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Democracy in Crisis

Half title

Series head and text

REACTING TO THE PAST is an award-winning series of immersive role-playing games that actively engage students in their own learning. Students assume the roles of historical characters and practice critical thinking, primary source analysis, and argument, both written and spoken. Reacting games are flexible enough to be used across the curriculum, from first-year general education classes and discussion sections of lecture classes to capstone experiences, intersession courses, and honors programs.

Reacting to the Past was originally developed under the auspices of Barnard College and is sustained by the Reacting Consortium of colleges and universities. The Consortium hosts a regular series of conferences and events to support faculty and administrators.

Series subhead

NOTE TO INSTRUCTORS: Before beginning the game you must download the game materials, including an instructor's manual containing a detailed schedule of class sessions, role sheets for students, and handouts.

To download this essential resource, visit https://reactingconsortium.org/games, click on the page for this title, then click "Game Materials."

Democracy in Crisis

Title

WEIMAR GERMANY, 1929–1932

Subtitle

ROBERT GOODRICH

Author

RTTP logo

BARNARD

Barnard logo

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Set in Utopia and Real Head Pro

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Cover image: Thomas Theodore Heine, "Sie trägt die Buchstaben der Firma: Wer aber trägt den Geist?" *Simplicissimus* 21, no. 3 (1927): 667. Heine was an illustrator for the satirical Munich magazine *Simplicissimus*, for which he appropriated the stylistic idiom of Jugendstil and the graphic qualities of Henri de Toulouse-Lautrec, Aubrey Beardsley, and Japanese woodcuts.

FM title

Contents

FM entries

List of Illustrations / vii
Abbreviations / ix
German Language and Pronunciation / xi

Chap num/ti

A heads

1. INTRODUCTION / 1
Brief Overview of the Game / 00
Prologue: The Washington Mall, May 1981 / 00
Basic Features of Reacting to the Past / 00
Game Setup / 00
Game Play / 00
Game Requirements / 00
Controversy / 00
Counterfactuals / 00
Sensitivity to Subject Matter / 00

2. HISTORICAL BACKGROUND / 00
Chronology / 00
History and Memory / 00
The Vietnam War / 00
Conflict Abroad / 00
A Strategy of Containment / 00
In-Country / 00
Reactions at Home / 00
The Push for Memorialization / 00
A Clash of Identity Politics / 00
The Age of Reagan / 00

3. THE GAME / 1
Major Issues for Debate / 00
Rules and Procedures / 00
Objectives and Victory Conditions / 00
The Setting / 00
Sequence of Play / 00
Commission Meetings / 00
Meeting Procedure / 00
Voting / 00
The Public Opinion Index / 00

B heads

4. FACTIONS AND ROLES / 00

Factions / 00

Roles / 00

Brief Outline of Each Role / 00

5. CORE TEXTS / 43

Section 1: Vietnam and Its Aftermath / 43

Section 2: The Legacy of Vietnam / 68

Vietnam Era Veterans' Attitude Towards Their Military Service / 68

The Reception Accorded Returning Vietnam Era Veterans / 69

Attitudes Towards Vietnam / 69

Section 4. Design Controversy / 00

BM entries

Acknowledgments / 00

Notes / 00

Bibliography / 00

FM 1 head

Illust list

FM title

Illustrations

MAP

The National Mall, Washington, DC, ca. 1980 / 2

FIGURE

Victory points score card / 73

TABLES

1 Judicial sentencing for assassination / 34

2 Major items for debate / 59

3 Cabinet members / 64

4 Reichstag mandates / 66

FM title

Abbreviations

FM 1 head
Abbreviations

POLITICAL PARTIES

BVP	Bavarian People's Party (conservative Bavarian Catholic separatists)
CNBP	Christian National Farmers' League (conservative Protestant small farmers)
CSVD	Christian Social People's Service (conservative Protestant corporatists)
DBP	German Farmers' Party (democratic secular small farmers)
DDP	German Democratic Party (democratic liberals)
DNVP	German National People's Party (national conservative elites)
DVP	German People's Party (conservative liberals)
KPD	German Communist Party (pro-Bolshevik Marxists)
NSDAP	National Socialist German Workers' Party (fascists)
RLB	National Agrarian League aka Agrarian League (national conservative big landowners)
SPD	German Social Democratic Party (anti-Bolshevik Marxists)
WP	Economic Party of the German Middle Class aka Economic Party (conservative middle-class liberals)
X	Centre Party (broad-based Catholic corporatists)

Chapter num

1

Chapter title

Introduction

A head

BRIEF OVERVIEW OF THE GAME

Democracy in Crisis takes place in the **Reichstag** (parliament) of Germany's highly democratic republic after World War I (WWI). You are (mostly) delegates to the Reichstag representing over a dozen different factions, mostly organized in political parties. Your task is to shape Germany into your character's vision by passing or preventing legislation, or, if that fails, perhaps by resorting to other means—violence, bribery, demagoguery, obstructionism.

Key term

Reichstag (Imperial Diet, or Diet of the Realm) may refer to the building or the constitutional assembly. The term has ancient roots in the Holy Roman Empire of the German Nation in the Middle Ages.

Body text

But the conservative monarchist Chancellor von Bismarck realized that nationalism alone would not hold together the new Kaiserreich. The rise of the **Social Democratic Party (SPD)** in the 1870s revealed that serious social and economic issues divided Germans along class lines. Urban workers, what Marxists called the **proletariat**, demanded better working and living conditions to alleviate their squalid circumstances.

