

Study Abroad Program Handbook

Germany

May 27--June 17, 2017

Course number Cities at War



Table of Contents

A NOTE OF WELCOME 1

TRAVEL DETAILS 2

 Travel-Day Questions..... 2

CONTACT & EMERGENCY INFORMATION 3

 At Landmark College..... 3

 Landmark College Vice President for Student Affairs 3

 Landmark College Security & Security Office..... 3

 Landmark College Director of International Education..... 3

 Program Director..... 3

 Academic Director..... 3

 In-country 3

ITINERARY 5

COURSE SYLLABUS 7

USEFUL WEBSITES & BOOKS 15

PACKING TIPS 17

 Clothes 17

 Valuables & Electronics 17

 Baggage 17

PACKING LIST 18

 Essential gear:..... 18

 Course Supplies: 18

 Clothing: 18

 Optional:..... 18

TIPS FOR THE TRAVELER 19

 Passports and Visas 19

 Money Matters and Suggested Budget 19

 Water and Food..... 19

 Housing..... 19

 Communication 20

 Time 20

 In-country Transportation 21

 Weather..... 21

Electricity.....	21
Health and Immunizations	21
LANDMARK COLLEGE CONDITIONS OF PARTICIPATION.....	23
Health and Safety.....	23
Services.....	23
Independent travel	24
Non-sanctioned activities	24
Leaving the program	24
Air transportation.....	24
Travel delays and unexpected layovers	25
Identification.....	25
Lost passports	25
Fee amounts	25
Intervention Procedures.....	25
LANDMARK COLLEGE SAFETY STATEMENT	28
Insurance	28
Staffing.....	28
Communication	28
Important Information.....	29
Program Handbook	29
Orientation	29

A Note of Welcome

Congratulations on being chosen to go on a fantastic adventure this summer in Berlin! We are excited about this new program and having the chance to immerse ourselves in a vibrant, historical city while studying such a key chapter in its history.

We will be staying in the heart of Berlin, in the district of Kreuzberg, and live together on the beautiful CIEE Berlin campus. To see pictures of the campus, click on the following slate article: *Berlin's New Stylish Student Housing Doesn't Look Anything Like Standard Dingy Dorms*:

http://www.slate.com/blogs/the_eye/2015/09/22/g27_global_institute_from_macro_sea_and_ciee_are_stylish_digs_for_study.html

Thanks to Peg Alden for finding us this treasure last summer!

You will be sharing a double room with another Landmark student, and have access to a kitchen, lots of open lounge spaces, courtyards, and a café within the campus. The campus is located within walking distance of parks, shops, restaurants, galleries, markets, etc. and has bus and subway connections to any point in the city.

We will have a few group meals together to share German and other cuisines, and plenty of opportunities to share what we're seeing, experiencing, and learning. Our classroom is right on campus and we will meet there most mornings.

Academic Director Brian Cohen has been very busy creating an outstanding course for you, "Cities at War," that will include regular field trips in and around the city to illustrate and expand your understanding of course concepts. Program Director Christie Herbert will provide logistical and tutorial (DCAS) support, and Support Specialist Andy Donahue will provide additional support and live in the dorms with you.

We look forward to seeing you for the first three-hour class of this course on Orientation Day, Friday, May 12th. This is the Friday of finals week, so be sure to plan to stay for it, even if your finals finish sooner. Please note that this orientation is not only mandatory, and counted as attendance, but critical for getting ready for the trip and meeting everyone.

We are quite excited about sharing this adventure with you!

Brian Cohen, Andy Donahue, and Christie Herbert

Travel Details

The flights for this trip are still being worked out, but students will leave either from Boston or New York on Saturday, May 27 and arrive in Berlin on Sunday, May 28. We will return and arrive back in the US on June 17. Andy Donahue will accompany students on the main flights to and from Berlin. Brian Cohen may also be accompanying students on the airplane. Christie Herbert will go to Berlin several days before the group's arrival to prepare for the visit, and will stay an extra night to assist students who are going on the Ireland Study Abroad program in getting to the airport on Sunday, June 18th.

Travel-Day Questions

Please only call if there is an emergency or you are seriously delayed in meeting the group. Andy Donahue can be reached at **207-615-1250** until the plane departs for Germany.

Program Directors Contact Information:

Christie Herbert: 802-451-6499/ cherbert@landmark.edu

Andy Donahue: 207-615-1250/AndyDonahue@landmark.edu

Brian Cohen: 802-380-2734/bcohen@landmark.edu

Landmark Security: 802-387-6899, for emergency

Please see the following for any questions regarding airline travel:

- Transportation Security Administration travel information: <http://www.tsa.gov/traveler-information>
- US State Department travel information: <http://travel.state.gov>

Contact & Emergency Information

At Landmark College

Landmark College Vice President for Student Affairs

Michael Luciani
Office: 802-387-6713
Cell: 603-398-7781
Email: mluciani@landmark.edu

Landmark College Security & Security Office

802-387-6899 (24 hours)

Landmark College Director of International Education

Peg Alden
Office: 802-387-6821
Cell: 802-490-4515
Email: palden@landmark.edu

Program Director

Christie Herbert
Cell: 802-451-6499
Email: cherbert@landmark.edu

Academic Director

Brian Cohen
Cell: 802-380-2734
Email: bcohen@landmark.edu

Support Specialist

Andy Donahue
Cell: 207-615-1250
Email: AndyDonahue@landmark.edu

In-country Emergency Information

See “Housing” section of this handbook for details of where the program will be staying and contact information for each site.

Emergencies/Fire/Ambulance Dialed anywhere in Germany: Police: Dial 110 or 112 Fire Brigade
Dial: 112 Ambulance: Dial 112

Medical assistance (emergency & non-emergency) for each location: Charité -Universitätsmedizin
Berlin. Charitéplatz 1, 10117 Berlin , telephone: +49 30 450 - 50

S.T.E.P. (Smart Traveler Enrollment Program)

Landmark College registers all study abroad programs with the U.S. Department of State Bureau of Consular Affairs S.T.E.P. program. If you are interested in monitoring safety conditions for your particular study abroad location, you can register for updates at <https://step.state.gov/STEP/Pages/Common/Subscribe.aspx> .

Itinerary

Study Abroad programs are dynamic, flexible, and changeable—especially the first time we do this program. Plan for adjustments as we travel and learn, together!

Regular Class Schedule:

Monday, Tuesday, Thursday: 9-11 am

Friday: 9-11 am: Project Due or Take Test

Friday: 1-3 pm: Preview weekend and coming week

Regular Field Trips:

Monday and Tuesday Afternoons, usually from 1-4 pm

Wednesdays: Day Long Field Trips

Possible Evening Activities:

Group Trips to Restaurants or student cafeterias

Visits to places of interest

Homework Time

Coursework Support: Provided by Christie Herbert on Mondays, Tuesdays and Thursdays from 4-5 pm and from 6-7 pm and by appointment.

Other Support: Provided by Andy Donahue as scheduled

Possible Weekend Activities

Field trips to galleries, museums, districts, shops, etc.

Local markets, places of interest

Time to explore the city on foot

Going to Movies, theater, concerts, etc.

Visits to Parks

Group Meals in Kitchen

Doing Laundry

Week	Curriculum Topics	Field Trips on Monday and/or Tuesday	Wednesday Field Trip
1	Berlin History and How the Nazi's came to Power	Bus Tour of Berlin "Story of Berlin" Museum Schwerbelastungskorper	Olympic Stadium & East-West Axis
2	Experience of Different Groups under Nazi Rule	Topography of Terror Museum Jewish Quarters German Resistance Museum	Sachsenhausen Concentration Camp & Wannsee Villa
3	Berlin Memorials to the War and their Significance	Hitler Bunker Holocaust Memorial Judisches Museum	Reichstag Tour

Course Syllabus

Please note that students will choose to take this course at either the 2000 or 3000 level, depending on their needs and qualifications.

HIS 2721 Cities at War: Berlin

Course Description

This course explores the experiences and memories of the people and culture of urban centers during times of war. Students will directly engage with the physical, social, cultural, and historical artifacts of the city under exploration, and thus, social and cultural, as well as military, histories will be studied. Students begin their examination of a city at war with an overview of the key historical and cultural features of the city under review, including the rise to power of the wartime government and the methods the political leadership utilizes to expand and consolidate power. Students continue their urban exploration by identifying the different groups of city inhabitants and exploring their experiences during wartime. Students conclude their study of cities at war with a critical examination of the process of reconstruction, historical memory/memorializing, and the inherent controversy of historical memory as the city rebuilds in a post-war era. Students are assessed throughout the course on their ability to actively engage and participate in the daily class activities as well as at the end of each of the three modules through a primary source analysis, critical analysis paper, and visual presentation. Upper division students will also lead a class discussion, critically respond to a reading, and complete additional historical thinking components for each assessment that demonstrate appropriate depth and analysis.

Specifically, the *Berlin at War* study abroad course centers on that capital city's history during WWII, from both German and Allied perspectives, though emphasis is placed on the "everyday" experiences of the diverse groups of Berlin citizens under Nazi rule and during wartime. Through class sessions (lectures, discussions, and activities), field trips to historical sites, and both guided tours and self-directed explorations, students will engage with Berlin's complicated and layered past by addressing 3 overarching questions: What are the key features of Berlin's history leading up to the Nazi regime? How did different groups of Berliners experience Nazi rule and wartime? What is the significance of the different ways Berlin memorialized the war?

Required Texts and Materials:

Roger Moorhouse, *Berlin at War: Life and Death in Hitler's Capital 1939-1945* (Vintage Books, 2011)

Course Pack of additional readings

Laptop/tablet/smartphone, flash drive, binder or other materials organizational tool, notepaper, pens/pencils, notepad for field trips

Course Expectations:

Students, as representatives of Landmark College, are expected to follow the College’s general Study Abroad policies and adhere to the guidelines that will ensure the safety, respect, and positive learning environment for all students and staff. Accordingly, students are expected to attend all class sessions, complete all course assignments in a timely manner, and engage actively in as many of the course’s experiential field trips as deemed developmentally appropriate. Accommodations will be offered on a case-by-case basis, in conjunction with students and staff members, and with the overall goal of gaining an understanding of Berlin’s experiences through wartime at the forefront of any alternative plan of action.

Course Learning Outcomes

Students who complete this course successfully will be able to:

1. Articulate the meaning of key historical vocabulary and concepts as they relate to our examination of urban centers during wartime.
2. Describe the impact of war on the urban, cultural, and historical landscape of the city under examination.
3. Analyze arguments for thesis and supporting evidence.
4. Identify common understandings of history and memory from varied perspectives.
5. Analyze, interpret and evaluate a variety of primary and secondary source materials.
6. Understand and utilize the formal styles of writing, narrative construction, and argument specific to the humanities discipline.
7. Demonstrate understanding of the above outcomes in discussions/activities, written assignments, and projects.

General Education Goal	General Education Learning Outcome	Link to Course Learning Outcomes (listed above)	Course Assessments
2. Think critically, reason soundly, and develop and apply problem solving strategies across the academic disciplines. (Critical Thinking)	a) Identify the components used in the process of thinking in specific disciplines. b) Assess the strengths and weaknesses of a thesis or claim.	a) 1, 2, 7 b) 3, 5	Reading quizzes Class activities Projects 1, 2, 3
3. Recognize when information is needed and have the ability to access, evaluate, and use it effectively and ethically. (Information Literacy)	a) Access appropriate information needed for a particular academic purpose. b) Appropriately use information gathered for a particular purpose	a) 2, 5, 7 b) 6, 7	Projects 1, 2, 3
4. Understand the complexities of multiple communities, including educational, cultural and geographic, and respect	a) Describe the variation inherent within multiple communities. b) Demonstrate the ability to discuss cultural perspectives that diverge from one’s own.	a) 4, 7 b) 4, 7	Class discussions Journal/Trip blogs Projects 1, 2, 3

different perspectives and diversity. (Diversity)			
5. Communicate with clarity, coherence and persuasiveness through written, oral and other modes of expression. (Communication)	a) Uses a variety of rhetorical approaches to convey information to a specific audience. b) Engages in discussion of pertinent ideas and information. c) Uses language appropriate to the context of the communication.	a) 6, 7 b) 1, 7 c) 6, 7	Projects 1, 2, 3 Journal/Trip blogs Class discussions

Methods of Assessment

Active Engagement and Participation (30%): Students will participate in all aspects of the course including class discussions, break-out group meetings, journals and trip blogs, individual/group activities, and field trips.

Reading and Lecture Quizzes (20%): Several short quizzes will assess comprehension of key vocabulary, concepts, and theories presented in readings and class presentations.

Projects and Written Assignments (50%):

Module 1. "History, Power, and Symbolism" Primary Source Analysis – Students will select a primary source (this may or may not be text-based) related to a key feature of the city's history and/or the rise of the power structure during wartime. They will complete a primary source analysis (2 pgs.), emphasizing critical reading, recognizing diverse perspectives, and demonstrating historical thinking.

Module 2. "Museums" Critical Analysis Paper – Students select one museum we visit together as a class, or they visit individually, and write about their experience in a 3-5 pg. critical essay. The assignment asks students to pay particular attention to the organization of the museum's spaces and its presentations of objects, images, and texts to represent the past. Specifically, students will address at least 3 of the following questions:

- How does the museum's site and spatial organization relate to the history represented there?
- What specific evidence did you find in the museum that contests or debates how to represent the history on which it focuses? Are there controversies about the museum's creation of meaning?
- What evidence did you find of the museum's efforts to reconcile the tension between the need to appeal to a large public audience and to tourists versus its mission to represent a past that is tragic or horrifying in many of its details?
- How does this site reflect the everyday experiences of different groups during war (all students must answer this question)?

Module 3. "Memorials" Final Visual Presentation – Now that students have had the opportunity to explore the selected city and examine its history, they will now analyze how that history has been memorialized. Students will choose either one of the larger, more well-known or one of the smaller, "quieter in character," memorials. They will reflect on their chosen memorial, address questions in at least 3 of the following areas, and present to the class a photographic essay consisting of 5 images, each with a paragraph description:

- Site: Where is the memorial? Can you tell why it is there? How does it interact with the space and other things around it? Under what circumstances do people encounter it? (Exiting another space? in a space of commerce? travel?) Would it be possible to miss this memorial?

- Form: Why do you think it takes the form it does? What is the relationship between the form and what it is commemorating in the memorial? Was there controversy in selecting the form of this memorial? What is the relationship between the form of the memorial and your response to it?
- Comparison: How does the work compare to another memorial of this type? Theme? Style?
- Significance (all students must answer this question): What is the significance of the different ways this city has memorialized war?

Course Schedule: TBA

SYLLABUS for HIS 3721 Cities at War: Berlin

Course Description

This course explores the experiences and memories of the people and culture of urban centers during times of war. Students will directly engage with the physical, social, cultural, and historical artifacts of the city under exploration, and thus, social and cultural, as well as military, histories will be studied. Students begin their examination of a city at war with an overview of the key historical and cultural features of the city under review, including the rise to power of the wartime government and the methods the political leadership utilizes to expand and consolidate power. Students continue their urban exploration by identifying the different groups of city inhabitants and exploring their experiences during wartime. Students conclude their study of cities at war with a critical examination of the process of reconstruction, historical memory/memorializing, and the inherent controversy of historical memory as the city rebuilds in a post-war era. Students are assessed throughout the course on their ability to actively engage and participate in the daily class activities as well as at the end of each of the three modules through a primary source analysis, critical analysis paper, and visual presentation. Upper division students will also lead a class discussion, critically respond to a reading, and complete additional historical thinking components for each assessment that demonstrate appropriate depth and analysis.

Specifically, the *Berlin at War* study abroad course centers on that capital city's history during WWII, from both German and Allied perspectives, though emphasis is placed on the "everyday" experiences of the diverse groups of Berlin citizens under Nazi rule and during wartime. Through class sessions (lectures, discussions, and activities), field trips to historical sites, and both guided tours and self-directed explorations, students will engage with Berlin's complicated and layered past by addressing 3 overarching questions: What are the key features of Berlin's history leading up to the Nazi regime? How did different groups of Berliners experience Nazi rule and wartime? What is the significance of the different ways Berlin memorialized the war?

Required Texts and Materials:

Roger Moorhouse, *Berlin at War: Life and Death in Hitler's Capital 1939-1945* (Vintage Books, 2011)

Course Pack of additional readings

Laptop/tablet/smartphone, flash drive, binder or other materials organizational tool, notepaper, pens/pencils, notepad for field trips

Course Expectations:

Students, as representatives of Landmark College, are expected to follow the College's general Study Abroad policies and adhere to the guidelines that will ensure the safety, respect, and positive learning environment for all students and staff. Accordingly, students are expected to attend all class sessions, complete all course assignments in a timely manner, and engage actively in as many of the course's experiential field trips as deemed developmentally appropriate. Accommodations will be offered on a case-by-case basis, in conjunction with students and staff members, and with the overall goal of gaining an understanding of Berlin's experiences through wartime at the forefront of any alternative plan of action.

Course Learning Outcomes

Students who complete this course successfully will be able to:

8. Articulate the meaning of key historical vocabulary and concepts as they relate to our examination of urban centers during wartime.
9. Describe the impact of war on the urban, cultural, and historical landscape of the city under examination.
10. Analyze arguments for thesis and supporting evidence.
11. Identify common understandings of history and memory from varied perspectives.
12. Analyze, interpret and evaluate a variety of primary and secondary source materials.
13. Understand and utilize the formal styles of writing, narrative construction, and argument specific to the humanities discipline.
14. Demonstrate understanding of the above outcomes in discussions/activities, written assignments, and projects.

General Education Goal	General Education Learning Outcome	Link to Course Learning Outcomes (listed above)	Course Assessments
2. Think critically, reason soundly, and develop and apply problem solving strategies across the academic disciplines. (Critical Thinking)	a) Identify the components used in the process of thinking in specific disciplines. b) Assess the strengths and weaknesses of a thesis or claim.	a) 1, 2, 7 b) 3, 5	Reading quizzes Class activities Projects 1, 2, 3
3. Recognize when information is needed and have the ability to access, evaluate, and use it effectively and ethically. (Information Literacy)	a) Access appropriate information needed for a particular academic purpose. b) Appropriately use information gathered for a particular purpose	a) 2, 5, 7 b) 6, 7	Projects 1, 2, 3
4. Understand the complexities of multiple communities, including educational, cultural and	a) Describe the variation inherent within multiple communities.	a) 4, 7 b) 4, 7	Class discussions Journal/Trip blogs Projects 1, 2, 3

geographic, and respect different perspectives and diversity. (Diversity)	b) Demonstrate the ability to discuss cultural perspectives that diverge from one's own.		
5. Communicate with clarity, coherence and persuasiveness through written, oral and other modes of expression. (Communication)	a) Uses a variety of rhetorical approaches to convey information to a specific audience. b) Engages in discussion of pertinent ideas and information. c) Uses language appropriate to the context of the communication.	a) 6, 7 b) 1, 7 c) 6, 7	Projects 1, 2, 3 Journal/Trip blogs Class discussions

Additionally, HU3721 students, upon completion of this course, will also be able to:

8. Critically read sources from a variety of both Humanities and other Liberal Arts disciplines.
9. Link understandings and expressions of the urban setting during wartime to their cultural/historical context.
10. Critically examine both the micro and macro elements involved in historical memory and memorial creation/commemoration.
11. Synthesize a body of historical knowledge with range and depth in terms of period, region, and perspective.
12. Assess the dynamics of causation, contingency, and change over time in a variety of historical contexts.
13. Generate significant open-ended questions about the past and devise and carry out research strategies to answer them.
14. Demonstrate understanding of the above outcomes in discussions/activities, written assignments, and projects.

BA LST Goals	BA LST Outcomes	Link to Course Learning Outcomes (listed above)	Course Assessments
1. Draw connections across multiple disciplines to integrate learning (Interdisciplinary and Liberal Arts)	a) Presents examples, facts, opinions, or theories from more than one discipline to demonstrate interdisciplinary learning.	a) 8, 11	-class discussions -Project 1 -Project 2 -Project 3
2. Use critical thinking to examine multiple perspectives on issues. (Critical Thinking)	a) Engages in research that includes multiple perspectives on a particular issue. b) Identifies biases and assumptions inherent in any viewpoint.	a) 8, 13 b) 8, 10	-reading quizzes -Journal/Trip blogs -Projects 1, 2, 3 -Discussion leads

3. Understand the impact of culture on values, assumptions, and worldview. (Intercultural Understanding)	a) Demonstrates an understanding of the impact of culture on values. b) Articulates insight on how membership in a particular culture impacts worldview.	a) 9 b) 12	-Discussion leads -Project 2, 3
4. Communicate with a sense of audience and purpose. (Advanced Writing and Communication)	a) Demonstrates a thorough understanding of rhetorical context when engaged in writing tasks. b) Demonstrates effective oral communication skills in a variety of settings.	a) 14 b) 14	-class discussions -Journal/Trip blogs -Project 3

Methods of Assessment

Active Engagement and Participation (30%): Students will participate in all aspects of the course including class discussions, break-out group meetings, journals and trip blogs, individual/group activities, and field trips. Each student will also be responsible for leading one brief class discussion in which they focus on a primary source related to that week’s theme and convey its cultural/historical importance.

Reading and Lecture Quizzes (20%): Several short quizzes will assess comprehension of key vocabulary, concepts, and theories presented in readings and class presentations. Students will also submit critical responses to a key reading per week.

Projects and Written Assignments (50%):

Module 1. “History, Power, and Symbolism” Primary Source Analysis – Students will select a primary source (this may or may not be text-based) related to a key feature of the city’s history and/or the rise of the power structure during wartime. They will complete a primary source analysis (2 pgs.), emphasizing critical reading, recognizing diverse perspectives, and demonstrating historical thinking. Students will also examine the role and meaning of symbolism as a component of the source they select.

Module 2. “Museums” Critical Analysis Paper – Students select one museum we visit together as a class, or they visit individually, and write about their experience in a 4-6 pg. critical essay. The assignment asks students to pay particular attention to the organization of the museum’s spaces and its presentations of objects, images, and texts to represent the past. Specifically, students will address all 4 of the following questions:

- How does the museum’s site and spatial organization relate to the history represented there?
- What specific evidence did you find in the museum that contests or debates how to represent the history on which it focuses? Are there controversies about the museum’s creation of meaning?
- What evidence did you find of the museum’s efforts to reconcile the tension between the need to appeal to a large public audience and to tourists versus its mission to represent a past that is tragic or horrifying in many of its details?
- How does this site reflect the everyday experiences of different groups during war (all students must answer this question)?

Module 3. “Memorials” Final Visual Presentation – Now that students have had the opportunity to explore the selected city and examine its history, they will now analyze how that history has been memorialized. Students will choose either one of the larger, more well-known or one of the smaller,

"quieter in character," memorials. They will reflect on their chosen memorial and present to the class a photographic essay consisting of a 7-image photographic essay, addressing questions in all 4 areas and demonstrating a greater degree of depth and analysis, as agreed upon in consultation with the instructor:

- Site: Where is the memorial? Can you tell why it is there? How does it interact with the space and other things around it? Under what circumstances do people encounter it? (Exiting another space? in a space of commerce? travel?) Would it be possible to miss this memorial?
- Form: Why do you think it takes the form it does? What is the relationship between the form and what it is commemorating in the memorial? Was there controversy in selecting the form of this memorial? What is the relationship between the form of the memorial and your response to it?
- Comparison: How does the work compare to another memorial of this type? Theme? Style?
- Significance (all students must answer this question): What is the significance of the different ways this city has memorialized war?

Course Schedule: TBA

Useful Websites & Books

Berlin Guidebooks:

We strongly recommend that you buy at least one of the following guidebooks AND a Berlin City Map, if the book you choose does not include one:

1. Lonely Planet Berlin (Travel Guide) Paperback, 2017
2. Rick Steves Snapshot Berlin Paperback, 2016
3. Top 10 Berlin (Eyewitness Top 10 Travel Guide) Paperback, 2016
4. DK Eyewitness Travel Guide Berlin Paperback, 2016
5. The Rough Guide to Berlin, 2017

Websites

Map of Berlin:

http://berlinmap360.com/berlin-neighborhood-map#.WMaWt_KI_IR

Berlin Information:

<http://www.visitberlin.de/en>

<https://www.timeout.com/berlin/en/attractions/berlins-best-sights-and-attractions>

<http://www.travelandleisure.com/travel-guide/berlin>

https://www.tripadvisor.com/Travel_Guide-g187323-Berlin.html

Kreuzberg Area:

<https://theculturetrip.com/europe/germany/articles/kreuzberg-s-top-10-sights-visiting-berlin-s-hippest-district/>

<https://www.theguardian.com/travel/2013/nov/29/a-day-in-kreuzberg-berlin>

<https://www.airbnb.com/locations/berlin/kreuzberg>

Berlin News Site in English:

<http://www.nprberlin.de/#stream/0>

German Culture:

<http://www.thedailybeast.com/articles/2017/01/01/take-it-from-a-german-americans-are-too-timid-in-confronting-hate.html>

<https://www.theguardian.com/travel/2011/aug/17/10-best-galleries-berlin>

<http://www.newyorker.com/magazine/2016/09/12/familienaufstellung-germanys-group-therapy>

https://www.nytimes.com/2016/12/28/world/what-in-the-world/berlin-attraction-reveals-an-uneasy-phenomenon-hitler-sells.html?module=WatchingPortal®ion=c-column-middle-span-region&pgType=Homepage&action=click&mediaId=thumb_square&state=standard&contentPlacement=16&version=internal&contentCollection=www.nytimes.com&contentId=http%3A%2F%2Fwww.nytimes.com%2F2016%2F12%2F28%2Fworld%2Fwhat-in-the-world%2Fberlin-attraction-reveals-an-uneasy-phenomenon-hitler-sells.html&eventName=Watching-article-click&r=0

Packing Tips

The Germans tend to dress a bit more formally than Americans do. For example, it's unusual to see the Germans dressed in very short pants or sweatpants. Comfortable, casual clothes that you layer in case of variable weather should be fine for most activities and occasions.

Valuables & Electronics

It is strongly recommended that everybody bring a laptop computer, especially if you want to use Kurzweil and/or voice recognition software
Wireless service will be available on campus

Do not bring anything that cannot be replaced because of cost or sentimental value.

Do not bring anything unnecessarily expensive or flashy.

Clothes

See packing list and recommendations. We have laundry facilities on campus so please do not bring any more than one week's worth of clothes.

What NOT to bring

Your cell phone may not work in Germany unless you make arrangements ahead of time with your provider.
More about this in the Communication section.

Baggage

Once we know definite information for your flight, we will let you know the maximum baggage allowance (usually one bag 50 pounds or under and ONE carry-on bag).

Packing List

Essential gear:

- Passport (don't pack it in suitcase)
- Backpack or Bag with compartments for Walking around Berlin.
- Laptop
- Enough prescription medications to last the entire trip. **It's important that these meds be in their original bottles**
- ATM Card & Credit Card. **You must call the bank before you leave to let them know the dates you will be using these cards in Germany**
- Plug Adapter for all Electrical Items(google: Plug adapter for Germany, and you will get multiple examples)
- Extra glasses and contact lenses for those who need them
- Bathroom Towel and Toiletries(toothpaste, shampoo, etc.) although these can be bought in Berlin
- Enough American money to buy food at airports

Course Supplies:

- Textbook and/or Coursepack
- 3-Ring Binder for Course
- Paper, pen, pencils
- Notepad for Field Trips

Clothing:

- Sturdy, comfortable walking shoes.
Note: We will be doing a lot of walking and you absolutely need a pair of comfortable tennis or hiking shoes that fit.
- Waterproof rain jacket/windbreaker
- Comfortable warm-weather clothing
- Clothes that can be worn in layers for varying temperatures(it can go from warm and hot to rainy and cold while we are there)
- Warm sweater or fleece jacket
- Bathing Suit

Optional:

- Berlin Guidebook

Tips for the Traveler

Passports and Visas

A current passport that expires no later than six months after arriving in Germany is required for entrance into Germany. No visa is required.

Money Matters and Suggested Budget

Currency in Germany is the Euro. To check exchange rates, refer to XR Universal Currency Converter (www.xe.com/ucc/).

ATM/Debit Cards cannot always be used in Germany for purchasing. Students will be able to withdraw money from ATM machines to get cash if they have gotten bank approval in the US for doing so ahead of time. Because credit cards are often not accepted at many of the smaller grocery stores, restaurants and shops, most students will want to withdraw money at ATM's and use cash for spending. The program directors will assist students with this.

In case of a loss or theft, students should have more than one way to access personal funds while in Germany-- these will likely be an ATM card and a credit card-- Visa or MasterCard are most widely accepted-- with a PIN number. It's also a good idea to have more than one credit card available-- one can be kept in a wallet and a second can be secured back at the accommodation.

Credit cards can be good for emergencies, especially if they can be used to withdraw money with a PIN number (charges will likely apply). Students are discouraged from bringing cash.

While student spending varies widely, a minimum estimate of spending money would be about 75 euros per week in addition to the food budget. This estimate does not include extensive personal travel, gift buying, or frequent dining out at restaurants.

Water and Food

Students should expect to spend a minimum of \$150 per week for groceries if they are doing a lot of their own cooking, and more if they want to eat out. Our dorms have kitchens, so students can choose to either cook for themselves or find places to eat outside the campus (there are many). Except for the weekly group meal, students are responsible for their own meals. German tap water is fine to drink.

Housing

CIEE Campus in Berlin is located in the Kreuzberg district at Gneisenaustrasse 27, 10961 Berlin. The campus was built around a remodeled factory and is well known for its beautiful and modern designs throughout.

Address:

CIEE Germany gGmbH

Gneissenastr.27

10961 Berlin

Tel +49(0) 30 6980788 0

The CIEE campus has a spacious residence hall featuring en-suite rooms, fully outfitted kitchens, laundry facilities, and comfortable lounges. The lower floors of the residence offer quiet study areas, a café, and other common space to do coursework and get to know your fellow students. Just steps away from the residential rooms are peaceful inner courtyards. Students will stay in a double room with two people.

CIEE also offers the following amenities:

Private facilities (toilet, shower) in each room

A Kitchen, with pots, pans, etc.

Furnishings: Bed linens, blankets, NOT towels

All utilities such as hot water, electricity and wifi

Communication

Once students arrive in Berlin, they'll be asked to contact their families to report their safe arrival.

There are a number of ways to stay in touch while abroad.

Cell (Mobile) Phones

Note: Receiving and making calls and texts in and from Germany can be very expensive and difficult without a plan in place prior to coming to Germany. **Students MUST check with their cell service provider well before the departure date to make sure that they are set to use their phone in Germany, and have some kind of international calling plan in place.**

Email

Students who bring their own laptops can access the internet from their dorm rooms

Voice Over Internet

Skype accounts are free and a great way to stay in touch. This works best when

students have their own laptops and can skype from their dorms using both audio and video

Time

German time is 6 hours ahead of Eastern Standard Time in the U.S. So if it's 1:00 PM in Berlin, it will be 7 AM in Putney, Vermont.

Germany, like most of Europe, uses a 24 hour clock, sometimes called "military time" in the U.S. The hours of the day run from 1 to 24 so there's no need to specify AM or PM.

So rather than 1:00 PM, a German clock would read 13:00.

In-country Transportation

Walking

Berlin is a great city for walking.

From the CIEE campus, students can be in the middle of the city in 20-30 minutes by foot or faster by subway or bus.

Kreuzberg District

Shops, markets, groceries, restaurants, and cafes are all a short walk from the CIEE campus.

Trains

The travel network in Germany and throughout Europe is outstanding. All mandatory, course-related group travel is covered in the cost of the program. For all group and course-related travel, students will be provided with tickets to travel, whether by U or S bahn, train or bus.

For personal travel, students will need to purchase traditional tickets at the station.

Weather

Typical weather in Berlin in late May to June is mild, with high's usually in the 60's and lows in the 40's-50's. That said, there is of course considerable chance for it to be warmer or colder. It is also typical to get rain during the time we're there. In other words, we need to be prepared for the kind of weather we experience in Vermont in May-June.

Electricity

Electricity is between 220-240 volts in Germany, which is different than in the US.

An adaptor must be used to plug in all electrical appliances such as laptops, cell phones, and Hair dryers. Plugging in without the proper adaptor will likely result in your appliance being ruined. Adaptors may be purchased before travel on line or in stores like Radio Shack, or at the airport or in Berlin.

Health and Immunizations

No special immunizations are needed for travel to Germany, but be sure to be up--to-date on your standard vaccinations.

For more information on health while traveling in Germany, visit the U.S. Center for Disease

Control (CDC) website at: <https://wwwnc.cdc.gov/travel/destinations/traveler/none/germany>

Landmark College Conditions of Participation

Health and Safety

In a Study Abroad program, as in other settings, participants can have a major impact on their own health and safety through the decisions they make in preparation for and during the program.

Participants should:

Read and carefully review all materials issued by Landmark College and any partnering institutions that relate to safety, health, legal, environmental, political, cultural, and religious conditions in host countries.

Consider your health and other personal circumstances when applying for or accepting a place in a program. Note: Some programs may require students to participate in physically demanding activities. If the student feels that s/he is unable to participate due to health concerns, s/he may consult with program leaders to determine an appropriate alternative activity.

Make available to the Program Director accurate and complete physical and mental health information that may relate to your ability to participate safely in the study abroad program and any other personal data necessary in planning for a safe and healthy study abroad experience, and for responding to an emergency situation. This is in addition to information already provided to the Landmark College Health Office.

Assume responsibility for all elements necessary for your personal preparation for the program, and participate fully in all orientations.

Obtain and maintain appropriate insurance coverage and abide by any conditions imposed by the carriers.

Inform parents/guardians/families and other relevant people about your participation in the Study Abroad program, provide them with emergency contact information, and keep them informed on an ongoing basis.

Understand and comply with the terms of participation, codes of conduct, and emergency procedures of the program, and obey host-country laws.

Be aware of local conditions and customs that may present health or safety risks when making daily choices and decisions.

Promptly express any health or safety concerns to the Program Directors and/or other appropriate individuals.

Behave in a manner that is respectful of the rights and well-being of others, and encourage others to behave in a similar manner.

Accept responsibility for your decisions and actions.

Become familiar with the procedures for obtaining emergency health and law enforcement services in the host country.

Follow the program's policies regarding keeping program staff informed of your whereabouts.

Services

The Landmark College Study Abroad fee covers all scheduled program expenses including international air and most in-country ground transportation, accommodations, tuition, admission fees to scheduled places of interest, and some group meals.

Participants are expected to pay for all personal expenses, including some meals, snacks, laundry, passport fees, and other miscellaneous travel expenses. Students may also be required to purchase textbooks and other course supplies depending on their program.

Independent travel

Participants are expected to use the transportation arranged by Landmark College between the points of departure and return. Participants who choose to travel independently during the program during non-course-related times must inform the Country Director in writing of his/her planned itinerary, including a full itinerary with time and date of departure and return, mode of travel, contact information of the places staying at, phone numbers, etc. Students are generally discouraged from changing plans to travel back to the U.S. independently, but if they choose to do so, they must inform the Program Director and the Director of International Education in writing of their plans not to return on their scheduled flight.

Landmark College and its employees assume no responsibility for the individual once s/he has separated him/herself from the program.

It is strongly recommended that all students inform their parents/guardian when making independent travel arrangements.

Non-sanctioned activities

Students choosing to participate in non-sanctioned activities during their free time at any point in the program release the College from all responsibility and liability associated with such activity. Landmark College strongly discourages participation in dangerous activities, and strongly recommends parents/guardians be consulted regarding the advisability of any potentially dangerous activities.

Leaving the program

Landmark College Study Abroad students who leave their scheduled program at any time without informing the Program Director in writing and obtaining his/her approval may be subject to disciplinary action, including immediate suspension or dismissal from the program and direction to return to the United States, as detailed in the Intervention Procedures – see below. Landmark College and its employees have no responsibility for the individual once s/he has separated him/herself from the program. All travel expenses associated with an early departure will be borne entirely by the participant.

Air transportation

Landmark College arranges for the ticketing of scheduled international air transportation and program-related in-country air and ground transport for the participant through commercial airlines or travel agents. Participants agree that Landmark assumes no responsibility or liability for death or injury to the participant or for loss of or damage to property (including baggage) resulting from the provision of air transportation and other services. The passenger contract issued by the airlines will constitute the sole contract between the airline and the passenger.

Landmark College reserves the right to change the air transportation dates, times, prices, and itinerary, and to make aircraft substitutions. Any additional costs resulting from such changes will be borne solely by the participant.

Landmark College will designate the times and ports of departure for group transportation during the program and will arrange for assembly at the designated times and places. Each participant is solely responsible for any missed connections due to his/her failure to assemble in a timely manner. Landmark College will not be liable for the cost of alternate transportation arrangements, or for any losses resulting from the participant's failure to use the designated transportation.

Travel delays and unexpected layovers

Students traveling to and from the host country will be responsible for all expenses (meals, hotel, transportation, etc.) associated with unexpected delays in travel, including overnight layovers due to, but not limited to, inclement weather, flight cancellations and airport closures. Due to changes in airport security regulations, students may be required to contact the associated airline to book new reservations following an unexpected layover or flight cancellation. In programs where the entire group is returning to the Landmark College campus together, the Program Director may choose to provide hotel rooms for students at the College's expense.

If an unexpected layover results in the student's decision to separate voluntarily from the group, the student will be responsible for making his or her own travel arrangements, and releases the College from any associated potential responsibility.

Identification

Prior to departure for the host country, students are required to submit a color photocopy of the first page of their passport. The expiration date should be at least 6 months after the group flight is scheduled to return to the U.S. Upon departure, participants must present a valid passport for international travel and other purposes such as accommodations, in-country travel, and positive ID.

Lost passports

Students who lose their passport assume sole responsibility for all action and costs associated with arranging for a replacement passport. If this results in missed travel connections, the student will consult with the program leaders as to the most appropriate course of action. If it is determined that a program leader must remain with the student to assist in securing a replacement passport, the student will be assessed those costs associated with the delay, including those that may be assessed to the program leader as a result of their staying behind. This includes, but is not limited to, airline penalties, ground transportation, accommodations and meal expenses. In such situations, the College will attempt to contact the student's parent/guardian to inform them of the situation.

Fee amounts

Fees, as quoted in Landmark College's program materials, have been established based on all known circumstances at the time of calculation, and no changes are expected. However, Landmark College reserves the right to make adjustments in these fees based on fluctuations in travel costs, including the costs associated with unexpected layovers and fluctuations in the valuation of U.S. currency. In the event of a fee increase, the participant will be provided with a reasonable amount of time, not less than ten (10) days from the date of notice, in which to withdraw. In the absence of notice of withdrawal, the participant will be committed to any adjusted program fees.

Intervention Procedures

Students participating in a Landmark College Study Abroad Program are bound by the same rules and subject to similar intervention procedures and sanctions as outlined in the most current version of the Landmark College Student Handbook. This section states additional or different rules and procedures Landmark College has determined are appropriate in the context of Study Abroad programs. In the case of conflict between the provisions of this Addendum and the provisions of the Landmark Student Handbook, the provisions of this Addendum will control.

Program Directors, and in their absence, Academic Directors, have the authority to implement these procedures, including imposing sanctions ranging from an informal warning to the immediate dismissal from a Study Abroad program. Disciplinary sanctions imposed during a Study Abroad program are intended for the duration of the Study Abroad program. In some cases students may be summoned for an administrative hearing or conduct board proceeding upon their return to the Landmark College campus for additional disciplinary action, which additional action may have consequences on the student's general status as a student at the College outside the context of the Study Abroad program. Program Directors have the option of consulting with or deferring judgment to an appropriate Landmark College administrator.

Some Landmark College Study Abroad programs are held in conjunction with, and on the campus of a partnering institution. Students are expected to know and abide by the rules and regulations of those institutions, with the understanding that failure to do so may result in interventions by both Landmark College faculty as well as representatives from the partnering institution.

The following are some examples of behaviors that would likely initiate a disciplinary intervention. The Program Director or Academic Director may initiate an intervention at their own discretion for behavioral or safety-related issues that are not listed here.

- Failure to attend and participate in the required program elements, including classes, trips, course work, etc.
- Failure to comply with reasonable directions of the Program or Academic Director
- Cheating, plagiarism, or any effort to pass in work that is not that of the student enrolled in the program
- The use, possession, or distribution of illegal drugs (by U.S. definition) of any kind
- Use of alcohol to the point where medical or behavioral intervention is necessary
- The misuse or distribution of prescription drugs
- Theft of property, money, etc.
- Assault, including sexual assault as defined by the most current version of the Landmark College Student Handbook
- Harassing behavior, including, but not limited to that of a sexual nature as defined by the most current version of the Landmark College Student Handbook
- Any behavior that puts the group or individual at risk, or that could be determined to be offensive, including drunkenness, vandalism, etc.
- Any violation of Landmark College's Code of Conduct as defined by the most current version of the Landmark College Student Handbook
- Behavior considered potentially detrimental to the health (mental or physical) or safety of the participant or other participants in the program or others in the host country
- Any violation of the rules and policies of cooperating institutions
- Any violation of the host country's laws

- Any other behavior considered inappropriate for a study abroad/cross-cultural program

If a student is suspended from a Study Abroad program, the student will be separated from the program and will need to return to the U.S. Participants are solely responsible for any additional travel costs that may be incurred as a result of suspension or dismissal from the Study Abroad program. No refund of tuition, travel or other related costs will be made, nor will academic credit be issued. The College will attempt to contact the student's parents or guardians to inform them of the situation. Following suspension, Landmark College is released from all obligations to and responsibility for the student. Landmark College, at its discretion, may provide assistance, per the student's request, to attempt to arrange for travel arrangements back home.

Landmark College Study Abroad students are solely responsible for understanding and conforming to all the laws of the host country. When you are overseas you are subject to the laws of that country. U.S. or other citizenship gives you no immunity from local jurisdiction. You should make no assumptions about your "rights," since in many countries legal procedures are very different from what we may be familiar with at home. Students should further understand that law enforcement and the judicial process, including penalties for breaking the law, are likely to be significantly different than those of the United States.

Landmark College Safety Statement

Landmark's goal is to maintain student safety at all times and in all aspects of our Study Abroad Program.

At Landmark College, we believe study abroad is one of the most rewarding and life-changing experiences students can have during their college years. An emphasis on safety is a critical aspect of ensuring that the programs can be successful in their educational goals. We want to share with you information regarding the preparations we take to make Landmark College's Study Abroad programs a safe and rewarding experience.

Thoughtful planning, professional leadership, solid preparation, and contingency planning ensure that our study abroad programs are safe, fun, and productive learning experiences. Please be assured we will continue to make safety the top priority in all our Study Abroad programs.

Insurance

Each student and leader is provided with an International Student ID Card which provides insurance coverage in a number of areas which includes but is not limited to the following:

- Medical and Dental coverage, including hospital benefits
- Emergency Medical Transportation – including evacuation, and air evacuation if needed
- Travel Document Replacement
- Baggage and Travel Delay
- 24-Hour Emergency Hotline Services – including medical and legal referral, emergency cash transfer, replacement of medication and eyeglasses, embassy and consular services, and interpretation or translation services

A complete description of the coverage, including contact numbers, how to file a claim, and definition of terms, can be found at: <http://www.myisic.com>

In addition, each student is covered by their Landmark College Student Health Insurance policy (if this was purchased) and/or an individual family policy.

Staffing

Each Landmark College Study Abroad program is staffed by experienced leaders. Study Abroad Directors are Landmark College employees with extensive experience working with students with learning differences. Program Directors, who are primarily responsible for coordinating in-country logistics and activities, typically have experience living or working in the host country. Academic Directors are Landmark faculty with an expertise in their particular academic discipline. Directors are available to provide students with one-on-one support for academic and student-life issues.

Communication

Communication is important for the safety and effectiveness of our programs. Study abroad staff based in Putney, Vermont, remain in contact with Program Directors during each trip. A designated primary contact person working at the Putney campus is responsible for fielding questions, requests for information, and managing any emergency situation. The Program Director provides updates to our staff in Putney including notification of safe arrival at the final Program country destination. Students are also encouraged to contact their parents when they arrive in the Program country, and

as needed during the trip. Program Directors are accessible by phone, and when possible by Skype, to communicate with students and Study Abroad Program staff working in Putney.

Important Information

Study Abroad Program staff and faculty check a variety of sources for information pertaining to Program safety, including government and news media websites for current information about health and safety issues. Each student is requested to complete a Study Abroad Health Form in which they are asked information about their personal health history, current health concerns and medications. This information is essential in providing appropriate support to students on Study Abroad.

Students and their families are provided with essential information documents with flight information and itineraries, emergency phone numbers, and contact information for the places they will be staying. This information is also included in the Program Handbook which is available on the program webpage.

We realize that occasionally students make individual and short-term travel plans during a Program. Students are required to leave their itinerary and contact information at any place(s) they intend to visit with the Country Director. We strongly recommend they inform their families of their individual plans to travel separately from the Program itinerary.

Program Handbook

The comprehensive Program Handbook contains both general information about Study Abroad programs, as well as information specific to each program. The handbook contains all the information listed above as well as:

- Lists of things to do to prepare for the trip, what to bring, what not to bring, and what not to bring back to Landmark College.
- Recommended articles, books, and websites for information about the country and region where the Program will take place.
- The syllabus for the course, a program description, and itinerary.
- Guidelines and information about money, housing, meals and other expenses, and means of communication in the Program country.
- How to access help for academic difficulties or other problems.
- Responsibilities and expectations with regard to Health and Safety.
- The Landmark College Conditions of Participation document includes Intervention Procedures in case of violation of existing Student Codes-of-Conduct, which remain in effect during the Program.

Orientation

During orientation meetings prior to departure, Study Abroad Directors carefully review such topics as Health and Safety requirements, travel tips, local customs, guidelines for appropriate behavior and dress, as well as laws and policies related to alcohol and/or drug use. The Directors also provide participants with specific safety guidelines to follow, including who to contact for special needs or in case of emergency. Orientations, which are mandatory for all students, are considered the start of the academic course.