

PT 149

Civic Engagement & Engaged Research: Berlin Lab

Seminar Leader: Kerry Bystrom, Galina Yarmanova, Faiza zu Lynar

Email: k.bystrom@berlin.bard.edu; g.yarmanova@berlin.bard.edu; f.zulynar@berlin.bard.edu

Office Hours: by appointment

Course Description

8 ECTS-4 US credits. In this semester, and with a focus on current community issues in Berlin, we will explore the conceptual and practical elements of civic engagement and develop the engaged research skills needed to guide effective social action. Together, students will address the questions of what civic or community engagement is and why people do it; how local government works in Berlin and how concerned Berliners have addressed the shortage of adequate housing and the city's colonial past; more generally how to work with and against existing institutional and legal structures; what kinds of research practices such as power mapping and interviewing can best support project development and how these can be carried out; the role of positionality and self-reflection in research; and how initiatives and movements can most effectively be created and scaled. Ultimately each student will craft a project proposal rooted in engaged research and aimed at improving one of their communities (however defined). Seminar discussions, practical skills workshops, and field trips to relevant sites around the city will be supplemented by guest lectures from activists, members of community organizations, and government actors.

OSUN Collaborative Network Classes

Our course is an OSUN Collaborative Network course which links students across the international network by assigning cross-network assignments and hosting cross-network activities, and events with peers and faculty from Bard College, Central European University, BRAC University Bangladesh, American University of Central Asia, Al-Quds Bard College of Arts and Sciences and others.

Creating Community

Building stronger democracies starts in local communities. Developing a sense of community within our classroom can help students hone skills related to global citizenship as we connect to students around the world. We encourage dialogue and debate that is informed by empathic listening and cultural sensitivity. We look forward to robust discussion that mirrors the type of engagement that is necessary to be part of the democratic process in the "glocal" community. We will focus on readings and activities that help students hone skills that we believe relate to successful community engagement. Some classes will take place outside of the scheduled hours in order to reach speakers and students from other institutions. Please read your syllabus carefully.

Learning Outcomes

- Develop the capacity to think critically about the context, impacts, challenges and opportunities, and ethics of civic engagement activities;

- Conceptualize civic engagement and related modes of grassroots activism, and map their relation(s) to local, national and global economic and political or governance structures
- Achieve insight into the specific contours of community engagement in Berlin, in general and around the designated themes of decolonial movements and housing rights
- Develop awareness of positionality as researchers and activists
- Build skills in inclusive secondary source research, qualitative research methodologies, and project design
- Develop experience and self-confidence in communication, planning and leadership, including how to adapt plans to changing contexts

Technology and Readings

This course will have an OSUN Brightspace site (osun.brightspace.com) where readings and links to virtual meetings and recordings will be posted. Please log-in with your BCB credentials. All required readings or viewings for the class will be available in the relevant folder on Brightspace.

Requirements

- Come to every class meeting, having read the assigned material thoroughly and preferably more than once, and participate actively in our discussions and activities
- Thoughtfully complete all informal assignments
- Write two short reflection papers and respond to other student papers as assigned
- Prepare and present a final paper/project proposal, including all workbook assignments leading up to the final paper and presentation

Academic Integrity

Bard College Berlin maintains the highest standards of academic integrity and expects students to adhere to these standards at all times. Instances in which students fail to meet the expected standards of academic integrity will be dealt with under the Code of Student Conduct, Section 14.3 (Academic Misconduct) in the Student Handbook.

Attendance

Attendance at all classes is a crucial part of the education offered by Bard College Berlin. To account for minor circumstances, two absences from twice-per-week courses or the equivalent (e.g. one absence from a once-per-week course) should not affect the participation grade or require documentation. After this, in order for an absence not to impact a student's participation grade, medical documentation must be provided to your professor and any assigned make-up work completed. Bard College Berlin may not offer credit for any course in which a student has missed more than 30% of classes, regardless of the reasons for the absences. The full Bard College Berlin attendance policy can be found in the Student Handbook, Section 2.8.

Please note that the success of this class is dependent not only on you actually being present but also on the quality of thought and energy you bring. Class sessions often include brainstorming and writing periods, in which you may work alone or with a partner, as well as group work ending with the creation

of impromptu mini presentations. You may also be asked to select passages, formulate discussion questions or complete informal writing assignments in advance of the class. You are expected to engage in all of these activities; failure to do so will impact your class participation grade.

Assignments

Reflection Paper I

Referencing at least one reading (which you should cite), post an image and prepare a two-page paper on a contemporary or historical figure (or group) from within the past 100 years whom you consider to be a successful role model of civic engagement. You should reflect on some of the following questions.

