CIEE Online

Course Name: Monument, Memorial, and Public Space in Germany
Course Number: ARCH 3001 CIEE / HIST 3104 CIEE
Programs Offering Course: Online Summer
Language of Instruction: English
U.S. Semester Credits: 3
Contact Hours: 45
Term: Summer 2020

Course Description
This course looks at the important role that monuments, memorials, and public spaces have played in Germany’s turbulent modern history. It will highlight the use of public space for commemoration from Berlin’s Prussian heritage, through the Nazi era, the Cold War, and to the present, considering expressions of cultural values shaped by the powerful and complex historical forces of war, politics, aesthetics, and collective memory. In addition, post-war and post-Wall ruins and rebuilding efforts shed light on what today is saved, erased, and honored on the German landscape. Particular attention is given to Holocaust memorials and places of remembrance. Themes of pride, shame, memory, and collective consciousness run deeply through this course.

Learning Objectives
By completing this course, students will:

• Identify and describe the important monuments and memorials of Berlin and Germany.
• Research the complex relationship between landscape and memory.
• Evaluate the interplay between specific German monuments and corresponding historical events, cultural movements, and political moments.
• Appraise the impact of various monuments in social, psychological and theatrical terms.
• Examine critically the complex interplay between history and memory, in particular the role of monuments and memorials—whether they were intentionally and originally designed as such, or not—in the formation of public memory.

Course Prerequisites
None.

Methods of Instruction
This course is taught through online lectures, discussion of the assigned readings, and the study of images and architectural plans. Students will be required to complete a midterm exam, two portfolios of short essays, and a final project. Detailed discussions of key monuments and sites both in Berlin and Germany will be incorporated into the instruction.
Assessment and Final Grade

Students will be assessed according to the following criteria:

1. Short Essay Portfolios (2): 20%
2. Midterm Exam: 20%
3. Case Study: 20%
4. Final Project: 20%
5. Participation: 20%

TOTAL: 100%

Course Requirements

Short Essay Portfolios
As part of class participation, students are required to submit short essays (approximately 250 words in length) that address questions related to issues of history and memory, as well as critical analyses of selected monuments and memorials in Berlin and/or Germany. These initial responses will be revised and expanded before submitting them as part of an essay portfolio. Revised essays must include at least two scholarly sources. This assessment consists of two separate portfolio submissions, each will be approximately 750–800 words.

Time on Task = 18 hours

Midterm Exam
The midterm exam will consist of short essay responses that you will select from a list of topics. The exam will focus on material covered during the first half of the class, including the readings assigned for those weeks and the course discussions. You will be asked to identify and explain the significance of several monuments and memorials. In addition to using dates in your answer, be sure to highlight any notable architectural elements, visual effects, or significant symbolism used in the monument. Also note the relationship between the monument and historical events, cultural movements, and political moments.

Time on Task = 10 hours

Case Study
Students will submit a case study (1,500 words in length) 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.

Time on Task = 18 hours
Final Project
For your final project, you will theorize, design and present a new monument or memorial of your own creation in a 15-minute presentation. In most modern design competitions held in democratic countries, the selection panel tends to include designers, funders, and civic organizations, which may represent those directly represented or impacted by the events depicted in the memorial or those who live around the proposed site. In designing your monument or memorial, try to take each of these perspectives into account. Ultimately, your project should include—and will be graded on—the following factors: sketch, brochure, or other visual representation of the monument; 400-word press release describing the monument or memorial, the inspiration behind it, and the creative or artistic decisions that went into the design; anticipation of how visitors will interact with it; thoughtful application of the materials and ideas covered in the course.

Time on Task = 22 hours

Participation
Participation is defined as meaningful contribution in the digital classroom, using the resources and materials presented to students as part of the course. Meaningful contribution requires students to prepare in advance of each recorded session and regularly engage with the resources, discussions, reflective assignments, and all other online learning activities. Students are required to demonstrate engagement with course materials, for example, through insightful, constructive comments and by using subject-appropriate terminology in: online discussion boards, peer-to-peer feedback (after viewing the presentations of others), interaction with guest speakers, where available, and submissions related to other outside-of-class activities. Students should ensure that submitted commentary balances opinions, general impressions, and specific and thoughtful criticisms or contributions. Grades are based on the content, depth, and quality of the aforementioned types of meaningful contributions as measured per the Participation grading rubric in Canvas.

Students are also expected to use the Canvas inbox for communicating any clarifying questions they may want to ask about assessments or other course requirements.

Technology Requirements
Participation requires access to a computer with microphone (a headset and microphone are preferred over built-in sound devices) and webcam; a stable and strong internet connection; and a quiet and well-lit environment.

