholarly and possibly also public debates.

In-class essay (20%)

You are required to write an in-class essay in the final tutorial in response to questions on themes, issues and debates addressed in the course. The questions will be designed to give you the opportunity to demonstrate your understanding of these themes, issues and debates and your ability: 1) to address them with reference to specific cases and contexts and with reference to the secondary literature, 2) to synthesize the material from multiple weeks and contexts 3) to think critically and 4) to reflect on what you have learnt. The best preparation for the in-class essays is active participation in the course, including engaging with the required, recommended and other suggested readings.

Please Note: The Arts and Social Sciences Protocols and Guidelines state:

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full at:

<https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/>

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: <https://student.unsw.edu.au/grades>

Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from <https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

Late Submission of Assignments

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the **loss of 3%** of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted **14 days after** the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
- Work submitted **21 days after** the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at:

<https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/>

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

- A student seeking an extension should apply through the Faculty's online extension tool available in LMS.
- A request for an extension should be submitted before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days of the request.
- The Course Authority can only approve an extension up to five days. A student requesting an extension greater than five days should complete an application for Special Consideration.
- The Course Authority advises their decision through the online extension tool.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.

7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

- A student is expected to attend **all** class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.
- If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for "Permission to Participate in Lectures Online".
- Where practical, a student's attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.
- A student who arrives **more than 15 minutes late** may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.
- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.
- Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.
- If a Course Authority rejects a student's request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.
- A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.
- A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning.
- A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

- The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course's learning outcomes and volume of learning.
- **A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).**
- A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

8. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Policy.pdf

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

9. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <https://student.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: <http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

10. Course Schedule				
To view course timetable, please visit: http://www.timetable.unsw.edu.au/				
Lecture dates:	Topic	Lecture Content	Tutorial/Lab Content	Readings
4 March	Introduction to course	Introduction	--	Jarausch; Harsch
11 March	Occupation and division	Occupation and division	Occupation and division	Foschepoth; Pritchard
18 March	The Foundation of the Two German States	Foundation of the Two German States	Foundation of the Two German States	Feinstein; Pritchard
25 March	The 1950s	The 1950s	The 1950s	Betts; Wierling
1 April	The 1960s	The 1960s	The 1960s	Ross; Brown
8 April	mid-semester break	--	--	--
15 April	The 1970s	The 1970s	The 1970s	Aust; Allinson
22 April	The 1980s	The 1980s	The 1980s	Mewes; Fulbrook
29 April	1989/90	1989/90	1989/90	Larres; Fulbrook
6 May	German unification since 1990	German unification since 1990	German unification since 1990	Flockton; Dalton
13 May	Social and Cultural Diversity	Social and Cultural Diversity	Social and Cultural Diversity	Green, Stehle
20 May	Unified Germany on the international stage	Unified Germany on the international stage	Unified Germany on the international stage	Oppermann; Ratka Research essay due 22 May, 16:00.
27 May	Germany and European integration	Germany and European integration	Germany and European integration	Green/Hough/Miskimmon; Ash
3 June		--	In-class essay	

11. Course Resources
Textbook Details
<p>You are expected to read Pól O'Dochartaigh, <i>Germany since 1945</i> (Basingstoke: Palgrave Macmillan 2004), which is available at the UNSW Library and the UNSW Bookshop. It serves as background reading, but is not directly assessed.</p> <p>Three further surveys of German history since 1945 are recommended:</p> <ul style="list-style-type: none"> • Konrad H. Jarausch, <i>After Hitler: Recivilizing Germans, 1945-1995</i> (New York: Oxford University Press, 2006) (German version also available: <i>Umkehr</i>); • Paul Hockenos, <i>Joschka Fischer and the Making of the Berlin Republic: An Alternative History of Postwar Germany</i> (Oxford: Oxford University Press, 2008); • Michael Gehler, <i>Three Germanies: West Germany, East Germany and the Berlin Republic</i> (London: Reaktion Books, 2001).

Required Readings

You are required to read the following readings (which are available in the course study kit) before the tutorial in the specified weeks.

