

Term Information

Effective Term Summer 2013

General Information

Course Bulletin Listing/Subject Area History
Fiscal Unit/Academic Org History - D0557
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3798.02
Course Title The U.S., Europe, and the Second World War: Intersections in 20th Century History
Transcript Abbreviation WWII Study Tour
Course Description Study Tour in Europe exploring the history of World War II, the United State, and Europe.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 4 Week (May Session)
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Seminar
Grade Roster Component Seminar
Credit Available by Exam No
Admission Condition Course No
Off Campus Always
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq: English 1110.xx and any History 2000-level course, or permission of instructor. Students must also complete four other designated courses in the spring semester prior to participation in the May term study course.

Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 54.0101
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Quarters to Semesters

Quarters to Semesters

New course

Give a rationale statement explaining the purpose of the new course

Excellent new study abroad opportunity for students. Students take classes in history of WWII prior to departure-- and in French dept courses--and then to learn more on site and experience the history first hand.

Sought concurrence from the following Fiscal Units or College

Requirement/Elective Designation

General Education course:

Historical Study; Global Studies (International Issues successors); Education Abroad (new)

Course Details

Course goals or learning objectives/outcomes

- see attached

Content Topic List

- Normandy
- Nazis
- Churchill
- London, Paris, Berlin, Normandy (Bayeux)
- Meaning of war
- Lasting impacts of war
- Memorialization of war
- WWII and American history and memory
- WWII in French history and memory
- Museum culture and material culture
- WWII in British history and memory
- WWII in German history and memory

Attachments

- Appeal for GE Credit for HIS 3798 02.docx: Appeal for Timely Approval
(Appeal. Owner: Breyfogle, Nicholas)
- Rationale for 3 Credit Hours HIS 3798 02.docx: Rationale for 3 credit hours
(Other Supporting Documentation. Owner: Breyfogle, Nicholas)
- GE Assessment Plan HIS 3798 02.docx: GE Study Abroad Specific Assessment Plan
(GEC Course Assessment Plan. Owner: Breyfogle, Nicholas)
- History Assessment Plan.doc: Assessment Plan General History
(GEC Course Assessment Plan. Owner: Breyfogle, Nicholas)
- History 3798 02 Syllabus May Term 2013--revised.docx: Draft Syllabus History 3798.02
(Syllabus. Owner: Breyfogle, Nicholas)

Comments

- Given the pre-requisites and other conditions, B-level seems appropriate to me. *(by Heysel, Garrett Robert on 11/30/2012 06:27 PM)*
- See 11-2-12 e-mail to N. Breyfogle. *(by Vankeerbergen, Bernadette Chantal on 11/02/2012 09:47 AM)*
- Please see Appeal for timely approval. This course is set to run in May term 2013. A great deal of support from alumni, donors, and higher administration has gone into preparing this course over the last two years. Students are applying to be selected for the course now. *(by Breyfogle, Nicholas on 09/26/2012 05:23 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Breyfogle, Nicholas	09/26/2012 05:23 PM	Submitted for Approval
Approved	Breyfogle, Nicholas	09/26/2012 05:24 PM	Unit Approval
Approved	Heysel, Garrett Robert	10/11/2012 09:06 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	11/02/2012 09:47 AM	ASCCAO Approval
Submitted	Breyfogle, Nicholas	11/30/2012 06:09 PM	Submitted for Approval
Approved	Breyfogle, Nicholas	11/30/2012 06:10 PM	Unit Approval
Approved	Heysel, Garrett Robert	11/30/2012 06:27 PM	College Approval
Pending Approval	Nolen, Dawn Jenkins, Mary Ellen Bigler Vankeerbergen, Bernadette Chantal Hogle, Danielle Nicole Hanlin, Deborah Kay	11/30/2012 06:27 PM	ASCCAO Approval



Department of History, The Ohio State University

Maymester 2013 Monday May 6 – Friday May 31

History 3798.02 Study Tour

The U.S., Europe, and the Second World War: Intersections in 20th Century History

3 credit hours.

Instructors. Professor [David Steigerwald](#) (History) and Professor [Jennifer Willging](#) (French & Italian). With Professor Pete Mansoor (History).

