



CIEE Global Institute – Berlin

Course name:	Berlin's Post-War Monuments and Memorials
Course number:	HIST 3101 BRGE
Programs offering course:	Berlin Open Campus, Berlin Global Architecture + Design, Berlin Global Internship
Open Campus Track:	Language, Literature, and Culture Track
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	Fall 2019

Course Description

This course explores the different ways in which Germany has confronted, and continues to address, the historical legacy of the twentieth century, with an emphasis on sites of remembrance in Berlin related to the National Socialist era and the Holocaust. Individual historical and commemorative sites will be considered within the broader context of German history after 1945—and how those sites provide valuable insights into the successes and controversial failures of coming to terms with a complex and burdensome past. From the general silence and continuities of the Adenauer years, as well as the first criminal trials of the 1960s, to the citizens' initiatives of the 1970s and the institutional memorials of the 1990s, students will familiarize themselves with different approaches to confronting the past (*Vergangenheitsbewältigung*) and the German culture of remembrance (*Erinnerungskultur*).

Learning Objectives

By completing this course, students will:

- Critically assess the successes and failures of post-War Germany's confrontation with its past through commemoration.
- Evaluate different concepts of documentation, memorialization, memory and commemoration.
- Analyze the relationship between history, memory, and reconciliation as it relates to the crimes of the National Socialist era.
- Identify lessons from Germany's post-war commemorative efforts that are relevant for other societies seeking to move forward from a traumatic historical era.

Course Prerequisites

None.



Methods of Instruction

This course is taught through lectures, discussions of assigned readings, and analysis of primary sources. Excursions to several historical and commemorative landmarks will allow students to experience first-hand the memory landscape of Berlin. For each class session, an individual, representative site will be selected to be examined in depth in order to better illustrate and explore concepts and historical themes in the assigned readings.

Assessment and Final Grade

Students will be assessed according to the following criteria:

1. Case Study:	20%
2. Presentation:	20%
3. Essay:	20%
4. Final Exam:	20%
5. Participation:	20%
TOTAL:	100%

Course Requirements

Case Study

Students will submit a case study of 1,500 words investigating how one historical or commemorative site has been received and dealt with in the post-War period. Students should clearly outline their line of inquiry. Questions might address the historical significance of the site and any debates, objections, or controversies that arose after 1945. Conclusions of the investigation should result in a critical assessment of the site's successes and failures in dealing with the main themes of the course. The case study will be assessed based on the depth of inquiry, style and presentation, as well as the appropriate use of research materials. All work must be properly cited.

Presentation

Students are to give a short presentation (no longer than 15 minutes) on an historical or commemorative site from the syllabus. The presentation may be given in class or on site, and may be done individually or in small groups. The presentation should focus on the site's significance in the current Berlin memory landscape. The students should prepare questions to the class in order to lead a discussion at the end of the presentation. Students should submit a very short outline of their presentation with bibliography.

Essay



Students will submit an essay of 1,500 words comparing and contrasting any two historical or commemorative sites in Berlin. The essay must have a clear thematic focus (for example, memory in East and West Germany, remembrance of different victim groups, or varying forms of Holocaust memorials, etc). Work will be graded based on quality of argument and analysis, as well as style and correct use of resources. All work must be properly cited.

Final Exam

There will be a written, in-class exam covering the topics, readings and discussions of the course, as well as all excursions. All historical and commemorative sites in the syllabus may be covered. The exam will be a combination of short-answer and essay responses.

Participation

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Reacting to, understanding, and interpreting the various texts, films, and other forms of cultural expression will be the central focus of this class. Film screenings and visits to cultural (campus and/or community) events will be obligatory for all students. Participants will be asked to take notes during visits or screenings. The grade for participation is comprised of the quantity and quality of your contributions to discussions as well as of the performance on in-class writing exercises and classroom activities (writing exercises are designed to sharpen the student's writing skills and to promote the student's engagement with course concepts and texts). Participation grades will be provided on a weekly basis.

Attendance Policy

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked



present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; written warning
More than 20%	3 content classes, or 5 language classes	Automatic course failure , and possible expulsion



Weekly Schedule

NOTE: This schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

Week 1

- 1.1 Introduction
- Course overview and presentation of the memory landscape of Berlin
- Recommended Reading:
Ladd, "Nazi Berlin"

Week 2

- 2.1 The Crimes of National Socialism
- Overview of the crimes of Nazi Germany and the various victims of Nazi terror
 - Sachsenhausen Concentration Camp is examined as an example of Nazi terror and as an authentic site of remembrance
- Reading:
Wachsmann, 3—22.
- Recommended Reading:
Wachsmann, additional selected chapters
Kershaw, "Uniqueness of Nazism"
- 2.2 Perpetrators
- Excursion to Topography of Terror, a forgotten site after the war, where no memorial was created until a documentation center opened in 2010.
 - Overview of the perpetrators and their fates (reintegration, continuation, prosecution) after 1945 (e.g., Globke, Best, and Eichmann)
 - Documentation vs. commemoration
- Reading:
Wildt, 367—403.

Recommended Reading:

Frei, 27—41.

Wildt, 404—424.

Week 3

3.1 Legal Repercussions and *Juristische Aufarbeitung*

- The law as an instrument of terror in Nazi Germany and a (failed) instrument of justice in post-War Germany
- Eichmann trial and Hannah Arendt, Auschwitz trial and Fritz Bauer
- Related site to discuss: *Gedenkstätte Plötzensee*

Reading:

Arendt, selected chapters: “The House of Justice,” “Evidence and Witnesses.”

Recommended Reading:

Arendt, additional chapters: “The Accused,” “The Wannsee Conference,” “Judgement, Appeal and Execution.”

Pendas, 24—52.

Due Date for Submission of Case Study

3.2 Remembering the Resistance

- Excursion to German Resistance Memorial
- Reception of various resistance groups in West and East Germany, often as heroes or traitors
- Stauffenberg and the traditions of the German Army (*Bundeswehr*)

Reading:

Case, “The Politics of Memory and Representation: The Controversy over the German Resistance Museum in 1994”

Recommended Reading:

Hoffmann, selected chapters

Mommsen, “The German Resistance against Hitler and the Restoration of Politics.”

Ueberschär, selected translations

- 3.3 Remembrance in East Germany (GDR)
- Antifascism as founding myth of GDR and legitimization of SED-rule, focus on political victims
 - Selected site for consideration: Ernst-Thälmann-Denkmal
 - Other sites in East Berlin, e.g., Rosenstraße and Große Hamburger Straße

Reading:

Herf, chapter 6.

Recommended Reading:

Fulbrook, chapter 4.

Monteath, "Holocaust Remembrance"

Week 4

- 4.2 Forgotten Places
- November Pogrom 1938 as destruction of Jewish life, and post-War absence of Jewish life in Berlin.
 - Synagogues as sites of remembrance
 - Other forgotten places, e.g., T4, Große Hamburger Straße, etc.
- Reading:
- Huyssen, "The Voids of Berlin"
- Recommended Reading:
- Geller, chapter 12: "Synagogue Architecture"
- 4.2 Testimonies
- Excursion to Otto Weidt Museum and Große Hamburger Straße
 - Testimonies and silence of victims, role of students in establishing the museum
 - Lost and forgotten spaces, e.g., Jewish cemeteries
- Reading:
- Deutschkron (selected English translations)

LaCapra, 86—113.

Recommended Reading:

Caruth, selected chapters.

Week 5

5.1 The Holocaust and German National Identity after 1990

- Remembrance since reunification and a new German self-image after 1990.
- The uniqueness of the Holocaust and its role in German identity
- Site to discuss: Memorial to the Murdered Jews of Europe

Reading:

Benz, "A Memorial for Whom?"

Fulbrook, chapter 9

Recommended Reading:

Bauman, 83—116.

Due Date for Submission of Essay

5.2 Forgotten Victims

- History of paragraph 175 from 1871—1994, questions of rehabilitation and reparations
- "Asocials," Roma and Sinti, T4 and other "forgotten" victims
- Site for consideration: Memorial to Homosexuals Persecuted under Nazism

Reading:

Jensen, "The Pink Triangle and Political Consciousness: Gays, Lesbians, and the Memory of Nazi Persecution"

Recommended Reading:

Pretzel, selected translations

5.3 Art and Architecture

- Excursion to Jewish Museum
- Art and architecture as a form of remembrance. Representing what cannot be traditionally represented.
- Additional artists who address memory: Micha Ullman, Menashe Kadishman

Reading:

Young, "Jewish Museum"

Recommended Reading:

Young, *Writing and Rewriting the Holocaust*, 172—189.

Week 6

6.1 Everyday Remembrance

- Individual remembrance in the everyday settings as compared to *Bayerisches Viertel*, small and local memorials, citizen and artist initiatives
- Walking tour of *Stolpersteine* in Kreuzberg neighborhood
- Controversy (e.g., situation in Munich)

Reading:

Gould, "Stumbling upon History"

Haries, "Stumbling Stones"

Recommended Reading:

Sinka, Margit. "The "Different" Holocaust Memorial in Berlin's *Bayerisches Viertel*" in Cohen-Pfister, ed.

6.2 Concluding Discussion

Final Exam

Readings

Arendt, Hannah. *Eichmann in Jerusalem: A Report on the Banality of Evil*. New York: Penguin, 1963.

- Barkan, Elazar. *The Guilt of Nations: Restitution and Negotiations for Historical Injustices*. New York: Norton, 2000.
- Bauman, Zygmunt. *Modernity and the Holocaust*. Ithaca: Cornell University Press, 1989.
- Benz, Wolfgang. "A Memorial for Whom?" *Materials on the Memorial to the Murdered Jews of Europe*. Berlin, 2005.
- Case, J. David. "The Politics of Memory and Representation: The Controversy over the German Resistance Museum in 1994." *German Politics and Society*, vol. 16, no. 1, 1998. pp. 58—81.
- Caruth, Cathy. *Unclaimed Experience: Trauma, Narrative, and History*. Baltimore: John Hopkins University Press, 1996.
- Cohen-Pfister, Laurel and Dagman Wienroeder-Skinner, ed. *Victims and Perpetrators 1933—1945: (Re)Presenting the Part in Post-Unification Culture*. Berlin: Walter de Gruyter, 2006.
- Deutschkron, Inge. *Ich Trug den Gelben Stern*. Köln: Notbeck, 1978.
- Frei, Norbert. *Adenauer's Germany and the Nazi Past: The Politics of Amnesty and Integration*. New York: Columbia University Press, 2002.
- Fulbrook, Mary. *German National Identity after the Holocaust*. Cambridge: Polity Press, 1999.
- Geller, Jay Howard and Leslie Morris, eds. *Three-Way Street: Jews, Germans and the Transitional*. Ann Arbor: University of Michigan Press, 2016.
- Gould, Mary Rachel, and Rachel E. Silverman. "Stumbling upon History: Collective Memory and the Urban Landscape." *GeoJournal*, vol. 78, no. 5, 2013, pp. 791–801.
- Harjes, Kirsten. "Stumbling Stones: Holocaust Memorials, National Identity, and Democratic Inclusion in Berlin." *German Politics & Society*, vol. 23, no. 1 (74), 2005, pp. 138–151.
- Herf, Jeffery. *Divided Memory: The Nazi Past in the Two Germanys*. Cambridge: Harvard University Press, 1997.
- Hoffmann, Peter. *The History of the German Resistance 1933—1945*. 3rd ed. Montreal: McGill-Queens University Press, 1996.
- Huyssen, Andreas "The Voids of Berlin." *Critical Enquiry*. Vol. 24, Nr. 1 (Autumn, 1997) pp. 57—81.
- Jensen, Erik N. "The Pink Triangle and Political Consciousness: Gays, Lesbians, and the Memory of Nazi Persecution." *Journal of the History of Sexuality* 11, no. 1/2 (2002) pp. 319—349.
- Kershaw, Ian. *Hitler, the Germans, and the Final Solution*. Yale University Press, 2008.
- LaCapra, Dominick. *Writing History, Writing Trauma*. Baltimore: John Hopkins University Press, 2001.

- Ladd, Brian. *The Ghosts of Berlin: Confronting German History in the Berlin Landscape*. Chicago: University of Chicago Press, 1997.
- Mommsen, Hans. "The German Resistance against Hitler and the Restoration of Politics." *The Journal of Modern History*. vol. 64, 1992, pp. S112—S127.
- Monteath, Peter. "Holocaust Remembrance in the German Democratic Republic—and Beyond." *Bringing the Dark Past to Light: The Reception of the Holocaust in Postcommunist Europe*. edited by John-Paul Himka and Joanna Beata Michlic, pp. 223–260. Lincoln: University of Nebraska Press, 2013.
- Pendas, Devin O. *The Frankfurt Auschwitz Trial, 1963—1965: Genocide, History, and the Limits of the Law*. Cambridge: Cambridge University Press, 2006.
- Pretzel, Andreas. *NS-Opfer unter Vorbehalt: Homosexuelle Männer in Berlin nach 1945*. Münster: LIT Verlag, 2002.
- Ueberschär, Gerd R, ed. *Der 20. Juli: Das andere Deutschland in der Vergangenheitspolitik nach 1945*. Berlin: Elefanten Press, 1998.
- Wachsmann, Nikolaus. *KL: A History of the Nazi Concentration Camps*. New York: Farrar, Straus and Giroux, 2015.
- Wieviorka, Annette. *The Era of the Witness*. Translated by Jared Stark. Ithaca: Cornell University Press, 2006.
- Wildt, Michael. *An Uncompromising Generation: The Nazi Leadership of the Reich Security Main Office*. Translated by Tom Lampert. Madison: University of Wisconsin Press, 2009.
- Wüstenberg, Jenny. *Civil Society and Memory in Postwar Germany*. Cambridge University Press, 2017.
- Young, James E. "Daniel Libeskind's Jewish Museum in Berlin: The Uncanny Arts of Memorial Architecture." *Jewish Social Studies*. Vol. 6 No. 2 (Winter, 2000) pp. 1—23.
- Young, James E. *Writing and Rewriting the Holocaust: Narrative and the Consequences of Interpretation*. Bloomington: Indiana University Press, 1988.

Museums, Memorials, and Historical Sites Discussed in the Course

Bayerisches Viertel

Bebelplatz

Denkmal für die ermordeten Juden Europas

Denkmal für die im Nationalsozialismus ermordeten Roma und Sinti

Denkmal für die im Nationalsozialismus verfolgten Homosexuellen

Ernst-Thälmann-Denkmal

Gedenkstätte Deutscher Widerstand

Gedenkstätte und Museum Sachsenhausen

Gedenkstätte Plötzensee

Große Hamburger Straße

Haus der Wannsee-Konferenz

Jüdisches Museum Berlin

Mahnmal Gleis 17

Museum Blindenwerkstatt Otto Weidt

Rosenstraße

Stolpersteine

Synagoge Grunewald

Tempelhofer Flugfeld (Mahnmal KZ Columbia)

Tiergartenstraße 4

Topographie des Terrors