Stacked key terms

The Marxist **Social Democratic Party (SPD)** had opposed the Kaiserreich but embraced the Republic and tried to reconcile liberal political models with Marxist ideas of class-oriented social justice.

The **proletariat**, especially in Marxist terminology, is the exploited working class under capitalism, those who do not own but rather work in the means of production.

To suppress the socialist movement, Bismarck employed a double-pronged approach. First, using repression, the so-called Anti-Socialist Laws outlawed trade unions, closed socialist newspapers, prohibited the display of socialist symbols, and otherwise harassed members of the SPD.

Each party promoted a specific ideology and pulled Germans in different directions, often refusing to compromise with or even recognize other parties. As the conservative Austrian scholar Erik von Kuehnelt-Leddihn wrote in 1943:

Extract

> Catholic Centrists wanted to create conditions in Germany which would make it easier for the individuals to save their souls
>
> It was not worthwhile to listen to somebody's opinion when you knew that his premises were all wrong.
>
> The grim determination to silence the unconvincible enemy by execution or imprisonment already existed prior to 1933 in many parties.[1]

In short, Germans often regarded those who disagreed with them as either ignorant fools or charlatans who misunderstood or distorted the most basic nature of society.

Bullet List

- The game book (what you are reading now), which includes historical information.
- Rules and elements of the game, and essential historical documents.
- A role sheet, which provides a short biography of the historical person you will model in the game as well as that person's ideology.

Similarly, several small parties are integrated into larger Indeterminates; these small parties failed to have representation at some point in 1929 to 1933, and included the following:

Unnumbered list

Conservative People's Party (added to CNBP)
German Country People (added to CNBP)
People's Justice Party (added to CSVD)
Reich Party for Civil Rights and Deflation (added to CSVD)
Saxon Peasants Party (added to CNBP)
Thuringian Agricultural League (added to RLB)

You will be confused if you do not carefully read this manual and take careful note of these terms. Importantly, you must read the primary texts to grasp how these concepts were understood and applied. A few of the most important and misused terms include:

Unnumbered list

Liberal: In the United States, liberalism has developed since around 1920 to be associated with social spending, a large proactive regulatory government, and, more narrowly, with the Democratic Party.

Republican: In the United States, this term refers almost exclusively to the Republican Party and its agenda (which in Germany would be termed liberal—see above).

Conservative: In the United States, we associate this term with the Republican Party.

Compromises, which were essential because no party possessed a stable parliamentary majority, alienated the parties' purist ideologues, opening the door to radical alternatives that did not fit into a liberal democratic concept.

Numbered list

1. Racist and ethnic slurs, specifically Nazi terminology that renders Jews and others as subhumans, such as "vermin"
2. Nazi symbols or variations thereof, including
   The swastika
   The greeting "Heil Hitler" or "Sieg Heil"
3. The fascist or "Hitler" salute
   Uniforms or Nazi-like dress meant to simulate Nazi uniforms

Perhaps, had the only issue been one of ideology, the Republic might have survived, but the Republic's birth had been painful, and the ensuing years offered little respite.

Multi-level iterated list using numbers, letters, and roman numerals

1. Start of class
   a. GM announces/posts updates
      i. Stability Index
      ii. Party mandates
      iii. Speaker and cabinet
   b. Speaker announces/posts agenda

2. Reichstag actions
   a. Agenda items
      i. Discussion of mandatory agenda items
         1. Cabinet presents its stance
            a. Questions for the minister
            b. Speeches and debate
         2. Caucus, vote, or table
      iii. Discussion of discretionary items
   b. Interruptions
      i. Only after full debate of agenda item being discussed
      iii. Votes of no confidence, street violence, emergency decrees, dissolution of parliament, caucuses, etc.
3. After class
   a. GM provides ministerial reports and updates
   b. Cabinet meets outside of class to determine stance on ministerial reports
   c. Players meet outside of class to plot strategy

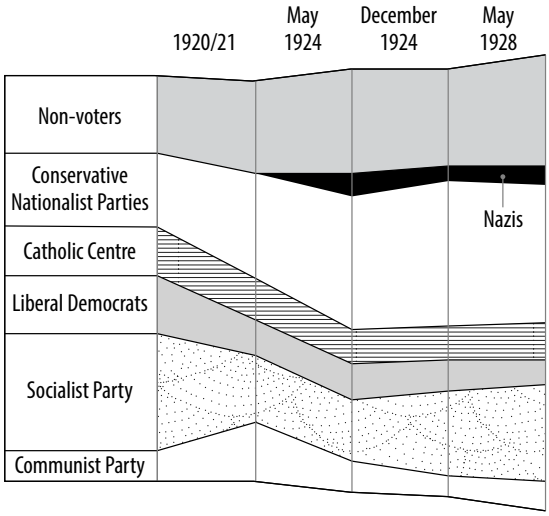

FIGURE 5 Composition of the Reichstag, 1920–1928.

Adapted from Friedrich Arnold Krummacher and Albert Wucher, eds., *Die Weimarer Republik: Ihre Geschichte in Texte, Bilder, und Dokumente, 1918–1933* (Munich: Kurt Desch, 1965), 141.

Caption
Caption source

As a result, one of the distinct aspects of the Republic was its lack of any political discursive commonality. Almost every member of the Reichstag was part of the *Bildungsbürgertum*..

