

Term Information

Effective Term Spring 2015

General Information

Course Bulletin Listing/Subject Area German
Fiscal Unit/Academic Org Germanic Languages & Lit - D0547
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2798.02
Course Title Berlin, Then and Now: People, Places, and Experiences
Transcript Abbreviation Berlin Then&Now
Course Description Students will explore and experience the cosmopolitan and increasingly diverse Berlin by learning about some of the most influential or memorable persons who live or have lived in the city—from its establishment as a capital of the Prussian Kingdom in the 18th century to its present role as capital of a reunified, democratic Germany and a center of European and global politics and culture.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 7 Week, 4 Week (May Session)
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Field Experience, Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Always
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0501
Subsidy Level General Studies Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Global Studies (International Issues successors); Education Abroad (new)

Course Details

Course goals or learning objectives/outcomes

- Students gain knowledge of the rich history, society, culture, and politics of Berlin
- Students understand and appreciate the diversity found in contemporary Germany
- Students recognize and describe similarities, differences, and interconnections between Germany and the U.S.
- Students function effectively within Berlin
- Students articulate how their time abroad has enriched their academic experience
- Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens

Content Topic List

- Berlin as capital of Prussia, the German Reich, and the Weimar Republic (1701-1933)
- Jewish life in Berlin
- Berlin and modernity: science, industry, urbanization
- Berlin under Fascism
- Berlin in the Cold War
- Memory through architecture
- Contemporary Berlin and multicultural society

Attachments

- German_279802_Syllabus_Schedule.pdf: Syllabus and Schedule
(Syllabus. Owner: Miller,Natascha)
- German_279802_GEGoals_AssessmentPlan.pdf: GE Assessment
(GEC Course Assessment Plan. Owner: Miller,Natascha)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Miller,Natascha	03/20/2014 11:28 AM	Submitted for Approval
Approved	Fischer,Bernhard	03/21/2014 11:46 AM	Unit Approval
Approved	Heysel,Garett Robert	04/09/2014 10:20 PM	College Approval
Pending Approval	Vankeerbergen,Bernadette Chantal Nolen,Dawn Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole Hanlin,Deborah Kay	04/09/2014 10:20 PM	ASCCAO Approval

Syllabus

GERMAN 2798.02

Berlin, Then and Now: People, Places, and Experiences (GE)

May 11th-June 5th 2015 (May Session)

Monday-Friday 8:00am-4:00pm

Berlin, Germany

Instructor: Carmen Taleghani-Nikazm Email: taleghani-nikazm1@osu.edu Office: Hagerty Hall 438 Office hours: TBA	Instructor: May Mergenthaler Email: mergenthaler.4@osu.edu Office: Hagerty Hall 334 Office hours: TBA
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Course Description

In this course we will explore and experience the cosmopolitan Berlin by learning about some of the most influential or memorable persons who live or have lived in the city--from its establishment as a capital of the Kingdom of Prussia in the 18th century to its present role as capital of a reunified Germany and an important center of European politics and culture. Students will discover how Berlin has been shaped by specific persons and political or cultural events--e.g., the Prussian kings and queens, chancellor Bismarck, or Adolf Hitler; the French Revolution, WWI and WWII, or the Cold War; the invention of the railway, Berlin's DADA art movement, or the new "Berlin School" of film--and how, in turn, the city has influenced history. In addition, through direct engagement with some of Berlin's residents and their stories, students acquire insights into what it means to live in a city that is at the center of globalization and that is becoming ethnically, culturally, and linguistically more and more diverse. Overall, this course's main objectives are to help students to: (a) gain knowledge of a unique, thriving city and its rich history, society, culture, and politics; and (b) understand and appreciate the diversity found in contemporary Germany.

This GE course is mainly aimed at first- and second-year undergraduate students and is taught in English. No knowledge of the German language is required.

Goals and Objectives for the General Education (GE)

Education Abroad Category

General Goals:

By living and studying outside the U.S., students acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help them become more globally aware.

Expected Learning Outcomes:

1. Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.
2. Students function effectively within their host country/countries.
3. Students articulate how their time abroad has enriched their academic experience.

Diversity: Global Studies

General Goals:

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

We achieve these goals through a variety of course work, including regular guided discussions of the assigned readings, student's experience and thoughts about the field trips and guided tours to the cultural and historical sites; students' collaborative research, and presentation of analysis, comparison, reflections, and results in the form of regular blog entries.

Class Format

This course will meet in a designated room made available to the students in the Bed and Breakfast where the group is staying. The course has four major components: (1) Breakfast and conversation: Student-led presentation and discussion session, (2) Formalized instruction and discussion session, (3) Structured and guided educational experiences, and (4) Independent out-of-class work and experiences.

(1) Breakfast and conversation: The morning sessions begin with group breakfast and conversations about the day's topic, assigned out-of-class work, and the previous day's visits and experiences. In addition, students will present to the class their progress in their course project. This will give students the opportunity to ask questions and to hear about each other's experiences, reflections, and projects, and, at the same time, to give each other feedback, and to discuss concerns regarding their projects.

Expected GE Learning Outcomes: Through active guided discussions students recognize and describe similarities, differences, and relationships between Berlin/Germany and the US.

(2) Formalized instruction and discussion session: During this session OSU or local faculty provide lectures and lead discussions on the topic (e.g., an influential Berliner) and the assigned background readings.

Expected GE Learning Outcomes: Students develop an understanding of some critical aspects of Berlin's history, culture, politics, economy, and society.

(3) Structured educational experiences: This part includes visits to historical and cultural locations and meetings with Berlin residents (e.g., museums, monuments, government buildings, local artists, and authors) that are guided either by OSU faculty or by local experts and tour guides.