Attendance
Attendance Expectations: In an asynchronous online learning format, attendance takes the form of active student engagement:

- in instructional activities, course content, course tools
- with the course instructor, other students, and
- by timely completion of all assessments.
“Attendance” is more than just logging into the course on Canvas. Students must establish a record of participation in academically related activities in order to comply with this requirement. Academically related activities include, but are not limited to:

- submitting an academic assignment;
- taking an exam or quiz;
- attending a study group that is assigned by the instructor;
- participating in an online discussion about academic matters, designed by the instructor; or
- initiating contact in Canvas with the instructor to ask a question about the academic subject studied in the course.

Academically related activities do NOT include activities where a student may be present, but not academically engaged, such as:

- logging into an online class without active participation
- contributing to or engaging in the CIEE Orientation or Community Course(s)

**First Week of Class:** Online courses officially commence on the first day of the term. Students must demonstrate engagement in class by no later than day 5 of the term, or risk being administratively dropped from the course with no opportunity to re-enroll. Students administratively dropped from the course for failure to engage will be considered withdrawn from the program and subject to CIEE financial withdrawal policies and fees.

**Duration of Course:** Continued, regular class engagement is required throughout the scheduled duration of the course, and disengagement will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for completing courses online, consistent failure to engage in the course on a weekly basis (defined as failing to engage for two or more weeks of online learning) will result in a formal written warning from the CIEE Center Director. CIEE instructors / staff will monitor student engagement on a weekly basis. The weekly schedule below outlines due dates for asynchronous learning activities for this course.

*N.B. Please note the class schedule is subject to change if opportunities arise to enhance the curriculum.*

**Weekly Schedule**

**Week 1**

**Class 1**

Introduction

The opening online lecture will provide an outline of the course material and requirements, as well as a brief overview of key terms and concepts that will be addressed during the course. Students will also contribute to an online
discussion considering the relationship between history, memory, and monument sites.

Reading:

Time on Task = 2.5 hours

Class 2 Theories of Public Art, Memory, and Memorials

The second online lecture will introduce theories related to public art, memory, and memorials. Using the Brandenburg Gate as a case study, we will consider the changing purpose of the structure and site, its relationship to significant political events, and its evolving importance as a commemorative site and symbol of Berlin.

Reading:

Time on Task = 7.0 hours

Class 3 Virtual Tour of Berlin’s Landmark-Lined Central Boulevard: Unter den Linden

In an online lecture, we will consider the role of and controversies about preservation, reconstruction, and simulation in Berlin’s contemporary urban landscape. Sites discussed will include Forum Fridericianum, Neue Wache, Nicolaiviertel, and Berliner Stadtschloss. Students will also engage in an online discussion to evaluate the selection of sites for reconstruction in Berlin’s historic core.

Reading:
Ladd, “Old Berlin,” chap. 2 in *Ghosts of Berlin*, 41–82;

Time on Task = 4.5 hours

Week 2

Class 4 Overview: From Prussian Triumphalism to the Countermonument
This class session will offer a survey of major monuments and memorial sites that illustrate broad historical trends in German collective memory and cultural identity formation. We’ll begin with nineteenth-century Romantic and popular interest in the establishment of a memory landscape and a sense of national identity—exemplified in monuments to the Wars of Liberation of 1813—and conclude with the countermonument (Gegen-Denkmal) in the twentieth century as a response to conventions in memorial design.

Reading:
Koshar, “Monuments,” chap. 1 in From Monuments to Traces, 15–52;
Young, “The Countermonument: Memory against Itself in Germany,” chap. 1 in The Texture of Memory, 27–48;
Time on Task = 4.0 hours

Class 5
Evolution of National Monuments (Nationaldenkmäler) in Imperial Germany
This session will explore the material aesthetic of state pageantry and national imagery following the unification of Germany. Special attention will be given to monuments devoted to Bismarck and the political imperative to establish a distinctly German tradition of national symbolism.

Reading:
Smith, "Monuments, Kitsch, and the Sense of Nation in Imperial Germany," 322–40;
Michalski, “Bismarck and the Lure of Teutonic Granite,” chap. 2 in Public Monuments, 56–76;
Fulbrook, “The unification of Germany; Germany under Bismarck; Society and politics in Wilhelmine Germany; Culture in Imperial Germany” in A Concise History of Germany, 122–147.
Time on Task = 4.0 hours

Due Date for Submission of the First Short Essay Portfolio

Class 6
Germania and the Spectacle of Nazism
Many of the monuments and large architectural projects designed during the Third Reich—whether realized or not—were intended to not only inspire awe, but also offer a theatrical and dramatic space for public gatherings. Students will describe architectural elements and psychological effects that were used to frame public space and which attempted to shape behavior. An online lecture will consider Albert Speer’s concept of ruin value and conclude with the modern-day Stolpersteine memorials as a silent counter-monument to Nazism.
Reading:
Ladd, “Nazi Berlin,” chap. 4 in *Ghosts of Berlin*, 127–75;
Gould and Silverman, “Stumbling upon History: Collective Memory and the Urban Landscape,” 791–801;
Fulbrook, “The collapse of Weimar democracy; The consolidation of Hitler’s power; Holocaust, resistance, and defeat” in *A Concise History of Germany*, 172–186, 197–204.

