Migration and the Making of Modern Germany

ESEM/011 | Bryn Mawr College | Autumn 2026

Professor: Ben Van Zee [he/him]
Schedule: T/Th 11:40-1:00PM
Room: Old Library 118
Professor's Office: Old Library 205
Professor's Student Hours: T/TH 2-5pm and by appointment. Sign up with this link.
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Course Description

Today, Germany is one of the world's leading immigration destinations; nearly one in three residents claims a "migration background." Yet whether Germany is an "immigration country," who belongs, and who counts as "German" remain controversial. Although Germany's present demographic makeup is novel, these questions are anything but. They have been fought over across every era of modern German history, from nineteenth-century mass emigration to the Third Reich to the refugee debates of today. How have ideas about culture, race, gender, religion, citizenship, and belonging changed as Germany went from exporting people to importing them? What happens when a nation organized around an ethnic identity grapples with becoming a multicultural society? This seminar introduces the history of modern Germany through the lens of migration. We will meet colonial settlers and colonial subjects, Jewish refugees and ethnic German expellees, Korean nurses and Turkish factory workers, Afro-German activists and Syrian asylum seekers. Our sources range from scholarly texts and memoirs to films, oral histories, and video games. This discussion-driven seminar will build students' skills in academic writing and argumentation through a combination of analytical essays, guided revisions, one-on-one meetings, and peer feedback. No background in German or European history is expected; only curiosity about how the movement of people remakes the societies they enter and the ones they leave behind.

Learning Objectives

By the end of this course, you will learn to:

1. Appropriately use, cite, and document sources.
2. Understand the act of writing as a process, and reflect upon your own process, discovering ways to vary or improve it.
3. Refine your reading and writing techniques.
4. Develop skills of critical analysis in academic writing and discussion.
5. Learn to give and receive generous, constructive feedback.
6. More confidently formulate and articulate your opinions.
7. Identify an academic text's argument, synthesize it succinctly, and communicate it to others.

Required Texts & Media

Khuê Phạm, *Brothers and Ghosts*, translated by Daryl Lindsey and Charles Hawley (Scribe US, 2024) [please purchase a copy at Bryn Mawr's Bookstore]

Gordon Harvey, *Writing with Sources: A Guide for Students* (Indianapolis, IN: Hackett, 2017). [ESEM will provide you with a free copy]

Download of *Bury Me, My Love* (2017) [Visual Novel Video Game];

[This is a video game that costs roughly 3$ to download on either the Android or Apple App stores. Although it is also available for Nintendo Switch and nearly all other gaming platforms, it is best played on a mobile phone, as it is a texting-based visual novel. We will not be playing this until Thanksgiving Break, so you can wait until then to acquire it.

All other readings for this course will be made available on Moodle. **I ask that you print out all readings, annotate them by hand, and bring them to class.**

Course Requirements

- Participation: 20%
  - Attendance (10%)

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- Writing Exercises: 20%
  - 1-2 page formal and informal writing assignments (8x)

- Paper #1 & Revision: 20%
  - 1,250-1,500 Word (~5pg) Essay Due by **September 25th**
  - Revision due by **October 9th**

- Paper #2 & Revision: 20%
  - 1,250-1,500 Word (~5pg) Essay Due by **November 13th**
  - Revision due by **November 18th**
  -

- Final Paper: 20%
  - 1,250 Word Argumentative Essay & 1-page Reflection
  - Due by **18 December**

Participation: 20%

This is a discussion-driven seminar. You are expected to attend each class having read and reflected on the assigned texts, and to come prepared to participate in discussion. It is your responsibility to demonstrate that you have done the readings by actively participating in our discussions. Your participation grade combines your attendance (10%), your informed analysis of assigned texts, and your engagement with your peers' ideas (10%). If sustained verbal participation during class discussion constitutes a challenge for you, meet with me so that we may find a path forward together.

Conferences: In addition to office hours, the Emily Balch Seminar expects students to meet the instructor for at least 4 conferences (meetings) of at least 20 minutes' duration in the semester to discuss their overall progress with the class, their writing goals, any content related questions or any other aspect of the class which may be beneficial for the students. Tentative windows for one-on-one conferences:

1. Week 1 and Week 2 (Sept 1st-11th) [Introduction & discuss writing goals]
2. Week 5 (Sept 30th-Oct 9th) [Discuss your first paper and set goals for revision]
3. Week 11 (November 16-20th) [Discuss revision goals for 2nd paper]
4. Week 14 (Dec 7-11th) [Discuss your final paper & debrief]

Writing Exercises: 20%

To improve your writing and critical thinking skills, this course will incorporate roughly 8 formal and informal 1-2 page essays in which you will hone your writing through low-stakes assignments. Some will be completed in-class, some will be assigned as homework. I will provide feedback on some but not all of them. They will, however, create a corpus of material that will allow you to track the progress of your writing over the course of the semester. They will prepare you for formal graded assignments. There will be roughly eight of these over the course of the semester. Note that the specific assignments and deadlines for these exercises are subject to change. All changes will be announced well in advance. Although the specific assignments may evolve in response to what I see as our priorities as a class, below is the tentative schedule. I will explain each of them closer to time. For the purposes of this course, 1-page is 300 words.