Expected GE Learning Outcomes: Upon each visit, students articulate how the visits to cultural locations enriched their knowledge about Berlin's society, history, culture, and politics.

(4) Independent out-of-class work and experiences: This component of the course consists of students' independent work on their assigned class project. This may involve collecting data and materials through independent visits of other cultural sites, or observing cultural experiences on their own, or interviewing local experts or authorities.

Expected GE Learning Outcomes: Function effectively in Berlin and experience the culture and society; become more globally aware.

Requirements

Course Materials on iTunes U:

All course materials— syllabus, audio and video, texts, class assignments, posts from the instructor, presentations, links to websites, etc. – are available on iTunes U. (See daily class schedule for assigned texts and course materials.)

Recommended Text:

A Concise History of Germany by Mary Fulbrook (Cambridge University Press), available for purchase from online bookseller, also as an e-book.

USB hard drive is also recommended for backing up materials and work

Recommended and required Films:

We will have a few film-screening nights in the *Bed & Breakfast* where we will watch the following required films together, but we encourage you to view them before your departure to Berlin. All films will be made available through the OSU library.

Films:

Berlin-Die Sinfonie der Großstadt (1927)

Kuhle Wampe (1932) (Brecht, 20s)
Der Himmel über Berlin (1987) (Divided Berlin)
Goodbye Lenin! (2003) (After Reunification, comedy)
Das Leben der Anderen (The Life of Others) (2006) (GDR and after)
Neukölln Unlimited (2010) Documentary

No Cell phone usage

The instructional materials for this class are primarily in digital format, for which students will need to use an electronic device. However, if the instructor finds students using their devices for non-class activities such as texting friends or family members, or checking Facebook, Instagram or any other common social media, the instructor will deduct 50% from their participation score for that class period.

Assessment and Grading

Attendance and participation (25%):

Regular attendance and active participation in class activities are required. Therefore, we allow only for **ONE** unexcused absence. Each additional absence will result in the lowering of your final grade by one full grade. Excused absences will not affect your grade. **Three unexcused absences will automatically result in failure of the course.** Acceptable excuses for an absence include religious holidays, documented illness, and family emergencies.

Out-of-Class-Work (20%)

You will be assigned worksheets/questions, which are available on iTunes U. Not all assignments will be collected, but you will be responsible for the material.

Your last out-of-class work involves a 2-page paper in which you reflect on your Education Abroad experience, providing concrete examples and considering questions such as:

- How has your Education Abroad experience enriched your academic education?
- How have you become aware of cultural differences?
- How have you developed an ability to function effectively within Berlin/Germany? What were some challenges and how you overcame them?

Your work and assignments completed outside of class will be assessed based on the following rubric:

10 pts.: All work and assignments are complete and meet all the specifications/instructions. The written work is flawless (very clear, specific and no editing and style errors).
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8 pts.: Most components of the assignment are complete and meet the specification/instructions. Written work is mostly clear and specific, and contains
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very few editing and style errors.
5 pts.: The work is somewhat satisfactory. Some parts of the assignment are missing or incomplete. The written portion lacks clarity and/or specificity and includes some editing and style errors. Some answers are incorrect.
0 pt.: Assignments are not completed on time or are very poorly developed.

At the end, an average grade will be calculated based on all the out-of-class-work assignments that have been collected. Where possible, you may work in small groups or pairs on the assignments and other projects, but please indicate this on your assignment. NO LATE WORK is ACCEPTED! However, in case of an illness, or emergency situations, please see the instructor or notify her prior to the original deadline.

End-of-class project (40%)

In addition to learning through the analysis and interpretation of class content, students in this course will learn by collaboratively creating and publishing with a partner a blog on an influential and/or memorable person, who lives or has lived in the city. The blog should include at least the following components:

1. The person’s biography
2. The historical, political, and social context in which the person lived
3. The person’s achievements and role in Berlin’s society
4. An explanation of why you chose the particular person for your project
5. Your evolving reflection and thinking about your topic and experience in Berlin
6. Description/report of the most striking similarities, differences, and interconnections you have discovered between Berlin/Germany and your hometown/U.S.

You are required to use a combination of original and found text, images, video clips, and audio in your blog. With the help of a librarian, we will show you how to use LibGuide to set up and maintain a blog. You are expected to post at least once a week as part of your homework assignment. These posts need to demonstrate reflective summary of your ongoing research. Your end-of-class project needs to have a minimum of 3000 words (1500 produced by each student in a group of two). The final version of the blog is due on June 8th at 10 pm.

The following rubric will be used for each group’s final version of the blog:

Points	Content
10	Topic thoroughly explored similarities and differences described, and comparisons drawn

8-7	Political, historical and cultural contexts are sufficiently provided At least five examples (documents, images, audio, etc.) are provided from students' experiences and research
6-4	Topic only partially explored; similarities and differences somewhat described, and a few comparisons drawn Political, historical and cultural contexts are somewhat provided Less than five examples are provided
6-4	Topic barely explored; very few similarities and differences described, and only a couple comparisons drawn Very little political, historical and cultural contexts are provided No examples provided
Points	Coherence and Organization
5	Very well-organized and coherent
4-3	Somewhat difficult to follow
2-1	Not coherent and organized
Points	Creativity and Elaboration: Research Topic and Presentation
5	Very creative ideas in terms of topic and research, effective presentation, well-thought out Very creative and elaborate ways of integrating supportive materials (such as images, audio, video, links, powerpoint slides, annotated text)
4-3	Somewhat creative and elaborate presentation of topic including supportive materials; somewhat effective presentation
2-1	Little trace of creativity and elaboration
Total points	/25

All students in the group (two or three) will receive the same grade for their blog. This is a small group project and it is the group's responsibility to share the work equally and fairly. In case you become concerned regarding the workload distribution, it is your responsibility to promptly contact your instructor.