Unnumbered list w/bold and bullet sublist

The chancellor
- Selects the cabinet
- Countersigns emergency decrees

The cabinet (aka "the government")
- Deliberates on all matters and proposes legislation
- Ministers control portfolios and present relevant ministerial reports
- Defense minister communicates with the Reichswehr
- The justice minister oversees inquiry committees

In fact, they bitterly disagreed over the meaning of even the most basic political and cultural terms. German society had become "siloed"—a single nation in which separate subcultures sought to avoid influences from the others.

"Germany" is the universal translation of *Deutschland* (literally, Land of the Germans). Before 1871, it referred only to a cultural region. In 1871, it became synonymous with the Kaiserreich but excluded German-speaking areas (Austria-Hungary, Switzerland, and many borderlands). Germans referred to the Republic as *das Deutsche Reich*, usually translated as "the German Empire." *Reich*, however, has broad connotations, so the name is usually left as the *German Reich*. The word "realm" captures the same meaning but is rarely used. The common form in English remained "Germany." Only Nazis called it the "Weimar Republic," and then derisively. For game purposes, we use "Germany" or "the Republic" to avoid confusion.

Communication among students is an essential feature of Reacting games. You will likely find yourself writing emails, texting, attending out-of-class meetings, or gathering for meals. The purpose of frequent communication is to lay out a strategy for achieving your objectives, thwarting your opponents, and hatching plots. When communicating with fellow students in or out of class, always assume that they are speaking to you in role. If you want to talk about the "real world," make that clear.

A head

BASIC FEATURES OF REACTING TO THE PAST

This is a historical role-playing game. After a few preparatory lectures, the game begins and the students are in charge. Set in moments of heightened historical tension, it places you in the role of a person from the period..

B head

Confusing Terms for Contemporary Americans

Your instructor will explain the specific requirements for your class. In general, though, a Reacting game asks you to perform three distinct activities:

Reading and writing. What you read can often be put to immediate use, and what you write is meant to persuade others to act the way you want them to.

Public speaking and debate. In the course of a game, almost everyone is expected to deliver at least one formal speech from the podium (the length of the game and the size of the class will determine the number of speeches).

C head

Ideas in the Game

The game master (GM) will decide if and how to integrate the topic. During game preparation, the GM will announce one of three options regarding the topic.

OPTION 1: Basic game. Topic is integrated as a mandatory topic and treated as any other, as written in the game book.

OPTION 2: Hybrid approach. Topic is integrated as a mandatory topic but treated differently.

Special interests created additional instability by finding ways to subvert democracy.

D head

COALITIONS, ALLIANCES, MERGERS, NEW FORMATIONS, AND BANS

Coalitions are agreements between parties to form a government together. No single party has ever had an absolute majority of the Reichstag, so coalitions are the norm to achieve a working majority.

MAPS

A head

B head

Treaty of Versailles territorial revisions (1919)

Part II of the treaty dealt with the "Boundaries of Germany" (fig. 1) It contained only four articles (27–30) out of a total of four hundred and forty. The brevity, however, was utterly disproportionate to the consequences—both tangible and psychological—to Germans. No German political party accepted the territorial changes as legitimate or permanent, and recovery of ceded territories considered historically and culturally German became a central goal across the political spectrum.

B head

Industrial Relations

C head

Unemployment Insurance, Deflation, and Austerity

Regardless of the numerous pressures, the Republic took proactive steps to look after its more vulnerable citizens. After all, the primary force behind the revolution had been workers and those most vulnerable to the consequences of the war.

C head

Political Parties

D head

PARTY DISCIPLINE

All parties operate with party discipline. If a party calls for party discipline (determined by majority vote of party members), all members must vote as a block, with the party leader casting the vote. Failure to abide by party discipline can lead to disciplinary action by the party. If party discipline is not invoked, members may vote as they see fit.

GMs may stipulate that students must deliver their papers from memory when at the podium, or they may insist that students begin to wean themselves from dependency on written notes as the game progresses.

Wherever the game imaginatively puts you, it will surely not put you in the present. Accordingly, the colloquialisms and familiarities of today's college life are out of place. Never open your speech with a salutation like "Hi guys" when something like "Fellow citizens!" would be more appropriate.

