

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:

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 different perspectives and diversity. (Diversity)	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
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