The Writing Exercise Papers will be graded on the basis of effort and engagement with √+, √, √–, or a zero.

> √+ = submitted on time, full length, seriously engages with the prompt or reading (100%)
> √ = meets the basic bar (on time, roughly the right length, on topic) (95%)
> √– = submitted but noticeably short, off-topic, or minimal effort (85%)
> 0 = missing (50%)

<u>Overview of Writing Exercise Papers</u>
Note that the specific exercises and deadlines are subject to change. All changes will be announced well in advance.

1. 1-page introducing yourself (Week 1) [11:59pm Monday, Sept 1st]
2. 1-page source analysis essay (Week 2) [11:59pm Friday, Sept 11th]
3. 1-page writing reflection on Paper #1 (Week 4) [11:59pm, Friday Sept 25th]
4. 1-page summary of a reading (Week 5) [11:59pm, Wednesday, Sept 30th]
5. 1-page analysis of a film (Week 7) [11:59pm, Friday, Oct 23rd]
6. Writing Reflection on Paper #2 (Week 10) [11:59pm, Friday, Nov 13th]
7. 2x 1-page of peer feedback on paper #2 (Week 11) [11:59pm, Wed., Nov 18th]
8. 1-page video game analysis, *Bury Me, My Love* (Week 13) [11:59pm, Dec 1st]
9. Writing Reflection on Final Paper (Finals Week) [11:59pm, Friday, Dec 18th]

Paper #1 (1,250-1,500 Word Essay & Revision) (20%)

- **Paper#1 Deadlines: September 25th**; Revision due **October 9th**

For your first paper (roughly 5-pages double-spaced, 12-point font, 1-inch margins), craft an argumentative essay responding to the prompt I provide. Your paper should introduce the topic without reference to the prompt, provide necessary historical background, make a single, clearly identifiable thesis statement, and support your argument with evidence from at least 4 course readings. This paper has a mandatory revision phase for all students. Your initial submission should not be treated as a rough draft but as a final draft. For guidance, please see the sample papers that I have uploaded under the "Resources" section of our Moodle page. In addition to the paper, you must submit a 1-page (300 word) reflection on your writing process, where you struggled, what you think you did well, and where you think you could use improvement.

- **Reflection and Revision**: Since honing our writing skills is a core goal of this seminar, this assignment requires a mandatory revision phase, reflection on your writing process, and setting personal goals for improvement. Along with your first paper on September 25th, you must submit a brief 1-page (300 word) reflection on your writing process, where you struggled, what you think you did well, what you did differently in this assignment from your previous writing assignments, and where you think you still have room for improvement. After receiving written feedback from me, you must schedule a meeting with me to set short-term and long-term writing goals. When submitting your revised paper (due October 9th), include another brief reflection (roughly 1 paragraph) on your progress toward these goals. Your grade on the revised paper will replace the original grade, provided the first paper was submitted on time and you made an honest effort to improve.

Paper #2: (1,250-1,500 Word Essay & Revision) (20%)

- Paper#2 Deadline: **November 13th**; Revision due **November 25th**

This paper matches the first in length, form, and approach. Compose a 5-page argumentative essay analyzing provided primary sources, using primary and secondary sources to contextualize and substantiate your case. The first version of

your second paper is due on **Friday, November 13th by 11:59pm**. This paper will differ from the first in that we will peer-review one another's papers. Upon your submission, I will assign each of you two classmates' papers, which you are to provide written feedback by **11:59pm on Wednesday, November 18th.** With the additional feedback from me and your peers, you will revise the second paper and submit the final version by **11:59pm on November 25th**.

> Reflection and Revision: As with your first paper, this assignment requires a mandatory revision phase, reflection on your writing process, and setting personal goals for improvement. Along with your second paper on **November 13th**, you must submit a brief 1-page reflection on your writing process and how you performed on this assignment. Your reflection should address what you did that was similar to or different than your first paper, where you struggled, where you felt you improved, what you still feel uneasy about, and what you think you still need to work on. After receiving written feedback from me on your final version of the paper, you must schedule a meeting with me to set short-term and long-term writing goals. When submitting your revised paper (due November 25th) include another brief, 1-paragraph reflection on how you implemented your peers' feedback in your revision. Your grade on the revised paper will replace the original grade, provided the first paper was submitted on time and you made an honest effort to improve.