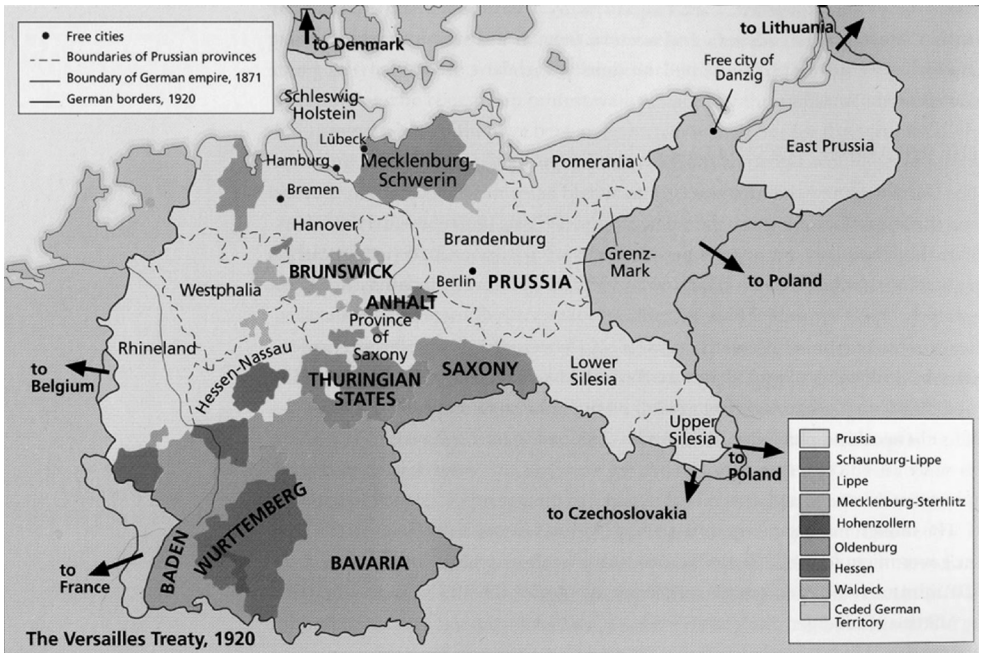

FIGURE 3 German states and Prussian provinces (1929). Side caption

"Germany in 1919, Territorial Losses," Active History (University of Saskatchewan and Huron University College), 9 July 2018, http://activehistory.ca/2018/07/24040/germany-in-1919-territorial-losses-wlu-edu/.

You will be confused if you do not carefully read this manual and take careful note of these terms. Importantly, you must read the primary texts to grasp how these concepts were understood and applied. A few of the most important and misused terms include.

Spacebreak

Always seek allies to back your points when you are speaking at the podium. Do your best to have at least one supporter second your proposal, come to your defense, or admonish inattentive members of the body. Note-passing and side conversations, while common occurrences.

You will likely find yourself writing emails, texting, attending out-of-class meetings, or gathering for meals. The purpose of frequent communication is to lay out a strategy for achieving your objectives, thwarting your opponents, and hatching plots. When communicating with fellow students in or out of class, always assume that they are speaking to you in role.

CHALLENGES TO ROLE PLAYING *DEMOCRACY IN CRISIS* A head

Antisemitism and Nazi Discourse B head

Key term

Antisemitism is the race-based hostility or prejudice against Jews. The increasingly preferred scholarly spelling is "antisemitism," without a hyphen or capitalization.[2]

Ban on Nazi Symbols and Slurs C head

This game specifically prohibits the following: In reacting games, you compete with other students, in character, to advance your character's intellectual goals.

Communication among students is an essential feature of Reacting games. You will likely find yourself writing emails, texting, attending out-of-class meetings, or gathering for meals. The purpose of frequent communication is to lay out a strategy for achieving your objectives, thwarting your opponents, and hatching plots. When communicating with fellow students in or out of class, always assume that

Chapter num

2

Chapter title

Historical Background

A head

Chronology

CHRONOLOGY

1954 President Dwight Eisenhower gives "Domino Theory" speech.

1964 Gulf of Tonkin Resolution authorizes expansion of US involvement in Vietnam. Four hundred of the 23,000 US troops there have been killed to this point.

1965 US military commences Operation Rolling Thunder, a campaign of targeted bombings across North Vietnam that lasts from March 1965 to October 1968. President Lyndon Johnson authorizes arrival of Marine Corps forces to the Da Nang air base in South Vietnam.

1968 President Johnson announces that he will not seek reelection. By now, 20,000 of 485,000 US troops in Vietnam have died.

1969 My Lai Massacre. Although the actual massacre of 500 unarmed villagers took place on March 16, 1968, the US Army covered it up until November 12, 1969, when Seymour Hirsch broke the story in a cable filed through the Dispatch News Service and it was picked up by more than thirty news outlets.

1970 Kent State incident. Fifty thousand of the 335,000 US troops deployed are now dead.

1971 Pentagon Papers leaked to the *New York Times*, outlining US involvement in Vietnam.

1973 Paris Peace Accords signed. Last US troops leave Vietnam. Fifty-eight thousand have died, as well as 200,000 South Vietnamese troops, more than 1,000,000 North Vietnamese troops, and as many as 2,000,000 civilians.

1975 The North Vietnamese capture the southern capital of Saigon.

1979 Vietnam veteran Jan Scruggs announces the idea of a memorial to all who served in Vietnam. Senators Charles Mathias (Maryland) and John Warner (Virginia) announce plans to introduce legislation granting two acres of land

Chapter num

3

Chapter title

The Game

Opening text

The game unfolds across three years from late 1929 to the end of 1932; a game session is equivalent to roughly half a year.

A head

MAJOR ITEMS FOR DEBATE

The debates fall into several broad categories, each subordinated to a cabinet member's portfolio. All "mandatory items" must occur on the agenda at the start of the corresponding session and cannot be avoided. All "discretionary items" must be fought for to be placed on the agenda. Victory conditions are tied to the mandatory and discretionary items (see "Agenda").

If you read the game materials, you should be well prepared:

Bullet list

- The "Historical Background" provides the broad context for the issues.
- The "Core Texts" introduce the main ideological frameworks.
- The "Supplemental Documents" provide specifics to each issue.
- Faction-specific readings (provided by the GM) give a party perspective on each issue.
- Your role sheet details your particular stance and goal.
- The role sheet and bibliography suggest extra readings to round out your views.

B head

Foreign Relations (Foreign Ministry)

Foreign policy debates revolve around how Germany should relate to the Versailles system.

The Freedom Law: The Freedom Law would make any cooperation with Versailles a treasonable offense. Can Germany risk offending the world community in the name of German honor?

The Young Plan: The Young Plan would modify reparation payments and awaits Reichstag ratification. Would passing the Young Plan make reparations manageable or only the kick the can down the road and simultaneously grant legitimacy to reparation payments?

