CIEE Berlin, Germany

Course Title: Berlin’s Post-War Monuments and Memorials
Course Code: HIST 3105 CIEE
Programs Offering Course: Open Campus Block
Open Campus Track: Language, Literature, and Culture
Language of Instruction: English
U.S. Semester Credits: 3.00
Contact Hours: 45.00
Term: Fall Block III 2020

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:

- Assess the successes and failures of Germany's post-World War II confrontation with its past through commemoration.
- Examine and 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-World War II 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

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 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

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: 1.1 Introduction

Course overview and presentation of the memory landscape of Berlin Recommended

Reading:
Ladd, “Nazi Berlin”

Week 2
Class: 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”
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

Class: 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:
Pendas, 24—52.

Due Date for Submission of Case Study

Class: 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

Class: 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.
**Week 4**

Class: 4.1 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:

Huysen, “The Voids of Berlin”

Recommended Reading:

Geller, chapter 12: “Synagogue Architecture” Class: 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**

Class: 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**

Class: 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

Class:
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

Class: 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:

Class: 6.2 Concluding Discussion

Final Exam

Course Materials

Readings


**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