Final Paper: (1,250 Word Essay & 1-page Reflection) (20%)

- Final Paper & Reflection are due **December 18th by 11:59pm**

Your final paper will take the same form as your first two (roughly 5-pages double-spaced, 12-point font, 1 inch margins). As with the first and second papers, you are to craft an argumentative essay responding to the prompt I provide. Your paper should introduce the topic without reference to the prompt, provide necessary historical background, make a single, clearly identifiable thesis statement, and support your argument with evidence from at least 4 course readings. Your analysis should cover at least two but preferably three or more periods of German history that we have examined in this class (The German Empire (1871-1914), Weimar Republic (1918-1933), Third Reich (1933-1945), The World Wars (1914-1918 and 1939-1945), Divided Germany (1945-1989), Unified Germany (1989-Present). Your submission must also include a **one-page cover letter** reflecting on your development as a writer

over the semester and future goals. There will not be a revision phase for your final paper.

OVERVIEW OF ALL ASSIGNMENT DEADLINES

Weeks	Writing Exercise Description	Deadline
Week 1	1-page introducing yourself	By 11:59pm Monday, September 1st
Week 2	1-page source analysis essay on women and colonialism	By 11:59pm Friday, September 11th
Week 3		
Week 4	Paper #1 – 5-page analytical essay (first version due) & 1-page reflection on writing	By 11:59pm, Friday September 25th
Week 5	1-page summary of Elizabeth Harvey	By 11:59pm, Wednesday, Sept 30th
Week 6	Revised Paper #1 due	By 11:59pm, Friday, October 9th
Week 7	1-page analysis of film *A Berlin Romance*	By 11:59pm, Friday, October 23rd
Week 8	[work on paper #2]	
Week 9	[work on paper #2]	
Week 10	Paper #2 – 5-page essay & 1-page writing reflection DUE	By 11:59pm, Friday, November 13th
Week 11	1-page feedback on Paper#2 for two peers	By 11:59pm, Wednesday, November 18th
Week 12	Revised Paper #2 Due	By 11:59pm, Wednesday, November 25th
Week 13	1-page analysis of the video game, *Bury Me, My Love*	By 11:59pm, Tuesday, December 1st.
FINALS PERIOD	Final Paper – 5-page essay and 1-page reflection on how your writing has developed over the course of the semester	Due by 11:59pm, Friday, December 18th

GRADING POLICIES

Grading Policy: Three formal papers will be graded on a scale from A to F (see below for grading standards).

Grade Distribution

Grades	Percentage
A (4.00)	93.00-100
A- (3.70)	90.0-92.9
B+ (3.30)	87.0-89.9
B (3.00)	83.0-86.9
B- (2.70)	80.0-82.9
C+ (2.30)	77.0-79.9
C (2.00)	73.0-76.9
C- (1.70)	70.0-72.9
D+ (1.30)	67.0-69.9
D (1.00)	65.0-66.9
F (0)	64.9 and below

Your written exercise papers will receive √+, √, √–, or a zero.

√+ = submitted on time, full length, seriously engages with the prompt or reading (100%)
√ = meets the basic bar (on time, roughly the right length, on topic) (95%)
√– = submitted but noticeably short, off-topic, or minimal effort (85%)
0 = missing (50%)

POLICIES

Attendance & Absences:

Class attendance and participation are essential and you must show up—and on time—to participate. This includes scheduled one-on-one meetings, which are mandatory. However, I recognize that things come up where you may not be able to

attend. If you are ill, please stay home. If you are absent without an excuse twice or you come to class habitually late, your grade will suffer. If you are absent twice in a row or for more than two class periods either before or after fall break, I will become concerned about your welfare and your ability to succeed in this class. In order to make sure that you are healthy and happy, I will consult with your dean. If you are absent without an excuse three times, you may fail the course. An excused absence can take two forms:

(1) An excuse that you inform me of—and that I approve—well *before* the class period for which you will be absent. You must communicate these absences with me by email.
(2) A religious occasion, medical excuse, family emergency, or other catastrophe.

NOTE: Whether your absence is excused or not, you are responsible for making up any in-class work that you missed. It is up to you to initiate contact with me or with your colleagues to find out exactly what you missed.