Expected Learning Outcomes: Recognize and describe similarities, differences, and interconnections between Berlin/Germany and the U.S. Display understanding and knowledge of some aspects of political, economic, cultural, physical, social, and philosophical aspects of Berlin/Germany and its people and culture.

Final Oral Presentation (15%)

On the last day of the course, the small groups present their end-of-class project. The presentation of the project (materials and time) needs to be distributed equally, so each member in the group has the opportunity to present and discuss parts of their project, and is prepared to answer questions from the audience (their classmates and the instructor).

ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)

Our Department expects students who enroll in our courses to demonstrate the highest degree of academic integrity. In upholding OSU's policies, I am obligated to report all suspected cases of academic misconduct to the Committee on Academic Misconduct. Please read and understand the following statement: "It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp)." Other sources of information on academic misconduct (integrity) to which you can refer include:

The Committee on Academic Misconduct web pages (oaa.osu.edu/coam/home.html)

Ten Suggestions for Preserving Academic Integrity

(oaa.osu.edu/coam/ten-suggestions.html)

Eight Cardinal Rules of Academic Integrity (www.northwestern.edu/uacc/8cards.html)

PLEASE DO NOT PUT YOURSELF OR YOUR INSTRUCTORS IN THE POSITION OF HAVING TO DEAL WITH AN ACADEMIC MISCONDUCT CASE!

Students with Disabilities

Any student who feels he/she may need an accommodation based on the impact of a disability should contact me privately as soon as possible to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 TDD 292-0901 or in 150 Pomerene Hall (<http://www.ods.ohio-state.edu>) to coordinate reasonable accommodations for students with documented disabilities."

German 2798.02 SCHEDULE

Monday, May 4th 2015

2:00-4:00

Pre-departure meeting on-campus

Introduction and orientation to the course; instructions for the blog project; information about the stay in Berlin

Week 1 (May 11-15): 18th Century – Berlin as Capital of Prussia

Mon, May 11th

8:00-10:00	Breakfast and conversation: Welcome, review the program, going over some logistics (train tickets, maps, where to eat, etc.)
10:00-10:15	Break
10:15-11:45	<i>Augustus William (August Wilhelm) of Prussia (1722 – 1758)</i> , King of Prussia and his wife <i>Elisabeth Christine von Braunschweig-Wolfenbüttel-Bevern</i> , Queen of Prussia, (1715-1797) <ul style="list-style-type: none">• Berlin, the capital of the Kingdom of Prussia• Berlin, a major economic center of Germany

11:45-12:45 Lunch

1:30-3:30	Visits and tours: <ul style="list-style-type: none">• <i>Schloss Sanssouci</i> (Summer Palace of Frederick the Great in Potsdam near Berlin)• <i>Belvedere auf dem Klausberg</i> ->Guided tour at <i>Sanssouci</i> by museum staff
6:30-9:00	Back in Berlin: Dinner with course participants and instructors

Assigned out-of-class-work:

- View power point/lecture on **iTunes U**: Berlin the capital of the Kingdom of Prussia

Links: <http://en.wikipedia.org/wiki/Sanssouci>

Tue, May 12th

8:00-9:30	Breakfast and conversation:
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	Talk about previous day's visits and experiences Blog project: Introduction/details
9:30-9:45	Break
9:45-11:00	<i>Rahel Varnhagen</i> (1771 – 1833)-Writer <ul style="list-style-type: none"> • Living as a Jewish women in Berlin; Letters • Jewish emancipation and acculturation; Jewish life in Berlin • Salon Culture • Yiddish and German Languages

11:00-12:00 Lunch

1:00-3:30	Visit: Jewish Museum Berlin (<i>Jüdisches Museum Berlin</i>) http://www.jmberlin.de/ Guided tour at the Jewish Museum
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Assigned out-of-class-work:

Read:

- Hertz, Deborah (2005). *Jewish high society in Old Regime Berlin*. Syracuse. "Introduction: Why Salons?" (pp. 1-23)
- Correspondence between Rahel Levin Varnhagen and David Veit (1793) (sel.), from Robertson, Ritchie (ed.), *The German Jewish Dialogue* (pp. 54-62)

Wed, May 13th

8:00-10:00	Breakfast and conversation: <ul style="list-style-type: none"> • Students present their Jewish Museum assignment and talk about their visit and experience
10:00-10:15	Break
10:15-11:45	<i>Karl Philipp Moritz</i> (1756-1793)-author, journalist, literary critic, professor of linguistics and art <ul style="list-style-type: none"> • Member of Berlin's academies of the arts and the sciences • Wrote and edited one of the first Germanophone journals of psychology

11:45-12:45 Lunch

1:30-4:00	Visit: Guided tour of the <i>German Historical Museum</i> (Deutsches Historisches Museum) http://www.dhm.de/ENGLISH/
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Assigned out-of-class-work:

Read:

- Moritz, Karl Philipp, *Anton Reiser: A Psychological Novel* (1785-86), Penguin Edition: pp. 3-17 (selection from part I); 87-116 (selection from part II)

Thu, May 14th

8:00-9:30	<i>Karl Friedrich Schinkel</i> (1781-1841) - Architect and city planner
9:30-9:45	Break
9:45-11:00	<ul style="list-style-type: none">• Memory through architecture; the preservation of old monuments; the reconstruction of the 1442 Berlin City Castle (Stadtschloss) (latest alterations and interior design by Schinkel), and the destruction of the GDR's "Palace of the Republic"

11:00-12:00 Lunch

12:30-4:30	Guided visits of buildings designed by <i>Schinkel</i> : <ul style="list-style-type: none">• The New Guard House (<i>Neue Wache</i>), 1816-1818• The Concert Hall (<i>Konzerthaus Berlin</i>), 1818-1821• The Old Museum in Berlin (<i>Altes Museum</i>), 1823 and 1830• City Castle/Humboldt-Forum – Construction site
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Recommended independent out-of-class work and experiences (more of Schinkel's designs):

- Prussian Building Commission
- The Prussian National Monument for the Liberation Wars, 1813-1814
Preußisches Nationaldenkmal für die Befreiungskriege (War Memorial in Kreuzberg, Berlin)
- Assigned out-of-class-work:
- Read: *Ghosts of Berlin: Confronting German History in the Urban Landscape* by Brian Ladd -Chapter 2: Old Berlin (pp.41-83) and watch the DVD.