- Why did you choose this figure or group?
- What about their work helps with your own understanding of civic engagement?
- How did their work contribute to the issue they worked to address? What takeaways can you draw for your own civic engagement?
- Include at least one citation

Follow-up network assignment: Read other students' posts on historical figures and post analysis of examples that you found particularly compelling and why.

Reflection Paper II

Reflecting on Becker and/or other assigned readings, submit a one-page document on Padlet (single spaced) describing what it means to be civically engaged in your community (however you define your community: locally, nationally, globally) and how this informs your own engagement.

Follow-up network assignment: Read other students' posts on what it means to be civically engaged and indicate how your view compares and contrasts with others.

Final Paper (Project Proposal and Civic Research Paper) with Preparatory Assignments

A mind map, a community map, an annotated bibliography and an interview write-up must be completed as preparatory work for an 8-10 page civic engagement project proposal designed to address one issue in a community in which you see yourself as a member. Detailed information for all parts of this assignment can be found in the Spring 2024 Civic Engagement Project Development Workbook.

Presentation

Students will present their projects formally in the final week of class. Final presentations should be 5-7 minutes long and include a short PowerPoint that incorporates research and project design.

Policy on Late Submission of Papers

Essays that are up to 24 hours late can be downgraded up to one full grade (from B+ to C+, for example). Instructors are not obliged to accept essays that are more than 24 hours late. Where a professor agrees to accept a late assignment, it should be submitted by the new deadline agreed upon

by both parties. Thereafter, the student will receive a failing grade for the assignment. Grades and comments will be returned to students in a timely fashion. Students are also entitled to make an appointment to discuss essay assignments and feedback during instructors' office hours.

Students receive mid- and end-of-semester grades for their seminar work. Students are entitled to make an appointment with an instructor to discuss seminar participation, or may be asked to meet with the instructor at any stage in the semester regarding class progress.

Grading Overview

- Participation: 20%
- Reflection Paper I: 5%
- Reflection Paper II: 5%
- Workbook projects (Research tasks):
 - mindmap (not graded)
 - community map : 5%
 - annotated bibliography: 10%
 - interview write-up: 20%
- Final Paper and Project Proposal: 30%
- Final Presentation: 5%

Course Schedule

Please note that this schedule is subject to change and it is your responsibility to keep up with the latest assignments and deadlines.

Unit 1: Civic Engagement: What, Why, Where, How?

Unit 2: Berlin Case Studies

Unit 3: OSUN/Global Dialogues

Unit 4: Engaged Research and Project Building

	Tuesday	Thursday	Additional
Week 1 Jan 30, Feb 1	Introduction <ul style="list-style-type: none"> • Allon, "Ghosts of the Open City" 	What is civic engagement? <ul style="list-style-type: none"> • Becker, "What is civic engagement?" • Westheimer & Kahne, "Educating the 'Good' Citizen" • Hedva, "Sick Woman Theory" 	Saturday February 3, 14:00-15:30 Decolonize Berlin I & Berlin Weekend Excursion: Solidarisiert Euch! Tour in the Charlottenburg/Wilmersdorf Museum in der Villa Oppenheim Read: Friedrichsmeyer et al, "The Imperialist Imagination" pp. 1-25

<p>Week 2 Feb 6, 8</p>	<p>Student Engagement: Why and how to get students to volunteer?</p> <ul style="list-style-type: none"> • Cnann et al, “Motivations of Student Volunteers” • Han, “Pathways to Participation” • Student case studies (choose 2 to watch): -Brothers@Bard (BCA) -Living with Disabilities in Bishkek (AUCA) -Being a Changemaker (AOB) -Safety-Net (BRAC) -Abdullah Naseer film (BCB) 	<p>Mind Mapping & Positionality</p> <ul style="list-style-type: none"> • TallBear, video lecture “Decolonizing Science and Technology” • additional reading TBA 	<p>Friday February 9 Reflection Paper 1 due</p>
<p>Week 3 Feb 13, 15</p>	<p>Joint OSUN meeting: Review of Reflection Papers **4pm start</p>	<p>Citizen Power and Power Analysis for Community Mapping</p> <ul style="list-style-type: none"> • Liu, <i>You’re more powerful than you think</i> chapter • Liu links 1 and 2 • Mayerchyk, Plakhotnik, “Uneventful Feminism” • Hedva Why it’s taking so long 	<p>Friday February 16 Mind Map due</p>
<p>Week 4 Feb 20, 22</p>	<p>Community Organizing and Mutual Aid</p> <ul style="list-style-type: none"> • Avila, “Four Community Organizing Practices” • Han, “Organizing” • Spade, <i>Mutual Aid</i> chapter 	<p>Civic Engagement and Berlin I</p> <ul style="list-style-type: none"> • Evers, “Diversity and Coherence” <p>Guest Speaker Reinhardt Fischer, Bundeszentrale für Politische Bildung</p>	<p>Friday February 23 Community Map due</p>

Week 5 Feb 27, 29	OSUN Keynote panel **4pm start	Knowledge Production and the Engaged Bibliography <ul style="list-style-type: none"> • Cruz, “What if I Just Cite Graciela?” • Thapar-Björkert and Henry, “Reassessing the research relationship” 	Friday March 1 Reflection Paper 2 due
Week 6 March 5, 7	Joint OSUN meeting: Review of Reflection Papers**4pm start	Interviews Part I <ul style="list-style-type: none"> • Lokot, “Whose Voices? Whose Knowledge?” • Atalay, “Guiding Principles of Community-Based Participatory Research” 	
Week 7 March 12, 14	Civic Engagement and Berlin II <ul style="list-style-type: none"> • Review Allon, “Ghosts of the Open City” • Blockland et al, “Urban citizenship and right to the city” Guest speaker Ahmad Denno	Interviews Part II Interview workshop <i>*Students must bring their draft interview questionnaire to class</i>	Friday March 15 Engaged Bibliography due
Week 8 March 19, 21	Decolonize Berlin session II (German Postcolonialism) <ul style="list-style-type: none"> • Review Freidrichsmeyer/ Villa Oppenheim notes • Schilling, “German Postcolonialism in Four Dimensions” 	Decolonize Berlin session III (Street Names) <ul style="list-style-type: none"> • DW, “Street Name Change” • Streckenbiller, “Berlin’s Colonial Legacies and New Minority Histories” • Jethro, “Changing Street Names” 	
Spring Break March 26, 28	No class	No class	
Week 9 April 2, 4	OSUN Climate Class	Decolonize Berlin IV (Humboldt Forum & Museums) <ul style="list-style-type: none"> • El Tayeb, “The Universal Museum” 	Friday April 5 Interview Write-up due

		<ul style="list-style-type: none"> • Adichie, Keynote Speech • Steinmeyer speech • Ladd, “Old Berlin” 	
Week 10 April 9, 11	<p>Housing I Post-Reunification Development Strategies</p> <ul style="list-style-type: none"> • Marquardt and Glaser, “How much state, how much market” • Holm, “Urban renewal and the end of social housing” • Jahre, “Postmigrant spatial justice” 	Project Design Workshop	
Week 11 April 16, 18	<p>Housing II (Tempelhofer Feld)</p> <ul style="list-style-type: none"> • 100% Tempelhofer Feld • Copley, “Curating Tempelhof” • Genz, “The Wide Field of Participation” 	<p>Oral Histories and Community Archives</p> <ul style="list-style-type: none"> • Dubois and Stotz, “Field Trip” • Jones, “The real faces of Tempelhofer Feld” • Additional readings TBA 	Friday April 19 Draft Final Paper/Project Proposal due
Week 12 April 23, 25	<p>Housing III (Kotti & co)</p> <ul style="list-style-type: none"> • Kotti & Co initiative • Additional readings TBA 	<p>Housing IV (DW Enteignen)</p> <ul style="list-style-type: none"> • DW- Enteignen video • Holm, “We want a society without landlords” • Additional readings TBA <p>Visit from the DW Enteignen Pankow Team (TBC)</p>	
Week 13 April 30, May 2	Draft Project/Proposal Consultations	No class (Make-up for Completion week meeting)	Friday May 5 Final Paper/Project Proposal due
Week 14 May 7, 9	<p>Civic Engagement Reconsidered/Wrap-up Class Presentations</p> <ul style="list-style-type: none"> • Review Westheimer and Kahne 	Federal holiday, No class	

	<ul style="list-style-type: none"> • Kenner, “Citizenship Education in Germany” 		
Week 15 May 14, 16	Hold for OSUN Class Presentations	Hold for OSUN Class Presentations	

Week 1

Tuesday January 30

Introduction

Readings:

- Allon, Fiona. “Ghosts of the Open City,” *Space and Culture* 16.3 (2013)

Thursday February 1

Starting Definitions

Readings:

- Becker, Jonathan. “What Civic Engagement is and is not.” *CEU Democracy Institute Working Paper Series* 10 (2023).
- Westheimer, Joel and Joseph Kahne, “Educating the “Good” Citizen: Political Choices and Pedagogical Goals,” *Political Science*, April 2004.
- Hedva, Johanna. “Sick Woman Theory” *Topical Cream* (2020)

Saturday February 3

Decolonize Berlin I

Berlin Weekend Excursion: [Solidarisiert Euch!](#) Tour in the Charlottenburg/Wilmersdorf Museum in der [Villa Oppenheim](#) (14:00-15:30)

Readings:

- Friedrichsmeyer et al, “The Imperialist Imagination” in *German Colonialism and its Legacy* University of Michigan Press (1998).

Week 2

Tuesday February 6

Student Engagement and Motivation

Readings:

- Han, Harhie “Pathways to Participation” in *Moved to Action: Motivation, Participation and Inequality in American Politics*, Stanford University Press, 2009
- Cnann, Smit et al., “Motivations of Student Volunteers in Five Countries,” *Canadian Journal of Non-profit and Social Economy Research* 1.1 (2010)
- Student Civic Engagement Case studies:
 - [Brothers@Bard](#) (BCA)
 - [Living with Disabilities in Bishkek](#) (AUCA)

-[Being a Changemaker \(AOB\)](#)

-[Safety-Net \(BRAC\)](#)

-Abdullah Naseer film (BCB)

Thursday February 8

Mind Mapping and Positionality

Readings:

- TallBear, "Decolonizing Science and Technology" (video lecture):
<https://www.youtube.com/watch?v=itq-vwQJo9Y>
- TBA

Friday February 9: Reflection Paper 1 due @ 17:00

Week 3

Tuesday February 13 Joint OSUN meeting: Review of Reflection Papers **4pm start (Zoom)

Thursday February 15

Citizen Power and Power Analysis for Community Mapping

Readings:

- Eric Liu, *You're More Powerful than You Think: A Citizen's Guide to Making Change Happen* Public Affairs (2017) chapter TBA
- Liu "Why ordinary people need to understand power" (Ted Talk)
https://www.ted.com/talks/eric_liu_why_ordinary_people_need_to_understand_power/translation?language=en
- Liu "How to revive your belief in democracy" (Ted Talk)
https://www.ted.com/talks/eric_liu_how_to_revive_your_belief_in_democracy?language=en
- Mayerchuk, Maria and Olga Plakhotnik, "Uneventful Feminist Protest in Post-Maidan Ukraine: Nation and Colonialism Revisited", in R.Koobak, M.Tlostanova & S. Thapar-Björkert (Eds.), *Postcolonial and Postsocialist Dialogues: Intersections, Opacities, Challenges in Feminist Theorizing and Practice*, Routledge 2021

Friday February 16: Mind map due @ 17:00

Week 4

Tuesday February 20

Community Organizing and Mutual Aid

Readings:

- Avila, M. "Four Community Organizing Practices: Creating Culture Change" in *Transformative Civic Engagement through Community Organizing Stylus* (2017)

- Han, Hahrie. "Organizing," in *How Organizations Develop Activists: Civic Associations and Leadership in the 21st century* Oxford UP (2014)
- Spade, Dean. *Mutual Aid: Building Solidarity During this Crisis (and the Next)* Verso (2020), chapter TBA

Thursday February 22

Civic Engagement in Germany I

Guest Speaker Reinhardt Fischer, Bundeszentrale für Politische Bildung

Readings:

- Evers, Adalbert. "Diversity and Coherence – Historical Layers of Current Civic Engagement in Germany," *VOLUNTAS International Journal of Voluntary and Nonprofit Organizations* 30.1 (2019)

Friday February 23: Community Map due @ 17:00

Week 5

Tuesday February 27 OSUN Keynote panel **4pm start (Zoom)

Thursday February 29

Knowledge Production and the Engaged Bibliography

- Reyes Cruz, M. "What If I Just Cite Graciela? Working Toward Decolonizing Knowledge Through a Critical Ethnography" *Qualitative Inquiry*, 14.4 (2008).
- Thapar-Björkert and Henry, "Reassessing the research relationship: location, position and power in fieldwork accounts," *International Journal of Social Science Research Methodology* 7.5 (2004)

Friday March 1 Reflection Paper 2 due @ 17:00

Week 6

Tuesday March 5 Joint OSUN meeting: Review of Reflection Papers **4pm start (Zoom)

Thursday March 7

Interviews I

Readings:

- Lokot, M. "Whose Voices? Whose Knowledge? A Feminist Analysis of the Value of Key Informant Interviews." *International Journal of Qualitative Methods*, 20 (2021).
- Atalay, Sonia. "Guiding Principles of Community-Based Participatory Research," in *Community-based Archaeology*, University of California Press (2014).

