
HTST 410

Great Cities of the World: Berlin

NOTE: This syllabus is **provisional** until Spring 2020.

Course Description

When compared to the other great cities of Europe, Berlin is a newcomer. With a population of under 200,000 in 1800, the city grew rapidly over the course of the nineteenth century, quadrupling its population in the second half of the century to reach two million by 1905. After becoming the capital of the newly unified German Empire in 1871, the city served as both the administrative centre for imperialistic, racist and warmongering regimes and the birthplace for German democracy, progressive urban policy, health innovations, and vibrant social and cultural movements. By the 1920s, Berlin's iconoclastic culture was world famous, making it a symbol of the exciting and disruptive political and social trends of European modernity. After the catastrophe of Nazism and the Second World War, the destroyed and divided city found a new iconic status in defeat: as ground zero for the conflicts of the Cold War but also as an incubator for new forms of urban living, multiculturalism, and political activism. Having regained its status as the capital in 1999, Berlin's post-unification image has once again become infused with images of youth, tolerance, and rapid progress.

What can the politically turbulent history of Europe's youngest metropolis teach us about how cities nurture innovation, foster communication, and produce new relationships between humans and the built environment? How can rapid urbanization and its challenges of housing, educating, and socializing urban populations produce politically dangerous energies that require specific democratic safeguards and cultural responses? This course will track the various ways that Berlin has been and remains a centre for political, social, cultural, and even sexual energy. Focusing on selected themes in the twentieth- and twenty-first century history of the city, the course will demonstrate that despite the rapid technological and social advancements that cities create, their futures are always influenced by enduring political and spatial structures that have been produced in the past.

Objectives

- To provide background for students who might not have had any exposure to German history.
- To introduce students to the historical construction of Berlin's urban landscape in order to demonstrate the importance of civic structures and democratic forms for the creation of livable cities.
- To foster skills of deep reading, critical reflection, creative and structured argumentation and the various oral and written skills necessary for informed citizenship.

Spring 2020

University of Calgary Group Study

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Website: <http://hist.ucalgary.ca/atimm>

Metropolis Berlin Website:

<https://www.ucalgary.ca/uci/abroad/gsp/berlin>

Books:

Required:

- [Mary Fulbrook, *A Concise History of Germany*, 2nd ed. \(2004\).](#)
- *The History Student's Handbook* (Click link at: <http://hist.ucalgary.ca>).

Recommended:

- [Sebastian Haffner, *Defying Hitler: A Memoir* \(2002\).](#) - can be borrowed
- [Ruth Andreas-Friedrich, *Battleground Berlin: Diaries 1945-1948* \(1990\)](#) - can be borrowed

Due Dates & Weighting

Quizzes: 20%

In Class, June 26 and 27

"Living in Berlin" Presentation: 5%

June 28, in class

Group Photo Essay: 15%

Presented to Group, July 28

Artefact Mini-Essay: 20%

August 15, uploaded to D2L by 6 pm

Image Essay Term Paper: 30%

August 30, uploaded to D2L by 6 pm

Participation: 10%

Throughout Term

Assignments Due in Calgary

Quizzes

There will be **two quizzes** on historical knowledge given during the pre-session meetings on June 26 and June 27. Each one will be worth 10% for a total of **20% of your final grade**.

“Living in Berlin” Presentation

Working in **teams of two**, students will choose from a list of terms describing specific features of living in the city of Berlin. (These will include terms related to recycling, transit, memorialization, festivals, etc.) They will then make short presentations to the class on July 28, describing these terms and providing the *historical context* for how these ways of living, cultural forms, and norms of social life developed. The goal here is to introduce students to life in Berlin before we even arrive in the city and to start the process of explaining the urban architecture, culture, and geography of the city in historically contextualized ways. Presentations (approximately 5 minutes each) will be given on **June 28**. This assignment will be worth **5% of your final grade**.

Group Photo Essay

This assignment is a group project that will produce a PowerPoint presentation that will draw on both course reading and our site visits. Students will be divided into working groups of three. Each group will choose **18 images or short video clips** to include in a presentation. You should organize your images according to an overarching theme that relates to the subject matter of this course and that ties the images together. (It is therefore a good idea to discuss this as a group early on, so that you can gather the appropriate images for your theme as we visit various locations in Berlin.) Each student will include the image they took for the artefact assignment (described below) and discuss it in the presentation. Each student in the group will write a image description (the script of your presentation) for six images. These descriptions (with a list of sources used) must be turned in on paper after the presentation, which will be delivered in Berlin on **July 30**. I will grade the overall composition of the photo essay and its captions as a group project, worth **10% of your grade**. The longer descriptions/scripts will be graded individually and will be worth another **10% of your grade**.

Artefact Essay

This assignment asks students to reflect upon how historical artefacts are presented to the public for educational (or perhaps just commercial) purposes. The artefact you choose might be a photo or an object displayed in a museum, a photo of a memorial site, or video clips of historical events or festivals. It might also be the biography of a person. I am calling this an artefact for the sake of simplicity, but the point is to pick a very discrete story that you have encountered in our exploration of the history of Berlin and to think about how the curators/creators of the specific site you visited have used that artefact to say something meaningful about history. It is fine to choose one of the images from the Group Photo Essay, but you should go a bit deeper in your reflections about how this artefact was presented in a museum setting. Did the curators/architects/artists make a successful use of the image or object to convey historical knowledge to the general public? Did the artefact help to convey a larger theme of the exhibition/memorial or did it just play to emotions? Is the display historically rigorous or more sensationalistic? Some of the sites we will visit are very much geared toward the tourist market. Is the artifact presented in an educational or a more commercial way? How might you have done it differently? The essay should be **between 500 to 750 words** long, and you must provide a bibliography of your sources. (One or two sources is fine, as long as they are scholarly.) This assignment will be worth **20% of your final grade**.

Image Essay Term Paper

The term paper for this course will be an extended image analysis. Pick between three and six thematically related images you encountered during the trip or that you used in the Group Photo Essay. (You may *not* use an image that you are already discussed in the Artefact Essay.) They can be historical images (photos of images in museums or from books), ones you have taken, or ones that a fellow student has taken. Write a 1500-word essay about these images, addressing issues that have come up in the readings for the course. You must rely on at least **six scholarly sources**, which can include from the syllabus of the supplemental reading list or things you’ve found on your own. You must employ footnotes formatted in Chicago style. (See the *History Student’s Handbook*, for a brief introduction to this at: https://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf.) This essay is worth **30% of your final grade**.

Participation

Since this course depends upon a group experience of onsite learning, students are expected to attend all sessions and be engaged with the site visits and discussions. You will lose marks for unexplained absences and for failure to participate in discussion.

Course Policies

Turning in Written Assignments

All written assignments should be converted to PDF format and uploaded to the appropriate dropbox on D2L.

Plagiarism Policy

I expect all students to be familiar with the plagiarism policy of this university, which is described in the section on academic misconduct in the University calendar. See also the Department of History's plagiarism policy below. Please ask me if you have any questions or concerns. There is absolutely no excuse for not knowing what plagiarism is at this level, and all cases of plagiarism will be referred to the Associate Dean of the Faculty.

Use of Social Media and Distribution of Class Content or Images

It is forbidden to digitally record any class sessions without the explicit consent of the instructors or students affected. Materials related to the course (including lecture notes) are for your own use only and may not be distributed to anyone not in the class. Please also be very sensitive about the way that you share photos of other students on social media. You *must* receive explicit permission to share a photo of anyone on the trip, even if you have privacy settings on your social media accounts. We will discuss this in more detail in class.

Important Departmental, Faculty, and University Information

Faculty of Arts Program Advising and Student Information Resources:

Have a question, but not sure where to start? The Arts Students Centre is your information resource for everything in Arts! Drop in at SS110, call 403-220-3580, or email artsads@ucalgary.ca. For detailed information on common academic concerns, you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.

For program planning and advice, contact the Arts Students Centre, Social Sciences 102, 403-220-3580, or visit <http://arts.ucalgary.ca/advising>.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit the office in the MacKimmie Library Block.

History Department Information

Twitter Handle: @ucalgaryhist – For departmental updates and notifications.

Writing:

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

Writing Support:

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library. Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit www.ucalgary.ca/ssc.

Copyright:

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. What this simply means is that no copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print coursepack from the University of Calgary bookstore or that you will have to

consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

Universal Student Ratings of Instruction:

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference. Please participate in USRI Surveys.

Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected grounds other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf

Departmental Grading System:

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding
85-89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80-84	A-	3.70	
77-79	B+	3.30	
73-76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.
70-72	B-	2.70	
67-69	C+	2.30	
63-66	C	2.00	Satisfactory—basic understanding of the subject matter.
60-62	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56-59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50-55	D	1.00	
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

Other Useful Information:

Faculty of Arts Representatives: 403-220-6551, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca.

Safewalk and Campus Security: 403-220-5333.

Please also familiarize yourself about the following topics by consulting the information at these links:

Freedom of Information: <http://www.ucalgary.ca/legalservices/foip/foip-hia>

Emergency Evacuation Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Safewalk: <http://www.ucalgary.ca/security/safewalk>

Student Union Information: <http://www.su.ucalgary.ca/>

Graduate Student Association: <http://www.ucalgary.ca/gsa/>

Student Ombudsman Office: <http://www.ucalgary.ca/provost/students/ombuds>

Course Readings

PLEASE NOTE: The following schedule is provisional until two weeks before the class starts. This will give you an idea what we will be doing, but given copyright clearance and other factors, I will wait to provide most of the readings until sometime in Spring 2020. The order of these sessions may also change according to scheduling for joint sessions and guest lecturers.

Pre-Session Days

Theme 1 (June 26): Introduction: Metropolis Berlin

These first lectures will orient students with less historical background and to the themes of the course. I will focus on the political and economic history of the twentieth century, but there will also be a brief overview of previous centuries to provide context for the architectural and cultural history that we will explore in site visits. This chronological overview will set the scene for both HTST 410 and GERM 317, allowing us to teach more thematically when in Berlin.

Required reading:

[Mary Fulbrook, *A Concise History of Germany*](#), 2nd ed. (Cambridge and New York: Cambridge University Press, 2004). Read the Introduction & Chs. 5 to 9 for April 30, since the quizzes will be based on these sections!

Theme 2 (June 26): Introduction: Politics and Economics

Every city is a center of economic life, but Berlin's economic history is particularly tumultuous. As a working-class city, it suffered disproportionately from the economic upheavals of the twentieth century. This unit will move from the explosion of investment in the Weimar period, the hyperinflation of the 1920s, and the flourishing black market of the post-WWII years, all the way to the real estate crises of the post-unification period and the explosion of tourism and new knowledge industries of the recent past.

Relevant site visits: Exhibit on the 1923 inflation at the Deutsches Historisches Museum; area near the Reichstag building and Brandenburg Gate, which served as an active black market in the occupation period; urban reclamation projects in East Berlin.

Required readings:

coming soon...

Berlin Sessions

Theme 3 (July 5, 8 and 9): Divided City: The Wall

No one understands the history of Berlin without understanding the period of division during the Cold War. This section will discuss the construction of the Berlin wall and the scars (architectural, political and social) that it produced.

Relevant site visits: [Cecilienhof](#); [Gedenkstätte Berliner Mauer](#) (memorial to the Berlin wall), Bautzenerstraße; memorial to deaths on the Spree river; [Soviet War Memorial Treptower Park](#); [guard tower](#) nearby; memorial to the [Berlin Airlift at Flughafen Tempelhof](#); [Tränenpalast](#); [Teufelsberg](#); [Glienicke Brücke](#); [Stasimuseum](#) at Normannenstrasse; [Stasi prison in Hohenschönhausen](#); [Allied Museum](#); abandoned amusement park near Treptower park; [Checkpoint Charlie](#); [Spy Museum](#).

Required readings:

[Fulbrook, *A Concise History of Germany*](#), pp. 205-242 (if you haven't read it already).

more coming soon...

Theme 4 (July 6, 9 and 25): Violence and War

Despite its reputation for progressive social impulses, Berlin has also seen many violent conflicts. This unit will cover the history of street violence in the Weimar Republic, the persecution of Jews and the Holocaust, and the political protests of the 1960s.

Relevant site visits: [Holocaust Memorial](#); [Haus der Wannsee-Konferenz](#); [Topography of Terror](#) museum; [German-Russian Museum](#) in Karlshorst; [Sachsenhausen](#) concentration camp; [Bundeswehr Military History Museum](#); [Deutsche Hygiene-Museum](#); [T4 memorial](#); Kaiser Wilhelm Gedächtniskirche and WWII ruins; WWII bunkers.

Required readings:

[Fulbrook, *A Concise History of Germany*](#), pp. 155–204 (if you haven't read it already).

more coming soon...

Theme 5 (July 6 and July 14): Sexual Energies

Berlin was the birthplace of the world's first organized gay rights movement and, particularly after WWI, the home of diverse sexual subcultures. Although suppressed during the Third Reich and certainly not universally appreciated, this reputation for sexual tolerance persists and attracts those seeking acceptance to the city. It is one explanation for the dynamism of the city.

Relevant site visits: Memorial to the May 1933 book burnings (which was the destruction of the library of the Institute for Sexual Science) at [Bebelplatz](#); [Schwules Museum](#) (museum of homosexuality).

Required readings:

coming soon...

Theme (July 11): Jewish Berlin

Relevant site visits: This section will include a comprehensive [walking tour of the old Jewish quarter of Berlin](#). Other sites include: the [Jewish Museum](#); [Neue Synagoge](#); Museum Blindenwerkstatt Otto Weidt; Stolpersteine.

We will visit several sites commemorating the Nazi violence against Jews and the Holocaust. But it is important to remember that the history of Jews in Berlin was not exclusively a history of violence and hatred. Before the Holocaust and again today, Jews have contributed enormously to the cultural vibrancy of this city.

Required readings:

coming soon...

Theme 6 (July 14): Multiculturalism

An influx of refugees after the war and particularly the permanent settlement of Turkish and other guest workers in the 1960s and 1970s has made Berlin a much more multi-cultural city. Other waves of newcomers include refugees from the Yugoslav wars in the 1990s, Russian *Volksdeutsche* (people of German heritage), and Israeli Jews, who benefitted from lenient residency policies aimed at the descendants of victims of the Holocaust. Today, thousands of Syrian residents are adding to the cultural vibrancy of the city.

Relevant site visits: Turkish market; refugee centre; [Jewish synagogue](#), Oranienburger Straße; [Bahnhof Lichtenberg](#).

Required readings:

coming soon...

Theme 7 (July 20 and 21): Food Security

Energetic cities need to feed their people. We will explore the various forms that food security has taken in twentieth-century Berlin, from the bread riots of WWI, to the *Schrebergärten* (allotment gardens) of WWII, and the explosion of Turkish and organic markets and environmentally conscious eating cultures in the more recent past.

Relevant site visits: an example of an allotment garden colony; visit to [Maibachufer Turkish market](#); and the trip to the Fichtestraße Gasometer (see above), which also served as a supply depot for food stockpiles during the Cold War; [Markthalle Kreuzberg](#) (Herr Lehmann); [Arminiusmarkthalle](#) in Moabit.

Required readings:

coming soon...

Theme 8 (July 21): Culture and Music

Berlin has been famous for its nightlife since at least the Weimar period. Focusing on music, we will track the history of cultural innovation in the city, exploring everything from cabaret to punk and techno, with interludes into Americanization and the incursions of schlocky imports like David Hasselhoff.

Relevant site visits: [Wintergarten](#) cabaret; Marlene Dietrich and David Bowie's old apartments near Kleistpark.

Required readings:

coming soon...

Theme 9 (July 22): Housing: *Mietskaserne*, *Plattenbau* and *Wohngemeinschaft*

Each city develops its own unique answer to the challenges of housing growing populations. In its central district, Berlin is primarily a city of apartment dwellers. Various waves of architectural and social innovation have transformed the way Berliners live. From the tenement buildings (*Mietskasernen*) of the nineteenth- and early twentieth-centuries, to the hippie-style *Wohngemeinschaften* (communal living arrangements) of the 1960s, unique forms of housing help create the social and cultural structures of the city. Economic necessity also produced emergency solutions, such as the pre-fabricated buildings (*Plattenbauten*) of East Berlin and the social housing *Neubauten* (new buildings) and squatters (*Hausbesetzer*) of West Berlin.

Relevant site visits: This section will include a lecture and tour of Kreuzberg housing from Dr. Carla McDougall, a Canadian Berlin-based historian who has written about the post-war transformation of housing in West Berlin. We will also discuss housing at our visit to the [Fichtestraße Gasometer](#), which was converted into a bunker during WWII and served as emergency housing for displaced residents after the war. Other relevant sites: [Nikolaiviertel](#); [SS-Funktionärsiedlung](#); Krumme Lanke; and [Gartenstadt Hellerau](#) (Dresden).

Required readings:

coming soon...

Theme 10 (July 21): Youth

This section will discuss Berlin's unique youth culture, focusing on the role of the city as a refuge for those seeking to avoid military service in the West or the control of traditional families in both Germanies.

Relevant site visits: Berlin nightlife; remnants of NVA (East German army) military installations; Lesbisch-Schwules Stadtfest (lesbian-gay city festival); [Lausitzer Platz](#) (site of many Mayday riots, beginning with 1960s youth movements).

Required readings:

coming soon...

Theme 11 (July 27): Reunification

Relevant site visits: [Kanzleramt](#) (chancellery); [Deutsches Historisches Museum](#).

Required readings:

[Fulbrook, *A Concise History of Germany*](#), pp. 243–57 (if you haven't already).