Late Policy, Extensions, and Penalties:

Students are expected to submit their assignments on time. It is understandable that there may be extenuating circumstances which may require some students to request an extension on some assignments. All such extensions must be requested in advance of the deadline and approved by the instructor. If seeking an extension, please suggest the date by which you can reasonably submit the assignment. The penalty for late assignments will be 5% of the grade for each day the assignment is late. If an assignment is late by more than a week, I will worry about your ability to succeed in this course and have to report you to your dean.

Maintaining An Inclusive Classroom:

Respect others' opinions and comments. Respect is integral to establishing and maintaining a productive learning environment. I welcome discussion and disagreement, but I expect you to always be courteous, respectful, and professional in your conduct. I will work to make sure that all students enjoy a distraction-free, civil, and supportive learning environment in which to learn and express their ideas, which means listening to others' ideas and addressing them respectfully.

Part of maintaining an inclusive learning community experience is respecting one another's preferred names and pronouns. At Bryn Mawr College, everyone has the

right to be addressed by the name and personal pronouns that correspond to their gender identity, including non-binary pronouns, for example: they/them/theirs or ze/zir/zirs. I recognize that preferred names and pronouns may change during the semester; if at any point during the semester you would like to be addressed differently, please let me know.

As part of our commitment to inclusion in this course, it is important that all students in this class respect the preferred names and pronouns of their peers. Mistakes in addressing one another may happen. If you make a mistake or are corrected, please briefly apologize and correct yourself. To learn more about personal pronouns and why they are important, please visit pronouns.org.

Academic Honesty & BMC's Honor Code

I take Bryn Mawr's Honor Code very seriously. As per BMC's Code, "Each student is responsible for the integrity of their own academic work. Thus, it is important that each student read and understand these academic resolutions, as each student will be held responsible for them."

I regard plagiarism as a very serious matter. In this class, plagiarism consists of work taken partially or entirely from an uncited source (online content, a peer, a published article, etc.) and assumed as your own. If I have reasons to suspect plagiarizing, I will ask that you report yourself to the Bryn Mawr Honor Board. See the Bryn Mawr Honor Code and Honor Board Hearing Process in the Student Handbook for more information.

Technology

Generative AI – A primary learning goal in this course is to develop your foundational skills in writing clearly and effectively. Writing is difficult. It is a skill that one is supposed to struggle with in order to improve. Since the use of generative AI writing tools offloads many of the core cognitive functions that we are focused on developing, **this class will require that all writing be completed without the assistance of generative AI**. You may use the spellcheck function in Google Docs or Microsoft Word, but **you may not use programs, such as Grammarly**.

Note Bryn Mawr Honor Code's Policy on Generative AI: "Generative AI tools should not be used in the completion of any course assignments, exams, or written work, including laboratory work, unless an instructor for a given course has specifically and

explicitly authorized their use for the assignment in question. Presenting AI-generated content as original student work, submitting AI-generated content without citing its source in artificial intelligence tools, and relying on generative AI tools for closed-book quizzes, tests, and exams all constitute violations of the Honor Code."

Laptops and other electronic devices – The use of laptops and other electronic devices is permitted during class. However, I expect you to strictly refrain from using programs that are not directly necessary for accessing the readings, typing, note-taking, and class-relevant activities. I very strongly encourage you to print all of the assigned readings for this course to annotate them directly by hand.

Phones – Phones should remain on silent and out of sight during class. Do not read and respond to text messages during class. If you absolutely must use your phone, please step outside of class. Genuine emergencies excepted, if you are texting or using your phone during class I will count you as absent from the class.

CAMPUS RESOURCES

Each other: If you find reading overwhelming, it may help to form a reading group to divide and conquer it. Remember that learning is a collective process and knowledge is built upon collaborative effort.

Me: I hold regular weekly office hours and can also make appointments if you have a conflict. E-mail is generally the best way to reach me.

Technology Helpdesk: All questions related to computing and software should be directed to the LITS help@brynmawr.edu, or you can see the tech bar on the first floor of Canaday Library. More information can be found at this link.

The Writing Center: Professional writers and scholars routinely seek feedback on their work from trusted peers. In addition to the feedback that you receive from your classmates and me, the conversations that you have with tutors at the Writing Center will prove helpful this semester and for the rest of your time at college. The Writing Center offers free, individual consultations on writing assignments of any kind. Trained peer writing tutors are available six days a week, Sunday-Friday. Book an appointment through the online schedule (www.brynmawr.edu/writingcenter) or walk into the Writing Center on the first floor of Canaday Library and ask for a conference.

