**GERM 4691**

**LBAT 2012**

**Berlin: The Capital City in the 20th Century**

**Instructor: Dr. Jan Uelzmann**

## 

**Class times**

Monday through Friday 9-10:30; 11-12:30

**Class location**

HMKV Campus II

Ackerstraße 76,

13335 Berlin

**Course Description**

This course will give you an overview of Berlin’s history and local culture during the 20th century, arguably the most transformative period of German history. An integral part of our intensive study abroad segment in Berlin, this course is meant to complement your personal experience of the German capital in productive fashion by providing historical background information and inviting you to think about how the German experience of the 20th century has come to shape Berlin into the place it is today.

As the German capital and as one of the world’s most contested sites – politically, militarily, artistically – Berlin provides us with a unique opportunity for mapping out the numerous transformations German society underwent during the 20th century. This course will invite students to engage with the cultural history of Germany as imprinted on the German capital during historically specific periods: Berlin as the capital of the Weimar Republic, Berlin as capital of the Third Reich, the divided Berlin as the center of the Cold War, and finally Berlin as the new capital of a reunified Germany.

By engaging with contemporary topics as reflected in film, literature, photography, architecture, political speeches, and others, students will become familiar with topics that dominated the different periods of Berlin’s turbulent history. Afternoon Excursions to Berlin’s historic and contemporary sites will round off classroom discussion and will open opportunities for further, creative engagement with the material in the form of an ongoing group project (Berlin Blog).

This class is designed to expand students’ reading and listening comprehension skills by exposing them to excerpts of film, poetry, essays of sociopolitical nature, and historical writing. Oral skills will be developed through in-class activities such as collaborative mini-presentations, role-play activities, discussions, and the video portion of the Berlin Blog. Students will further develop their writing skills in German through question-generating activities, and through the composition of an essay for the course blog. A considerable part of this class will be devoted to the Berlin Blog. It aims to engage students in discussion and critical reflection on Berlin as a historic site by asking them to contribute a short 5 minute film, and 1000 word essay with corresponding photographs on a specific Berlin landmark to a course blog website.

**Expected Learning Outcomes (Course Objectives)**

By the end of this class, you will…

* Have spent almost three weeks on location in Berlin, a period during which you will be able to connect the course content to your own personal experience of the city
* Have further refined your German language skills with regard to vocabulary, register, comprehension, writing and speaking
* Have gained confidence in discussing history, art and politics in German
* Have an overview of German history in the 20th century and of Berlin’s leading role in it
* Have gained an overview of the major sociopolitical differences between the different periods of German history
* Have collaborated on a course blog on a Berlin landmark. For this blog you will need to find a unique approach to a Berlin landmark that relates the course content to your personal experience of Berlin:
  + Collaborate on a 1000 word essay
  + Collaborate on a 5 minute video accompanying the essay

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| **ML PERFORMANCE GOAL #1: PROFESSIONAL COMMUNICATION** | |
| **ML Learning Outcome 1 : Demonstrate oral and aural proficiency in the target language** | Students will demonstrate oral proficiency at the intermediate-low or higher level on the ACTFL scale. |
| **ML Learning Outcome 2:** Demonstrate effective presentation skills in the target language | Students will present in groups on a topic connected to the city of Berlin in form of a 4-5 min video for the course blog website. In addition, they will present on the progress of their group project during the course. |
| **ML Learning Outcome 3: Demonstrate writing proficiency in the target language** | Students will demonstrate writing proficiency at the intermediate-mid or higher level on the ACTFL scale through regular text analysis activities (gisting, summarizing, writing mini-presentations) and a 1000-word, group-authored final essay to be posted on the course blog website. |
| **ML Learning Outcome 4:**  Demonstrate proficiency in comprehension of authentic written texts in the target Language | Students will demonstrate reading proficiency at the Advanced –low or higher level on the ACTFL scale through advanced work with texts such as summarizing and work with advanced organizers. |
| **ML PERFORMANCE GOAL #2: INTERCULTURAL SKILLS AND KNOWLEDGE** | |
| **ML Learning Outcome 5: Demonstrate in-depth knowledge of a *specific* target-language country or region** | Students will critically reflect on the representation of Berlin in texts such as poetry, fiction, film, documentary writing. They will also become aware of Berlin’s unique position as the central German point of identification throughout the 20th century. |
| **ML Learning Outcome 6:**  Demonstrate the ability to analyze an issue from target-culture perspective(s) | Students will analyze Berlin’s image through the framework of the sociopolitical circumstances during different periods of German history throughout the 20th century. |
| **ML Learning Outcome 7:**  Demonstrate critical reflection on cultural complexity and context | Students will become aware of how profoundly the different periods of German history affected the way Berlin was portrayed or perceived. |