Week 1 lecture only: Introductory readings

Jarausch, K.H., 'The Federal Republic at Sixty: Popular Myths, Actual Accomplishments and Competing Interpretations', *German Politics and Society* vol. 28 (2010), no. 1, pp. 10-29

Harsch, D., 'Footnote or Footprint? The German Democratic Republic in History', *Bulletin of the German Historical Institute* vol. 46 (Spring 2010), pp. 9-25

Read for tutorial week 2: Occupation and division

Foschepoth, J., 'German Reaction to Defeat and Occupation', in: *West Germany under Construction: Politics, Society, and Culture in the Adenauer Era*, ed. R.G. Moeller (Ann Arbor: University of Michigan Press, 1997), pp. 73-89

Pritchard, G., 'Schwarzenberg 1945: Antifascists and the 'Third Way' in German Politics', *European History Quarterly* vol. 35 (2005), no. 4, pp. 499-522

Read for tutorial week 3: The Foundation of two German States

Feinstein, M.M., 'Deutschland über alles? The National Anthem Debate in the Federal Republic of Germany', *Central European History* vol. 33 (2000), no. 4, pp. 505-531

Pritchard, G., *The Making of the GDR 1945-53: From Antifascism to Stalinism* (Manchester: Manchester University Press, 2000), pp. 194-224 (chapter 8: 'Workers' Party versus Working Class')

Read for tutorial week 4: The 1950s

Betts, P., 'Manners, Morality and Civilization: Reflections on Postwar German Etiquette Books', in: *Histories of the Aftermath: The Legacies of the Second World War in Europe*, ed. F. Biess and R.G. Moeller (New York: Berghahn, 2010), pp. 196-214

Wierling, D., 'Mission to Happiness: The Cohort of 1949 and the Making of East and West Germans', in: *The Miracle Years: A Cultural History of West Germany, 1949-1968*, ed. H. Schissler (Princeton: Princeton University Press, 2001), pp. 110-125.

Read for tutorial week 5: The 1960s

Ross, C., 'East Germans and the Berlin Wall: Popular Opinion and Social Change before and after the Border Closure of August 1961', *Journal of Contemporary History* vol. 39 (2004), no. 1, pp. 25-43

Brown, Timothy, '»1968« East and West: Divided Germany as a case Study in Transnational History', in *American Historical Review* February 2009, 69-96

Read for tutorial week 6: The 1970s

Aust, S., 'Terrorism in Germany: The Baader-Meinhof Phenomenon', *Bulletin of the German Historical Institute* vol. 43 (Fall 2008), pp. 45-57

Allinson, M., '1977: The GDR's Most Normal Year?', in: *Power and Society in the GDR, 1961-1979: The 'Normalisation of Rule'?*, ed. M. Fulbrook (New York: Berghahn Books, 2009), pp. 253-277

Read for tutorial week 7: The 1980s

Mewes, H., 'A Brief History of the German Green Party', in: *The German Greens: Paradox between Movement and Party*, ed. M. Mayer & J. Ely (Philadelphia: Temple University Press, 1998), pp. 29-48

Fulbrook, M., *Anatomy of a Dictatorship: Inside the GDR 1949-1989* (Oxford: Oxford University Press, 1995), pp. 201-242 (chapter 8: 'The Growth of Political Activism')

Read for tutorial week 8: 1989/90

Larres, K., 'Germany in 1989: The Development of a Revolution', in: *Germany since Unification: The Development of the Berlin Republic*, ed. K. Larres (Basingstoke: Palgrave, 2001), pp. 33-59

Fulbrook, M., 'Nationalism in the Second German Unification', in *Germany's Two Unifications: Anticipations, Experiences, Responses*, ed. R. Speirs and J. Breuilly (Basingstoke: Palgrave, 2005), pp. 241-260

Read for tutorial week 9: German unification since 1990

Flockton, C., 'Financing German Unity: Challenges, Methods and Longer-term Consequences', in: *United and Divided: Germany since 1990*, ed. M. Dennis and E. Kolinsky (New York: Berghahn, 2004), pp. 36-54

Dalton, R.J., and Weldon, S., 'Germans Divided? Political Culture in a Unified Germany', *German Politics* vol. 19 (2010), no. 1, pp. 9-23

Read for tutorial week 10: Social and cultural diversity

Green, S., 'Germany: A Changing Country of Immigration', *German Politics* vol. 22 (2013), no. 3, pp. 333-351