Office Hours. All three instructors will be available during the day as we tour sites and museums. In case of emergency outside of “class time,” you will have the phone numbers and hotel room numbers for Prof. Steigerwald and Prof. Willging.

Students with Disabilities

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Course Objectives. History Course Objectives.

This study tour is tied to the four academic courses you took in Spring Semester. You will continue to pursue the objectives of those courses, which included: acquiring a perspective on history and an understanding of the factors that shape human activity to gain knowledge of the origins and nature of contemporary issues and a foundation for future comparative understanding; develop critical thinking through the study of diverse interpretations of historical events; apply critical thinking through historical analysis of primary and secondary sources; and sharpen communications skills in essay exams, papers, and discussions.

This course fulfills the following GE requirements: “Historical Study,” “GE Diversity—Global Studies,” and “GE Education Abroad”

Rationale for Historical Study GE Credit

Goals:

Students recognize how past events are studied and how they influence today’s society and the human condition.

Expected Learning Outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Rationale for fulfilling the GE Learning Outcomes for Historical Study:

1. Students will become familiar with a variety of historical perspectives and acquaint themselves with a wide range of people whose agency shaped the outcome of events. They will also come to appreciate the limits on human actions and the historical importance of such things as topography and weather.
2. Students will discover that World War II was not a discrete event but was woven into a series of immensely important developments. They will see that for the Europeans, the origins of World War II reach back to 1914 and World War I, and its consequences reach up to 1989, with the fall of the Berlin Wall. In a sense, they will see WWII as the center pivot of the 20th century.
3. In both written work and live presentations, students will demonstrate a mastery of material and develop skills of oral and written interpretation.

Rationale for Global Studies GE Credit

Diversity

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Global Studies

Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Rationale for fulfilling the GE Learning Outcomes for Global Studies:

1. By closely analyzing how the war is treated differently at each venue, students will grasp how different national sensibilities continue even in the midst of European Union. They will also see how the interests of the major European states dictated how less powerful peoples, from the Baltic and the Balkans to French West Africa, were pulled into the conflict.
2. The centrality of Nazi race-hatred to the entire catastrophe of WWII is undeniable and systematically presented in each of the capitals we visit. The Shoah Museum in Paris is particularly powerful, while the Wannsee Museum in Berlin not only demonstrates the German efforts to come to grips with the Holocaust but is touches effectively on a very specific debate about haunting question of Jewish collaborators. Meanwhile, students whose only knowledge about the war comes from the United States will have to learn the roles that the British and French empires played. Indeed, the French interpretation of the Empire's contribution to the war effort is among the most interesting threads in their museums, and this will be emphasized in our visits.
3. London and Paris are surely among the most diverse cities in the world. For any student who hasn't travelled past Central Ohio, the trip itself will be an enlightenment.

Rationale for GE Education Abroad Credit

Goals:

By living and studying outside the U.S, students acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help them become more globally aware.

Expected Learning Outcomes:

1. Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.
2. Students function effectively within their host country/countries.
3. Students articulate how their time abroad has enriched their academic experience.

Rationale for Fulfilling the GE Education Abroad ELO

1. Though this course concentrates on World War II in Europe and more or less follows the trail of American troops, it is not an American history or a military history course. Rather, at every point students are asked to consider the particular national interpretations of events and how those different interpretations reflect both varied national experiences and cultural temperaments. Each assignment insists on comparisons between the museum presentations found in the different countries. By no means do the European interpretations belittle or minimize the importance of the American contribution to fascism's defeat, but students are forced to see the U.S. role as part of a much broader history than they are accustomed to and to understand the considerable sacrifices that others made.

2. Conceptually, the historical interpretations that the students confront do indeed reflect particular national traits in the host nations (the English "reserve," the French view of empire) and reinforce for students how deeply embedded particular cultural practices are in the European states. Practically, the course builds in necessary competencies in international travel. Students must learn how to negotiate the various train systems (including regional lines to Bletchley Park north of London and the Sachsenhausen concentration camp north of Berlin); how to eat inexpensively; how to make use of the basic language skills presumably established in one of their required Spring courses; and generally how to get around in cosmopolitan environments. At each of our four destinations, students will visit non-war-related sites as well.

