



EVERYTHING YOU NEED TO KNOW FOR A SUCCESSFUL SEMESTER
HIST 4910/JWST 4998 TOPICS IN PUBLIC HISTORY: DIVIDED GERMANY IN COLD WAR EUROPE
Spring 2020



CONTACT INFORMATION

Prof. Elizabeth Drummond (*she/her*)
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tel: (310) 338-2370
 [@EADHistory](https://twitter.com/EADHistory)

STUDENT HOURS

University Hall 3423
Tuesdays 2:00 - 4:00 p.m.
Thursdays 11:30 a.m. - 1:30 p.m.
By appointment at eadrummond.youcanbook.me



COURSE INFORMATION

HIST 4910 / JWST 4998 TPH: Divided Germany in Cold War Europe
Tuesdays & Thursdays 9:40 - 11:10 a.m.
University Hall 2001
Flags: Information Literacy & Engaged Learning
Concentrations: Public & Applied History

COURSE DESCRIPTION

In 1945, Germany was in ruins. World War II had destroyed Germany's infrastructure; the defeat of the Nazis had morally delegitimized Germany's institutions; and the occupying powers and divided Germany's diminished territory into a capitalist West and a socialist East. The Federal Republic of Germany (West Germany) and the German Democratic Republic (East Germany) represented two different experiments in how to rebuild a society after such devastation, even as they remained more closely intertwined than either side cared to admit. We will examine the history of these two states and the solutions they developed to common challenges, including denazification, the territorial division of the country, the formation of new national identities, economic reconstruction, migration, social and cultural change, and unification in 1989/1990. We'll also examine these two states in the broader context of the Cold War, when the German-German border, vividly symbolized by the Berlin Wall, was a central site of tension. Finally, we will examine the question of memory and public history, both how the Federal Republic of Germany and the German Democratic Republic dealt with the Nazi past and the memory of divided Germany and the Cold War in post-unification Germany.



REQUIRED TEXTS

Mary Fulbrook, *A History of Germany 1918-2014: The Divided Nation*
Nora Krug, *Belonging: A German Reckons with Home and History*
Ika Hugel-Marshall, *Invisible Woman: Growing Up Black in Germany*
Rita Kuczynski, *Wall Flower: A Life on the German Border*
Timothy Garton Ash, *The File: A Personal History*
Materials on Brightspace

COURSE ASSIGNMENTS

Active and thoughtful participation in class discussions (10%)

Reading Responses: Hugel-Marshall, Kuczynski, Garton Ash (10%)

Avatar Project: 6 entries (30%)

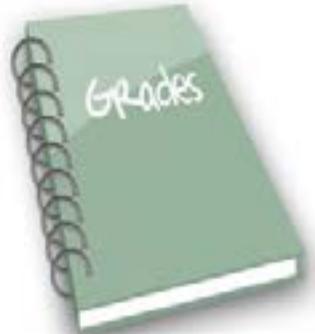
Group Podcast Project (20%)

Analytical Essay (20%)

Public Engagement Project (10%)

- Free History Lessons
- History Social Media Takeovers
- In-Stall History
- TikToks

UN-GRADING

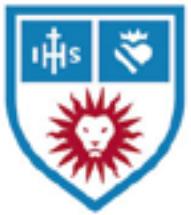


We are throwing out grades (mostly). Rather than receive numerical or letter grades on the individual assignments in this course, you will receive written feedback. The goal is to put the focus on substantive feedback so that you can improve on future assignments – to put the focus on learning, not merely on getting a grade. You will receive a mid-semester evaluation that will give you a sense of where you stand in the course and then a final grade, both of which will be holistic assessments of your performance.

FOR
THURSDAY'S
CLASS

1. Read and annotate the full syllabus and assignment information (available on Brightspace). Note things that interest you, things about which you have questions, due dates, etc. We will discuss these in class on Thursday.
2. Read the Evans chapter and the two primary sources (on Brightspace and linked in full syllabus). Come to class prepared to talk history!





Topics in Public History: Divided Germany in Coldwar Europe

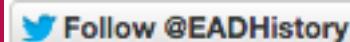
#LMUHIST4910

COURSE DESCRIPTION

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INSTRUCTOR INFORMATION

Prof. Elizabeth A. Drummond
she/her
University Hall 3423
310.338.2370
elizabeth.drummond@lmu.edu



Walk-In Student Hours:
Tuesdays 2:00 - 4:00 p.m.
Thursdays 11:30 a.m. - 1:30 p.m.