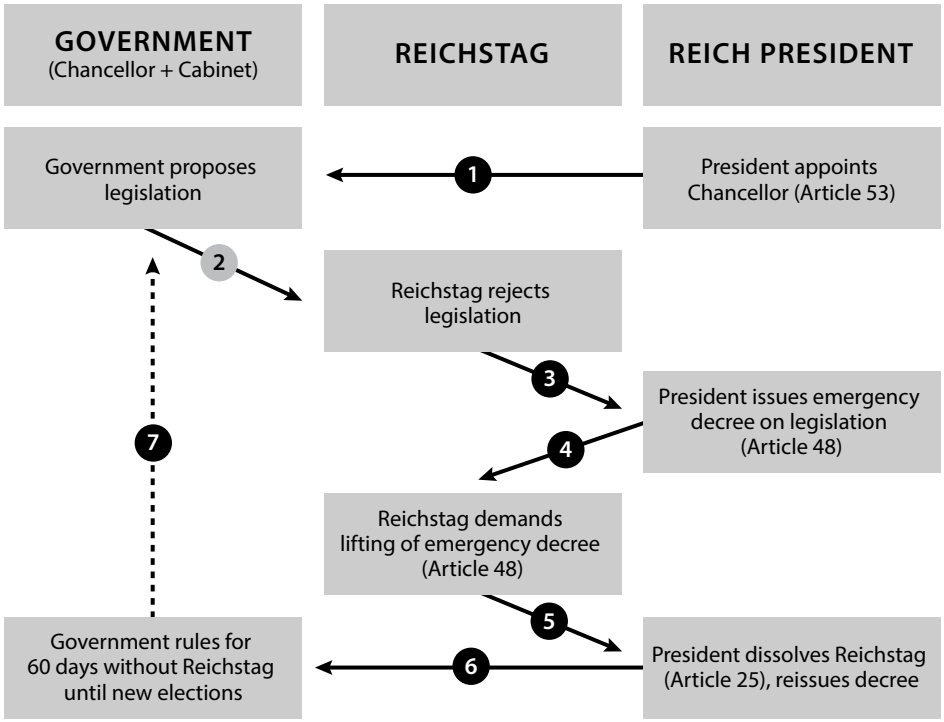

Figure caption

Figure note

FIGURE 7 Flowchart of a presidential government

Image created by Robert Goodrich.

C head

Presidential Recall

A presidential recall has three steps.

1. Reichstag vote. Two-thirds of the Reichstag must vote for a recall. If the vote is unsuccessful, nothing happens; the regular presidential election will occur as scheduled in the penultimate session. If successful, the president may not exercise their powers, which devolve onto the chancellor, until a **referendum** is resolved.

2. Referendum. The GM supervises a referendum by secret ballot, following the rules for a presidential election but with only one round and a simple "yes" or "no" for the current president. The question reads: "Shall the current Reich president remain in office?" This referendum must pass by a simple majority.

If the referendum results in a **majority "yes,"** the president is considered reelected for a new seven-year term; the regularly scheduled presidential elections do not occur. The Reichstag is automatically dissolved and a Reichstag election is held.

Communication among students is an essential feature of Reacting games. You will likely find yourself writing emails, texting, attending out-of-class meetings, or gathering for meals. The purpose of frequent communication is to lay out a strategy for achieving your objectives, thwarting your opponents, and hatching plots. When communicating with fellow students in or out of class, always assume that they are speaking to you in role. If you want to talk about the "real world," make that clear.

Debate follows. It can be impromptu, raucous, and fast paced. At some point, discussions must lead to action, which often means proposing, debating, and passing a variety of resolutions. Paul von Hindenburg has been the Reich president since 1925. His popularity is immense, in part because of his reputation as the greatest German general of the war.

Table num/ti

TABLE 5 Victory Points Score Card

Table col hds

Table text

Factional	POINTS	Discretionary Items	STATUS
Factional Absolute Victory		**Foreign Relations**	
Factional Absolute Defeat		Liquidation Treaty	
Stability Index Goal (10 points)			
Presidential Election (10 points)			
Indeterminates/Splinters who join faction*		**Military Affairs**	
Type of Government (20 points)		Paramilitaries	
Mandatory Agenda Items (5 points each)		Naval Bills (#2, #3)	
#1—Freedom Law			
#2—Naval Bills			
#3—Young Plan		**Eugenics and Sexuality**	
#4—Austerity		Eugenic Sterilization	
#5—Grain Tariffs			
#6—Antisemitism			
#7—Mother's Day		**Race and Culture**	
TOTAL		*All Quiet*—censorship	

Table col hds

Table text

Personal	POINTS
Personal Absolute Victory	
Personal Absolute Defeat	
Best Paper (3 @ 10 points each)	
Best Poster (10 points)	
Best Speech (10 points each per session)	
Stability Index Goal (10 points)	
President or Chancellor (15 points)	
Cabinet Minister (5 points)	
Money (1 point per million RM)	
Discretionary Goals (5 points each)	
TOTAL	

Industrial Relations
Nationalization

Agricultural Affairs
Small Farmers' Relief

Other

Table note

*Points for Indeterminate and Splinters are as follows:

Sub list

9–15 players = 6 points each (18 points max)
16–21 players = 3 points each (18 points max)
23+ players = 2 points each (24 points max)

For the Camarilla = 5 points each regardless of class size (20 points max)

Chapter num

5

Chapter title

Core Texts

A head

THE ESSENTIAL TEXTS

To understand this polarized reality, we begin with **communism** as first articulated by Friedrich Engels in *Principles of Communism* (1847). This work turned out to be the draft of *The Communist Manifesto*, cowritten with Karl Marx—arguably the most important political treatise of the nineteenth century. By engaging the *Principles*, we explore a theory of social organization created in the modern era, one that self-consciously saw itself as a natural extension of liberalism and a clear alternative to conservativism. Both social democracy and its offshoot communism held up the works of Engels and Marx as foundational texts, even as they disagreed—often violently—over their meaning. So influential were the core ideas of Marxism that every party had to engage them, if only to denounce them; they could not be ignored. Yet many non-Marxists went beyond denunciation—they cautiously appropriated certain Marxist ideas.

After grappling with Marxism, we proceed to our second major set of readings—**National Socialism's** party platform and commentary. These documents embodied the basic ideals of the Nazis: a race-based social Darwinist corporatism (with its antisemitic corollary); a loathing of class-based Marxism and individual-based liberalism; and military expansionism. Like Marxism, it was a total world philosophy that claimed to rest on historical laws grounded in nature. Like Marxism, it also offered its adherents a clear map of the world in which they struggled, allowing them to see behind the curtain to the machinations of those they blamed for their unhappiness. Like Marxism, it rose to become one of the most powerful ideologies of the twentieth century, organizing some of the world's greatest economies and spreading in one form or another to every continent.

We also look at two broad attempts to negotiate between the extremes of fascism and Marxism. One was a broad and eclectic **revolutionary conservative movement**. It denounced Marxism, liberalism, and traditional conservativism but generally stopped short of advocating fascism. It instead promoted radical, even revolutionary action.

B head

Republicanism

Many Germans passionately defended the Republic as a great leap forward that the Kaiserreich had hindered, a final and long-overdue reckoning with feudalism. Grounded in parliamentary democracy, based on the rule of law enshrined in the constitution, validated as the legitimate expression of popular sovereignty based on universal franchise, and directly articulating the civil liberties of all citizens, the Republic was for democratic liberals the unanticipated fulfillment of a long-thwarted dream. The DDP best embodied the Republic-affirming liberal perspective, as seen in its party platform from 1919.

On the other hand, Weimar was dubbed "a republic without republicans." While clearly an exaggeration, the remark accurately suggests that many of the Republic's leaders such as Walther Rathenau and Gustav Stresemann only reluctantly supported it, at least initially. They viewed the Republic as the best from a list of poor possibilities. These were the pragmatic Republicans (*Vernunftrepublikaner*), especially in the DVP, which the historian Peter Gay described as Republican "by intellectual choice rather than passionate conviction."[2] The term *Vernunftrepublikaner* was first linked to Stresemann by Wilhelm Kahl, his colleague in the DVP, but it also describes Thomas Mann, Max Weber, and Friedrich Meinecke. All sought to preserve prewar aristocratic trappings within the new republican framework.

Just as important as liberalism for the democracy, both social democracy and Christian democracy firmly embraced a republic as the only form capable of fulfilling their goals. The SPD, for all its revolutionary rhetoric, had become "revisionist"—that is to say, its practice was firmly entrenched in the framework of the Republic, which it ardently defended. Similarly, the Centre Party, while maintaining its ideological purity in keeping with various encyclicals from Rome and guidance from the German episcopate, nonetheless had become a party dedicated to secular parliamentarianism.

Doc title

Christian Democracy: National Political Manifesto (1927)

Doc headnote

The manifesto came after the collapse of the Centre-led minority cabinet of Wilhlem Marx in 1926, following a vote of no confidence by the SPD, which had previously tolerated the cabinet. The question confronting the Centre was whether or not it wanted to take a turn to the right and form a right-wing coalition against the SPD. The problem was that it was in a coalition government with the SPD in Prussia, and such a move would have isolated it in Germany's largest state and forced it to adopt a stance more critical of parliamentary democracy by working with the anti-Republican DNVP. The manifesto reflects a power struggle inside the Centre between its left wing (led by Stegerwald) and right wing (led by von Papen and Kaas), but it concludes with a decisive affirmation of the Republic. Consider the stance of the Centre vis-à-vis the Republic and how it balances its Catholic conservativism within a secular liberal constitutional framework.

Doc source

Source: "Nationalpolitisches und Sozialpolitisches Manifest der Zentrumsfraktion des Reichstages vom 22 Januar 1927." In *Politisches Jahrbuch, 1927/28*, edited by Georg Schreiber, 83–89. München-Gladbach: Volksverein-Verlag, 1928. Translated by Robert Goodrich.

Doc OP

Large circles of the German *Volk* have followed the political and parliamentary developments of the last weeks with growing disconcert. Public opinion in the country is no longer able to make sense of the rancor and conflict of the parties. They want to see a clear path and trustworthy leadership in the political confusions of our times.

C head

Republican Constitution

The foundations of our new German state were laid out in Weimar. A new political will broke through in the work on the Weimar Constitution, one that strives in international affairs for national validation on the path of understanding with the other nations, and in domestic affairs for the achievement of a deeper

consciousness of the *Volk* via a comprehensive social regeneration of our national life. For us, there is no other civil reality except those of the German Republic and its symbols, which saved the unity of the German *Volk* during desperate times. It remains into the distant future the only promising path.

The care of wounded veterans and their surviving dependents, those on a small or state pension, draws our special attention. And not least of all the unemployed. It is precisely in this last area that social policies and social welfare work encounter each other, and even more! We in the Centre Party see the issue of unemployment and combatting it not only as a problem for the national economy, social policy, and welfare; rather, we see here an issue of the highest political meaning for the state—for the nation touched by it as well as for the entire word. National and international economics, the peaceful political development within every single state as well as between the states, the maintenance of currency, the realization of international obligations—all this relates to the solution of the unemployment problem. This also indicates, however, the great difficulties that lie ahead and even more, the importance of the solution. At this moment, we consider it the pressing task for all of our social welfare activity to cooperate in this effort as best we can through the promotion and improvement of employment agencies, through public work projects, and through financial support as well as through care of those individual circles that have been especially disadvantaged. ■

End doc bullet

SUPPLEMENTAL DOCUMENTS

A head

Optional Documents

B head

Depending on the instructor's needs, you may be required to read or view particular books, movies, music, or works of art, which may include

Unnumbered list

- Erich Maria Remarque, *All Quiet on the Western Front* (1929); or the film version, Lewis Milestone, dir., *All Quiet on the Western Front* (1930)
- Ernst Krenek, *Johnny Strikes Up* (*Jonny spielt auf*, 1926)
- George Grosz, *Shut up and Soldier on* (*Maul halten und Weiterdienen*, 1927)

Foundational Documents (1919)

B head

Weimar Constitution (11 August 1919)

Doc title

Doc source

Source: German National Assembly. Constitution of the German Reich (Weimar Constitution). Translated by Howard Lee McBain and Lindsay Rogers. https://en.wikisource.org/wiki/Weimar_constitution. Edited by Robert Goodrich.

Preamble

C head

The German *Volk* united in every respect and inspired by the determination to restore and confirm the Reich in liberty and justice, to serve peace at home and peace abroad.

Chapter I: Organization and Functions of the Reich

C head

SECTION I: THE REICH AND THE STATES

D head

ARTICLE 1: The German Reich is a Republic. The political power emanates from the people.

ARTICLE 4: The universally recognized rules of international law are accepted as integral and obligatory parts of the law of the German Reich.

ARTICLE 5: Political power shall be exercised, in matters pertaining to the Reich, through the organs of the Reich on the basis of the Reich constitution, and, in matters pertaining to the states, through the organs of the states on the basis of the constitutions of the states. ■

Doc title

Transcript from the Ulm Reichswehr Trial (1931)

Doc source

Source: Brügmann, Cord. "Unvergessener Anwalt." *Deutscher Anwaltverlag* 2 (February 1998): 78. Translation at https://en.wikipedia.org/wiki/Hans_Litten.

Dialog

LITTEN: You said that there will be no violent acts on the part of the National Socialist Party. Didn't Goebbels create the slogan, "one must pound the adversary to a pulp?"

HITLER: This is to be understood as "one must dispatch and destroy opposing organizations."

PRESIDING JUDGE *(reading a question formulated by Litten)*: Did Hitler, as he named Goebbels Reich minister of propaganda, know of the passage from his book, where Goebbels declares that fear of the coup d'état cannot be permitted, that parliament should be blown up and the government hunted to hell and where the call to revolution was made again?

HITLER: I can no longer testify under oath, if I knew Goebbels' book at the time. The theme is absolutely of no account to the Party, as the booklet doesn't bear the Party emblem and is also not officially sanctioned by the Party.

LITTEN: Must it not be measured against Goebbels' example, to awaken the notion in the Party, that the legality scheme is not far away, if you neither reprimanded nor shut out a man like Goebbels, rather straightaway made him head of Reich Propaganda?

HITLER: The entire Party stands on legal ground and Goebbels likewise. He is in Berlin and can be called here anytime.

LITTEN: Has Herr Goebbels prohibited the further dissemination of his work?

HITLER: I don't know.

LITTEN: Is it correct that Goebbels' revolutionary journal, *The Commitment to Illegality*, has now been taken over by the Party and has reached a circulation of 120,000? I have concluded that the journal is sanctioned by the Party.

PRESIDING JUDGE: Herr Hitler, in point of fact, you testified this morning, that Goebbels' work is not official Party material.

HITLER: And it isn't, either. A publication is an official Party organ when it bears the emblem of the Party.

HITLER *(shouting, red-faced)*: How dare you say, Herr Attorney, that is an invitation to illegality? That is a statement without proof!

LITTEN: How is it possible that the Party publishing house takes over a journal that stands in stark contrast to the Party line?

PRESIDING JUDGE: That doesn't have anything to do with this trial. ■

BM title

Notes

BM 1 head
Notes

INTRODUCTION

1. Erik von Kuehnelt-Leddihn (Francis Stewart Campbell), *The Menace of the Herd, or Procrustes at Large* (Milwaukee, WI: Bruce Publishing, 1943), 183.

2. See "Spelling of Antisemitism," International Holocaust Remembrance Alliance, accessed 20 February 2021, https://holocaustremembrance.com/antisemitism/spelling-antisemitism.

3. "'Great European Statesman': Late Dr. Stresemann; World-Wide Tributes," *The Advertiser* (Adelaide, Australia), 5 October 1929, 21.

4. *The Times* (London), 4 October 1929.

5. Gustav Stresemann, quoted in Martin Broszat, *200 Jahre deutsche Polenpolitik* (Frankfurt am Main: Suhrkamp, 1972), 224.

6. Joseph Goebbels, quoted in Jonathan Wright, *Die Tagebücher von Joseph Goebbels* (Munich: K. G. Saur, 1987), 434. The date of entry in the diary was 3 October 1929.