3. This course will bring students to history not only in vivid form, personally visited, but lived history on an international scale.

Assigned Readings.

1. With regard to the academic portion of this course, you will have completed the reading for the four courses taken during Spring Semester before you embark on this journey. Of particular interest to the Comparative Public History Essays will be John Bodnar, *The "Good War" in American Memory* (2010).
2. While some of the travel issues will be covered in the 1-hr language/travel course, we encourage you to gain access to travel guides (e.g., *Lonely Planet*, Rick Steves) for London, Normandy, Paris, and Berlin. Much of the relevant information is available on the world wide web, so you could develop your own sources available via computer. Many links are furnished below.

Course Grade.

- 15%: Site-Specific Report (written, 2 – 4 pages double-spaced; and oral, 5 – 10 minutes).
- 20%: Attendance.
- 40%: Comparative Public History Essays. Two essays (3-5 double-spaced pages), each 20%. Each essay will compare different national museums or sites.

Essay One (Due Thursday May 16 by 2000): Choose one of the following:

1. Compare the presentation of the war at the British War Museum to the presentation of the French Memorial Museum in Caen. Pay particular attention to how each treats the subject of the war's long-term causes.
2. How do the different designs, lay-outs, and public displays of the American, German, and English cemeteries in Normandy reflect the different experiences of each of those nations?

Essay Two (Due Thursday May 23 by 2000)

Choose one of the following:

1. Compare the Shoah Museum's account of the Holocaust to the account provided in the Wansee Museum in Berlin. To what extent do the French and Germans accept collective responsibility for the Holocaust?
2. Both the French and the Germans have a little trouble finding heroes to boast of. Whom do they put forward in that role?

25%: Final Essay (Due Wednesday May 29 by 2000): This final project should incorporate your entire experience in Europe. Explain fully the national differences you have detected in the many treatments of the catastrophe of World War II in each of our stops. Can you relate the differences in historical treatment and collective memory to any national characteristics you encountered during your visit? Given what you have learned overall, how has your understanding of World War II changed? How has your understanding of how collective memory works changed?

Note: OSU OIA/Study Abroad will be setting up your housing so that you have access to internet cafés. You will be expected to budget your daily schedules in order to spend a sufficient amount of time at the internet café to write and submit your Comparative Public History Essays. The schedule allows for some work of this nature to be done every day.

The Site-Specific Report will be assigned during Spring Semester from the topics included in the syllabus. You will research the site and prepare a 5-10 minute report (2 - 4 pages, double-spaced), which you will present orally before the group (not read, “presented”!). You will submit the written portion to the Carmen course page within 48 hours of presenting your oral version. This allows you to edit and revise based on the questions your oral presentation elicited as well as viewing the site in person.

Attendance will consist of showing up on time at the designated sites and continuing to participate in group discussions focused on the course themes. Not showing up and not participating will result in grade reductions.

Comparative Public History Essays. You should relate your observations while travelling to the program themes, course work taken in Spring Semester, the course objectives noted above, and the perspectives listed below. We suggest that you have with you at all times a little notebook and pens or pencils; writing down reflections as you go will help you shape your Comparative Public History Essays and make your time in the internet cafes more efficient. You will submit your Comparative Public History Essays to the Carmen Dropbox.

“Perspectives”: How to Approach Writing Your Comparative Public History Essays.

During the three weeks of the tour you will encounter three different perspectives on the U.S., Europe, World War II and the 20th century – the British, the French, and the German. You will be visiting museums and memorials that will present similar information; in two of the nations – France and Germany – you will be listening to English translations.

In each of the three essays, you should describe and analyze the “public histories” of World War II that you encounter. Your analyses should compare the historical presentations with the historical knowledge you gained during the spring semester, to the arguments John Bodnar makes about American public memories of the war in his book, *The “Good War” in American Memory*, to other courses you have taken, and to other nations you might have visited before.

Be sure to note the assignments below in London, Paris, and Berlin, which require you to visit three non-World War II sites in each city and incorporate your visits into your Comparative Public History Essays.

Here are some specific questions and topics you might incorporate into your essays:

How does each nation deal with similar topics? (e.g., the Holocaust, resistance movements, civilian-military relations, lives of civilians and soldiers/sailors).

How much of the other nations’ perspectives are included in the museum and memorial presentations?

What role does the U.S. play in the presentations?

How central is the notion of “war” to the presentations? (WWI, WWII and Cold War)

How are some of the themes from your American history course manifested not only in the museum/memorial presentations, but also in the daily life you encounter as you travel?

What are the roles during war and contemporary life of women, race, immigration, urban-suburban developments, communism and anticommunism, generational relations?

How is European imperialism dealt with and explained?

How does the tourism industry factor into the issues of museum and memorial presentations?

Which nation depicts the war in the broadest internationalist manner? Why do you think that particular nation places the way in that context more than others?

Grading the Written Assignments.

Seventy-five percent of your grade in this course will be based on how well you communicate in writing what you have learned. You made great progress in your writing during the spring semester, and we expect you to continue that trajectory during this course.

“C” essays will include: an introductory paragraph or two that contains your thesis; several multi-paragraphs (for the Site-Specific Report) and multi-paged sections (for the Comparative Public History Essays) in which you offer evidence from the Spring Semester courses, your notes from visiting museums and memorials during the Study Tour, *and especially information gleaned from group discussions and one-on-one discussions with fellow students and the professors during the tour* to support your thesis; and a conclusion that reiterates your basic argument. Clear, concise and grammatically correct prose will sustain your presentation.

“B” essays will include: all of the above requirements for a “C” essay plus more relevant data and analyses than is found in an average essay.

“A” essays will include: all of the above requirements for a “B” essay plus more data and some indication of independent or extended thought.

As for “D” and “E” essays: usually, these essays do not include a viable thesis and/or they do not include very much information from the course.

Here are the grade breakdowns: A: 92.6 and above; A-: 89.6-92.5; B+: 87.6-89.5; B: 82.6-87.5; B-: 79.6-82.5; C+: 77.6-79.5; C: 72.6-77.5; C-: 69.6-72.5; D+: 67.6-69.5; D: 62-67.5; E: below 62

Assessment of the Course.

In addition to any Department of History assessment tools you might be asked to complete, you are expected to respond to a survey we will send you during August. Most of the survey questions will focus on the History Course Objectives and the GE Study Abroad Objectives listed at the beginning of the syllabus. Responding in a timely fashion and completely will be important to the future success of this Study Abroad Program. There will be ample space provided on this electronic survey for you to write your thoughts. You will have the opportunity to agree to or decline the use of your comments in future promotions of the program.

Academic Misconduct.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf.

Study Tour Schedule

Students will arrange their own transportation to London, England, to arrive no later than the morning of May 8th.

May 8 – 13: The British Perspectives on WWII and the 20th Century.

Wednesday May 8 through Sunday May 12: London, England.

1430: Meet in lobby of the student hotel. [hotel link here]

Neighborhood orientation. Tube orientation.

Walking tour of London in War.

1830: Free time

Over the next three days you must visit at least 3 non-WWII sites (e.g., [Tate Modern Museum](#), [Windsor Castle](#), [Shakespeare Globe Theatre](#), [Tower of London](#)) and include your reactions in your Comparative Public History Essays. Use your museum pass and explore the numerous free options as well.

Thursday May 9: London.

1030: Meet at [Churchill Museum – War Cabinet Rooms](#). (4-5 hours)

Report: Life in London during the war.

Free time rest of day to work on Comparative Public History Essays and explore.

Friday May 10: London.

1100: Meet at [Bletchley Park](#)

(You are responsible for getting to Bletchley Park via regional train.)

Report: How did Allies crack the German Enigma code, and why did the Germans not discover that?

1500-1600: Leave Bletchley Park to return to London.

Free time to work on Comparative Public History Essays and explore.



Londoners camp out for the night at the tube along the platform and train tracks during heavy bombing by the Germans in London, England, on Oct. 21, 1940 in World War II. Families fled their homes at the sound of the air raid sirens, and will remain here until the air raid wardens notify them of the all-clear signal. (AP Photo)

Saturday May 11: London.

1030: [Imperial War Museum](#). (4-5 hours)

Report: Berlin Air Lift from British perspective.

Free time to work on Comparative Public History Essays and explore.

1900: Meet for group dinner at Turkish restaurant (place tbd). (Paid for by anonymous donor.)

Sunday May 12: London.

Free day. Work on Comparative Public History Essays and explore; prepare for travel day on Monday.

Monday May 13 Travel to Portsmouth and on to France.

0700 Meet in hotel lobby with luggage.

Bus to Portsmouth. Visit [Portsmouth Historic Dockyard](#).

Ferry to Cherbourg, France. Bus to Bayeux.

Orientation of Bayeux upon arrival and check-in. [hotel link here]



May 13 – 22: The French Perspectives on WWII and the 20th Century.

Tuesday May 14 through Saturday May 18 in Bayeux, Normandy.



Tuesday May 14: Normandy.

0800 Meet in lobby of student hotel to go to Caen by bus.

Tour [Pegasus Bridge](#), then on to Caen.

Report: Allied Airborne Operations

Report: British/Canadian beaches.

[Museum Mémorial de la Paix](#)

Lunch

Tour [Abbaye d'Ardenne](#) in Caen

1800: Return to Bayeux. Work on Comparative Public History Essays.

Wednesday May 15: Normandy.

0800: Meet in lobby of student hotel.

Drive to Utah Beach, stopping at Wn10 for look at German defenses. Talk en route about the Airborne and the hedgerow country.

Report: German Preparations for invasion.

[Musée du Débarquement de Utah Beach.](#)

Drive to [Sainte Mère Église](#) for lunch and to Visit [Musee Airborne.](#)

Drive to Angoville au plain, 101st Airborne first aid station in the church.

Drive to [German Cemetery at La Cambe.](#)

Report: German Cemetery at La Cambe.

Drive to [British Commonwealth Cemetery](#) in Bayeux.

Report: British Commonwealth Cemetery

1700: Return to student hotel. Work on Comparative Public History Essays.

Thursday May 16: Normandy.

0800: Meet in lobby of student hotel.

[Rangers Museum, Pointe du Hoc.](#) We will walk the grounds, but will not visit this museum.

Report: Importance of special operations (Rangers, Commandos, etc.).

Omaha Beach. Vierville. National Guard Memorial. [Omaha Beach Memorial Museum.](#)

Report: Importance of Air and Naval Operations on D-Day.

Report: Analyze first 30 minutes of the film, *Saving Private Ryan* (1998).

Report: Compare experiences on Utah and Omaha beaches.

Lunch in nearby cafe.

[Normandy American Cemetery.](#) Visitors Center and the Cemetery Grounds. Ceremonies Honoring OSU Students buried here.



Report: Normandy American Cemetery.

1600: Return to Bayeux

2000: First installment of Comparative Public History Essays (England) due to Carmen drop box.

Friday May 17: Normandy.

800: Meet in lobby of student hotel.

0930: Visit [Arromanches Museum and Panorama 360](#)

Report: Allied logistics in Normandy.

Lunch

1330: Return to Bayeux to visit [Bayeux Tapestry](#).

Work on your Comparative Public History Essays.

Saturday May 18: Normandy.

Note: This is an “optional” day. You may choose to remain in Bayeux.

0800 Meet in lobby of student hotel. Leave for Bec d’Andaine to walk across the bay of [Mont St Michel](#)

1000 Walk to the Mont St Michel across the bay; Visit of Abbaye Mont St Michel

Lunch.

1430 Leave for Mortain

1600 Tour Hill 317 in Mortain

1730 Return to Bayeux.

Work on Comparative Public History Essays.

Sunday May 19: Normandy to Giverny to Paris suburb to Paris.

0800: Meet in lobby of student hotel with luggage.

Bus to [Giverny](#), [Mont Valérien Memorial](#)

Arrival in Paris. Neighborhood orientation. Metro orientation. [hotel link here]

Monday May 20 through Thursday May 23: Paris.

Over the next four days you must visit at least 3 non-WWII sites in and around Paris and include your reactions in your Comparative Public History Essays. Use your museum pass and explore the numerous free options as well.

Some of your instructors' favorites include: [Musée d'Orsay](#); [Musée Rodin](#); [Louvre](#); [Musée Picasso](#); [Musée Cluny](#); [Musée du Quai Branly](#); [Musée de la Mode et du Textile](#); [Les Catacombes de Paris](#); [Père Lachaise Cemetery](#); [Parc Monceau](#); and, of course, [Montmartre](#).



André Zucca/BHVP/Roger Viollet

Monday May 20:

1000: Meet at [Invalides](#) - Napoleon's Tomb; Musée de la Seconde Guerre mondiale

Report: Why is Napoleon's tomb at Invalides?

Lunch

1400: World War II Walk (local guide)

1600: Return to student hotel. Work on Comparative Public History Essays.

Tuesday May 21:

Entire day off. Explore Paris.

Your choices of what to do are endless, from visiting scores of museums to taking trains to [Versailles](#) or [Euro Disney](#). Catch-up on Comparative Public History Essays.

Wednesday May 22:

1000: Meet at [Musée du Maréchal Leclerc - Musée Jean Moulin](#) – in the 14th district (on top of Montparnasse train station).

Report: History of Musée de Jean Moulin/Museum of the Resistance.



Lunch

1430: Meet at [Pompidou Center](#)

17:30: Return to student hotel. Work on Comparative Public History Essays.

Thursday May 23:

1000: Meet at [Mémorial des Martyrs de la Déportation](#), Ile de la Cité

Report: History of this installation.

1130: Walk/lunch

1330: Meet at [Mémorial de la Shoah](#)

Report: History of this installation.

2000: Second installment of Comparative Public History Essays due to Carmen drop box.



Mark Tansey, "Triumph of the New York School" (1984).

May 24 – May 29: The German Perspectives on WWII and the 20th Century.

Over the next six days you must visit at least 3 non-WWII sites [in and around Berlin](#) and include your reactions in your Comparative Public History Essays. Use your museum pass and explore the numerous free options as well.

Friday May 24: Paris to Berlin

0800: Meet in lobby with luggage; bus to airport; plane to Berlin.

1400: Berlin: Neighborhood orientation. Metro orientation. [[hotel link here](#)]

Work on Comparative Public History Essays.



Brandenburg Gate

Saturday May 25:

0900: Meet in hotel lobby for Historical walking tour from World War One to the Cold War

Walking tour of Mitte: [Reichstag](#) to [Soviet War Memorial](#) to [Brandenburg Gate](#) to [Memorial to the Murdered Jews of Europe](#) to [Potsdamer Platz](#) via [Unter den Linden](#).

Report: Soviet War Memorial(s)

1500: [Berlin Wall Museum – Checkpoint Charlie](#)

Report: Construction of the Berlin Wall.

Report: Tearing Down the Berlin Wall.

Work on Comparative Public History Essays.

Sunday May 26:

1000: Meet at the [German History Museum](#)

Report: Berlin Air Lift from the German Perspective.

Lunch

1500: Meet at the [Stasi Museum Berlin](#)

1700: Work on Comparative Public History Essays.

Monday May 27

0800: Meet in lobby to load onto bus.

[Wansee Conference site.](#)

[Potsdam Cecilia Court Palace.](#)

[Olympic Stadium](#) and Jesse Owens Allee.

Report: Wansee Conference

Report: Potsdam

Report: Jesse Owens at the 1936 Olympics

Return to student hotel.

Work on Comparative Public History Essays.



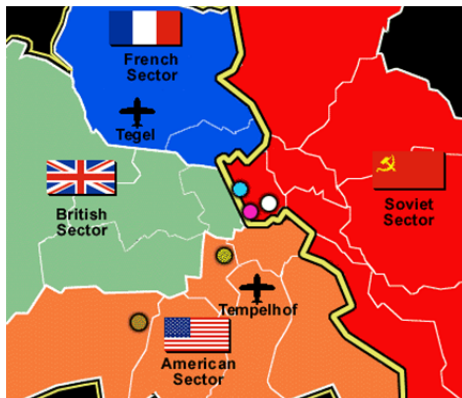
Prisoners of Sachsenhausen, 19 December 1938

Tuesday May 28

1100: Meet at [Sachsenhausen Concentration Camp](#) (take public transportation)

Report: Memorial to the Murdered Jews of Europe

Work on Comparative Public History Essays.



Wednesday May 29

Try to fit in the following: [Museum of the German-Russian War, Karlshorst](#); [Jewish Museum in Kreuzberg](#);

[Biergarten "Auf Wiedersehen"](#)

1800: Final of Comparative Public History Essays due to Carmen drop box.

2000: Final dinner. Place/time/tbd

Thursday May 30 End of Study Tour. Students will arrange their own transportation back to the U.S.

Rationale for 3 Credit Hours

The university's rule that a three-credit course comprises a total of 6750 instructional minutes in and out of class breaks down to just under five hours a day across a twenty-three day immersion program such as History 3798.02. The program certainly meets that criterium.

GE Assessment Plan

All instructors of GE Education Abroad courses are required to give an end-of-course assignment that measures how well students are achieving the Expected Learning Outcomes. The point of requiring such an assignment for all GE Education Abroad courses is to help university committees evaluate the effectiveness of the Education Abroad Category as a whole, and as a new option in the GE.

The assignment should assess *all three* of the Education Abroad ELOs. Here is an example of a prompt for an end-of-course student reflection paper:

1. What are the most striking similarities, differences, and interconnections you have encountered between your host country/countries and the U.S.?
2. How have you developed an ability to function effectively within your host country/countries? (think of the ways you communicated verbally and non-verbally in your host country and how you overcame challenges)
3. Overall, how has your Education Abroad experience enriched your academic experience? Use concrete examples.

As outlined in the syllabus, the end-of-course assignment for History 3798.02 will have the students responding to the following prompt:

This final project should incorporate your entire experience in Europe. Explain fully the national differences you have detected in the many treatments of the catastrophe of World War II in each of our stops. Can you relate the differences in historical treatment and collective memory to any national characteristics you encountered during your visit? Given what you have learned overall, how has your understanding of World War II changed? How has your understanding of how collective memory works changed?

MEMORANDUM

TO: Arts and Sciences Committee on Curriculum and Instruction

**FROM: Nicholas Breyfogle, Associate Professor and Calendar Conversion
Coordinator, Department of History**

**RE: Assessment Plan for proposed GE courses: Historical Study Category, Social
Diversity in the U.S., and Diversity: International Issues**

Assessment Goals and Objectives

1) Both the GE and course-specific learning objectives for all History courses might be summarized as follows:

Historical Study GE Requirements:

Goals:

Students develop knowledge of how past events influence today's society and help them understand how humans view themselves.

Expected Learning Outcomes:

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Rationale for fulfilling the GE Learning Outcomes for Historical Study:

Goals of the course that fulfill the GE Learning Outcomes in Historical Study:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Critically examine theories of history, and historical methodologies
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past
3. Through reading in primary and secondary sources and in-depth class discussion, students will access and critically examine social, political, economic, military, gender, religious, ecological, and ethnic/racial/national movements in a wider socio-cultural context
4. Students will carry out in-depth analysis in a final paper comparing distinct historical Moments, social movements and their effects

- 2) Both the GE and course-specific learning objectives for History courses requesting Social Diversity in the U.S. might be summarized as follows:

Social Diversity GE Requirements:

Goals:

Courses in **social diversity** will foster students' understanding of the pluralistic nature of institutions, society, and culture in the United States.

Expected Learning Outcomes:

1. Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Rationale for fulfilling the GE Learning Outcomes for Social Diversity in the United States:

Goals of the course that fulfill the GE Learning Outcomes: Students will achieve the social diversity goals and learning outcomes by:

1. completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand how the categories of race, gender, class, ethnicity, religion, and nation have shaped peoples' identities and the distribution of power and resources in the U.S. and elsewhere
2. describe theories of racial, ethnic, class, national, gender, and religious formation on exams and written assignments.
3. Critically examine theories of race, gender, class, ethnicity, religion, and nation
4. Engage with contemporary and historical debates on race, gender, class, ethnicity, religion, and nation
5. Access and critically examine movements framed by race, gender, class, ethnicity, religion, and/or nation in a wider socio-cultural context
6. Carry out in-depth analysis in a final paper comparing distinct moments of ethnic, racial, nationalist, gender, class, and/or religious mobilization or social movements and their effects