By appointment at
eadrummond.youcanbook.me

Every student in this class, regardless of personal history or identity categories, is welcome, valued, and respected in our shared space. I hope that we will have vibrant and energetic discussions and debates in class, but I also expect a classroom culture of

civil discourse and mutual respect.

My office is a safe space where students can come to discuss the course or other parts of their lives. I am a Faculty Advocate for undocumented students. Do be aware that the university has designated me a mandatory reporter, so I must pass on reports of sexual assault or misconduct to DPS.

INVITATION TO LEARNING

The study of history, by necessity, means discussing things that can be upsetting to many, including violent episodes, offensive ideologies, and the like — and this is particularly true when we talk about things like war, genocide, and dictatorships. Please let me know if there are any issues where you would appreciate a heads-up about a forthcoming reading or classroom discussion, so that you can better prepare yourself to engage.

Much of the learning in a History course occurs outside of the classroom, with our class discussions giving us the opportunity to work through questions and issues in a collaborative manner. You should expect to devote considerable time outside of class to reading and re-reading sources, to reviewing your notes from class and the readings, to writing Daily Padlet posts, to working on individual and group projects, to doing your own research, and to developing historical arguments in writing. We generally say that a 4-unit course requires a minimum of 9 hours of work outside of class per week; some of you will require more time. You will also find that some weeks will require less time outside of class, while others will require more. Plan your schedule carefully and be prepared to put in the time to succeed!

READINGS & OTHER SOURCES

1. Mary Fulbrook, *A History of Germany 1918-2014: The Divided Nation* (4th edition; ISBN 978-1118776148; library ebook available [here](#))
2. Nora Krug, *Belonging: A German Reckons with History and Home* (ISBN 978-1476796628)
3. Ika Hugel-Marshall, *Invisible Woman: Growing Up Black in Germany*, trans. by E. Gaffney (ISBN 978-1433102783)
4. Rita Kuczynski, *Wall Flower: A Life on the German Border*, trans. by A. Steinhoff (ISBN 978-1442616226; library ebook available [here](#))
5. Timothy Garton Ash, *The File: A Personal History* (ISBN 978-0679777854)
6. FILMS: *Good Bye, Lenin!* and *The Lives of Others* (available on reserve at the library)
7. Primary sources from [German History in Documents and Images](#) (linked in syllabus and available on Brightspace)
8. Additional secondary sources on Brightspace

LEARNING OUTCOMES

Students will demonstrate an understanding of the main themes and questions in the history of postwar Germany, including the Federal Republic of Germany, the German Democratic Republic, and German-German dynamics in the context of the Cold War.

Students will use a variety of primary sources to analyze historical developments in postwar Germany, as well as public narratives and representations of those historical developments.

Students will analyze a variety of secondary sources to understand the nature of historical interpretation and argumentation and the key questions and debates in the scholarly literature about postwar Germany.

Information Literacy: Students will find sources appropriate for their research projects, will differentiate between scholarly and popular sources, and will evaluate sources for reliability, validity, accuracy, authority, and bias.

Students will practice the craft of history: they will raise and discuss key questions, read and analyze texts, and develop and defend historical arguments, using a variety of sources as evidence to support their claims.

Students will develop their abilities to present their ideas clearly in a variety of different formats – in both writing and speaking, for both scholarly and lay audiences.

Engaged Learning: Students will analyze the public memory of both Nazi Germany in the two postwar German states and of the two postwar German states in post-unification Germany, while also offering their own contributions to German public history.

A NOTE ABOUT SOURCES

Historians distinguish between two types of sources. Primary sources are historical documents, both textual (novels, journals and memoirs, newspapers, government and legal documents, etc.) and non-textual (statistics, paintings, posters, films, music, material culture, etc.), produced at the time of a given historical development. Secondary sources are the works of historians or other observers writing about past developments — that is, works of history, in which the authors use and analyze primary sources.

