Experiential Learning I

Course Number
EXLI-UF.9301049

Instructor Contact Information
Dr. Heinke Fabritius
hf43@nyu.edu

Course Details
Wednesday, 1:30pm – 4:15pm
Location of class: NYUB, Room "Charlottenburg",
or locations as described in the syllabus

Prerequisites
Limited to GLS students in their Junior Year abroad

Units earned
4

Course Description
Experiential Learning introduces GLS students to Berlin with an intensive program of cultural preparation followed by site-dependent research.

The course is divided into 3 blocks (12 sessions total) plus 2 sessions for the course introduction and (1 session for**) student final presentations.

Orientation: Mapping Berlin I–II (2 sessions)
Theory: Methodology I–III (3 sessions)
Students will be introduced to the methods and theoretical guidelines of the course. They will learn about the concept of PLACE with a special focus on the topic of BORDER. Students will additionally be introduced to the educational system as well as to the local research facilities. Discussions, readings and assignments will also serve as preparation for the site-specific projects over the Fall term.

Cultural Preparation: Case studies I–VIII (8 sessions)
These sessions will offer a preliminary survey of historical, political, cultural and social developments during the past century and in contemporary Berlin: What factors have encouraged and impeded Berlin's flourishing as a diverse metropolis? Tracing developments through 20th-century Berlin, the seminars will help students to understand the city's contemporary debate about history and commemoration. Special attention will be paid to the topic of border and border regions (German/German, East and West, German/Polish) as well as to current questions of urbanization and migration.
Course Objective
The overarching academic goal of Experiential Learning I is to awaken students to the concept of place as contingent on human action and travel as a means of learning. By the end of the semester, students in EL I will have:
- demonstrated the ability to transfer place-based learning into new contexts.
- applied observational skills to develop a nuanced understanding of their own preferences and experiences regarding place.
- developed a self-aware understanding of place as a contingent product of historical processes, not essential expressions of inalterable national or regional character, by engaging in specific cultural/social practices of the site.
- begun to use the site language to engage in study and experiential learning.
- used travel as a means of participatory learning.

Assessment Components
Class Participation (including two 5-minute-long presentations), counting 20% of the total grade.

Informal Writing (8 weekly response papers + Common EXL I Assignment), counting 20% of the total grade.

Midterm Exam, counting 20% of the total grade. (give length in minutes? 90 minutes?)

Final Research Paper, 2500 words, counting 40% of total grade
Deadline: Wednesday, 16th of December 2015 by 1 pm. Please bring one paper copy to the NYU Academic Centre Coordinator's Office and mail one electronic copy to me.

Failure to submit or fulfill any required component may result in failure of the class, regardless of grades achieved in other assignments.

Assessment Expectations
Grade A: The student makes excellent use of empirical and theoretical material and offers well-structured arguments in his/her work. The student writes comprehensive essays / answers to exam questions and his/her work shows strong evidence of critical thought and extensive reading.

Grade B: The candidate shows a good understanding of the problem and has demonstrated the ability to formulate and execute a coherent research strategy.

Grade C: The work is acceptable and shows a basic grasp of the research problem. However, the work fails to organize findings coherently and is in need of improvement.

Grade D: The work passes because some relevant points are made. However, there may be a problem of poor definition, lack of critical awareness, poor research.

Grade F: The work shows that the research problem is not understood; there is little or no critical awareness and the research is clearly negligible.
Grade Conversion
Your instructor may use one of the following scales of numerical equivalents to letter grades:

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<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
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<tr>
<td>A</td>
<td>94-100</td>
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<td>B</td>
<td>84-86</td>
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<td>C</td>
<td>74-76</td>
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<td>D</td>
<td>65-66</td>
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<td>F</td>
<td>below 65</td>
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Alternatively:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
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<tr>
<td>A</td>
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<td>A-</td>
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<td>B+</td>
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Attendance Policy
Participation in all classes is essential for your academic success, especially in NYU Berlin’s content courses that, unlike most courses at NYU NY, meet only once per week in a double-session for three hours. Your attendance in both content and language courses is required and will be checked at each class meeting. As soon as it becomes clear that you cannot attend a class, you must inform your professor by e-mail immediately (i.e. before the start of your class). Absences are only excused if they are due to illness, religious observance or emergencies. If you want the reasons for your absence to be treated confidentially and not shared with your professor, please approach NYUB's Director or Wellness Counselor. Your professor or NYUB's administration may ask you to present a doctor's note or an exceptional permission from the Director or Wellness Counselor.

Unexcused absences affect students’ grades: In content courses each unexcused absence (equaling one week's worth of classes) leads to a deduction of 2% of the overall grade and may negatively affect your class participation grade. Three unexcused absences in one course may lead to a Fail in that course. In German Language classes three (consecutive or non-consecutive) unexcused absences (equaling one week's worth of classes) lead to a 2% deduction of the overall grade. Five unexcused absences in your German language course may lead to a Fail in that course. Furthermore, faculty is also entitled to deduct points for frequent late arrival to class or late arrival back from in-class breaks. Being more than 15 minutes late for class counts as an unexcused absence. Please note that for classes involving a field trip or other external visit, transportation difficulties are never grounds for an excused absence. It is the student’s responsibility to arrive at the announced meeting point in a punctual and timely fashion.

Exams, tests, deadlines, and oral presentations that are missed due to illness always require a doctor’s note as documentation. It is the student's responsibility to produce this doctor's note; until this doctor's note is produced the missed assessment is graded with an F. In content classes, an F in one assignment may lead to failure of the entire class.

Attendance Rules on Religious Holidays
Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations. Students who anticipate being absent because of any religious observance should notify the Director or Assistant Director for Academics in advance of the anticipated absence. If examinations or assignment deadlines
are scheduled on the day the student will be absent, the Director or Assistant Director will re-schedule a make-up examination or extend the deadline for assignments.

Late Submission of Work
(1) Written work due in class must be submitted during the class time to the professor.

(2) Late work should be submitted in person to the instructor or to the Assistant Director for Academics, who will write on the essay or other work the date and time of submission, in the presence of the student. Another member of the administrative staff may also personally accept the work, and will write the date and time of submission on the work, as above.

(3) Unless an extension has been approved (with a doctor's note or by approval of the Director or Assistant Director), work submitted late receives a penalty of 2 points on the 100 point scale for each day it is late.

(4) Without an approved extension, written work submitted more than 5 weekdays following the session date fails and is given a zero.

(5) End of semester essays must be submitted on time.

(6) Students who are late for a written exam have no automatic right to take extra time or to write the exam on another day.

(7) Please remember that university computers do not keep your essays - you must save them elsewhere. Having lost parts of your essay on the university computer is no excuse for a late submission.

Plagiarism Policy
The presentation of another person's words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism. Proper referencing of your sources avoids plagiarism (see as one possible help the NYU library guide to referencing styles: http://nyu.libguides.com/citations).

NYU takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. All your written work must be submitted as a hard copy AND in electronic form to the instructor. Your instructor may ask you to sign a declaration of authorship form.

It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you MUST inform your professor.

For a summary of NYU Global's academic policies please see: www.nyu.edu/global/academic-policies

Required Text(s)
No required books; no readers. All texts will be provided as digital copies via NYU Classes.
Internet Research Guidelines
To be discussed in class.

Additional Required Equipment
Please bring your cameras or sketchbooks to the excursions.

Session 1 – 2 Sep 2015
INTRODUCTION (Classroom session)

A – The course expectations
Goals (soft + strong skills) / assignments / grading / Portfolio ("Experiential Learning" folder) / EasyBib (bibliographic account)

We will discuss ways of achieving an interdisciplinary understanding of the concept of Place. Current theoretical approaches as well as historical concepts of Place will be examined, with a special focus on the city of Berlin and the topic of borders. The session is meant to give an introduction to the goals of the class. It is also meant to present the idea of a balance between classroom instruction, group excursions and individual student excursions.

B – The placements
Information session with Cultural Vistas Agency

Session 2 – 9 Sep 2015
ORIENTATION (I) - MAPPING BERLIN: Geography and Urbanism (Full Class Excursion)


Required Reading:

Homework for next session: 1st response paper (reflecting a topic discussed during our visits)

Session 3 – 16 Sep 2015
ORIENTATION (II) - MAPPING BERLIN: History and Representation (Full Class Excursion)
Meeting point: at the Main entrance (that’s the old building) of the Deutsches Historisches Museum (DHM), Unter den Linden 2, 10117 Berlin, www.dhm.de

“For over 300 years the Berlin Zeughaus has served as a central site for the self-representation of the Prussian state and German Nation. Over that time, it has represented radically different ideological and political agendas. Its own history is intimately linked to the history of Germany and at the same time, since the opening of its first museum spaces in
1831, the Zeughaus has represented that history through its unique collection. (DHM-Museum Flyer) – Our visit to the German Historical Museum (the Deutsches Historisches Museum) will give an impression of the most remarkable events, places and people in Berlin and Germany through the lens of the Berlin Zeughaus.

**Required Reading:**

Homework for next session: 2nd response paper (reflection about the history of Zeughaus)

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**Session 4 – 23 Sep 2015**

**THEORY (I) – What is a “Place”? / What are “Experiences”?** (Classroom session)

**A – Methodology (I): Concepts of Place**
Short presentation and discussion of the texts by Tim Cresswell and Marc Augé

**B – Methodology (II): How to prepare an individual excursion?**
- How to work with experiences? Discussion about methodology.
- How to take notes? How to take pictures?
- Development of concepts and guidelines for further response papers.
- Introduction to the common EXL I Assignment

**Required Reading (Reader):**
Ram, Uri: *Glococommodification: How the Global Consumes the Local – McDonald’s in Israel*. (pp. ??)

Homework: students do their 1st student excursion >The-McDonald’s-Project<, they photographically document phenomena that are both globally present and locally inflected (Common EXL I Assignment) – please consult the handout with all special guidelines for this assignment.

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**Session 5 – 30 Sep 2015**

**THEORY (II) – Strangers and Natives** (Classroom session)

**Methodology (III): A concise theoretical background about Strangers and Natives**

**Guest Speaker: Dr. Jochen Steinbicker**
We will reflect on what it means to be a stranger in the double sense of the term: foreigner and ethnographer. The first reading is a sociological classic, *The Stranger* by Georg Simmel, a very short, but highly insightful essay on what the figuration of the stranger entails. The second reading is a reflection by Geertz in which he makes clear how we can never be the other and fully understand the object of our investigation.
Required Reading (Reader):

Homework for session 8: 3rd response paper (reflection about an aspect of our discussion and/or one of the readings)

Session 6/7 – 2 Oct 2015
CULTURAL PREPARATION (I): - A CITY AS A BORDER (Full Class Excursion)
Meeting point: at the dorms at 7 a.m. We will travel by bus (one way 2 ½ h) and be back at about 9 p.m.

A visit of the Polish-German Border Region – One day excursion to Görlitz/Zgorzelec in Saxony, the easternmost city of Germany, on the border to Poland

Required Reading (reader):

Homework for next session: 4th response paper (reflecting our excursion to Görlitz/Zgorzelec)

Session 8 – 7 Oct 2015
CULTURAL PREPARATION (II) – BORDER REGIONS IN EUROPE (Classroom session)

A – Midterm Exam (90 min)

B – Concepts of Borders
Short presentation and discussion about the Lechevalier/Wielgohs readings in the mirror of our experiences during the Görlitz/Zgorzelec excursion

No readings for this session!

14 Oct 2015 – No class – Make-up Day: Friday, 2 Oct 2015

Reminder:
1. The Common EXL I Assignment >The-McDonald`s-Project< has to be posted today.
2. Last day to send your application documents to Cultural Vistas.

20 Oct 2015 – FALL BREAK – No Class
Session 9 – 28 Oct 2015
CULTURAL PREPARATION (III) – SELF-IMAGES OF A NATION
(Full Class Excursion) Meeting point: Hackescher Markt

Analysis of the political concept behind the project “Museumsinsel” and of institutional art spaces during the 19th and early 20th century. Special focus will be given to the representational aspect of museum building in Imperial Germany as well as in divided Germany. – After a walk through Museum Island we will visit the Bode-Museum and extend our discussion to some aspects of the representational display of the imperial collection.

Required Readings:

Homework: Students do their 2nd student excursion >Twin Places!–Double Identities?– Divided cities< (e.g. Zoo versus Tierpark / Humboldt-Universität versus Freie Universität / Staatsbibliothek Unter den Linden versus Staatsbibliothek am Kulturforum / Zeughaus versus Haus der Geschichte) and write the 5th response paper (reflecting one of these pairs)

Session 10 – 3 Nov 2015
CULTURAL PREPARATION (IV): EUROPE AND “SOLIDARITY” (Classroom Session)

Solidarity: more than kinship and economy – Guest Speaker: Dr. Ludger Hagedorn
Solidarity is more than kinship and economy. As a political ideal, however, it is quite an ambiguous concept despite of its widespread invocation. The claim to Solidarity also had a most important meaning in the Central and Eastern European region, esp. in communist times before 1989. The best-known political movement in Poland of that time bore the very name of “solidarity”. The ideal of solidarity was also widely appealed to in broader international contexts. Its mobilization against the Communist regimes had a bit of an ironic undertone since solidarity is (or in its beginnings was) an inherently leftist ideal. The texts suggested for the seminar give a short glimpse of the ideal of solidarity, its difficult usage and its historical meaning for the region.

Required Reading:
Michnik, Adam: What We Want to Do and What We can Do (PDF).

Homework for next session: 6th response paper (reflection about an aspect of the discussion)
11 Nov 2015 – No Class – Make-up Day: Friday, 2 Oct 2015

Session 11 – 18 Nov 2015  
CULTURAL PREPARATION (V) – WITNESS OF THE WORKING CLASS AND THE WARS  
(Full Class Excursion) - Meeting Point: at the entrance of the Käthe Kollwitz Museum, Fasanenstr. 24, 10719 Berlin  
http://www.kaethe-kollwitz.de

A visit of the permanent exhibition – displaying Käthe Kollwitz’s drawings and etchings from Prenzlauer Berg during the 1920s – followed by a critical discussion about the (Pietà-)Sculpture in the Memorial Unter den Linden and finishing at the current exhibition in the nearby LiteraturHausBerlin:  
http://www.literaturhaus-berlin.de/

Required Readings:  
Kollwitz, Käthe: selected texts of her diary (tba)  
Marcuse, Harold: The National Memorial of the Victims of War and Tyranny. From Conflict to Consens  
http://www.history.ucsb.edu/faculty/marcuse/present/neuewach.htm

Homework for next session: 7th response paper (reflecting an aspect of our discussion at Käthe Kollwitz Museum)

Session 12 – 25 Nov 2015  
CULTURAL PREPARATION (VI) – BERLIN AS A REFUGE  
(Classroom Session)

Immigration, Tolerance and Discrimination - Berlin today is home to immigrants from many different countries. But the city also had a remarkable history as a refuge for religious minorities (Bohemian Brothers, Huguenots, Jews from Vienna in the 17th century). How has the idea of tolerance influenced the city’s self-image? Discussion of topics such as: How does the rise of Berlin as a capital threaten immigrant communities? Which visible differences are there still between West and East Berlin?

Required Reading:  

Homework: Students do their 3rd student excursion >Markets in Kreuzberg and Hohenschönhausen< and write the 8th response paper (reflecting the observations and experiences of this excursion)

Session 13 – 2 Dec 2015  
CULTURAL PREPARATION (VII) – BERLIN A COMMON GROUND?  (Full Class Excursion)
Visit to Gorki Theater – Yael Ronen: Common Ground (tba)
http://english.gorki.de/programme/common-ground/1580/

Session 14 – 9 Dec 2015
CULTURAL PREPARATION (VIII) -:
Meeting point: at the entrance of the Ausstellungshalle of DHM (that’s the new building behind of the historical Zeughaus), Hinter dem Gießhaus, 10117 Berlin, www.dhm.de

Common excursion in Mitte, with a visit of the DHM exhibition >Unification. German society in transition< followed by a walk to the nearby Tadzhikistan Teahouse at Oranienburger Strasse.
https://www.dhm.de/ausstellungen/alltag-einheit.html

Session 15 – 16 Dec 2015
FINAL (Classroom session)
Submission of final essays / Summary / Farewell

Classroom Etiquette
No eating during class. – No using of mobile phones or other portable devices, including headphones, during the on-site visits. Photography is of course encouraged.

Required Co-Curricular Activities
To be discussed in class.

Research with Human Subjects
If you plan to employ personal interviews in your course work that may potentially become part of a larger public or published work, please review the NYU website for the Use of Human Subjects in Research
http://www.nyu.edu/research/resources-and-support-offices/getting-started-withyourresearch/human-subjects-research/about0.html

Your Instructor
Dr. Heinke Fabritius is an art historian living in Berlin. She obtained her doctoral degree from Technical University (TU Berlin) in 2006. Her work is dedicated to Central European Art from the 19th and 20th centuries, especially focusing on Romanticism, Cubism and Contemporary Art after 1989. As a researcher, she is interested in questions of artistic creativity and drawing processes. Her historical work relates to the fields of imagology, history painting, and most recently to the Bohemian and East-German Underground of the 1970’s and 80’s. Before teaching for NYU Berlin, Heinke Fabritius has worked as a lecturer for Humboldt-University Berlin, the University of Leipzig and for the Kunsthochschule Berlin.