Week 7

Tuesday March 12

Civic Engagement and Berlin II

Guest Speaker Ahmad Denno

Readings:

- Review Allon, “Ghosts of the Open City”
- Blockland et al, “Urban citizenship and right to the city,” *International Journal of Urban and Regional Research* 39.4 (2015)

Thursday March 14

Interviews II

Interview workshop **Students must bring their draft interview questionnaire to class

Friday March 15: Engaged Bibliography due @ 17:00

Week 8

Tuesday March 19

Decolonize Berlin session II (German Postcolonialism)

Readings:

- Review Freidrichsmeyer/ Villa Oppenheim notes
- Schilling, “German Postcolonialism in Four Dimensions,” *Postcolonialism Studies* 18.4 (2015)

Thursday March 21

Decolonize Berlin session III (Street Names)

Readings:

- DW, “[Street Name Change](#)”
- Streckenbiller, Christiane. “Berlin’s Colonial Legacies and New Minority Histories: The case of the Humboldt Forum and Colonial Street Names in the German Capital” *Monatshefte* 111.1 (2019)
- Jethro, Duane. “Changing Street Names: Decolonization and Toponymic Reinscription for Doing Diversity in Berlin” in *Doing Diversity in Museums and Heritage: A Berlin Ethnography* ed. Sharon McDonald, Transcript (2022)

SPRING BREAK

Week 9

Tuesday April 2 OSUN Climate Class

Thursday April 4

Decolonize Berlin IV (Humboldt Forum & Museums)

Readings:

- El-Tayeb, Fatima. “The Universal Museum: How the New Germany built its Future on Colonial Amnesia,” *nka* 2020.46 (2020)

- Adichie, Chimamanda [Keynote Speech](#) 22 September 2021
- Steinmeyer [speech](#) 22 September 2021
- Ladd, “Old Berlin” from *The Ghosts of Berlin: Confronting German Memory in the Urban Landscape*, University of Chicago Press (1997)

Friday April 5 Interview Write-up due @ 17:00

Week 10

Tuesday April 9

Housing I (Post-Reunification Development Strategies)

Readings:

- Marquardt and Glaser, “How much state, how much market,” *German Politics* 32.2 (2023)
- Holm, Andrej. “Urban renewal and the end of social housing,” *Social Justice* 33.3 (2006)
- Jahre, Sylvia “Postmigrant spatial justice? The case of ‘Berlin Develops New Neighborhoods’ (BENN)” *Urban Planning* 6.2 (2021)

Thursday April 11 Project Design Workshop

Week 11

Tuesday April 16

Housing II (Tempelhofer Feld)

Readings:

- [100% Tempelhofer Feld](#)
- Copley, Clare “Curating Tempelhof: negotiating the multiple histories of Berlin’s ‘symbol of freedom’” *Urban History* 44.4 (2017)
- Genz, Carolin. “The Wide Field of Participation: An Essay on the struggle for citizen participation and the future of the Tempelhofer Field” *Journal of Urban Life* (2015)

Thursday April 18

Oral Histories and Community Archives

Readings:

- Dubois and Stotz, “[Field Trip](#)” (Interactive Documentary)
- Jones, “[The real faces of Tempelhofer Feld](#),” *Ex-Berliner*(2020)
- Additional readings TBA

Friday April 19: Draft Final Papers due @ 17:00

Week 12

Tuesday April 23

Housing III (Kotti & co)

Readings:

- [Kotti & Co initiative](#)
- Additional readings TBA

Thursday April 25

Housing IV (DW Enteignen)

Visit from the DW Enteignen Pankow Team (TBC)

Readings:

- [DW- Enteignen video](#)
- Holm, Andrej. "We want a society without landlords," *Jacobin* (2021)
- Additional readings TBA

Week 13

Tuesday April 30 Draft Proposal/Project Consultations

Thursday May 2 No class, make-up for Completion Week

Friday May 3: Final Papers due @ 17:00

Week 14

Tuesday May 7

Civic Engagement Reconsidered/Wrap-Up/**Final Presentations**

Readings:

- Review Westheimer and Kahne
- Kenner, Steve. "Citizenship Education in Germany," *Journal of Social Science Education* 19.1 (2020)

Thursday May 9

No class (Fed. Holiday)

Week 15

Tuesday May 14: OSUN Cross-campus Final Presentations TBC

Thursday May 16: OSUN Cross-campus Final Presentations TBC