Additional Topics:

Schinkel's *Bauakademie* (1832 and 1836), forerunners of modern architecture

Fri, May 15th

8:00-9:30	Breakfast and conversation: <ul style="list-style-type: none">• Students share their impressions of the previous day and homework
9:30-9:45	Break
9:45-11:00	The brothers <i>Humboldt</i> : <i>Alexander von Humboldt</i> (1769–1859), geographer, naturalist, and explorer <i>Wilhelm von Humboldt</i> (1767–1835), linguist and philosopher Berlin language variation: The emergence of <i>Berlinisch</i>

11:00-12:00 Lunch

12:00-4:00	Guided Visits: Humboldt University/Statue of <i>Alexander von Humboldt</i> ; Unter den Linden <i>Museumsinsel</i> , Pergamon-Museum
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Assigned readings:

Humboldt. *'On Language': On the Diversity of Human Language Construction and its Influence on the Mental Development of the Human Species*. Edited by Michael Losonsky, CUP 1999, pp. 25-64

Links:

<http://plato.stanford.edu/entries/wilhelm-humboldt/> (Stanford Encyclopedia of Philosophy)

<http://www.marxists.org/reference/subject/philosophy/works/ge/vhumboldt-wilhelm.htm> (On Language)

Week 2 (May 18-22): 19th Century

Mon, May 18th

8:00-9:30	Breakfast and conversation: Talk about the previous weekend's independent out-of class experiences
9:30-9:45	Break
9:45-11:00	<i>Otto von Bismark</i> (1815–1898) - Minister President of Prussia (1862-90) Industrial Revolution <ul style="list-style-type: none"> • German-French war and the founding of the German Reich in 1871 • Bismarck's pragmatic "Realpolitik"; anti-socialist laws and social politics; balance-of-power diplomacy; culture struggle (<i>Kulturkampf</i>) • Germany as a colonial empire

11:00-12:00 Lunch

12:00-2:30	Guided Visits: <i>Willy Brandt Haus</i> – the origin of Social Democracy in Germany
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Recommended independent out-of-class work and experiences:

Berliner Dom

More Schinkel's Designs (see above for suggested sites)

Assigned Text:

Translated speech by Bismarck:

http://de.wikipedia.org/wiki/Otto_von_Bismarck#Schriften_und_Reden_Bismarcks

Tue, May 19th

8:00-9:30	Breakfast and conversation: Students report on and discuss their assigned Willy-Brandt House project
9:30-9:45	Break
9:45-11:15	<i>Rudolf Virchow</i> (13 October 1821 – 5 September 1902), physician, anthropologist, pathologist Late 19 th century: The onset of modernity Berlin during industrialization and urbanization Health, sickness, hygiene in Berlin Development of medicine and hospitals

11:15-12:15 Lunch

1:00-3:30	Guided Visit: <i>Medizinhistorisches Museum der Charité</i> (Berlin Museum of Medical History) http://www.bmm-charite.de/en/index.html
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Assigned out-of-class-work:

Read:

- *Out of place: German Realism, Displacement and Modernity* by John Lyon (2013), chapter 1 “Place and Displacement in Berlin, 1848-1900” (pp. 32-53)
- Notes and Powerpoints on iTunes U

Wed, May 20th

8:00-9:00	Breakfast and conversation: <ul style="list-style-type: none">• Students' visit at the The Berlin Museum of Medical History (<i>Medizinhistorisches Museum der Charité</i>) and their projects
9:00-9:10	Break
9:10-10:30	<i>Emil Rathenau</i> (1838-1915), entrepreneur, industrialist, leading figure in the European Electrical industry Modernity and its technological, economic and demographic forces The extension of railway
11:30-1:30	Guided visits: Museum of Technology (<i>Deutsches Technikmuseum</i>)

2:30-4:30	Energy Museum (<i>Energie-Museum</i>)
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Recommended independent out-of-class work and experiences:

- <http://www.jg-berlin.org/judentum/friedhofe/weissensee.html>^[BK1]
- Mendelssohn Family
- *Scheunenviertel* and *Spandauer Vorstadt* (Old Jewish Quarters)
- The New Synagogue (*Neue Synagoge*) (1859-1866) in Oranienburger Straße

Assigned out-of-class-work:

- Teenage Angst: Berlin's turn of the century growing pains (6-page article that was published in November 2012 in Spiegel Online, a German magazine)
<http://www.spiegel.de/international/germany/the-late-19th-century-saw-the-birth-of-modern-berlin-a-866321.html>

Thu, May 21st

8:00-9:00	Breakfast and conversation: <ul style="list-style-type: none"> • Students share their progress on their projects and have conversations about the museum visits
9:00-9:10	Break
9:10-10:30	Continue discussion of Berlin and modernity
10:30-10:40	Break
10:40-11:45	<i>Heinrich Zille</i> (1858-1929), social-critical illustrator, photographer The rise of proletariat and poverty in Berlin <i>Mietskasernen</i> (tenement/rental barracks)

11:45-12:45 Lunch

1:30-3:00	Guided visit: ZiLLE Museum
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Assigned out-of-class-work:

Read:

- Chapter 1 "Place and Displacement in Berlin, 1848-1900" (pp. 53-71) in "Out of place: German Realism, Displacement and Modernity" by John Lyon (2013)
- "A tramp in Berlin", by Mark Twain, published in the *Chicago Daily Tribune*, after Twain had spent half a year in Berlin, starting in October 1891. Twain called Berlin the "Chicago of Europe."

