

HTST 398

Topics in History - Energy in Berlin from Elektropolis to Energiewende

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Overview

In the 1890s, Berlin entered the ranks of world cities. Capital of a unified Germany since 1871, the city became the centre of the electro-technical revolution, which created modern forms of production and transportation as well as work and leisure. Home to two of the world's leading electrical companies (AEG and Siemens) until the end the Second World War, its special relationship to electricity, captured through its characterization as *Elektropolis*, made it into a symbol for German industrial prowess and cosmopolitan life styles. During the Cold War, Berlin's insular and divided status took a toll on these, as access to energy became more difficult and transport networks were truncated. The energy crises of the 1970s as well as environmental and anti-nuclear activism facilitated the emergence of alternative life styles that aimed at more sustainable modes of living in the city. While not entirely successful, they paved the way for broader discussions in society on Germany's energy future and the political project of energy transition towards an increasingly decarbonized energy system (*Energiewende*). This course will investigate how energy impacted urban spaces and communities in the past and over time. It focuses on Berlin as a case study in order to understand much larger developments in energy history including but not limited to the history of energy transitions.

Goals

This course aims to provide students with a thorough knowledge and critical understanding of the historical role of energy in an urban setting. Using a variety of academic literature, empirical examples, and encouraging deep engagement with the topic on-site, the course provides students with a thorough understanding of the major themes in energy history with a special focus on social and political history. It will encourage students to acquire research skills and to critically engage with historical events and their meanings as well as shape students' awareness of the complexities of historical inquiry.

Course Readings

Readings will be made available on D2L and as a hard copy in Berlin.

Evaluation

Response Paper	10%
Historical IDs	10%
Mini Essay & Presentation	15%
Daily Tweets	5%
Photo Essay	30%
Final Paper	30%

Assignment Descriptions

Due before departure to Berlin

Response Paper:

Students will have to write an in-class response paper to one of the four introductory readings (Hughes; Kander, Malanima & Warde; Moss, Smil). This will be worth **10% of your final grade**.

Historical IDs:

Students will have to submit two energy-related historical IDs (250 words each) out of a list of 20. Each one will be worth 5% for a total of **10% of your final grade**.

Mini Essay and Presentation:

Students will have to write one 500-word mini essay on an assigned energy-related topic and deliver a 5-minute presentation on their chosen topic at our pre-session in Calgary. Together the mini essay and the presentation will be worth **15% of your final grade**.

Due in Berlin

Daily Tweets:

Students will have to submit one tweet per day (except free days and final assessment days, total of 15 days) that reflects on the day's experience. Students are encouraged to include images. This will be worth **5% of your final grade**.

Photo Essay

A central assignment for this course will be a collaboratively produced photo essay, which will combine components from each of the three courses for the "Berlin Energies" study-abroad program. Students will be divided into working groups, and each group will produce a photo essay consisting of 27 images. Although the final product will combine material from all three courses (9 images from each course) the components will be graded separately. (Please refer to the description of the components of the assignment below as well as the table summary at the end.) When we return from Berlin, we will present these photo essays as an exhibition at the university's Germany Day, held on campus each fall.

Component 1: Initial Photo Assembly

Each student will pick three themes from the syllabus for each of the three courses in "Berlin Energies." For each theme, you will then find one archival image or video. We will give you instructions for finding these images, but please be aware that you must be very careful about provenance (the source of the image) and documentation. In other words, you must use only reputable sources that the instructors accept, and you must be able to document the precise historical context for the image.

Once you have found your images, you will write a caption for each (appropriate for a PowerPoint slide) and a 150-200-word description (similar to what you might find in a museum wall plate), describing its provenance, context, and relevance for the course. You must provide a bibliography of your sources for this information, and you must rely on scholarly sources. This small assignment will be worth **6% of your grade for each course**.