**Assessment and Grading**

1. Participation and preparation

(incl. daily short quizzes): 25%

2. Test 25%

3. Berlin Blog: 50%

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Breakdown Blog:

a) Power Point Presentation 5

b) essay: 20

b) video 20

c) photos 5

**Berlin Blog**

You will form a group of four students. Together, you are responsible for the creation of a 1000 word essay on your selected Berlin landmark (20 %) and a corresponding 5 minute video feature (20%). The essay should either creatively engage with the landmark or offer a historical/analytical take on it (more information below). The video is meant to supply further information to the topic. Either the essay or the video has to have an interview segment in which you collect the impressions of at least three Berliners on the topic. Your group’s video and essay will be posted to the Berlin Blog website (http://blogs.iac.gatech.edu/hauptstadtberlindemo/), along with at least 5 well-made photographs (5%) that either document or creatively engage with the landmark. On Monday 23, four days before the due date of the finished blog entry (Friday 27), you will present to your peers a 5 minute Power Point presentation on your landmark, in which you give an overview on your project. Your peers and the instructor will give you feedback.

**Tentative Course Schedule[[1]](#footnote-1)**

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|  | **9.00-10.30** | **11-12.30** | **Activities,**  **Due dates** |
| **READ for Thursday:** ZachauWeimarBerlin.pdf (T-Square, until p. 28 second paragraph)  http://www.dhm.de/lemo/html/weimar/alltag/frau/index.html | | | |
| **Thursday, July 12** | **Intro to course, Weimar Berlin I**  The Origins of the Weimar Republic | **Weimar Berlin II**  Life during the Weimar Republic: The advent of Mass Culture, New Woman, new Man | Deutsches Historisches Museum |
| **Friday,**  **July 13** | **Germany Trade & Invest** | **Weimar Berlin III**  Economic & Political Crises | **City tour:** Alexanderplatz, Unter den Linden, Holocaustmahnmal, Potsdamer Platz |
| **Saturday, July 14** |  |  | Frei |
| **Sunday, July 15** |  |  | **Potsdam / Sans Souci**  Abfahrt 12.00 Uhr |
| **Monday, July 16** | **Third Reich Berlin I**  The fall of the Weimar Republic, Nazi Takeover  **READ:**  ZachauBerlinDrittesReich.pdf | **Third Reich Berlin II**  Jewish Stories | Jewish Museum,  Mahnmal Bhf Grunewald, Gleis 17 |
| **Tuesday, July 17** | **Zero Hour Berlin, The Airlift**  The end and a new beginning, Occupation zones, The Berlin airlift | **Postwar Berlin – 1961**  The Cold War in Berlin | Airlift Museum |
| **Wednesday, July 18** | **The Wall**  The events of 1961 | **Divided City I - East Berlin**  Living in East Berlin | DDR Museum, Checkpoint Charlie, Gedenkstätte Berliner Mauer |
| **Thursday, July 19** | **Deutsche Bahn**  Besuch Zentrale/Hauptbahnhof | **Deutsche Bahn**  Besuch Betriebswerk | DB Event: Berliner Untergrund  DB Event: Stammtisch |
| **Friday, July 20** | **Divided City II - West Berlin**  Living in and Sustaining West Berlin | **Planning Meeting Blog:**  **Plan essay,**  **create story board**, prepare **interviews** | Video-Materialliste und Arbeitsplan due  (download from T-Square)  visit landmark (1.00-16.00)  **Abends: Abendessen in Kreuzberg** |
| **Saturday, July 21** |  |  | **Potsdam: Film Studios Babelsberg (Full day)** |
| **Sunday, July 22** |  |  | Reichstag (Nachmittags, engl. Führung) |
| **Monday, July 23** | **Test (60 min)** | **Projektarbeit Zwischenbilanz**  Feedbackrunde in der Klasse | 5 min- PP Presentation due  visit landmark  **Film screening *Good Bye Lenin (18.00)*** |
| **Tuesday, July 24** | **Unification Berlin I**  The events of 1989 | Filming/Writing/Editing | KADEWE, Kaiser Wilhelm-Gedächtniskirche, Ku’Damm |
| **Wednesday, July 25** | **Unification Berlin II**  the political reunification of 1989/90 | Filming/Writing/Editing | Museumsinsel, Dom  [Neues Museum, Pergamonmuseum] |
| **Thursday, July 26** | **Berlin Today I**  GDR memory, Die “Mauer in den Köpfen” | Create Blog / Editing / writing | Frei für Arbeit am Projekt  Abends KONZERT? |
| **Friday, July 27** | **Berlin Today II**  Multiethnic Berlin | Create Blog / Editing / writing | **Final Essay and video due on the Berlin Blog website by 3pm.**  **15.00 Uhr:**  **Course Party ; Presentation of the Features** |

1. *This course calendar represents current plans and objectives. These plans may need to change to enhance the class learning opportunity.  Such changes, communicated clearly, are not unusual and should be expected.* [↑](#footnote-ref-1)