Fri, May 22th

8:00-9:30	Breakfast and conversation: Topic: industrialization of Berlin <ul style="list-style-type: none"> • Berlin Secession • Berlin Art Nouveau (Jugendstil) • <i>Max Lieberman</i>, painter • <i>Paul and Bruno Cassierer</i>, publishers and gallery owners
10:30-12:30	Guided visits: <ul style="list-style-type: none"> • Neue Nationalgalerie

Recommended Independent out-of-class work and experiences:

- Berlinische Galerie (<http://www.berlinischegalerie.de/en/>)
- Bröhan-Museum (in Charlottenburg)—Art Nouveau, Art Deco
- *Charlottenburger Schloss* (Charlottenburg Castle)

Assigned out-of-class-work:

- Work on your projects
- View film *Berlin-Die Sinfonie der Großstadt* (1927) and complete assigned worksheet

Week 3 (May 25-29): 20th Century

Mon, May 25th

8:00-9:30	Breakfast and conversation: Students talk about their final projects and share the previous weekend's independent out-of-class experiences
9:30-9:45	Break
9:45-11:00	Introduction to Berlin in the early 20 th century – political situation Weimar Republic (1918/9-1933) <i>Gustav Stresemann</i> (1878-1929), politician, Chancellor in 1923 and Foreign Minister (1923-1929), co-laureate of Nobel Peace Prize (1926), Treaty of Berlin (1926)
11:00-11:15	Break
11:15-12:45	<i>Walther Rathenau</i> , Industrialist, politician, writer, Foreign Minister of Germany during Weimar Republic, one of the founders of <i>German Democratic Party</i> (DDP) <i>Rosa Luxemburg</i> and <i>Karl Liebknecht</i> , political activists, philosophers, economists The Communist Party of Germany (KPD)
12:45-1:45	Lunch
2:30-5:30	Guided visits:

	Rosa Luxemburg Square (Rosa-Luxemburg-Platz in Berlin-Mitte) <i>Deutscher Bundestag</i> (The German Bundestag/parlament)
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Assigned out-of-class-work:

Complete assigned readings, listen to lecture and complete worksheet on iTunesU
View *Berlin: Metropolis of Vice-Legendary Sin Cities* / Canadian Broadcasting Corporation via OSU library website [electronic resource]

Tue, May 26th

8:00-9:30	Breakfast and conversation: Weimar Republic: Literature, film and arts scene
9:30-9:45	Break
9:45-11:15	<i>Marlene Dietrich</i> (1901-1992), actor and singer <i>Bertolt Brecht</i> (1898-1956), poet, play writer, theater director <i>Helene Weigel</i> (1900-1971) <i>Käthe Kollwitz</i> (1867-1945), painter, printmaker, sculptor Bauhaus

12:00-2:30 includes lunch	Guided visits: <i>Berliner Ensemble</i> <i>Brecht-Haus</i> (Chausseestr. 125/Mitte) <i>Dorotheenstädtischer Friedhof</i> /Brecht and Weigel's grave (Chausseestr)
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Recommended Film: *Kuhle Wampe* (1932) (Directed by Slatan Dudow, Script by Bertolt Brecht and Ernst Ottwalt)

Recommended independent out-of-class work and experiences:

Bendlerblock (Tiergarten Berlin)

Detlev-Rohwedder-Haus, constructed between 1935-1936 (Ministry of Aviation building) (Wilhelmstrasse 97/Leipziger Straße 5-7)

Käthe-Kollwitz-Museum Berlin (Fasanenstr.24)

<http://www.kaethe-kollwitz.de/museum-en.htm>

Wed, May 27th

8:00-9:30	Breakfast and conversation: Nazi-Germany, "Third Reich" (1933-1945) <i>Heinrich Himmler</i> <i>Leni Riefenstahl</i> (1902-2003), film director, photographer, actor, singer
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10:30-4:30 packed lunch	Guided visits and tours: <i>Olympiapark Berlin</i> (Olympic Stadium) that hosted the 1936 Summer Olympics Soviet War Memorial-Treptower Park (<i>Sowjetisches Ehrenmal Treptow</i>)
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Readings:

A concise history of Germany (Cambridge Concise Histories) by Mary Fulbrook, chapter 6, "The collapse of Weimar democracy," "The consolidation of Hitler's power," "Foreign policy and war," and "Holocaust, resistance and defeat" (pp. 155-197)

Film: Excerpts from *Triumph of the Will* (Leni Riefenstahl, 1935) and *Olympia* (Leni Riefenstahl, 1938) –See Youtube Links on iTunes U
Complete the guided view worksheets

Recommended independent out-of-class experience:

Hitler's Bunker (*Führerbunker, Wilhelmstrasse*)
Memorial to the Murdered Jews of Europe-Berlin (*Denkmal für die ermordeten Juden Europas*) by Peter Eisenman (next to the Brandenburg Gate)
Swimming in the Olympic Stadium's pool!

