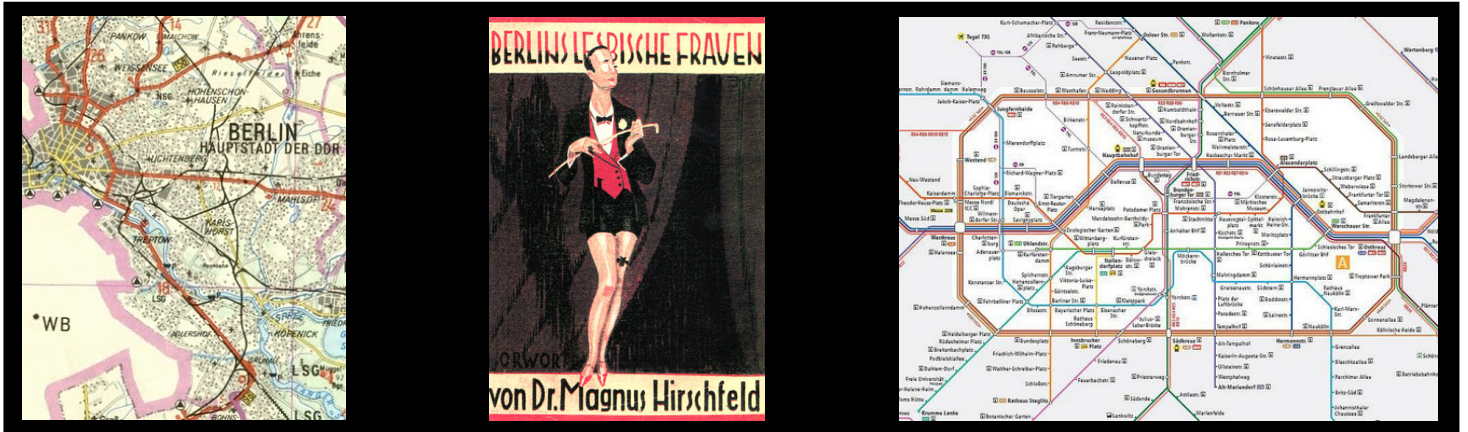


BERLIN AS TEXT: TRAVELERS, CHRONICLERS AND GUIDES



COURSE DESCRIPTION:

This course explores the way in which Berlin and its subcultures have been created, recorded and reimagined through maps, travel guides, literary accounts, documentary films and museums. We will be able to retrace the steps of Weimar Berlin's famous literary chroniclers; study the world's first queer travel guide; and compare East and West German political ideology through architecture. Students will immerse themselves in the neighborhoods that formed the hearts of Berlin's Jewish immigrant community in the 1890s; its gay community of the 1920s; and the dissident punk haven of the 1980s. Responding to the texts, images and films introduced in class – and incorporating their own research and experience – students will create their own guide to the city in a medium of their choice.

ASSIGNMENTS:

Students will complete two reading/viewing responses per week as homework and will also complete a series of assignments that lead up to the final project. Students will receive detailed instructions for the daily homework assignments and the final project on the first day of class.

READINGS:

All assigned readings will be made available as PDFs on Canvas. Please print them before you leave for Berlin.

NOTE ON THE CALENDAR:

The calendar below (mostly) lists activities for Mondays, Tuesday and Thursdays. Mondays will be our standard classroom day for this course and Wednesday will be the standard classroom day for Gender, Sexuality and Resistance.

MEETING LOCATIONS:

The days we meet in the classroom are noted below. The meeting locations for our other class days will be posted when we are in Berlin and shared via email and Canvas.

GRADE BREAKDOWN:

Attendance/Participation/In-class Assignments—25%
Reflection Journals—25%
Planning Meeting—10%
Annotated Bibliography—10%
Presentation—10%
Final Project—20%

CALENDAR:

Date	Topic/Activity	In-Class Text/Viewing	Assignment Due	Meeting Location
Monday, May 23 rd	Intro to Berlin	Berlin: Symphony of a Great City		Classroom
Tuesday, May 24 th	Jewish Museum		Response: Joseph Roth, "Berlin" from <i>The Wandering Jews</i>	
Wednesday, May 25 th	The First Gay Activists	<i>Different from the Others</i> (excerpt)	Response: <i>Gay Berlin</i> , chaps 1 & 3	Classroom
Thursday, May 26 th	Hirschfeld Denkmal/Nollendorfplatz tour			
Friday, May 27 th	No class		Response: <i>Goodbye to Berlin</i> , parts I & 2	
Sunday, May 29 th			3 final project ideas due via email Sign up for project meeting for Monday or Wednesday (30 th or 1 st)	
Monday, May 30 th	Hitler's Berlin	Opening pages from <i>Every Man Dies Alone</i> Project meetings	Response: The Guardian "Story of Cities #22: How Hitler's Plans for Germania would have torn Berlin apart"	Classroom
Tuesday, May 31 st	Schöneberg/Wir waren Nachbarn		Response: Memorial Sites	
Wednesday, June 1 st	The End of Weimar	<i>Cabaret</i> (excerpt) Project meetings	Response: <i>Goodbye to Berlin</i> (finish)	Classroom
Thursday, June 2 nd	Schwules Museum			
Friday, June 3 rd	No class		Response: <i>Paragraph 175</i>	
Monday, June 6 th	Architecture in East Berlin	Visit to Kollwitzplatz and Frankfurter Allee	Response: Michael Meng "Clearing Jewish Rubble" pp. 60-63 and pp. 89 (bottom) – 110	
Tuesday, June 7 th	Architecture in West Berlin	Mapping Kreuzberg; visit to Schönleinstraße/ Admiralsbrücke	Response: Excerpt from <i>Open Architecture</i>	Classroom

June 8 th -June 9 th	LEIPZIG		Final project bibliography due before Leipzig departure	
Friday, June 10 th	Divided City	<i>Hedwig and the Angry Inch</i> (watch film in class)	Response: “Self-Experiment” and Schernikau	Classroom
Monday, June 13 th	Student presentations			Classroom
Tuesday, June 14 th	Student presentations and Contemporary Berlin	Readings TBA	Response: TBA	
Wednesday, June 15 th			Final project due	

STUDENT LEARNING OUTCOMES:

1. Analyze works of artistic production (primarily literary and cinematic) and curated displays of information in museums and sites of public memory through inquiry-driven critical interpretation.
2. Recognize and interrogate the relation between artistic works and sites of public memory and their historical and cultural context.
3. Articulate, engage with, and evaluate multiple points of view relating to artistic works and sites of public memory. Apply the critical vocabulary of relevant disciplines, and use appropriate discipline-specific frameworks to analyze artistic works.

COURSE POLICIES

Attendance & Participation: This class is not a lecture course but is instead based on discussion and active engagement with the city around us. Therefore, your lively engagement with the readings and the sites we visit is required for your success in the class, as well as for the success of the class itself. Your attendance grade is based on your active engagement in class *and* your completion of in-class activities, which cannot be made up if missed.

Reading/Viewing Responses: You will be required to post comments to discussions on our Canvas site twice a week (before class on Mondays and Tuesdays). These will be relatively brief responses to questions about the reading/viewing for that week. This is how I give you credit for doing the reading/viewing. Your comments must be posted on time or they will not be accepted.

Late Pass: You will have one late pass to use on any assignment this semester (except the presentation of the Final Project). This pass will get you 24 hours extra to turn in the assignment. To use a late pass, email me the day the assignment is due and let me know you are using it.

Contacting/Addressing Each Other: Email is the best way to contact me. I check it every weekday and at least once on the weekends, and I will reply to all emails within 48 hours. In addition, please let me know what name and pronoun you would like me to use when referring to you. My pronouns are she/her and you can call me Prof. Woelk or Emma.

Academic Integrity: Withdrawal from a course is not allowed when an F in the course for academic dishonesty has been imposed. Students caught committing academic dishonesty in this course will be subject to the full range of penalties as described in the *Undergraduate Bulletin* and the *Student Handbook*. I do not make exceptions for students who claim ignorance of the rules of citation, and I will fail students for plagiarizing in online discussions as well as for using others' words or ideas as your own in a paper.

Student Disability Services: Student Disability Services coordinates reasonable accommodations for students with documented disabilities (medical, learning, or psychological). Students needing accommodation based on a disability should follow the university's accommodation procedure by contacting [Student Disability Services](#)

Sex/Gender Harassment, Discrimination, & Misconduct: St. Edward's University is committed to fostering a safe, inclusive, and productive learning environment. Title IX, state laws, and SEU policy prohibit discrimination on the basis of sex and gender identity. Consequently, sexual misconduct — including harassment, relationship violence, sexual assault, and stalking — is prohibited at SEU. If you or someone you know has been harassed or assaulted, you can find resources, at <https://www.stedwards.edu/campus-services/title-ix-and-preventing-discrimination>.