The writing center also provides support for those who wish to receive additional training in public speaking, oral presentations, or strategies to improve participation in class discussions. The Writing Center is a resource that everyone should take advantage of.

Peer Advising: College is usually a big transition from the academic environment you have previously experienced. Speaking with a peer mentor is a great way to develop effective strategies for organizing and managing your time, taking notes, reading more efficiently, and meeting deadlines. To meet with a peer advisor, please see Academic Support Services, https://www.brynmawr.edu/inside/offices-services/academic-support/peer-advising.

Your Dean: If you are struggling academically or emotionally, or facing a prolonged illness, a family emergency, or any other issues affecting your academic work, please contact your dean for advice. Your Dean is Mary Beth Horvath mhorvath@brynmawr.edu.

Access Services & Accommodations

This class respects and welcomes students of all backgrounds, identities, and abilities. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. For students who need accommodation, I am happy to work with you to make sure that you have the support that you need. In addition to talking with me, please communicate with Access Services to formalize accommodation requests (accessservices@brynmawr.edu.) Please note that accommodations are not retroactive and require advance notice to implement. More information can be obtained at the Access Services website. (http://www.brynmawr.edu/access-services/).

CLASS SCHEDULE

Note: The Syllabus is a living document and I may make minor changes to our weekly readings during the semester. Check the Moodle syllabus for the most up-to-date listing of assigned readings.

Week 1

Tues., 1 September | IMPERIAL GERMANY & EMIGRATION

Introduction to the Course

Katja Hoyer, "Introduction," *Blood and Iron* (2022), pp. 7-12.

David Blackbourn, *Germany in the World* (2023), pp. 252-72, 296-309.

Thurs., 3 September | POLICING MOBILITY IN IMPERIAL GERMANY & AUSTRIA

Gordon Harvey, *Writing with Sources* (2017), 1-16.

Tara Zahra, "Travel Agents on Trial," *The Great Departure* (2016), pp. 23-55.

Questions to Ask yourself when analyzing primary sources

Primary Source: Excerpt from Ernst von Weber, *Four Years in Africa*.

Week 2

Tues., 8 September | SETTLER COLONIALISM, RACE, AND CITIZENSHIP

David Blackbourn, "On the Move," *Germany in the World* (2023), pp. 272–96.

Adam Blackler, *Imperial Homeland: Forging a German Identity in Southwest Africa* (2022), pp. 149-176.

Primary Source: Letter, Carl Becker to Governor Schuckmann (1909)

Thurs., 10 September | WOMEN, RACE, AND NATION AT HOME AND ABROAD

Nancy Reagin, "Domesticity and German National Character," *Sweeping the German Nation: Domesticity and National Identity in Germany* (2007), 49-71.

Primary Sources on Women & Colonialism

[1 page source analysis due by Friday]

Week 3

Tues., 15 September | WOMEN, RACE, AND NATION AT HOME AND ABROAD

Primary Source: W.E.B Du Bois, *The Autobiography of WEB Du Bois*, Ch. 10, pp. 154–182.

Primary Source: Theodor Michael, *Black German* (2017), pp. 14-29.

Homework: Read and Grade Assigned Papers

Thurs., 17 September | FIRST WORLD WAR & THE WEIMAR REPUBLIC

[SESSION TO BE HELD IN CANADAY LIBRARY!]

[We will have a session introducing library research in Canaday Library; please arrive a few minutes early.]

David Blackbourn, *Germany in the World* (2023), pp. 367-70, 399-428.

Gordon Harvey, *Writing with Sources* (2017), 17-36.

Week 4

Tues., 22 September | MIGRATION AND THE WEIMAR REPUBLIC – JIGSAW DAY

Annemarie Sammartino, *The Impossible Border* (2010), 1-16, 18-19 + the chapter you have been assigned.

Group One: Sammartino, Ch. 5 in *The Impossible Border*, pp. 120-137.

Group Two: Sammartino, Ch. 7 in *The Impossible Border*, pp. 156-170.

Group Three: Sammartino, Ch. 8 in *The Impossible Border*, pp. 171–194.

Thurs., 24 September | DEFINING THE BOUNDARIES OF "THE RACIAL STATE"

Blackbourn, "National Socialism," *Germany in the World* (2023), pp. 428-63.

Primary Source: Martha Stark, "My 13 Years under the Nazi Terror" (1949), *Remapping Black Germany* (2016), pp. 171-202.

[Friday: Essay #1 Due]

Week 5

Tues., 29 September | INTERWAR ANTISEMITISM, EMIGRATION, AND REFUGEES

[Visit to the Museum]

Part I Documentary on Persecution in the Third Reich, https://www.youtube.com/watch?v=amEnHo8ZQ5s

Part II: Documentary on the Escalation of Persecution and the Holocaust, https://www.youtube.com/watch?v=UgJyyp_FxSk

Tara Zahra, "The First Final Solution," *The Great Departure* (2016), pp. 144–79.