Thu, May 28th

8:00-9:30	Breakfast and conversation: Talks with students about their visits and their progress on their projects
9:30-9:45	Break
9:45-11:00	German Democratic Republic/GDR (1949-1990) People: <i>Erich Honecker</i> (1912-1994), The General Secretary of the Socialist Unity Party, lead East Germany 1971-1989
11:00-11:15	Break
11:15-12:45	<i>Wolf Bierman</i> (1936-), songwriter <i>Christa Wolf</i> (1929-2011), author <i>Anna Seghers</i> (1900-1983), author

12:45-1:45 Lunch

2:30-5:30	Guided visits and tours: <i>Palast der Republik, Karl-Marx-Allee</i> Stasi museum (<i>Stasimuseum</i>)
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Assigned out-of-class-work:

A concise history of Germany (Cambridge Concise Histories) by Mary Fulbrook, chapter 7, "The two Germanies" (pp. 205-250)

Recommended Films:

Der Himmel über Berlin (1987) (Wings of Desire), directed by Wim Wenders
Das Leben der Anderen (The Lives of Others) (2006), written and directed by [Florian Henckel von Donnersmarck](#)

Fri, May 29th

8:00-9:45	Breakfast and conversation: Federal Republic of Germany/FRG (1949-Today) <ul style="list-style-type: none">• <i>Willy Brandt</i> (1913-1992), Mayor of West Berlin (1957-1966), Chancellor of FRG (1969-1074), awarded Nobel Peace Prize (1971) Reunification
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10:45-12:30	Visit: Berlin Wall Memorial http://www.berliner-mauer-gedenkstaette.de/en/ Checkpoint Charlie Museum
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Readings:

Clyne, Michael (1995): *The German language in a changing Europe*
(German in divided and unified Germany)

The Wall Jumper: A Berlin Story by Peter Schneider. Read the first story.

Film:

View *Goodbye Lenin!* (2003) (After Reunification, comedy), directed by [Wolfgang Becker](#), and complete worksheet

Recommended independent out-of-class work and experiences:

- *Berlin Unterwelten e.V* (Berlin Underworld Museum) <http://berliner-unterwelten.de/guided-tours.3.1.html>
- Memorial and Museum Sachsenhausen (*Gedenkstätte und Museum Sachsenhausen*)
- *Museum für Film und Fernsehen* (The Filmhaus in the Sony Center)

Week 4 (June 1-5): Contemporary Berlin

Mon, June 1st

8:00-9:30	Breakfast and conversation: Students talk about their final projects and share the previous
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	weekend's independent out-of-class experiences with class
9:30-9:45	Break
9:45-11:00	<i>Klaus Wowereit</i> (1953)—politician, mayor of Berlin since 2001 <ul style="list-style-type: none"> • Politics and political parties in today's Germany • Culture in contemporary Berlin
11:00-11:15	Break
11:15-12:30	<ul style="list-style-type: none"> • The language of the <i>Wende</i>: Social change and linguistic variations • Linguistic variation between the German of the German Democratic Republic (East Germany) and that of the Federal Republic (West Germany) • Pragmatics: <i>Berliner Schnauze</i> • Attitudes to language variation

12:30-1:30 Lunch

1:30-4:30	Guided visits and tours: The Green Party (<i>Bündnis 90/Die Grünen</i>)
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Assigned out-of-class-work:

Read:

- After the Wall: Social change and linguistic variation in Berlin, by Helmut Schönfeld and Peter Schlobinski (25 pp)
- *A concise history of Germany* (Cambridge Concise Histories) by Mary Fulbrook—read chapter 8 “The Federal Republic of Germany since 1990” (pp. 250-258)

Recommended independent out-of-class work and experience:

Kulturforum, Berliner Philharmonie

Attend a concert at the *Berliner Philharmonie!*

Tue, June 2nd

8:00-9:30	Breakfast and conversation: Berlin-Multicultural Society
9:30-9:45	Break
9:45-11:00	<i>Feridun Zaimoglu</i> (Dec. 4 th 1964), Turkish-German poet and visual artist <i>Vladimir Kaminer</i> (July 19 th , 1967), Russian-born German short story writer, columnist <ul style="list-style-type: none"> • Russian Disco (2002) <i>Russendisko</i> (2000)

	http://www.signandsight.com/features/517.html
11:00-4:00	Exploring Berlin's neighborhoods: Guided tour of Friedrichshain-Kreuzberg Kreuzberg Museum: http://www.kreuzbergmuseum.de/ Lunch in <i>Kreuzberg</i> Guided visit at the local mosque/Muslim community center

Assigned out-of-class-work:

Read:

Wolfgang Kil and Hilary Silver: *From Kreuzberg to Marzahn: New Migrant Communities in Berlin* (German Politics and Society, Issue 81, Vol. 24, Winter 2006), pp: 95-115.

Russian Disco by Wladimir Kaminer. Selected sections.

Recommended independent out-of-class work and experiences:

Visiting other neighborhoods: *Marzahn-Hellersdorf, Wedding, Neuköln*

Wed, June 3rd

8:00-12:00	<i>Kiezdeutsch</i> : Workshop/seminar with Heike Wiese, Kerstin Paul (Potsdamer University)
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Lunch in Potsdam

2:30-5:00	Guided tour and visit: <i>Tempelhofer Freiheit</i> (Former airport building, the site of the 1948-49 airlift, and now emerging park landscape)—Berlin transformed the space for bicycling and urban gardening
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Films:

View *Neukölln Unlimited* (2010), documentary, and complete worksheet

Thu, June 4th

8:00-9:45	Breakfast and conversation: Contemporary Berlin: New Media, Berlin Radio and TV Berlin Art Scene
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11:00-1:00	Visits and tours: Boros Collection (<i>Boros Bunker</i>): Art gallery located inside a former war bunker in central Berlin
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Assigned out-of-class-work:

Students continue to work on their projects

Recommended independent out-of-class work and experiences:

Haus des Rundfunks (radio broadcaster)

Rundfunk Berlin-Brandenburg

Fri, June 5th

8:00-10:00	Breakfast and conversation: Students' presentations
10:00-10:15	Break
10:15-11:30	Contemporary Berlin: <i>Berlin's tech start-up boom:</i> SoundCloud (uploading and sharing audio files) Wooga (game company) ResearchGate (science research platform) Google (Berlin office/Unter den Linden) Microsoft Facebook (Pariser Platz) Twitter Germans' reactions towards Google, NSA scandal

11:30-12:30 Lunch

1:00-3:30	Guided visits and tours: Microsoft Berlin: Digital Eatery Google
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Assignments:

Last out-of-class work due!

Complete Berlin-Experience-Self-Evaluation

6:30-9:00 Goodbye Dinner at TBA

Additional Suggestions for independent out-of-class work and experiences:

Palaces: Charlottenburger Schloss, Schloss Schönhausen, Belvedere auf dem Potsdamer Pfingsberg,
Architecture (Jewish Museum, Neues Museum, TV tower, Brandenburg Gate, the Museum Island,...)
Berlin neighborhoods (Kreuzberg, Prenzlauer Berg, Mitte, Friedrichshain...)
Monuments (Holocaust monument, Victory column, Soviet Cenotaph, Neue Wache, Marx-Engels Forum ...)
Political / historical venues (Reichstag, Kanzleramt, government district)
Streets (Kurfürstendamm, Unter den Linden, Karl-Marx Allee)
Plazas (Potsdamer Platz, Alexanderplatz, ...)
Science & Technology, Industrial Sites (S-Bahn, U-Bahn, Berlin Central Station, Tempelhof Airport, Siemensstadt, the Charité Hospital)
Vestiges of the Cold War (Checkpoint Charlie, the Wall)
Vestiges of the GDR (Palast der Republik, Karl-Marx-Allee)
Vestiges of the Third Reich (Bendlerblock, Air Ministry Building)
Berlinische Galerie: Museum of Modern Art
<http://www.berlinischegalerie.de/en/>
Berlin Unterwelten e.V. <http://berliner-unterwelten.de/guided-tours.3.1.html>

German 2798.02: Berlin, Then and Now: People, Places, and Experiences (GE)

GE Rationale for Education Abroad:

- a) *How does this particular course promote recognition of and reflection on the similarities, differences, and interconnections between the students' host country/countries and the U.S.?* The course achieves this objective through readings and work, guided visits to the cultural and historical sites, as well as class discussions, all of which encourage students to formulate thoughtful observations and questions regarding similarities, differences, and interconnections between Berlin, Germany, and a similar cosmopolitan city in the US.
- b) *What aspects of this particular course insure that the students learn how to function effectively within their host country/countries?* Students will acquire this skill through regular guided tours as well as through independent explorations of different cultural, historical, and political sites.
- c) *In what ways will the students' time abroad enrich their academic experience?* The assigned readings, homework, class lectures and discussions; visits and lectures/discussions led by tour guides at the cultural and historical sites; active participation in workshops, and actively composing blog entries provide students with concrete experiences of Berlin, its history, politics and cultural diversity, that will allow them to connect their academic learning in various fields to the "real world" and thereby enrich their academic experience.

GE Rationale for Diversity: Global Studies:

- a) *How do the course objectives address the GE category expected learning outcomes?* The course work, readings, guided field trips, and discussions about Berlin help students to: (a) gain knowledge of a unique, thriving city and its rich history, society, culture, and politics; and (b) understand and appreciate the diversity found in contemporary Germany.
- b) *How do the readings assigned address the GE category expected learning outcomes?* The assigned readings help students to develop a general understanding of important political, economic, cultural, and social aspects of Berlin and Germany. Readings will include literature, autobiography, history, newspaper articles, and internet resources. In addition, students will learn about Berlin by viewing fictional and documentary films and by visiting cultural and historical sites
- c) *How do the topics address the GE category expected learning outcomes?* Students will explore and experience cosmopolitan Berlin by learning about some of the most influential or memorable persons who live or have lived in the city. Students will

discover how Berlin has been shaped by specific persons and political or cultural events, and how, in turn, the city has influenced its citizens and history. In addition, students will learn about how some of the people and political and cultural events are ones that either have counterparts in the U.S., or have been internationally influential.

- d) *How do the written assignments address the GE category expected learning outcomes?* Students develop abilities to be informed observers of, and active participants in their host society/country (Berlin/Germany). Students will recognize the role of national and international diversity in shaping their own attitudes and values as global citizens and will compose and describe their thoughts and reflections about their experiences in assigned written homework and blog entries.

A detailed rationale for the number of credit hours to count for GE credit:

Class Format and Credit Hours

This course is mainly aimed at first- and second-year undergraduate students. It will meet in a designated room that will be made available to the group in the Bed and Breakfast where the class is staying. In general, the course consists of five components: (1) Breakfast and Conversation: Student-led presentation and discussion session, (2) Formalized instruction and discussion session, (3) Structured and guided educational experiences, (4) Independent out-of-class experience and work, and (5) suggested independent out-of-class experiences.

(1) Breakfast and conversation: The morning sessions begin with group breakfast and conversations about the day's topic, assigned homework, and the previous day's visits and experiences. In addition, students will present to the class the progress of their course projects. This will give students the opportunity to hear about each other's projects and experiences and at the same time to give each other feedback and suggestions, and to discuss concerns regarding their projects.

(2) Formalized instruction and discussion session: During this session OSU or local faculty provide lectures and lead discussions on the topic (e.g., an influential Berliner) and the assigned background readings.

