



## *The Hebrew University of Jerusalem*

### *Syllabus*

## *The Core of Europe: History and Challenges of the Franco-German Friendship - 54808*

*Last update 18-03-2020*

*HU Credits: 2*

*Degree/Cycle: 2nd degree (Master)*

*Responsible Department: Cont. German Studies:politics, Soc.&Cult*

*Academic year: 0*

*Semester: 2nd Semester*

*Teaching Languages: English*

*Campus: Mt. Scopus*

*Course/Module Coordinator: Prof. Gisela Dachs*

*Coordinator Email: [Gisela.Dachs@mail.huji.ac.il](mailto:Gisela.Dachs@mail.huji.ac.il)*

*Coordinator Office Hours: Wednesday 17.00-18.00 via Zoom or via telephone by prior arrangement at any other time*

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Teaching Staff:

Dr. Gisela Dachs

Course/Module description:

Germany and France are often described as the 'twin engine' or "core countries" of Europe. Both countries work indeed closely together on many levels. Their alliance is based on agreements and political vision. The course teaches the development of the special relations between France and Germany - from 'hereditary enmity' to reconciliation and the current partnership. It focuses on the principles, structure, practice and challenges of today's multi-layered bilateral cooperation that has been key to furthering the ideals of European integration since its beginning.

Course/Module aims:

The course aims to transmit historical perspectives as well as contemporary challenges of the Franco-German alliance including political, cultural as well as linguistic approaches. It provides insights into both societies with an emphasis on mutual perceptions.

Learning outcomes - On successful completion of this module, students should be able to:

- To have good knowledge about the multi-layered processes of reconciliation leading to the current alliance between Germany and France.
- To assess similarities and differences between the two countries with respect to past and ongoing key issues.
- To be able to identify the uniqueness of the German-French alliance as well as its universal aspects potentially relevant for other rapprochements.
- To demonstrate how transnational practices and cooperation affect both societies
- To have a reflective view on the current state of the bilateral relations between France and Germany through the critical discussion of academic texts as well as news content.

Attendance requirements(%):

80%

*Teaching arrangement and method of instruction: The teaching combines theoretical and practical approaches including lectures, text discussion,*

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presentations. It includes also a guest-lecture from an expert in the field. The teaching combines theoretical and practical approaches including lectures, text discussion, presentations. It includes also a guest-lecture from an expert in the field.

Course/Module Content:

In light of the current crisis due to the global spread of the Corona-virus, we are facing a highly unusual and dynamic situation. This may also lead to changes to the courses as the semester progresses. We don't know how long the current crisis will last. So we may have to be flexible to meet challenges and we will try to update students about changes as soon as we know about them.

*Class (1) 18.3.2020 From "arch-enmity" to "eternal friendship": reconciliation in the postwar era.*

*Greisman, A.C. (1994) The enemy concept in Franco-German relations, 1870-1914, History of European Ideas, Vol 19, P.41-46.*

*Ackermann, Alice (1994) "Reconciliation as a peace building process in Postwar Europe, The Franco-German Case", in: Peace & Change, Vol.19, N.3, July, pp.229-250.*

*Further reading:*

*Ku, Yangmo (2008) "International reconciliation in the postwar era, 1945-2005: A comparative study of japan-rok and franco-german relations." Asian Perspective, vol. 32, no. 3, pp. 5-37.*

*Class (2) 25.3.2020 Going back to Charlemagne/Karl der Grosse: Common heritage - different views*

*Ailes, Marianne (2012), Charlemagne 'Father of Europe': A European Icon in the Making, Reading Medieval Studies, 38: 59-76.*

*Bartov. Omer, (1994) The Nation in Arms': Germany and France, 1918-1939, History Today, September, pp.27-33.*

*Class (3) 1.4.2020 - Old and new prejudices, superiority/inferior) complexes and the role of education.*

*Susan N. Bayley (2014) The English Miss, German Fräulein and French Mademoiselle: foreign governesses and national stereotyping in nineteenth- and early twentiethcentury Europe, History of Education, 43:2, 160-186,*

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Siegel, M.; Harjes, K. (2012), *Disarming Hatred: History Education, National Memories, and Franco-German Reconciliation from World War I to the Cold War*, *History of Education Quarterly*, Vol. 52 (3), pp.370-402.

Further reading:

(2008) *Crossing Cultures German, Italian and French cross-cultural references* Jean-Michel Guy\*, *Culture Studies*

<https://www.thelocal.fr/20140703/what-do-the-french-really-think-of-the-germans>

Class (4) 22.4.2020 *Rapprochement after 1945 - treaties, principles, symbols and meanings*

Krotz, U. (2012) "Carolingian Symbols and Meanings", in: U. Krotz, and J. Schild, (eds.) *Shaping Europe - France, Germany, and Embedded Bilateralism from the Elysée Treaty to Twenty-First Century Politics*, pp.75-97.

Erkenbrecher, A. (2012) *A Right to Irreconcilability? Oradour-sur-Glane, German-French Relations and the Limits of Reconciliation after World War II*, in: Birgit Schwelling (ed.) *Reconciliation, Civil Society, and the Politics of Memory Transnational Initiatives in the 20th and 21st Century*, pp. 167-200

Class (5) 6.5.2020 „Special relationship“: structure and practices of the transnational alliance

Krotz, Ulrich (2007) *Parapublic Underpinnings of International Relations: The Franco-German Construction of Europeanization of a Particular Kind*, SAGE Publications and ECPR-European Consortium for Political Research, Vol. 13(3): 385-417.

Krotz, U. (2010) *Regularized Intergovernmentalism: France, Germany and Beyond 1963-2009*, *Foreign Policy Analysis* vol. 6, pp 147-185

(no class on 13 May- Field Trip 10-17 May, optional)

Class (6) 20.5.2020 *Defining common interests - French-German power couples and beyond*

Saunier, G. (2008) *A special relationship: Franco-German relations at the time of Francois Mitterrand and Helmut Kohl*, in: Germond , C & Turk , H (eds), *A history of Franco-German relations in Europe: from "hereditary enemies" to partners .*, pp. 235-248

Vogel, W. (2008) *The France-German-Polish Weimar triangle - a strategic instrument of Franco-German Relations*, in: Germond , C & Turk , H (eds), *A history of Franco-German relations in Europe: from "heredity enemies" to partners*, pp. 261-271

Class (7) 27.5.2020 *From Berlin to Paris and back: cultural/intellectual transfers and the shaping of new identity*

Stockhorst Rodopi, S. (2010) *Cultural Transfer Through Translation: The Circulation of Enlightened Thought in Europe by Means of Translation*. Introduction: p.7-27, free access via google books

Madame de Staël (Anne-Louise-Germaine) (1813) "Of the dramatic art", in:

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Germany, Volume 2 pp.1-20. [https://books.google.co.il/books?id&eq;mp5jAAAAMAAJ&printsec&eq;frontcover&source&eq;gbs\\_ge\\_summary\\_r&cad&eq;0#v&eq;onepage&q&f&eq;false](https://books.google.co.il/books?id&eq;mp5jAAAAMAAJ&printsec&eq;frontcover&source&eq;gbs_ge_summary_r&cad&eq;0#v&eq;onepage&q&f&eq;false)

Further reading:

Lüsebrink, H.J. (1998), *Conceptual History and Conceptual transfer: the case of "nation" in Revolutionary France and Germany*, in: Iain Hampsher-Monk, Karin Tilmans, Frank van Vree (eds.) *History of Concepts: Comparative Perspectives*, pp. 115-128.

(Amazon, free access inside the book)

Brubaker, R. (1992) *Citizenship and Nationhood in France and Germany*, Introduction.

Class (8) 3.6.2020 *The role of French Jews of German origin building bridges between both countries – from Joseph Rovin to Alfred Grosser and Daniel Cohn-Bendit.*

Kober, A. (1945) *The French Revolution and the Jews in Germany*, *Jewish Social Studies* Vol. 7, No. 4 (Oct), pp. 291-322.

Jobs, R. (2009), *Youth Movements: Travel, Protest, and Europe in 1968*, *The American Historical Review*, Volume 114, Issue 2, 1 April 2009, Pages 376-404.

Class (9) 10.6.2020 *France and Germany within the EU*

Alistair Cole (1991) *The Franco-German relationship and the European Union leadership and the European Integration project*. P.56-81.

Glomb W, (2011) *The Franco-German tandem confronts the Eurocrisis*.

Class (10) 17.6.2020 *"Brothers in arms" in a globalized world: shared perceptions and different perspectives on world affairs.*

Krotz, U. (2015) *History and Foreign Policy in France and Germany, Conclusion: 166-177* (free web access)

Pfeil, U. (2008) *The "Other" Franco-German relations: the GDR and France from 1949-1990*, in: Germond, C. & Turk. H (eds), *A history of Franco-German relations in Europe: from "heredity enemies" to partners*, pp. 249-260.

Class (11) 24.6.2020 *Still a dream couple? Asymmetries and future challenges for the German-French relations.*

Gunther, Scott (2011) *A new identity for old Europe: How and why the French Imagined Françallemagne in recent years*, *French Politics, Culture & Society*, Vol. 29, No. 1, Spring 2011, pp.46-67.

Mourlon-Druol, E. (2017) *Rethinking Franco-German relations: A historical perspective*, *Policy Contributions Issue 29*.

Further reading:

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Hartmann, M. (2000) *Class-Specific Habitus and the Social Reproduction of the Business Elite in Germany and France*, *The Sociological Review*, Volume: 48 issue: 2, pp.: 241-261.

Required Reading:

see above

Additional Reading Material:

See above

Course/Module evaluation:

End of year written/oral examination 70 %

Presentation 30 %

Participation in Tutorials 0 %

Project work 0 %

Assignments 0 %

Reports 0 %

Research project 0 %

Quizzes 0 %

Other 0 %

Additional information:

Regular attendance of and participation in class discussions is essential to success in this course. Absences must be cleared with the instructor in advance barring emergencies so appropriate make-up work can be assigned. The course is required as a preparation for the students who wish to participate in the study trip "From Berlin to Paris" in May 2020.

As things look at the beginning of this semester, the trip will have to be postponed to a later date, probably to September.

**Requirements and Grading:** Active participation, including reading of the required texts as listed with each class. For students who prefer to summarize instead the content of the reading material (at least twice) in a written form, this option is provided. One presentation (group project or individually) related to a topic of the syllabus (30%). A written final exam in English focusing on several topics of the course.

The full, updated, obliging syllabus will be in moodle at the beginning of the semester.

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*Students should follow the announcements in moodle.*