Stehle, M., and Weber, B.M., 'German Soccer, the 2010 World Cup, and Multicultural Belonging', *German Studies Review* vol. 36 (2013), no. 1, pp. 103-124

Read for tutorial week 11: Germany on the international stage

Oppermann, K., 'National Role Conceptions, Domestic Constraints and the New "Normalcy" in German Foreign Policy: The Eurozone Crisis, Libya and Beyond', *German Politics* vol. 21 (2012), no. 4, pp. 502-519

Ratka, E., 'Germany and the Arab Spring: Foreign Policy between New Activism and Old Habits', *German Politics & Society* vol. 30 (2012), no. 2, pp. 59-74

Read for tutorial week 12: Germany and European integration

Green, S., Hough, D., and Miskimmon, A., *The Politics of the New Germany*, 2nd edition (New York: Routledge, 2012), pp. 175-195 (chapter 9: 'Germany and the European Union: From a *Musterknabe* to a frustrated *Lehrmeister*?')

Garton Ash, T., 'The New German Question', *The New York Review of Books*, 15 August 2013

Additional Readings

You are also strongly encouraged to read the following recommended readings, which should all be available electronically via the UNSW Library, whether as e-books, electronic journals or in the High Use Collection for this course.

Recommended for week 1: Introductory readings

Bessel, R., *Germany 1945: From War to Peace* (New York: HarperCollins, 2009), pp. 1-9

Fulbrook, M., *Interpretations of the Two Germanies, 1945-1990*, 2nd edition (Basingstoke: Palgrave, 2000), pp. 1-10, 11-28

Recommended for week 2: Occupation and division

Herf, J., 'Multiple Restorations: German Political Traditions and the Interpretation of Nazism, 1945-1946', *Central European History* vol. 26 (1993), no. 1, pp. 21-55

Nolan, M., 'Americanization as a Paradigm of German History', in: *Conflict, Catastrophe, and Continuity: Essays on Modern German History*, ed. F. Biess, M. Roseman & H. Schissler (New York: Berghahn, 2007), pp. 200-218

Recommended for week 3: The Foundation of the two German states

Grunenberg, A., 'Antitotalitarianism versus Antifascism: Two Legacies of the Past in Germany', *German Politics and Society* 15, no. 2 (1997): 76-90

Krüger, P., 'The Federal Republic as a Nation-State', in: *The Postwar Transformation of Germany: Democracy, Prosperity and Nationhood*, ed. J.S. Brady et al. (Ann Arbor:

University of Michigan Press, 1999), pp. 339-356.

Recommended for week 4: The 1950s

Poiger, U.: 'Rebels with a Cause? American Popular Culture, the 1956 Youth Riots, and New Conceptions of Masculinity in East and West Germany', in: *The American Impact on Postwar Germany*, ed. R. Pommerin (Providence: Berghahn Books, 1995), pp. 93-124

Prowe, D., 'The "Miracle" of the Political-Cultural Shift: Democratization between Americanization and Conservative Reintegration', in: *The Miracle Years: A Cultural History of West Germany, 1949-1968*, ed. H. Schissler (Princeton: Princeton University Press, 2001), pp. 451-458

Recommended for week 5: The 1960s

Hockenos, P., *Joschka Fischer and the Making of the Berlin Republic: An Alternative History of Postwar Germany* (Oxford: Oxford University Press, 2008), pp. 53-94 (chapter 3: 'Anti-Authoritarian Revolt')

Siegfried, D., 'Don't Trust Anyone Older Than 30?' Voices of Conflict and Consensus between Generations in 1960s West Germany', *Journal of Contemporary History* vol. 40 (2005), no. 4, pp. 727-744

Recommended for week 6: The 1970s

Jessen, R., 'Mobility and Blockage during the 1970s', in: *Dictatorship as Experience: Towards a Socio-Cultural History of the GDR*, ed. K.H. Jarausch (New York: Berghahn Books, 1999), pp. 341-360

Barclay, D.E., 'A "Complicated Contrivance": West Berlin behind the Wall, 1971-1989', in: *Walls, Borders, Boundaries: Spatial and Cultural Practices in Europe*, ed. M. Silbermann, K.E. Till & J. Ward (New York: Berghahn Books, 2012), pp. 113-130