BM 1 head

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6. Ulrich von Brockdorff-Rantzau, letter to President Georges Clemenceau on the Subject of Peace Terms, 1919, in *Source Records of the Great War*, vol. 7, ed. Charles F. Horne (New York: National Alumni, 1923), 164–65.

7. *Verhandlungen der Verfassungsgebenden Deutschen Nationalversammlung: Stenographische Berichte*, vol. 327, session 39 (12 May 1919) (Berlin: Druck und Verlag der Norddeutschen Buchdruckerei und Verlagsanstalt, 1920), 1082–84. Translated by Robert Goodrich.

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9. Ernst Troeltsch, quoted in Sebastian Haffner, *Der Verrat: Deutschland, 1918/1919* (Berlin: Verlag 1900, 2002), 85. Translated by Robert Goodrich.

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11. Theodor Wolff, quoted in Haffner, *Der Verrat*, 95. Translated by Robert Goodrich.

12. Paul Baecker, quoted in Haffner, *Der Verrat*, 96. Translated by Robert Goodrich.

13. Kurt Tucholsky, *Gesammelte Werke* 6 (Berlin: Rohwolt, 1975), 300. Translated by Robert Goodrich.

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1933, ed. Heinrich August Winkler and Alexander Cammann (Munich: C. H. Beck, 1997), 57–58. Translated by Robert Goodrich.

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20. Arthur David Brenner, *Emil J. Gumbel: Weimar German Pacifist and Professor* (Boston: Brill Academic, 2001), 72–73.

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26. Karl Binding and Alfred Hoche, "Die Freigabe der Vernichtung lebensunwerten Lebens: Ihr Mass und ihre Form," 1920, in *Spurensuche: Eugenik, Sterilisation, Patientenmorde und die v. Bodelschwinghschen Anstalten Bethel, 1929–1945*, by Anneliese Hochmuth (Bielefeld, Germany: Bethel-Verlag, 1997), 179. Translated by Robert Goodrich.

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31. Oliver Trevisiol, "Die Einbürgerungspraxis im Deutschen Reich 1871–1945" (PhD diss., University of Konstanz, 2004), 126, 224.

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CORE TEXTS

BM 1 head

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2. Peter Gay, *Weimar Culture: The Outsider as Insider* (New York: W. W. Norton, 2001), 23.

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Acknowledgments

Opening text

This game was born at the breakfast table of a conference room at Central Michigan University in 2013. Over midwestern bagels, we talked about the process of remembering and the act of forgetting, and how to translate the hard questions we posed into a classroom experience for our students. In the near decade since then, we have been fortunate to work with and learn from countless colleagues in the Reacting to the Past community. Our thanks, especially, go to Mary Jane Treacy, Ray Kimball, and Paula Lazrus for their careful and attentive reading of drafts of this text; to Mark Carnes, Jenn Worth, and Maddie Provo for their administerial prowess; and to Nick Proctor and the members of the Reacting Editorial Board for shepherding *Monuments and Memory-Making* through the development process. Thank you also to the faculty who piloted the game in their own classes and returned with thoughtful feedback and suggestions; and to Angie Merila, Justin Cahill, and their colleagues at W. W. Norton for the level of care, respect, and attentiveness that they show their authors. They've shown us what a publishing relationship can and should look like. And thank you to the new team at the University of North Carolina Press for ultimately ushering the book to completion.

Spacebreak

The child of flower children, Abigail Perkiss grew up with an understanding of the Vietnam War not as a conflict overseas but as a battle waged here at home. My father, born in 1951, applied for conscientious objector status in preparation for the possibility of being called up in the draft. His parents – a homemaker and a Silver Star and Purple Heart recipient in World War II – disagreed with his decision, but they wrote a letter attesting to his sincerity. His number was never called. I first started thinking and writing about the memory of Vietnam in 2001, in college papers, then a senior thesis, then in graduate seminars. *Monuments and Memory* is the culmination of that work. I extend my gratitude to my colleagues in the Kean University history department for supporting *Reacting to the Past*, and to my students for their commitment to doing the work in the classroom. To Kelly McFall and Becca Livingstone, consummate collaborators always. To my parents, who instilled in me a deep sense of justice and also pushed me to understand that perspective matters. To Zoe and Simon, in whom I hope to instill the same careful thinking and deliberative action, and to Brent, with whom I get to do it. Finally, to Joe Brenman, who two decades ago shared with me his stories of the conflict abroad and the battles at home on a plane ride from El Salvador to Philadelphia, and then became a close friend. Vietnam took Joe's life fifty years after his time in-country came to an end. It is in Joe's memory that I think about the ways we remember.

Kelly McFall caught the vision of this project from Abigail Perkiss. Thanks to her and to Becca for allowing me to come along. At Newman, thanks go to Michael Austin, Kim Long, David Shubert, the Professional Development Committee, and especially to Steve Hamersky and Jeanette Parker, two of the best librarians in the world. Thanks especially to the many students who have played the game in class and have been courageous enough to tell their professor when he was wrong; you made the game better. Finally, as always, thanks to Laura, Jenna, and Emily, who gave up hundreds of hours with their husband and dad so that I could pursue my passion. If I ever get to a podium, I'll make sure I remember to say your names.

Rebecca Livingstone owes her interest in how people memorialize and mark the past to her travels through Europe. Specializing in the history of crime and punishment, she has a penchant for finding odd places where people commemorate death. Cemeteries,