(3) Structured educational experiences: This part includes visits to cultural locations (museums, historical and cultural sites, monuments, visits to local artists, politicians, authors) that are guided either by OSU faculty or by local experts and tour guides.

(4) Independent out-of-class work: This component of the course consists of students' independent work on their assigned class project. This may involve independent visits to cultural sites, or observations of cultural experiences, or interviewing local experts or authorities.

(5) Suggested independent out-of-class experiences: For each topic, we suggest additional sites that students can visit or activities they can perform on their own time, mostly on the

weekend or during some afternoons. These suggestions also give students ideas for their class projects.

Credit hours:

Morning sessions: 17.5 hours per week

Afternoon sessions (including independent out-of-class work and experiences): 20 hours per week

Total credit hours: 37.5 = 3 credit hours

German 2798.02: Berlin, Then and Now: People, Places, and Experiences

GE Assessment Plan for Education Abroad:

General Goals:

By living and studying outside the U.S., students acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help them become more globally aware.

<i>Expected Learning Outcomes</i>	<i>Direct Methods:</i> directly assess student performance through course-embedded discussion questions; evaluation of assigned homework and blog postings; evaluation of daily and end-of-class presentations; evaluation of end-of-class blog project	<i>Indirect Methods:</i> assess student knowledge, skills, attitudes, learning experiences, and perceptions through student formal and informal surveys about instruction, course materials and activity; focus group inquiring students' feedback regarding instruction and program; student Berlin-experience-self-evaluations
1. Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.	Homework and blog postings and end-of-class blog project ¹ ; daily in-class discussions and presentations	Daily informal discussions; student Berlin-experience-evaluation ²

¹ The last homework assignment and parts of the end-of-class blog project evaluate specifically this ELO and assess student achievement. Rubrics will be used to assess how well students have met the ELOs. Students' work will also be analyzed separately as data for revising the course and for GE assessment reporting purposes.

² Students will be asked to complete a self-evaluation that includes questions addressing the GE ELOs number 2 and 3 in this course. See Appendix A.

2. Students function effectively within their host country/countries.	Students are able to complete group and independent out-of-class experiences	Instructor observations; student Berlin-experience-self-evaluation
3. Students articulate how their time abroad has enriched their academic experience.	Last homework assignment asks students to identify how their time abroad relates to or enhances their academic experience up to that point, and to speculate about how it will affect their approach to their further academic work	Student Berlin-experience-self-evaluation

GE Assessment Plan for Diversity: Global Studies

General Goals:

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

<i>Expected Learning Outcomes</i>	<i>Direct Methods:</i> assess student performance through course-embedded discussion questions; evaluation of assigned homework and blog postings; evaluation of daily and end-of-class presentations; evaluation of end-of-class blog project	<i>Indirect Methods:</i> assess student knowledge, skills, attitudes, learning experiences, and perceptions through student formal and informal surveys about instruction, course materials and activity; focus group; student Berlin-experience-self-evaluations
1. Students understand some of the political, economic, cultural, physical,	Homework and blog postings and end-of-class blog project ³ ; daily	Berlin-experience-self-evaluation ⁴

³ Regular homework assignments and blog entries provide students opportunities to demonstrate their understanding and gained knowledge about aspects of Berlin's politics, society, culture, and history. Students' work will also be analyzed separately as data for revising the course and for GE assessment reporting purposes.

⁴ Students will be asked to complete a self-evaluation that includes questions address the GE ELOs number 2 and 3 in this course. See Appendix A.

social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.	in class discussions and presentations about the readings and out-of-class experiences to the cultural and historical sites	
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.	Homework, blog postings and end-of-class blog project; daily in-class discussions and presentations	Berlin-experience-self-evaluation

Description of follow-up processes:

At the end of the course, we analyze the data collected on student achievement and student self-evaluation to identify problem areas and evaluate the best ways to make improvements and necessary changes to insure better fulfillment of the GE expected learning outcomes. We will also analyze the student Berlin-Experience Self-Evaluation to examine how students evaluated their own experience and progress and to determine whether student perception meshed with performance during their academic experience abroad. Based on students' input and performance, we will make the necessary adjustments to the course work and instructional materials. These end-of-semester analyses (including student self-evaluations) will be archived digitally. The results will be discussed with our Undergraduate Studies Committee, which handles curriculum matters. We will also use these data to write a GE report when the ASCC Assessment Panel requests it.

Appendix A:

German 2798.02: Berlin, Then and Now: People, Places, and Experiences (GE)

GE: Education Abroad

Student Berlin-Experience-Self-Evaluation

Please select the response that best reflects your experience in this course.

As a result of this course I.....	Strongly agree	Agree	Disagree	Strongly disagree
can recognize and describe similarities, differences, and interconnections between Berlin/Germany and the U.S.				

Please explain your answer:

As a result of this course I.....	Strongly agree	Agree	Disagree	Strongly disagree
can function effectively within Berlin and Germany				

Please explain your answer:

As a result of this course I.....	Strongly agree	Agree	Disagree	Strongly disagree
can articulate how my time in Berlin and Germany has enriched my academic experience.				

Please explain your answer:

German 2798.02: Berlin, Then and Now: People, Places, and Experiences

GE: Diversity-Global Studies

Student Berlin-Experience-Self-Evaluation

Please select the response that best reflects your experience in this course.

As a result of this course I.....	Strongly agree	Agree	Disagree	Strongly disagree
understand some of the political, economic, cultural, physical, social and philosophical aspects of Berlin and Germany				

Please explain your answer:

As a result of this course I.....	Strongly agree	Agree	Disagree	Strongly disagree
recognize how international diversity shapes my attitudes and values as a global citizen.				

Please explain your answer: