



CIEE Global Institute – Berlin

Course name:	Berlin – The Capital of the 20 th Century (in English)
Course number:	HIST 3003 BRGE / GEST 3001 BRGE (ENG)
Programs offering course:	Berlin Open Campus, Berlin Global Architecture and Design, Berlin Global Internship
Open Campus Track:	Language, Literature and Culture
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	Spring 2020

Course Description

Berlin was the stage upon which the drama of the turbulent 20th century played out. In the 1920s, Berlin defined what it meant to be modern: It was the intellectual fulcrum of a liberal republic and a glamorous café society. But that republic was unstable, and soon a Fascist government destroyed this atmosphere of tolerance and many of the great works of art and literature created by its talented freethinkers. After 1945, the bombed-out city became a frontline of the Cold War, but with the fall of the Wall in 1989, Berlin began a new era as a center of creativity. Berlin’s fascinating and turbulent past make it the perfect place to study what 20th-century modernity means, and what the future of modernity might hold. This course combines seminars and site visits to take students on a cultural, literary journey through the many layers of this great metropolis.

Learning Objectives

By the end of this course, students should be able to:

- Identify the major cultural, social, and political moments of the 20th century as illustrated by events centered in Berlin
- Articulate and integrate into their research and discussion the key theoretical tenants of modernity, from the Enlightenment to the present, in the context of urban society
- Apply the strategy of site visits as living and historical “laboratory” for field research, demonstrating an ability to learn to read and appreciate physical sites/locations as “texts”
- Extrapolate comparatively from Berlin as metropolis to relate to US models of urban development

Course Prerequisites

None required.



Methods of Instruction

Lecture, discussion, guided close readings of texts (primary and secondary literature) and films that follow the chronology of the modern city. Site visits illustrate and inform the readings and discussion. Student responses to readings and sites contribute significantly to discussion. A final paper is designed to integrate course learnings holistically.

Assessment and Final Grade

1. Participation:	20%
2. Homework Summaries:	5%
3. Presentation:	25%
4. Midterm Exam:	10%
5. Final Exam:	20%
6. Term Paper:	20%
TOTAL:	100%

Course Requirements

Homework Summaries

Reading is an essential part of this class. To be well prepared for the in-class discussion you have to read the scheduled texts carefully and write a summary (not necessarily whole sentences, but keywords) as homework for each session. After each class you will hand in your summary.

Presentation

Each student is asked to give a presentation. You will choose the topic from a list of landmarks/museum/exhibitions etc. belonging to one period of time of city history. You should research the history of this landmark and visit it personally to explore the relationship between the past, the present, and yourself as part of the present. (Take a selfie of yourself at the location) You will present the insights you gained about it, combined with aspects of your personal experiences in the city to your fellow students. This presentation should be a 10-minute talk, spoken freely with notes and supported visually by a PowerPoint Presentation. Each presentation will need to be accompanied by a one-page handout, listing the topic and main points as well as sources/resources, name of course, and presenter. The presenter should also prepare three discussion questions. Following the presentation, at least two questions should be asked by the audience to the presenter.



Term Paper

Your term paper shall explore more holistically the topic of your presentation in the larger historical context. In the first stage, you will hand in an outline of the paper with a thesis and main points (one page printed out or handwritten, due at the Midterm). Your instructor will give you feedback based on this outline. In the second stage, you will hand in a bibliography for the topic (at least three sources). Finally, you will submit a term paper of 1500 words (double spaced) on the state of your research and next steps.

Midterm and Final Exams

There will be midterm and final exams. The shorter midterm will consist of questions, as well as pictures and quotes which students will be asked to place in proper historical context. The final will consist of questions and one essay that you will choose from two topics.

Incompletes: all incomplete work will receive no credit and cannot be made up. Students with verified medical or other absences may have opportunities to make up missing work according to CIEE policies.

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.

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

Berlin: Capital of the 18th-20th Century?

The 20th century doesn't begin in 1900. Berlin's transition from provincial Prussian outpost to *Weltstadt* traces its roots to the growth of two contradictory trends in culture and philosophy: the Enlightenment and Romanticism. Horkheimer and Adorno would later argue that the tension between these two tendencies is the driving force behind 20th-century modernity.

Students will be able to articulate Simmel's components of the modern urban space and their impact on social structures.

Class 1:1

Course Introduction

- Germany as a "late" nation
- Romanticism and German nationalism
- 1848: Failed revolution
- Berlin's transformation from provincial Prussian town to an industrial metropolis

Recommended Reading:

Härtel 2003, 6-31.

Class 1:2

Wilhelmine Berlin - The Beginning of the German Empire

- Berlin as the capital of a unified Germany
- Effects of Industrialization

Reading:

Stöver 2013, 37-52;

Week 2

Wilhelmine Berlin

Berlin during the Wilhelmine era was characterized by uneven developments: The city industrialized at a rapid pace which led to population growth and miserable conditions for the working class. Despite the rise of social democracy and communism, the conservative forces of the monarchy held on to power and prevented the establishment of a democratic system.

Class 2:1

Wilhelmine Berlin - The End of the German Empire

- Capitalism without democracy
- The individual in the modern city



Reading:

Large 2000, 47-92. Simmel 1903, *The Metropolis and Mental Life*

Class 2:2

Prussian and Wilhelmine Berlin and the Present City

- Prussia's legacies
- Culture wars: Why does Berlin need a Schloss?

Site Visit: Unter den Linden

Students will prepare a short presentation

Class 2:3

Weimar Berlin - Social Unrest and the „Golden Twenties“

- Effects of World War I on the city
- Fragile democracy: The politics of the Weimar Republic

Reading:

Stöver 2013, 53-69.

Week 3

Between Monarchy and Fascism: the Weimar Republic

The “Roaring” or “Golden” Twenties were mostly myth: the short-lived first German republic was a period of economic and social upheaval. By examining this period, we can trace how modernity affected major cultural works, political movements, social reforms, and a significant expansion of the city as exemplified by its public rail network.

Class 3:1

Literature of the Weimar Republic

- Social Realities and modern fiction
- Rise of fascism

Reading:

Döblin, *Berlin Alexanderplatz* (1929, excerpt);

Isherwood, *Berlin Diary* (1930/32, excerpt)

Class 3:2

The Weimar Republic in Historical Objects



Site Visit Excursion to Deutsches Historisches Museum with in-class preparation of a tour

Week 4 A Cult of Death: Nazism and the Holocaust

The question of how Hitler was able to come to power is difficult to answer adequately. We will look at the various ways the rise of the Nazis has been explained, with emphasis on fascism as a possible by-product of modernity.

Students will compare literary and sociological explanations and portrayals of fascism and identify core components of Nazi ideology and its aesthetic representation.

Class 4:1 The Beginning and the Downfall of Nazi Berlin

- Hitler's rise to power
- The burning Reichstag
- Everyday life in Nazi Berlin
- Resistance

Reading:

Friedlaender 2014, 100-169.

Class 4:2 Nazi Berlin of the Past and its Remnants in the Present

- Ghosts of Berlin: how to remember the Nazi past

Reading:

Ladd 1997, 127-167.

Class 4:3 Midterm Exam

Abstract Due

Week 5 Berlin Divided and United

As a direct consequence of fascism and militarism, Berlin and Germany were divided among the four allied powers. Cold War tensions soon led to a two-part division, and eventually, a walled fortification between them. This week reviews



the ideological and cultural division of Germany that also manifested itself in vastly different interpretations of the past and future of the country. We also examine the events leading to the fall of the Berlin Wall, and with it, the Cold War.

Class 5:1

Cold War and Division

- One city, four powers: Berlin in the Cold War
- Berlin blockade
- The peculiarities of West-Berlin
- East-Berlin: Capital of the GDR

Reading:

Large 2000, 445-481;

Stöver 2013, 85.

Class 5:2

Transition between East and West

- Border crossings
- Political and economic realities

Excursion: Palace of Tears

Bibliography Due

Class 5:3

Divided City, Divided Minds?

- Cultural expressions
- Everyday realities

Reading:

Schneider 1983, 3-11, 105-139

Week 6

Berlin: Capital of the 21st Century?

Berlin has long been a multicultural society, but multiculturalism has only recently become a constituent part of contemporary, “post-modern” society. In 21st-century society, identities are hybrid rather than binary, minority culture has legitimacy, and the very idea of what it means to be “German” is flexible. But multiculturalism has



its detractors who argue for a "dominant culture" (*Leitkultur*) that all non-natives must adopt. The question of how rather than whether Berlin (and Germany) are part of a multicultural future for Europe is defining the next stage of the city's development.

Students read, discuss, and debate ideas of multiculturalism and make connections between the texts, the physical sites and people they meet in Kreuzberg, and their own experiences of multiculturalism in the US.

Class 6:1 Reunification - The Downfall of the GDR and the New Berlin

- What does the new Berlin look like?
- Who are the old and new Berliners?
- Growing pains: Issues of an expanding city

Reading:

Stöver 2013, 131-146;

Niven and Paven 2010, 233-242.

Class 6:2 The Political Center of New Berlin

- The state of German democracy
- The decline of the SPD and the rise of the AfD
- Diversity as a political sparring ground

Site Visit to the German Federal Agency for Civic Education

Paper Due

Class 6:3 Conclusion and Final Exam

Readings

Döblin, Alfred. *Berlin Alexanderplatz*, trans. Eugene Jolas. New York: Continuum, 1997.

Friedlaender, Margot. *Try To Make Your Life*. Potomac, 2014.

Härtel, Christian. *Berlin. A Short History*. Berlin, 2003.



- Isherwood, Christopher. "Goodbye to Berlin," in *The Berlin Stories*. Cambridge, MA: Robert Bentley, 1979.
- Kaes, Anthony, ed. *The Weimar Republic Sourcebook*. Berkeley: University of California Press, 1994.
- Ladd, Brian. *Ghosts of Berlin*. Chicago, 1997.
- Large, David Clay. *Berlin*. New York, 2000.
- Niven, Bill and Chloe Paven, eds. *Memorialization in Germany since 1945*. Palgrave Macmillan. New York, 2010.
- Schneider, Peter. *The Wall Jumper*. Chicago, 1983.
- Stöver, Bernd. *Berlin. A Short History*. München. 2013.
- Simmel, Georg. "The Metropolis and Mental Life" (1903). Eds. Gary Bridge and Sophie Watson. *The Blackwell City Reader*. Oxford and Malden, MA: Wiley-Blackwell, 2002.