Time on Task = 6.0 hours

**Due Date for Submission of Midterm Exam**

**Week 3**

**Class 7**

Case Study: Sachsenhausen Concentration Camp – 75 Years after Liberation
We will use the Sachsenhausen Concentration Camp as a case study and an example of Nazi terror and as an authentic site of remembrance. Students will utilize online resources assembled to mark the 75th anniversary of the liberation of the camp, review testimonies, and then respond with their own commemoration with a FlipGrid submission.

Reading:

Online Resource:
https://www.sachsenhausen-sbg.de/en/75liberationsachsenhausen/

Time on Task = 6.0 hours

**Class 8**

The Holocaust: Facing History on Both Sides of the Iron Curtain
An online lecture will provide an overview of the crimes of Nazi Germany and the various victims of Nazi terror by exploring different memorials that were designed, conceptualized and/or built in divided Germany.

Reading:
Herf, “Legacies of Divided Memory for German Debates about the Holocaust in the 1990s,” 9–34;
Young, “The Sites of Destruction,” chap. 2 in *The Texture of Memory*, 49–79;

Time on Task = 5.5 hours

**Due Date for Submission of the Second Short Essay Portfolio**
Class 9

German Cultures of Remembrance after 1990

In this class session we will examine remembrance since reunification and a new German self-image after 1990. As a case study, we will consider the controversy surrounding the Memorial to the Murdered Jews of Europe. Students will contribute to a discussion by offering a critique of the memorial design and consider proposed alternatives.

Reading:

*Materials on the Memorial to the Murdered Jews of Europe, 122–27


Online Resource:
James E. Young discusses the history of memorial projects:
https://youtu.be/C0CKxnqE8FU

Time on Task = 5.0 hours

*Recommended:

*Materials on the Memorial to the Murdered Jews of Europe, 50–71, 94–121, 130–7;


**Due Date for Submission of Case Study**

Week 4

Class 10

A Legacy of Destruction: Ruins of World War II

In an online lecture, we will cover examples of war destruction that became monuments (e.g., “Mont Klamotte,” memorial out of war ruins in Krefeld; buildings that became war memorials: Kaiser-Wilhelm-Gedächtniskirche in Berlin, Frauenkirche in Dresden, Nicolaikirche in Hamburg) as well as intentional monuments that reflect the destruction of war and remember groups persecuted and murdered by the Nazi regime.

Reading:
James, “Undoing Trauma: Reconstructing the Church of Our Lady in Dresden,” 244–272;


Time on Task = 4.0 hours
Class 11

Remembering Daily Life in Divided Berlin
Focusing on personal memory and how daily life is memorialized, students will explore personal narratives, online museum exhibits, and archives in order to better understand how Germans reflect and remember life in divided Berlin. Students will also discuss the concept of public space in divided and united Berlin and the Berlin Wall’s influence on the urban landscape.

Reading:
Ladd, “Divided Berlin,” chap. 5 in Ghosts of Berlin, 175–215;
Fulbrook, “The changing resonance of a difficult past” in A Concise History of Germany, 265–270;
Assmann, “Collective Memory and Cultural Identity,” 125–133.

Online Resources:
https://www.ddr-museum.de/en/ask-dr-wolle
https://www.ddr-museum.de/de/objects

Time on Task = 6.0 hours

Class 12

Reunification and the New Monuments of Berlin
One often repeated statement about Berlin comes from the German art critic and journalist Karl Scheffler, who wrote in 1910, “Berlin is a city condemned forever to becoming and never to being.” An online lecture will reflect on the urban planning, proposed public spaces, and monuments built in Berlin since reunification and the image that the city currently projects. Students will consider the Jewish Museum in Berlin as an architectural response to German-Jewish history and its function as both memorial architecture and museum.

Reading:
Ladd, “Capital of the New Germany,” chap. 6 in Ghosts of Berlin, 216–35;
Young, “Daniel Libeskind’s Jewish Museum in Berlin: The Uncanny Arts of Memorial Architecture,” chap. 6 in At Memory’s Edge, 152–83.

Time on Task = 4.5 hours

Class 13

Final Project Workshop
An online lecture will review the key topics of the course, as well as open discussions addressing critical formative questions based upon the course materials and student responses throughout the course. Additionally, each student will provide a FlipGrid submission reflecting on a monument or site that they believe was consequential for construction of German public memory. The
workshop element will involve students engaging remotely and asynchronously in a peer review and feedback process for each other’s work.

**Time on Task = 8.0 hours**

### Due Date for Submission of Final Project

**Course Materials**

Students are required to purchase two books for this course:


All other readings and resources listed below are available through CIEE’s learning management system, Canvas.

**Readings (selections from)**


- Herf, Jeffery. “Legacies of Divided Memory for German Debates about the Holocaust in the 1990s.” *German Politics & Society* 17, no. 3 (Fall 1999): 9–34.