Thurs., 1 October | WWII, WOMEN, AND 'THE PEOPLE'S COMMUNITY'

Alexa Stiller, "Ethnic Germans," *A Companion to Nazi Germany*, eds Shelley Baranowski, Armin Nolzen, and Christian W. Szejnmann (Oxford: Wiley, 2018), pp. 533-49. (pp. 1-15).

Elizabeth Harvey, *Women in the Nazi East: Agents and Witnesses of Germanization* (New Haven: Yale University Press, 2003), pp. 1-12, 157-172.

Week 6

Tues., 6 October | EXPULSION OF GERMANS AFTER WWII

[Debate – Oral Histories]

The Final Months of WW2 | The End of the Second World War in Color (2025) (85 min) https://youtu.be/AoQYyVHExOc?si=msBsmYMteAj-qyBf

1945: A Savage Peace (60 min)

Part I: Guide to Analyzing Oral Histories as Historical Sources, https://thetidesofhistory.com/2020/10/25/oral-history-part-1-benefits-drawbacks/

Part II: Guide to Analyzing Oral Histories as Historical Sources, https://thetidesofhistory.com/2020/11/01/oral-history-part-2-interpreting-the-interview/

Eagle Glassheim, "Expellees and Health in Postwar Germany," *Cleansing the Czechoslovak Borderlands* (2016), 67–91.

Thurs., 8 October | DISPLACED PERSONS AFTER WWII

Documentary: "Germany after the War, 1945-1949" (2016) (89 minutes) https://youtu.be/YcflnToTaWI?si=vO6s1V7tHBxSitC7

Documentary: *The Double Lives of the Berlin Wall* (2009), ONLY minutes 1-31:05 (Stop at 31:05).

Link to film: https://proxy.brynmawr.edu/login?url=https://video.alexanderstreet.com/p/pZD6Q1ZJ6

Dagmar Wernitzig, "Citizenship, Psychiatry, and Gender in Postwar Vienna," *Reimagining Citizenship in Postwar Europe*, ed. Rachel Chin and Samuel Clowes Huneke (Cornell University Press (2025)

[Revised First Papers Due on October 9th]

FALL BREAK - October 10th – 18th

Week 7

Tues., 20 October| EAST-WEST MIGRATION BUILDING COLD WAR BORDERS

BBC Archive, "Life in Postwar Berlin before the Wall," (1959) [15 min]

Edith Sheffer, "On Edge: Building the Border in East and West Germany," *Central European History*, Vol. 40 (2007): 307-339.

Guide to Analyzing Film

"Beginning to Think, Preparing to Watch, and Starting to Write," *A Short Guide to Writing about Film* (2001)

Primary Source: (Film): Gerhard Klein, *A Berlin Romance* (1956), 77 minutes]

Consider this: https://germanhistory-intersections.org/en/germanness/ghis:image-89

Thurs., 22 Oct.| THE 1960s: INTERNATIONAL STUDENTS IN DIVIDED GERMANY

Young-Sun Hong, "'The Benefits of Health Must Spread Among All': International Solidarity, Health and Race in the East German Encounter with the Third World," *The Socialist Modern* (2008), pp. 183–205.

Primary Source (Film): Film of Chilean Communists n.d. GDR Magazine: Chile Solidarity. Available through: Adam Matthew, Marlborough, Socialism on Film: The Cold War and International Propaganda, http://www.socialismonfilm.amdigital.co.uk.proxy.brynmawr.edu/Documents/Details/N_507881_GDR_MAG_CHILE_SOLIDARITY [Accessed August 18, 2026].

Week 8

Tues., 27 October | ROMANCE, SEX, AND RACE IN EAST GERMANY

Sara Pugach, "African Students and the Politics of Race and Gender in the German Democratic Republic," *Comrades of Color* (2015), pp. 131-148.

Primary Source: William "Bloke" Modisane's Letter to Margaret Legum (1966), pp. 117-20.

Simon Stevens, "Bloke Modisane in East Germany," *Comrades of Color* (2015), pp. 121-127.

Primary Source: Marlies Menge, "In the GDR, They're Called Friends," *Die Zeit* (18 August, 1973), in *Germany in Transit*, 76–8.

Thurs., 29 October | WEST GERMANY AND THE "GUEST WORKERS"

Deniz Göktürk, David Gramling, and Anton Kaes, "Introduction," *Germany in Transit: Nation and Migration, 1955-2005* (Berkeley, CA: University of California Press, 2007), pp. 3-12.

Rita Chin, "Guest Worker Migration and the Unexpected Return of Race," *After the Nazi Racial State* (2010), pp. 80-101.

Primary Source (Film): Fassbinder, *Ali Fear Eats the Soul* (1974) 94 min

Good primary source on reportage about Turkish women: https://germanhistorydocs.org/en/two-germanies-1961-1989/the-plight-of-turkish-women-in-a-foreign-land-may-1-1980

Alternative: Emine Sevgi Özdamar, *The Bridge of the Golden Horn*, trans. Martin Chalmers (Serpent's Tail, 2007).

Week 9

Tues., 3 November | West Germany and Guest Workers Part II:

Suin Roberts, "The Gendered Migration Experience: South Korean Nurses in West Germany," *Gendered Encounters Between Germany and Asia* (2017), pp. 195-208.

Oral History #1: Kim Geo-Gang, https://youtu.be/jwdsyeLRzpM?si=dxPU9RzoilbX1OFn

Oral History #2: Kim Soo-Jung, https://youtu.be/jPlIbEGmScw?si=RGCLBUA-1SzGZqwN

Peer Review Exercise: Read the paper prompt, the sample paper you are responsible for providing feedback on, and answer the questions before class. See instructions on Peer Review Assignment:

Thurs., 5 November | WOMEN OF COLOR FEMINISM & AFRO-GERMAN IDENTITY

Dagmar Schultz, *Audre Lorde: The Berlin Years, 1984 to 1992* (2012) 80 minutes. https://video.alexanderstreet.com/watch/audre-lorde-the-berlin-years-1984-to-1992

Primary Source: Laura Baum, Katharina Oguntoye, and May Opitz, "Three Afro-German Women in Conversation," *Showing our Colors* (1986), pp. 145-165.

Week 10

Tues., 10 November | GROWING UP VIETNAMESE-GERMAN IN WEST GERMANY

Khuê Phạm, *Brothers and Ghosts* (Scribe, 2024).

Thurs., 12 November | VIETNAMESE WORKERS IN THE GDR AND AFTER

Gertrud Hüwelmeier, "Socialist Cosmopolitans in Postsocialist Europe: Transnational Ties among Vietnamese in the Cold War Period and Thereafter," *Journal of Vietnamese Studies*, Vol. 12, no. 1 (2017), pp. 126-149.

Primary Source: DDR Archiv, Vietnamesische Vertragsarbeiter in der DDR (1989), https://www.dailymotion.com/video/x8iuuzz

Primary Source: Vũ Thị Hoàng Hà's Oral History Life as Student and Contract Worker on her life in the GDR, https://youtu.be/gAeYT5WtR5c?si=PHFQYvN831w6m0u_

[2nd Paper Due on November 13th]

Week 11

Tues., 17 November | 1989, REUNIFICATION & INSURGENT XENOPHOBIA

Wolfgang Becker, *Goodbye Lenin!* (2003)

Patrick O'Brien, "United Germany: Bundesrepublik or Deutschland?," *Beyond the Swastika* (London: Routledge, 1996), pp. 105-109, 114-128.

Primary Source: Dirk Philipsen's Interviews with East German Workers in August 1990," *The World Transformed* (2004), pp. 309-316. [5 pgs]

Primary Source: Jana Hensel, *After the Wall: Confessions of an East German Childhood* (2002), pp. 63-79.

[Peer Feedback on 2nd Papers Due by Wednesday, November 18th!]

Thurs., 19 November | MAKING A 'MULTICULTURAL' FEDERAL REPUBLIC? 1990-2004

Mashup Reading of Three Different Texts:

Mary Fulbrook, *A History of Germany, 1918-2014: The Divided Nation* (Oxford: Wiley-Blackwell, 2015), pp. 283-295.

Peter C. Caldwell and Karrin Hanshew, *Germany Since 1945: Politics, Culture, and Society* (London: Bloomsbury, 2018), pp. 310-315.

Optional Background: Deniz Göktürk, David Gramling, and Anton Kaes, "Chronology," *Germany in Transit: Nation and Migration, 1955-2005* (Berkeley, CA: University of California Press, 2007), 503-512.

Primary Source Interpretation Jigsaw: . You should carefully read and analyze your sources before class, and use them to invent a narrative about what they tell us when read together about migration and Germany in the 1990s and early 2000s. In class, I will have you discuss your narratives with your group members and then present them to class. The point of this exercise is to practice not just interpreting primary sources, but further using them to write history. It is okay if your narrative is not perfectly historically accurate. Just work with the materials and context you have and develop a narrative that you can defend with reference to the documents provided.

Document Group One

- Document #1 Deniz Göktürk, "The Naked and the Turks" (1994), *Germany in Transit* (2007), pp. 254-256.

- Document #2 Şinasi Dikmen, "Who is a Turk? (1995)," *Germany in Transit* (2007), pp. 408-411.

- Document #3 Dilek Zaptçioglu, "Living in Two World" (1993), *Germany in Transit* (2007), pp. 345-348.

Document Group Two

- Document #1: Daniel Cohen-Benit and Claude Leggewie, "Multiculture: Just a Motto for Church Congresses" (1994), *Germany in Transit* (2007), pp.298-299

- Document #2 Kanak Attack, "Manifesto (1998)," *Germany in Transit* (2007), pp. 260–2.

- Document #3 Günter Beckstein, "An Approach to the Guiding Culture" (1999), *Germany in Transit* (2007), pp. 303-5.

- Document #4 Ulrich K. Preuss, "Multikulti is Only an Illusion," (2001), *Germany in Transit* (2007), pp. 321-325.

Document Group Three

- Document #1: Klaus Hartung, "Let the Berliners Barbecue in Peace!" (1994), *Germany in Transit* (2007), pp. 445-6.

- Document #2 Deniz Göktürk, "The Naked and the Turks," (1994), *Germany in Transit* (2007), pp. 254-256.

- Document #3 Hajo Schumacher, "More Foreign Than the Turks," (1997), *Germany in Transit* (2007), pp. 359-361.

- Dokument #4: "A Turkish Store in Kreuzberg Signals Progress in Integration" (March 2005), in German History in Documents and Images, <https://germanhistorydocs.org/en/a-new-germany-1990-2023/ghdi:document-3657>

Week 12

Tues., 24 November | MUSLIM WOMEN, THE HEADSCARF, AND CITIZENSHIP

Selected Reading from Michelle Kahn and Lauren Stokes (eds.), *Racism and Antiracism in Divided Germany* (2026)

[Revised 2nd Paper Due – 25 November 2026]

Thurs, 26 November | THANKSGIVING – NO CLASS

Week 13

Tues., 1 December | The 2015 Refugee Crisis

Bury Me, My Love (2017) Video Game, Cell-Phone based text video game

Priyanka Boghani, "How Europe's Refugee Crisis Was Years in the Making," PBS Frontline,23 September 2015, https://www.pbs.org/wgbh/frontline/article/how-europes-refugee-crisis-was-years-in-the-making/

Peter Caldwell and Karrin Hanshew, "The 2015 Refugee Crisis," *Germany Since 1945* (2018), pp. 339-342.

Film: Abi Mowbray et al., *Exodus: The Journey Continues* (PBS, 2018) [1 hr 53 minutes]

Thurs., 3 December | Refugees & the Rise of the Far-Right Today

Peter Caldwell and Karrin Hanshew, "Economics, Politics, and Diplomacy of a Civilian State, 2007-17," *Germany Since 1945* (2018), 321–8, 333-8, 343-8.

Friedrich Heckmann, "Understanding the Creation of Public Consensus: Migration and Integration in Germany, 2005 to 2015," Migration Policy Institute Paper, Washington, D.C. (2016), pp. 1-16.

Jacob Poushter, "European Opinions of the Refugee Crisis in 5 Charts," *Pew Research Center* (16 September 2016): https://www.pewresearch.org/short-reads/2016/09/16/european-opinions-of-the-refugee-crisis-in-5-charts/

[1-page essay analyzing the video game by Friday, December 4th at 11:59pm]

Week 14

Tues., 8 December | The Far Right and Migration Today

Documentary: Frontline PBS: "The Rise of Germany's New Right," [1hr 20 min] (November 2025): https://www.youtube.com/watch?v=NwgFeOJH6tk

Documentary: Frontline PBS: "Germany's Enemy Within," (2024) [56 min] https://www.youtube.com/watch?v=SrxVl0wPxKE

Henk de Berg, "An Anatomy of Populism: The Alternative for Germany Party," *South Central Review*, Vol. 42, no. 1-2 (2025): 69-79.

Catherine Perron, "Reimagining German Identity Through the Politics of History: Changing Interpretations of German Past Migrations during the 'Refugee Crisis'," *Journal of Ethnic and Migration Studies* Vol. 47, no. 18 (2021), pp. 4172-83.

Thurs., 10 December | Class Recap and Outing

[FINAL PAPER Due – 18 December 2026 by 11:59pm]