- 3) Both the GE and course-specific learning objectives for History courses requesting Diversity in International Issues might be summarized as follows:

International Issues GE Requirements:

Goals:

International Issues coursework help students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

Expected Learning Outcomes:

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S.
2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Rationale for fulfilling the GE Learning Outcomes for International Issues:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Through reading in primary and secondary sources and in-depth class discussion, students critically examine the political, economic, social, cultural and philosophical development in places outside the United States.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples.
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context.
4. Carry out in-depth analysis in a final paper comparing distinct moments in human history and how they shaped the world in the past and today.
5. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues. They will describe theories of international issues on exams and written assignments.
6. Students will understand the roots and structures of today's globalized world.

II. Methods

An assessment of whether these objectives are met is effectively carried out by an examination of the work students are actually required to do for the course. Contributions in class discussions will be considered, but weighted more lightly, given the tendency for more confident students to contribute more to such discussions. Paper and exams will provide an understanding of students' abilities to think historically and to engage in analysis. This can be gauged by their responses to specific exam questions—asking students to provide a perspective on history and relate that perspective to an understanding of the factors that shape human activity. Thus, exams for Historical Study courses will have at least one question that requires students to provide a perspective on the factors that shaped an event or theory. Similarly, for courses that include Diversity in the U.S. GE requirements, we will have at least one question that requires students to provide a description of the roles of categories such as race, gender, class, ethnicity and religion and how those roles have helped shape either their perspective or the country's perspective on diversity. For courses that include Diversity of International Issues, we will ask one question that requires students to provide an understanding of some combination of political, economic, cultural, physical, social, and philosophical

differences in or among the world's nations, peoples and cultures outside the U.S. In this way, we hope to measure the courses (and the students') progress toward the multiple objectives of the GE. In this way we should be able to ascertain whether they are acquiring the desired skills and not simply learning (and regurgitating) specific information.

Summary of Data:

An advanced graduate student, supervised by the UTC Chair, will be asked to evaluate the sampled questions and papers, and to gauge how well the goals of the course seem reflected in them. Assessment of Historical Study, Social Diversity, and Diversity International Issues from the GE goals will be carried out primarily through the evaluation of formal graded assignments and ungraded in-class assignments, including class discussions. Students will complete an informal feedback survey halfway through the semester to assess their own performance, the pace of the class, and the instructor's effectiveness. Students will also be surveyed to assess their mastery of the General Education objectives through a survey instrument at the end of the semester. We will compare these data with the exams and papers mentioned above. We will be interested to assess improvement over time, so that we will compare each of the selected student's answers from the surveys, papers, and exams to those on the finals to see if any has in fact occurred. A brief summary report will be written by the grad student and UTC Chair, and that, as well as the sampled questions themselves, will be made available to the instructor and to the Chair of the department. We intend to insure that the proposed courses adequately articulate these goals, teach toward them, test for them, and help students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

Appeal for GE Credit

Arts and Sciences Curriculum Folks

Please consider the accompanying materials as an appeal for GE credit under Study Abroad, Historical Studies, and/or Global Studies for History 3798.02, World War II Study Tour in Europe. I understand that the deadline for such approvals is past. So let me explain why this case merits quick consideration.

This May Term study abroad class is the capstone to the History Department's new World War II Study Abroad program, in which students take four Spring semester courses in the History and French Departments before embarking for the May trip outlined here. The program was Prof. Bill Childs's handiwork, and on his retirement in July, I assumed the program's directorship. I was told that all parts of the program had gone through the review and approval processes. But while making sure of this last month, I discovered that somewhere between departmental approval and your committees, the May Term course fell through the cracks.

Approval of GE credits for the May Term course is the last essential piece to what promises to become one of the University's premier study abroad opportunities. More than four years in the making, the WWII program has the enthusiastic support of the President's Office, Arts-and-Sciences Development and Dean Steinmetz, and the Office of International Affairs. In the last two summers, we have taken two groups of alumni donors on preliminary tours, essentially shortened versions of the student study tour. With the help of these and other donors, we are well on our way to building a substantial endowment specifically to help minimize student expenses, with over \$500,000 in pledges and gifts already secured. