Course title: German Architectural History and Theory
Course code: ARCH 3002 BRGE / URBS 3001 BRGE
Programs offering course: Global Architecture and Design, Semester Global Internship, Berlin Open Campus Block
Open Campus Track: Art and Architecture
Language of instruction: English
U.S. semester credits: 3.00
Contact hours: 45.00
Term: Spring Block I 2021

Course Description
This course provides students with fundamental knowledge of the German architectural tradition through a historical survey of key buildings and urban spaces. Political, cultural, historical and technological factors will be closely studied as influences on the process of design and final built forms. Throughout the course, representative architectural examples in Berlin will also be studied. As the German art critic and journalist Karl Scheffler wrote in 1910, "Berlin is a city condemned forever to becoming and never to being." As those words indicate, the city is a particularly rich site to observe how numerous competing political visions and social movements influenced German architecture and urban development.

Learning Objectives
By completing this course, students will:
- Appraise and critique architectural styles and periods, and organize them within the larger context of events in German political, economic, and social history.
- Identify influential German architects and develop a critical overview of their contributions to the field.
- Demonstrate a strong knowledge of and differentiate between leading movements in German architectural history.
- Examine and compare specific architecture examples within the broader German cultural and historical context.

Course Prerequisites
None.

Methods of Instruction
This course is taught through lectures, discussion of the assigned readings, and the study of images and architectural plans. Excursions will offer the opportunity to visit some of the most significant buildings from the historical periods covered. Student responses to readings and sites contribute significantly to discussion.

Excursion dates and locations are in the course calendar. These are required elements of the course.

Assessment and Final Grade
1. Written Assignment I 10%
2. Written Assignment II 10%
3. Written Assignment III 15%
4. Midterm Exam 20%
5. Group Presentation 25%
6. Participation 20%
TOTAL 100%

Course Requirements
Written Assignment I
Students are required to submit three short essays based on the readings, and which also include observations about excursions. Written Assignments I and II are each 800 words in length; Written Assignment III is 1,200 words in length. These assignments are shared with everyone in the class. Assignments will be graded according to thoughtfulness of analysis and argument, engagement with the material, as well as grammar, spelling, and style.

**Written Assignment II**

Students are required to submit three short essays based on the readings, and which also include observations about excursions. Written Assignments I and II are each 800 words in length; Written Assignment III is 1,200 words in length. These assignments are shared with everyone in the class. Assignments will be graded according to thoughtfulness of analysis and argument, engagement with the material, as well as grammar, spelling, and style.

**Written Assignment III**

Students are required to submit three short essays based on the readings, and which also include observations about excursions. Written Assignments I and II are each 800 words in length; Written Assignment III is 1,200 words in length. These assignments are shared with everyone in the class. Assignments will be graded according to thoughtfulness of analysis and argument, engagement with the material, as well as grammar, spelling, and style.

**Midterm Exam**

In-class, written exam with a mix of short-answer and essay responses. The midterm exam will consist of material covered during the first three weeks of class, including the readings assigned for those weeks and the in-class discussions. You will be asked to identify and explain the significance of several architects or architectural styles selected from a larger list of options. For architects, your answer should include at least two buildings (with dates); for architectural styles or associations, your answer should refer to at least three representative buildings, including dates. You will also select essays from a list of topics. Your response should include at least two paragraphs. The first identifies pertinent facts and dates to situate the architecture, architects, or styles to be discussed in their respective historical contexts. The second paragraph is analytical in nature and should include any arguments, theoretical concepts, or relevant articles to support your analysis.

**Group Presentation**

In groups assigned by the instructor, students will identify an architectural project (realized or not) that, for them, embodies an important aspect of German architectural history or theory. The groups will research the project and architect and develop a 15-minute presentation that provides: a) the historical background of the architectural project, b) the historical and cultural importance of the architectural project, c) the relationship of the architect's work to any of the theories discussed in previously assigned course readings, d) analysis and interpretation of the architectural project's significance. Each presentation must include a bibliography of readings recommended to fellow students in order to gain a fuller sense of the structure or project in context. This assignment will be graded on thoroughness of research, skill of presentation and responding to student / instructor questioning, and peer evaluation.

**Participation**

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

**Attendance**

Regular class attendance is required throughout the program, and all absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for short-term programs, absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.
For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Absences will lead to the following penalties:

<table>
<thead>
<tr>
<th>Percentage of Total Course Hours Missed</th>
<th>Minimum Penalty</th>
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</thead>
<tbody>
<tr>
<td>Up to 10%</td>
<td>Participation graded as per class requirements</td>
</tr>
<tr>
<td>10 – 20%</td>
<td>Participation graded as per class requirements; grade penalty &amp; written warning</td>
</tr>
<tr>
<td>More than 20%</td>
<td>Automatic course failure, and possible expulsion</td>
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N.B. Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site.

**Weekly Schedule**

**Week 1**

**Class: 1.1 Berlin Beginnings: Andreas Schlüter and the Baroque in Berlin**

Overview of the course and urban history of Berlin

Reading:


**Class: 1.2 Walking Tour**

Sites: Gendarmenmarkt, Forum Fridericianum, Zeughaus, Neue Wache, Bauakademie, and Altes Museum

Reading:


Recommended:


**Week 2**
Class:  2.1  Neoclassical Berlin and Karl Friedrich Schinkel

Reading:


Bergdoll, “The Rundbogenstil in Germany,” “Schinkel’s natural history of architecture,” in *European Architecture*, 184–95;


Recommended:


**Writing Assignment I:**

Based on Alex Potts’s essay, how would you characterize Schinkel’s architectural practice, considering such factors as his selection of materials, use of form, and his relationship to past architectural styles?

Class:  2.2  Historicism

Reading:


Maiken Umbach, “Memory and Historicism: Reading Between the Lines of the Built Environment, Germany c. 1900,” *Representations* 88 (Fall 2004): 26–54.


Recommended:


**Due date for submission of Writing Assignment I**

Week 3

Class:  3.1  Peter Behrens and the Deutscher Werkbund

In-Class Reading & Discussion:


Reading:

Campbell, “The Founding of the Werkbund” and “Cologne 1914,” chap. 1 and 3 in *The German Werkbund*, 9–32, 57–81. [We’ll divide this reading assignment. Half the class will read chap. 1 and the other half will read chap. 3; each group reports back to the other.]


Recommended:


Writing Assignment II:

Based on the readings in the course so far, if you had to reduce, or simplify, the issues confronting late-19th-century and early-20th-century architects down to a single pair of terms, what would they be and why? Use evidence and examples from specific readings to make your argument.

Class: 3.2 Bruno Taut and Social Building Reforms

In-Class Reading & Discussion:

Scheerbart, “Glass architecture” and Taut, “A programme for architecture” and “Frühlicht (Daybreak),” in Programs and Manifestoes, ed. Conrads, 32–33, 41–43, 63.

Reading:


Due date for submission of Writing Assignment II

Week 4

Class: 4.1 Sachlichkeit and the Early Modern Period

Reading:


Recommended:


Class: 4.2 Midterm Exam + Walter Gropius and the Bauhaus

Reading:


Complete in-class midterm exam

Class: 4.3 Excursion to the Bauhaus and Meisterhäuser in Dessau

Meeting Time & Location: 8:45 AM at Friedrichstraße Station (Track 4)

Reading:


Week 5

Class:  5.1  Erich Mendelsohn and Dynamic Functionalism

In-Class Reading & Discussion:


Reading:


Recommended:

James, “The Docking of the Mauretania and Other Experiments in 'Style Mendelsohn,'” chap. 3 in Mendelsohn and the Architecture of German Modernism, 78–107.

Writing Assignment III:

Mendelsohn’s architecture incorporated stylistic experimentation, constructional innovation, and contemporary cultural influences. Select a building by Mendelsohn and discuss how specific design elements, building materials, and cultural sources were used in order to create an architectural form that synthesized some of the contradictions and disparate aspects of modern life.

Class:  5.2  Albert Speer and National Socialist Architecture

Preparation:

Find two photos of architecture or building plans for the Third Reich. Upload the image files to the assignment area on Canvas. Be prepared to discuss why you selected those images and what you see in them. Discuss the source of the photos as well (i.e. book, website, etc.).

Reading:

James-Chakraborty, “The Drama of Illumination” in Etlin, Art, Culture, and Media under the Third Reich, pp. 181–98;
Braun, Berlin Architecture, pp. 138–41

Recommended:


Due date for submission of Writing Assignment III

Week 6

Class:  6.1  Competing Modernities in the Divided City - West and East Berlin

In-Class Reading & Discussion:


Reading:

Thomas Flierl, Karl-Marx-Allee and “Interbau 1957”. Berlin Postwar Heritage between Confrontation


Recommended:


Strom, “Central City Planning and Development,” chap. 3 in Building the New Berlin, 39–52;


Class: 6.2 Reunification and the “Starchitect” + Final Presentations

Reading:


Recommended:


Due date for submission of Final Presentation

Course Materials

Readings


Useful resources, including an architectural glossary, can be found with the course materials on Canvas. In addition, relevant chapters from the following reference texts will be listed as recommended reading along with the assignments:


All readings are available as electronic copies accessed through Canvas. Students will also receive a printed copy of *Berlin – The Architecture Guide* to use for the duration of the program. Please note that this book must be returned at the end of session.