Recommended for week 7: The 1980s

Braun, J., 'The People's Sport? Popular Sport and Fans in the Later Years of the German Democratic Republic', *German History* vol. 27 (2009), no. 3, pp. 414-428

Muller, J.Z., 'German Neo-Conservatism, ca. 1968-1985: Hermann Lübke and Others', in: *German Ideologies since 1945: Studies in the Political Thought and Culture of the Bonn Republic*, ed. J.-W. Müller (New York: Palgrave Macmillan, 2003), pp. 161-184

Recommended for week 8: 1989/90

Wheeler, B.R., 'Intellectuals, the "Third Way", and German Unification', in: *Transformations of the New Germany*, ed. R.A. Starkman (New York: Palgrave, 2006), pp. 15-34

Anderson, J.J., 'The Federal Republic at Twenty: Of Blind Spots and Peripheral Visions', *German Politics and Society* vol. 28 (2010), no. 2, pp. 17-33

Recommended for week 9: German unification since 1990

Goedicke, A., 'A "Ready-Made State": The Mode of Institutional Transition in East Germany After 1989', in: *After the Fall of the Wall: Life Courses in the Transformation of East Germany*, ed. M. Diewald (Stanford: Stanford University Press, 2006), pp. 44-64

Neugebauer, G., 'Two Decades of Unity: Continuity and Change in Political Institutions', in: *United Germany: Debating Processes and Prospects*, ed. K.H. Jarausch (New York: Berghahn, 2013), pp. 25-43.

Recommended for week 10: Social and cultural diversity

Chin, R., and Fehrenbach, H., 'German Democracy and the Question of Difference, 1945-1995', in: *After the Nazi Racial State: Difference and Democracy in Germany and Europe*, ed. R. Chin et al. (Ann Arbor: University of Michigan Press, 2009), pp. 102-136

Schönwälder, K., & Triadafilopoulos, T., 'A Bridge or Barrier to Incorporation? Germany's

1999 Citizenship Reform in Critical Perspective', *German Politics & Society* vol. 30 (2012), no. 1, pp. 52-70

Recommended for week 11: Germany on the international stage

Berger, T., 'The Power of Memory and Memories of Power: The Cultural Parameters of German Foreign-Policy Making since 1945', in *Memory and Power in Post-War Europe*, ed. J.-W. Müller (Cambridge: Cambridge University Press, 2002), pp. 76-99

Hatlapa, R., and Markovits, A.S., 'Obamamania and Anti-Americanism as Complementary Concepts in Contemporary German Discourse', *German Politics and Society* vol. 28 (2010), no. 1, pp. 69-94

Recommended for week 12: Germany and European integration

Hall, P.A., 'The Economics and Politics of the Euro Crisis', *German Politics* vol. 21, no. 4 (2012), pp. 355-371

Maier, C.S., 'Lessons from History? German Economic Experiences and the Crisis of the Euro', *Bulletin of the German Historical Institute* Issue 50 (Spring 2012)

Additional Resources

You should also consult the extensive lists of additional resources available on Moodle, especially when preparing your essays. The resources listed there should be available through the UNSW Library or Moodle. Please inform the course convener if you cannot locate them. Good places to search for further resources include the journal database JSTOR and specific journals such as *German History*; *German Politics and Society*; *German Politics*; *German Studies Review*; *Journal of Contemporary History*; *Contemporary European History*; *European History Quarterly*.

Websites

Like most UNSW courses, ARTS3780 utilizes the Moodle online learning management program, which can be accessed via <http://my.unsw.edu.au>.

There are numerous useful websites on contemporary German history and contemporary German affairs.

For example, the German Historical Institute, Washington, has a bilingual platform called 'German History in Documents and Images': <http://germanhistorydocs.ghi-dc.org>

Also, the American Institute for Contemporary German Studies, Johns Hopkins University, provides commentary and reports on German politics: <http://www.aicgs.org>

12. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

13. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre's website at:

<http://www.lc.unsw.edu.au>

14. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and Languages. Further information about UNSW grievance procedures is available at:

<https://student.unsw.edu.au/complaints>

15. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

<https://my.unsw.edu.au>

<https://my.unsw.edu.au/student/atoz/ABC.html>

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see

<https://www.ohs.unsw.edu.au/>

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

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

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au/>

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.