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German House, 172 College Avenue, Room 204  
Office Hours: T, Th 1:30-2:30pm and by appointment

**Napoleon und Deutschland**  
**MTh3rd (11:30-12:50) 2010**  
FH-A4

**Readings:**

Achim von Arnim, *Der tolle Invalide auf dem Fort Ratonneau* (1818) – see

<http://gutenberg.spiegel.de/>

Wilhelm Hauff, *Das Bild des Kaisers* – Auszüge (selections from a writer of fiction: a love story used as a vehicle to express political and social views of the Napoleonic rule during the repressive post-Napoleonic era or Restoration 1815-1848). ISBN: 3150001315

Gedichte: H. Heine. “Die zwei Grenadiere“

Th. Körner, “Lützows wilde Jagd“

Uhland, “Siegfrieds Schwert“

and others

Auswahl: a. Briefe von deutschen Auswanderern: „**Wir verlangen nicht mehr nach Deutschland zurück**“

b. Contemporary political documents – zeitgenössische politische Dokumente

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**Please** note that, for the handouts, the department charges 5 cents per page.

**Other matters:** The syllabus below is tentative. There is so much fascinating material that we might also pursue your interest in particular topics. You, for instance, might be interested in Napoleon’s military genius, his introduction of the principles and tactics of modern warfare. Perhaps you should like to explore Beethoven’s renaming of a symphony to protest Napoleon’s elevation to emperor (Heroica) and his opera against autocratic misrule and for freedom for all (Fidelio). As part of your course work, to expand your vocabulary and to practice speaking German in front of a friendly audience, I should like you to present a report on a topic of your choice, either by yourself or with a partner. Please make an appointment to discuss your choice

and any linguistic questions you might have. There will be an hourly and a five-page paper on any aspect of the course material. The date of the final is listed at the end of the syllabus. Since a significant factor in a foreign language course is participation, I shall also grade your contribution. Therefore, in arithmetically rough terms, each of the five components will be evaluated at 20%. If, however, as it often happens, your contribution is demonstrably stronger in one area than in another, or, if your work has shown significant improvement, I shall also weight this factor in the determination of the final grade.

### **Plagiarism:**

Plagiarism is an extremely serious matter, and can lead to a student's failing the course and being referred to his or her dean for disciplinary action. When referring to ideas other than your own, always acknowledge your sources clearly and completely, whether you are quoting or paraphrasing. Please see the University's policies on academic integrity at <http://teachx.rutgers.edu/integrity/policy.html>, and discuss with me any questions you may have about this and related issues.

### **Disability Support Services:**

Students who may be requesting accommodations due to disabilities are encouraged to familiarize themselves with procedures and policies regarding disability support services at the following website: <http://disability.services.rutgers.edu/>. It is recommended that students seeking accommodations begin filing paperwork as soon as possible as the documentation review process may take up to 30 business days. Students are encouraged to speak with teachers about these issues at the beginning of the term. All such conversations will be kept strictly confidential.

### Assignments and Discussions

Do. d. 21. Januar

**Introduction** to a. Napoleon's life (1769-1821), accomplishments and defeat.  
b. Post-Napoleonic era, an era of repression and political unrest

M. d. 25.

### **Germany before Napoleon's domination of Europe.**

The map of Germany: Kingdoms, principalities, and **Reichsstädte**, or cities which had attained political autonomy, such as the **Hansestädte**, the internationally powerful league of the Hanse.

Political constellation of German states: Austria, Bavaria and Rhenish (Rhein) alliance of states, Prussia

Useful websites (Netzseite, f.)

Do. d. 28.

### **The French Revolution (1789) and its Repercussions in Germany**

Freiheit, Gleichheit, Brüderlichkeit

Taxation: Nobility – no taxes

Serfdom and conscription

Assignment for next session:

Georg Büchner, „Der hessische Landsbote“

M. d. 1. Februar

**Discussion of:** „Der hessische Landsbote“

Assignment for next session: Scene from Schiller’s drama, *Kabale und Liebe* – The selling of Hessian men as soldiers to the US

Do. d. 4. Februar

**Discussion of:** Scene from *Kabale und Liebe*

Napoleon’s Rise to Power: Military Genius

Appointment as First Consul 1799, in effect,  
the sole ruler of France

Northern Italy as Battle Field against Austria  
The futile hopes of French aristocratic emigrés  
Austria’s defeat 1800  
Napoleon crowns himself emperor 1804

M. d. 8.

**PBS Film: Napoleon**

Assignment for next session: View the rest of the film. One page essay on the episode you found most interesting or characteristic of Napoleon and the age.

Do. d.11.

**The Awakening of German Patriotism** in the Wake of French Occupation of Germany

Victories at the Battles of Austerlitz (1805) and Jena:Auerstedt (1806)  
De Facto Ruler of Germany

Assignment for next session: Gedicht: **Was ist des Deutschen Vaterland**  
von Ernst Moritz Arndt (26.12.1769 29.01.1860)

M. d. 15.

Review

Do. d.18.

Hourly

**See assignment below**

M. d. 22.

a. **Napoleon’s March** into Berlin

und

Meeting with Prussian King and Queen Louise at Tilsit  
Negotiations with Czar Alexander

b. Napoleon’s **Political Reorganization and Reformation of Germany**

Do. d. 25.

c. **The Role** of Poets and Writers:

Achim von Arnim, patriot, social reformer during the French occupation of Prussia from 1806-1813

**Popularity of** stories dealing with war, veterans, social and political questions.

Assignment for this session and next session: “Der tolle Invalide auf dem Fort Ratonneau” (1818) by Achim von Arnim

M. d. 1. März

**Friedrich der Grosse** (1712–1786): Background to story and to patriotic hopes for freedom and liberty

Adulation and its reasons by Patriots for a monarch who spoke French  
‘ by Napoleon

„Der tolle Invalide“: **zu Ende**

Do. d. 4.

**Patriots at War**

Freicorps Schill 1809, also known as Freischar  
Lützows Freicorps

Assignment for next session: Gedicht von Theodor Körner:  
‘Lützows Wilde Jagd  
Kurzer Bericht des von Lützow an General  
Blücher (1813)

M. d. 8.

**Social and Military Reforms in Prussia and other German states**

Prussians: Freiherr von Stein (1770-1840)  
von Hardenberg (1750-1822)  
von Scharnhorst, military reformer (1755-1813)

Assignment for next session : **Handout:** Goethes Begegnung mit Napoleon in Goethe’s own words and in those of witnesses

Do. d. 11.

**Outline of paper with tentative bibliography**

**Napoleon and the Court of Weimar:**

Napoleon as godfather to the granddaughter of the Duke  
The assessment of Napoleon by Wieland, author at the court

- M. d. 15. FERIEN
- M. d. 22. **Hubris and Mounting Enmity**  
 The formation of alliances against Napoleon (England, Russia)  
 Revolt in Spain  
 Goya's nightmarish depiction of atrocities (Goya – 1746-1828 - court painter)  
 Assignment for next session: *Das Bild des Kaisers*, excerpt #3
- Do. d. 25. Discussion of assignment
- M. d. 29. The Prussian army under Blücher (1742-1819), known as **Marschall Vorwärts**  
**Literature** and Myth as tools to evoke patriotism (see Freiherr vom Stein; the Siegfried-Nibelungen story)  
 Assignment for next session: Uhland, "Siegfrieds Schwert"
- Do. d. 1. April  
 UND  
 Napoleon:  
 a. Defeat and Exile to the Island of Elba 1814  
 b. Escape from Elba and Attempt to Regain Empire in 1815;  
 The Rule of One Hundred Days. See Grabbe's drama, *Napoleon oder die hundert Tage* (1831).
- M. d. 5. Literary and Intellectual Brilliance  
 Romanticism, the cultivation of imagination, of literature as an expression of the psyche, and of myth as the expression of universal experience  
 1812: the first edition of Grimms *Märchen*
- Do. d. 8. The Study of History: Editions of historical sources. See the Freiherr vom Stein editions, still in use: **Monumenta Germaniae Historica**  
**Exploration of the universe:** Alexander von Humboldt (1769-1859)

Assignments: brief, miscellaneous readings

- M. d. 12. Brief Presentation of the topic of your paper and its intrinsic interest
- Do. d. 15. **Review**
- M. d. 19. **Paper due**
- Do. d. 22. **The Restoration** (1815-1848), the era of repression under Fürst Metternich and Talleyrand, leading statesmen of the era
- The Formation of Rebellious Groups**
- The Recasting of Napoleon's Image**
- Assignment for next session: *Das Bild des Kaisers*, excerpt #5
- M. d. 26. **H. Heine**, Poet, Social and Political Critic
- Heine, "Die zwei Grenadiere," in its setting as a **Schubert Lied**
- Assignment for next session: *Das Bild des Kaisers*, excerpt #6  
Letters from emigrants to the US
- Do. d. 29 **Discussion** of a. emigrants' letters as background to political and social abuses in their homeland
- b. religion in the shaping of the concept of a unified Germany
- c. Professors protest the abolition of the constitution of Hesse: die Göttinger Sieben
- d. Reading of a Chamisso poem, "Der Invalide im Irrenhaus" (1827)
- M. d. 3. Mai **Wiederholung**

**Semester Examination:** scheduled for Thursday, May 6<sup>th</sup>, 8-11am