COURSE REQUIREMENTS

Participation	10%	Regular participation in class — including class discussions of readings, participation on Twitter (if you use it), and conversations with me during student hours — is an essential part of this course. You are expected to have completed the reading assignment and to contribute actively and knowledgeably in class discussions. You are not expected to have mastered each text on the first reading or in advance of our discussions (or even after them); rather, we will work through the texts together in class. Be advised that quality of participation trumps quantity!
Reading Responses	10%	You will be required to write reading responses (1-2 pages in length) about three of the memoirs assigned in the course: Ika Hügel-Marshall's <i>Invisible Woman: Growing Up Black in Germany</i> , Rita Kuczynski's <i>Wall Flower: A Life on the German Border</i> , and Timothy Garton Ash's <i>The File</i> . Reading responses should be thoughtful analyses of each individual's life-story in connection with important developments in German history.
Avatar Project	30%	Each student will have an "avatar," a fictional person whose (imagined) life you will narrate over approximately 60 years in six (6) entries, each including (1) a letter or diary entry written from the perspective of your avatar and responding to the events of the day and (2) an analytical section where you explain your choices for your avatar and refer to primary and secondary sources.
Research Project	50% total	Over the course of this semester, each of you will undertake a research project with multiple parts. You will be divided into seven thematic groups of 3-4 students each, a combination of people with avatars from East and West Germany. Each of you will do research about the assigned theme in the context of East or West Germany, focusing on the country that corresponds to your avatar. "East Germans" will be required to conduct research at the Wende Museum in Culver City. Each group will produce a podcast, 30-45 minutes in length, around their assigned theme, where they discuss the history while drawing on their research. Individually, you will also write an analytical essay, where you develop an argument about your assigned theme in the context of the history of your avatar's country. In an epilogue, you will relate the theme to your avatar. Finally, each group will produce analog and digital public history projects related to their thematic research: the analog project will take the form of either a "free history lesson" at the piece of the Berlin Wall on campus or an "in-stall history" installation; the digital project will be either a social media takeover (Instagram or Twitter) or 1-2 TikTok videos.
Group Podcast	20%	
Analytical Essay	20%	
Public Engagement Project	10%	

UN-GRADING: MY APPROACH TO EVALUATING STUDENT WORK

This course will take a different approach to evaluating student work (or grading). Rather than receive numerical or letter grades on individual components, you will receive written feedback only. The goal here is to put the focus on substantive feedback so that you can improve on future assignments — i.e., to put the focus on learning, not merely on getting a grade.

You will receive a progress report at the mid-point of the semester. At the end of the semester, your overall work will be considered holistically to determine your final grade. The percentages given above provide a guide to the relative importance of the different course assignments. The "rubric" on Brightspace provides a guide to the expectations for each letter grade. Please note that you must complete all course work to work to pass the course. Regularly turning in work late or missing class will affect your final grade.

POLICIES

Attendance: Your regular attendance and engaged participation is essential both for your success in this course and for our collective endeavor. Please try to be on time and to limit comings and goings from class. There is no policy about excused/unexcused absences, but regular absences will affect your ability to participate in class and thus your final grade.



Technology: I allow — and sometimes require — the use of laptops or tablets in class, though for class-related purposes only and with two provisos. (1) Active and engaged participation requires face-to-face interaction, something screens can frequently disrupt. Make sure that your screen does not split your attention, and remember that your screen can also become a distraction for other students. (2) You retain information better when you focus on summarizing key points rather than trying to transcribe everything, which is why studies often recommend taking notes by hand. Phones should be silenced and stowed away, except when cleared with me. No recordings allowed.



ACCESS AND INCLUSION: I endeavor to provide an inclusive learning experience in this course. If you experience barriers to learning, whether it has to do with the classroom environment, the nature of the assignments, or external pressures, you are welcome to contact me to discuss your needs. I also encourage you to contact the Disability Support Services (DSS) Office (Daum Hall 2nd floor; 310.338.4216). If you have a diagnosis, DSS will work with you to create an accommodation plan and will communicate that plan to your professors without disclosing your condition or diagnosis.



Netiquette: (1) While I check email regularly, I am not on call 24/7! You should not always expect an immediate response, especially over the weekend or if the issue requires a more involved response. Plan accordingly! (2) You should always use proper email etiquette: sign emails with your full name, include the course and section number, employ a professional tone. (3) Check your LMU email regularly!

Academic Honesty: You are required to familiarize yourselves with the LMU Academic Honesty Policy and Procedures and to abide by them fully. Plagiarism, cheating on examinations, or any other form of academic dishonesty will not be tolerated. It will result in a zero for the assignment and may cause you to fail the course, at my discretion. To avoid plagiarism and for information about proper citation, please see the resources on Brightspace. But academic honesty is not just about avoiding plagiarism; it is about being an ethical member of a scholarly and intellectual community, where you acknowledge the contributions of others to your own work.

WHEN YOU FIND YOURSELF IN TIMES OF TROUBLE...

Talk to me.

Email me, come to student hours, or make an appointment to see me.

Use online resources.

Check out Brightspace for a variety of resources — paper guidelines, study tips, writing and research resources, links to source collections, and more.

Ask a librarian.

Our librarians are eager to help you with research and in making the most effective use of the library's resources. You can also contact our librarians online.

Visit the Writing Center.

LMU's Writing Center offers free writing tutorials, face-to-face and online. You can find writing tutors in the Academic Resource Center in Daum Hall and online.

Basic Needs

Any student who faces challenges securing their food or housing is urged to contact the Dean of Students for support. Please also notify me if you are comfortable doing so, so that I can help direct you to available resources.

Lion Wellness

Lion Wellness can connect you to a variety of on-campus wellness resources, including Student Health Services, Student Psychological Services, the Community of Care, LMU Cares, and more. You can even sign up to walk Buster!

CLASS SCHEDULE

Please note that the class schedule is subject to change;
any changes will be announced in class or by email and posted to Brightspace.

All readings should be completed by the date for which they are listed;
please bring the assigned readings to class (hard or electronic copy).

Unless otherwise noted, all assignments must be submitted through Brightspace.

Date	Topic	Readings	Assignment Due
14 January	Why Study Germany Now?		
16 January	Germany at Stunde Null	* The Allied Governments on the Zones of Occupation and the Administration of "Greater Berlin," July 26, 1945 * Excerpts from the Report on the Potsdam Conference (Potsdam Agreement), August 2, 1945 *Evans, <i>Life Among the Ruins</i> , chapter 1	Read and annotate the syllabus and assignment information. We will discuss them in class.
17 January	Last day to drop or add a class		
21 January	Undoing the Nazi Past: Democratization & de-Nazification in the West	* Control Council Directive No. 38 (October 21, 1946) * The Editor-in-Chief of Die Zeit on the Nuremberg Trials (January 22, 1948) and the American Response * Analysis of Denazification Categories in the Western Occupation Zones (1949-1950) * Basic Law of the Federal Republic of Germany (1949 / Amendments 1956) *Fulbrook, <i>A History of Germany</i> , chapter 6	
23 January	Undoing the Nazi Past: Antifascism & de-Nazification in the East	* Constitution of the German Democratic Republic (October 7, 1949) * Principles and Aims of the Socialist Unity Party of Germany (April 21, 1946) *Fulbrook, <i>A History of Germany</i> , chapters 7 & 10	
28 January	Reckoning with the Nazi Past at Home	*Krug, <i>Belonging</i> , all *Welzer, "Grandpa Wasn't a Nazi"	
30 January	WENDE MUSEUM TOUR		Meet at the University Hall flagpoles by 9:40 a.m.
31 January			Avatar Entry #1 due by end of day on Brightspace — how would your avatar respond to the Nazi past?

Date	Topic	Readings	Assignment Due
4 February	Forming New Citizens: Youth & Education	* Guidelines for School Policy for the German Democratic School (August 24, 1949) *Wierling, "Mission to Happiness: The Cohort of 1949 and the Making of East and West Germans" *Fulbrook, <i>A History of Germany</i> , chapter 9	
6 February	The West German Wirtschaftswunder	* The CDU and the "Social Market Economy: Düsseldorf Guidelines for Economic Policy, Agricultural Policy, Social Policy, and Housing (July 15, 1949) * Ludwig Erhard, Prosperity for All (1957) * Principles of the Social Market Economy (December 19, 1962) *Schutts, "Born Again in the Gospel of Refreshment? Coca-Colonization and the Re-Making of Postwar German Identity"	
7 February			Group Work Plan due on Brightspace by the end of the day.
11 February	Growing Up Black: Race in West Germany	*Hügel-Marshall, <i>Invisible Woman: Growing Up Black in Germany</i> , all	Reading Response due on Brightspace before class.
13 February	Planned Affluence? The East German Economy	* The Five-Year Plan for 1951-1955 (1950) * Communiqué on the Meeting of the Council of Ministers of the German Democratic Republic (June 11, 1953) * Walter Ulbricht on the "New Economic System" of the GDR (December 16, 1965) *Pence, "Women on the Verge: Consumers between Private Desires and Public Crisis" *Rubin, "The Order of Substitutes: Plastic Consumer Goods in the Volkswirtschaft and Everyday Domestic Life in the GDR" *Stitzel, "On the Seam between Socialism and Capitalism: East German Fashion Shows"	
14 February			Avatar Entry #2 due by end of day on Brightspace — respond to the political and economic developments of the early postwar years.

Date	Topic	Readings	Assignment Due
18 February	On the Move: Refugees, Migrants, Guest Workers	<ul style="list-style-type: none"> *Marion Gräfin Dönhoff, "People on the Train" (September 18, 1947) *The Politburo of the Central Committee of the Socialist Unity Party of Germany: Report by the Commission on Questions Concerning Republikflucht (June 25, 1956) *Ahonen, "On Forced Migrations: Transnational Realities and National Narratives in Post-1945 (West) Germany" *Ross, "Before the Wall: East Germans, Communist Authority, and the Mass Exodus to the West" *Herbert & Hunn, "Guest Workers and Policy on Guest Workers in the Federal Republic" 	
20 February	The Wall & the German-German Border	<ul style="list-style-type: none"> *GDR Council of Ministers' Decision to Seal the Border (August 12, 1961) *A Neutral's Description of the Building of the Wall (August 14, 1961) *The Communist Justification for the Division of Berlin (August 14, 1961) *Report on One of the First Deaths at the Zonal Border (August 30, 1961) *GDR Order to Fire on Would-Be Escapees (c. 1962) *Report on a Successful Flight to the West via an Underground Tunnel (May 19, 1962) *U.S. Government Declaration of Solidarity with West Berlin (June 26, 1963) *The Basic Treaty (December 21, 1972) *Sheffer, "On Edge: Building the Border in East and West Germany" *Ahonen, "The Curious Case of Werner Weinhold: Escape, Death, and Contested Legitimacy at the German-German Border" 	
21 February			Avatar Entry #3 due by end of day on Brightspace — respond to the building of the Berlin Wall and closing of the inner-German border.

Date	Topic	Readings	Assignment Due
25 February	Gender, Family, and Sexuality	<ul style="list-style-type: none"> *Resolution of the Second Party Congress of the Socialist Unity Party of Germany on the Women's Question (September 24, 1947) *Law on the Equality of Men and Women in the Area of Civil Law" *Anita Grandke, "Does the Working Woman Destroy Her Family? (June 11, 1960) *Federal Minister Franz-Josef Wuermeling on the Indispensability of Mothers (Excerpt from a Speech on Mother's Day, 1959) *The Federal Constitutional Court Rules on the Constitutionality of Paragraph 175 (1957) *The Family in Light of Women's Equality (December 20, 1965) <p>*Harsch, "Society, the State, and Abortion in East German, 1950-1972"</p>	
27 February	RESEARCH DAY		East Germans will have research visit at the Wende Museum. West Germans will do independent research.
28 February	Last day to submit midterm deficiency grades.		
3 March	Life Behind the Wall	*Kuczynski, <i>Wall Flower: A Life on the German Border</i> , all	Reading response due on Brightspace before class.
5 March	Popular Culture in the Two Germanies	<ul style="list-style-type: none"> *Neues Deutschland: "American Cultural Barbarism Threatens Our Youth" (1950) *Heinz Kluth, "The 'Hooligans' [Halbstarke] — Legend or Reality? (1956) *Adolf Busemann, "Barbarization and Brutalization" (1956) *Neues Deutschland: "Bill Haley and NATO" (October 31, 1958) *Rock 'n' Roll and German Teenagers (Retrospective Account, 1980) *The Communist Leadership's Criticism of Rock 'n' Roll Music as a Form of Western Subversion (October 13, 1963) <p>*Poiger, "A New 'Western' Hero? Reconstructing German Masculinity in the 1950s"</p> <p>*Poiger, "Rock 'n' Roll, Female Sexuality, and the Cold War Battle of German Identities"</p> <p>*Maase, "Establishing Cultural Democracy: Youth, 'Americanization,' and the Irresistible Rise of Popular Culture"</p>	

Date	Topic	Readings	Assignment Due
6 March			Avatar Entry #4 due by end of day on Brightspace — respond to the cultural transformations of the 1950s - 1970s.
9 March - 13 March	No Classes — Spring Break		
17 March	1968, Terrorism, and the New Left in West Germany	<ul style="list-style-type: none"> *In Support of the Emergency Laws (March 15-16, 1968) *The "Sit-In" as a Means for Reforming the University (June 22, 1966) *Ulrike Meinhof Calls for a Move from Protest to Resistance *A Terrorist Call for "Building a Ref Army" (June 5, 1970) *West German States Declare Radicals Unfit for Public Service (January 28, 1972) *The Club of Rome on "The Limits to Growth" (1972) *Origins, Motives, and Structures of Citizens' Initiatives (October 27, 1973) *Environmentalists Protest the Building of a Nuclear Power Plant in Wyhl (1975) *The Green Party Program at the Federal Level (1981) *The Krefeld Appeal (November 1980) <p>*Fulbrook, <i>A History of Germany</i>, chapters 8 & 11</p>	
19 March	RESEARCH DAY		
20 March	Last day to withdraw from classes or apply for credit/no-credit grading		Annotated Bibliography due on Brightspace by end of day.
24 March	The East German Surveillance State	*Ash, <i>The File</i> , all (but focus on chapters 1, 4-8, 10-13)	Reading response due on Brightspace before class.
26 March	RESEARCH DAY		East Germans will have research visit at the Wende Museum. West Germans will do independent research.
31 March	No Class — Cesar Chavez Day		



The study of history demands
that we recognize that Loyola
Marymount University sits on
the traditional homelands of the
Gabrielino-Tongva people.

Date	Topic	Readings	Assignment Due
2 April	Dissent & the Fall of the Wall	<ul style="list-style-type: none"> *A Shortage of Everyday Commodities (May 15, 1979) *The Right of Complaint (1980) *Petition for an Exit Visa (April 20, 1977) *Berlin Appeal: "Make Peace Without Weapons" (January 25, 1982) *Stasi Report on the Size and Structure of the East German Opposition (June 1, 1989) *Founding Appeal of the New Forum (September 9, 1989) *Zatlin, "The Vehicle of Desire: The Trabant, the Wartburg, and the End of the GDR" *Fulbrook, <i>A History of Germany</i>, chapter 13 	
3 April			Avatar Entry #5 due by end of day on Brightspace — respond to the emergence of new politics in the late 1960s, 1970s, and 1980s.
7 April	Reunification and Its Discontents	<ul style="list-style-type: none"> *The Fall of the Berlin Wall (November 9, 1989) *Helmut Kohl's Ten-Point Plan for German Unity (November 28, 1989) *Heiner Müller on the Sell-Out of the GDR (July 30, 1990) *Richard von Weizsäcker on the Meaning of Unification (October 3, 1990) 	Draft Podcast Script due on Brightspace by end of day.
9 April	No Class — Easter Holidays		
14 April	Ostalgia? Representations of the East German Past	WATCH: <i>Good Bye, Lenin!</i> WATCH: <i>The Lives of Others</i>	
16 April	PROJECT DAY		
17 April			Avatar Entry #6 due by end of day on Brightspace — respond to unification and its after-effects.
21 April	PROJECT DAY		
23 April	PROJECT DAY		
28 April	PROJECT DAY		

Date	Topic	Readings	Assignment Due
30 April	Whose Germany Is It Now? Legacies of Previous Germanies	*Allen, "Against the 1989-1990 Ending Myth" * Bornhöft, "Commemoration Saturation" Morris, "The Soul of a City: Berlin and Memory"	
Thursday, 7 May by end of day		Analytical Essay due on Brightspace.	

WHY STUDY HISTORY?

The study of history is essential for informed and engaged citizenship.

"Historical knowledge is no more and no less than carefully and critically constructed collective memory. As such it can both make us wiser in our public choices and more richly human in our private lives."

William H. McNeill

What can you do with a B.A. in History?
Click [HERE](#)

History majors have the skills employers seek.



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