Component 2: Primary Source Interpretation

Please note that this component refers only to the “Topics in History” course. Refer to the other two syllabi for instructions on Component 2 for that course. For this course, students will find one historical text/primary source that relates to one or more of the images and write a 2-page source interpretation. This component will be worth **10% of your final grade for “Topics in History.”**

Component 3: Group Photo Assembly

This will be a group project. Once we arrive in Berlin, each group will compare the themes they had chosen in Component 1 and come to a consensus about an overarching theme for their photo essay that will combine images relevant to each of the three courses. Over the course of the trip, you will then pick the best pictures (and possibly videos) that you have yourselves taken to produce a photo essay of 27 images – 9 images per course. This three-part organization does not necessarily need to be marked in the presentation itself, but you will have to provide the instructors with this breakdown, because we have to grade each portion of the photo essay separately. (We recognize that this complicates things, but we are trying to balance coherence between the three courses with the faculty requirement that the grading remains separate.) We will grade the overall composition of the photo essay and its captions as a group project, which will be worth **10% of the final grade for each course.**

Component 4: Image Descriptions

As documentation for your photo essay, we will also require a wall-plate-like description for each image, just like the one you did in Component 1. We will divide up these descriptions between members of the group. This will be worth **4% of your final grade.**

Breakdown of Photo Essay Composition

Component	total themes	themes per course	total images	images per course	image descriptions
1: Initial Photo Assembly	9	3	3	1	3 X 150-200 words
2: Source Interpretation	1	N/A			1 X 800 words
3 & 4: Group Photo Assembly	9	3	27	9	27 (divided between group)

Due after Berlin

Final Paper:

A list of topics for a 1500-word history essay (ranging from early 20th-century electrification to the current Energiewende) will be distributed at the beginning of the course, with the intention that a portion of the research for the paper is conducted in Berlin. You may conceive of your own topic with approval from the instructor. The paper will be due by the end of the Spring Session (late June). You must rely on at least three scholarly sources and employ footnotes formatted in Chicago style, which is described in the History Student’s Handbook, available here:

https://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf.

Topics and Reading Assignments

1) Introduction: Energy Transitions and the History of Energy (in Germany and Berlin)

Pre-Session in Calgary (SS 623)

Readings

Thomas P. Hughes, *Networks of Power: Electrification in Western Society, 1880-1930* (Baltimore: The Johns Hopkins University, 1983), 66-78, 175-200.

Astrid Kander, Paolo Malanima, & Paul Warde, *Power to the People: Energy in Europe over the Last Five Centuries* (Princeton: Princeton University Press, 2014), Chapter 1.

<http://assets.press.princeton.edu/chapters/s10138.pdf>

Timothy Moss, "Socio-technical Change and the Politics of Urban Infrastructure: Managing Energy in Berlin between Dictatorship and Democracy," *Urban Studies* 51, 7 (2014), 1432-1448.

Vaclav Smil, "World History and Energy," in *Encyclopedia of Energy*, ed. Cutler J. Cleveland (Amsterdam et al.: Elsevier, 2004), 549-61. <http://www.vaclavsmil.com/wp-content/uploads/docs/smil-article-2004world-history-energy.pdf>

2) Electrifying Mobility: Modern Forms of Transportation

Sites: BVG, tour of public transit system, streetcars, Straßenbahndenkmal in Lichterfelde

Readings

John P. McKay, *Tramways and Trolleys: The Rise of Urban Mass Transport in Europe* (Princeton, NJ: Princeton University Press, 1976), excerpts.

Barbara Schmucki, "The Machine in the City: Public Appropriation of the Tramway in Britain and Germany, 1870–1915," *Journal of Urban History* 68, 6 (2012), 1060-1093.

3) Electrifying the City: Berlin as Elektropolis

Sites: Treptow Park / German Museum of Technology / German Historical Museum

trade exhibition of 1896 in Treptow Park, technological wave of electrical engineering (1903-18), Berlin as a modern "world city," Germany's rise to a major technological and industrial power

Readings

Martina Hessler, "'Damned Always to Alter, But Never to Be': Berlin's Culture of Change Around 1900," in *Urban Modernity: Cultural Innovation in the Second Industrial Revolution*, Miriam R. Levin et al (Cambridge, MA: MIT Press, 2010), 167-82, 188-204.

Andreas Killen, *Berlin Electropolis: Shock, Nerves, and German Modernity* (Berkeley, University of California Press, 2006), chapter 1: Berlin Electropolis: 15-47.

Additional Readings

Nina Möllers, "Electrifying the World: Representations of Energy and Modern Life at World's Fairs, 1893-1982," in *Past and Present Energy Societies: How Energy Connects Politics, Technologies and Cultures*, ed. idem & Karin Zachmann (Bielefeld: transcript Verlag, 2012), 45-78.

4) Modern Forms of Business & Living: Berlin Siemensstadt – “Elektrostadt im Grünen”

Sites: Siemensstadt, UNESCO World Heritage list, Siemens Dynamowerk and Schaltwerk, industrial heritage (cf. https://www.energy.siemens.com/mx/pool/hq/power-transmission/high-voltage-products/circuit-breaker/history_factory.pdf)

Siemens and AEG as world leaders and multinationals, new forms of management and production, Fordism, electro-technical innovations

Readings

Jürgen Kocka, “Family and Bureaucracy in German Industrial Management, 1850-1914: Siemens in Comparative Perspective,” *The Business History Review* 45, 2 (1971): 133-156.

Carola Sachse and Michel Vale, “A Flow of People and a Flow of Goods: Factory Family Policy at Siemens, 1918–1945,” *International Journal of Political Economy* 18, 1: Fordism and Fascism (1988), 65-81.

https://www.energy.siemens.com/mx/pool/hq/power-transmission/high-voltage-products/circuit-breaker/history_factory.pdf

<https://www.welterbesiedlungen-berlin.de/en/index.php>

<http://architectuul.com/architecture/siemensstadt>

Additional Readings

Catherine Bauer Wurster, “The Social Front of Modern Architecture in the 1930s,” *Journal of the Society of Architectural Historians* 24, 1 (1965), 48-52.

Heidrun Homburg, “Scientific Management and Personnel Policy in the Modern German Enterprise 1918–1939: The Case of Siemens,” in *Managerial Strategies and Industrial Relations: An Historical and Comparative Study*, ed. Howard F. Gospel and Craig R. Littler (London 1983), 137-156.

Jean-Michel Johnston, “The Time and the Place to Network: Werner Siemens during the Era of Prussian Industrialization, 1835-1846,” *Central European History* 50, 2 (2017): 160-183.

5) Energy and Nazi Germany: Autarky, Foreign Oil and Synthetic Fuels

Readings

Arnold Krammer, “Fueling the Third Reich,” *Technology and Culture* 19, 3 (1978): 394-422.

Additional Readings

Thomas Parke Hughes, “Technological Momentum in History: Hydrogenation in Germany 1898-1933,” *Past & Present* 44 (1969): 106-132.

Raymond G. Stokes, “The Oil Industry in Nazi Germany, 1936-1945,” *The Business History Review* 59, 2 (1985): 254-277.

Anand Toprani, “Germany’s Answer to Standard Oil: The Continental Oil Company and Nazi Grand Strategy, 1940–1942,” *Journal of Strategic Studies* 37, 6-7 (2014): 949-973.

6) Energy and Food: Post-WWII Challenges

Sites: Hygiene Museum Dresden, Allied Museum Berlin-Dahlem

Readings

William Stivers, "The Incomplete Blockade: Soviet Zone Supply of West Berlin, 1948-49," *Diplomatic History* 21, 4 (1997): 569-602.

Raymond G. Stokes, "German Energy in the U.S. Post-War Economic Order, 1945-1951," *Journal of European Economic History* 17, 3 (1988): 621-39.

Additional Readings

Rainer Karlsch, "Der Traum vom Öl: Zu den Hintergründen der Erdölsuche in der DDR," *Vierteljahrshefte für Zeitgeschichte* 80, 1 (1993): 63-87.

Kaete M. O'Connell, "'Uncle Wiggly Wings': Children, Chocolates, and the Berlin Airlift," *Food and Foodways* 25, 2 (2017): 142-159.

Paul Steege, *Black Market, Cold War: Everyday Life in Berlin, 1946-1949* (New York: Cambridge University Press, 2007).

Alice Weinreb, "'For the Hungry Have No Past Nor Do They Belong to a Political Party': Debates over German Hunger after World War II," *Central European History* 45, 1 (2012): 50-78.

7) Divided and Reunited Infrastructures

Readings

Samuel Merrill, "Identities in Transit: The (Re)connections and (Re)brandings of Berlin's Municipal Railway Infrastructure After 1989," *Journal of Historical Geography* 50 (2016): 76-91.

Timothy Moss, "Divided City, Divided Infrastructures: Securing Energy and Water Services in Postwar Berlin," *Journal of Urban History* 35, 7 (2009), 923-942.

Additional Readings

Armin Grünbacher, "Sustaining the Island: Western Aid to 1950s West Berlin," *Cold War History* 3, 3 (2003): 1-22.

Wolfgang Hofmann, "West Berlin - The Isolated City in the Twentieth Century," *Journal of Contemporary History* 4, 3: Urbanism (1969), pp. 77-93.

Hans Stephan, "Rebuilding Berlin." *The Town Planning Review* 29, 4 (1959), 207-226.

8) Towards High-Energy Societies: Energy Consumers in the East and West

Readings

Eli Rubin, "East German Plastics: Technology, Gender and Teleological Structures of Everyday Life," *German History* 25, 4 (2007), 596-624.

Nina Lorkowski, "Managing Energy Consumption: The Rental Business for Storage Water Heaters of Berlin's Electricity Company from the Late 1920s to the Early 1960s," in *Past and Present Energy Societies: How Energy Connects Politics, Technologies and Cultures*, ed. Nina Möllers & Karin Zachmann

(Bielefeld: transcript Verlag, 2012), 137-162 <https://www.transcript-verlag.de/media/pdf/df/63/51/oa97838394196495ae0357de304e.pdf>

Additional Readings

Sophie Gerber, "'We want to live electrically!' Marketing Strategies of German Power Companies in the 20th Century," in *Past and Present Energy Societies: How Energy Connects Politics, Technologies and Cultures*, ed. Nina Möllers & Karin Zachmann (Bielefeld: transcript Verlag, 2012), 79-108.

9) The 1970s Energy Crises

Sites: lignite mining tour

Readings

Frank Bösch, "Energy Diplomacy: West Germany, the Soviet Union and the Oil Crises of the 1970s," *Historical Social Research / Historische Sozialforschung* 39, 4 (2014), 165-185.

André Steiner, "'Common Sense is Necessary:' East German Reactions to the Oil Crises of the 1970s," *Historical Social Research/Historische Sozialforschung* 39, 4 (2014): 231-250.

Additional Readings

Jochen Bethkenhagen, "The GRD's Energy Policy and Its Intensification Drive," *Studies in Comparative Communism* 20, 1 (1987): 55-68.

Christian Marx, "Failed Solutions to the Energy Crises: Nuclear Power, Coal Conversion, and the Chemical Industry in West Germany since the 1960s," *Historical Social Research / Historische Sozialforschung* 39, 4 (2014), 251-271.

Matthias Mutz, "Saving Energy by Shifting Clocks? Energy Policy and the Introduction of Daylight Saving Time in East and West Germany," in *Past and Present Energy Societies: How Energy Connects Politics, Technologies and Cultures*, ed. Nina Möllers & Karin Zachmann (Bielefeld: transcript Verlag, 2012), 163-193.

10) Environmentalism in East and West (Berlin)

Sites: Leipzig Walking Tour (Herbst 1989)

Readings

Merrill E. Jones, "Origins of the East German Environmental Movement," *German Studies Review* 16, 2 (1993): 235-264.

Astrid Mignon Kirchhof, "'For a Decent Quality of Life': Environmental Groups in East and West Berlin," *Journal of Urban History* 41, 4 (2015): 625-646.

Additional Readings

Keith Alexander, "The Alternative Liste Westberlin and the Evolution of the West German Left," *German Politics and Society* 34, 3 (2016): 26-54.

Raymond Dominick, "Capitalism, Communism, and Environmental Protection: Lessons from the German Experience," *Environmental History* 3, 3 (1998): 311-332.

Axel Goodbody, "'Es stirbt das Land an seinen Zwecken': Writers, the Environment and the Green Movement in the GDR," *German Life and Letters* 47, 3 (1994): 325-336.

Nathan Stoltzfus, "Public Space and the Dynamics of Environmental Action: Green Protest in the German Democratic Republic," *Archiv für Sozialgeschichte* 43 (2003), 385-403.

Andrew Tompkins, "Grassroots Transnationalism(s): Franco-German Opposition to Nuclear Energy in the 1970s," *Contemporary European History* 25, 1 (2016), 117-142.

11) From the German Wende to the German Energiewende

Readings

Christian Huss, "Energy Transition by Conviction or by Surprise? Environmental Policy from 2009 to 2013," *German Politics* 23, no. 4 (2014): 430-445.

Jochen Monstadt, "Urban Governance and the Transition of Energy Systems: Institutional Change and Shifting Energy and Climate Policies in Berlin," *International Journal of Urban and Regional Research* 31, 2 (2007), 326-43

Additional Readings

James Angel, "Towards an Energy Politics In-Against-and-Beyond the State: Berlin's Struggle for Energy Democracy," *Antipode* 49, 3 (2017), 557-576.

Course Plagiarism Policy

I expect all students to be familiar with the plagiarism policy of this university, which is described in the section on academic misconduct in the University calendar. Please ask me if you have any questions or concerns. There is absolutely no excuse for not knowing what plagiarism is at the university level, and all cases of plagiarism will be referred to the Associate Dean of the Faculty of Arts.

Important Note on Using Internet Sources

The Internet is full of misleading and historically inaccurate information. You may cite web sites in your papers for this course but please be careful in establishing the provenience of these sites and treat them critically like any other primary source. You may use scholarly journal articles and books that are published in paper form but are available online. Cite the paper version without the URL.

D2L

The D2L site for this course will deliver some of the documents to be discussed in class. The instructor will also be posting additional information, handouts, and most of the announcements made in class. Students are encouraged to check D2L regularly.

Course Policies

Deadlines are firm. Two percentage points will be deducted from your paper grade for every day your paper is late. Make-up exams will be available only with a doctor's note or other certification. Assignments should be submitted electronically in a word document format.

Important Departmental, Faculty, and University Information

Faculty of Arts Program Advising and Student Information Resources:

- Have a question, but not sure where to start? The Arts Students Centre is your information resource for everything in Arts! Drop in at SS110, call 403-220-3580, or email artsads@ucalgary.ca. For detailed information on common academic concerns, you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.
- For program planning and advice, contact the Arts Students Centre, Social Sciences 102, 403-220-3580, or visit <http://arts.ucalgary.ca/advising>.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit the office in the MacKimmie Library Block.

Departmental Twitter Handle @ucalgaryhist - For departmental updates and notifications.

Writing:

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

Writing Support:

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library. Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit www.ucalgary.ca/ssc.

Copyright:

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. What this simply means is that no copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or that you will have to consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

Departmental Grading System:

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding
85-89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80-84	A-	3.70	
77-79	B+	3.30	
73-76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.
70-72	B-	2.70	
67-69	C+	2.30	
63-66	C	2.00	Satisfactory—basic understanding of the subject matter.
60-62	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56-59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50-55	D	1.00	
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

Plagiarism:

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student's Handbook* (http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf), plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.
- Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the University of Calgary Calendar.

Universal Student Ratings of Instruction:

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference.

Please participate in USRI Surveys.

Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/

Students who require an accommodation in relation to their coursework based on a protected grounds other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

Other Useful Information:

Faculty of Arts Representatives: 403-220-6551, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca.

Safewalk and Campus Security: 403-220-5333.

Please also familiarize yourself about the following topics by consulting the information at these links:

- Freedom of Information: <http://www.ucalgary.ca/legalservices/foip/foip-hia>
- Emergency Evacuation Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>
- Safewalk: <http://www.ucalgary.ca/security/safewalk>
- Student Union Information: <http://www.su.ucalgary.ca/>
- Graduate Student Association: <http://www.ucalgary.ca/gsa/>
- Student Ombudsman Office: <http://www.ucalgary.ca/provost/students/ombuds>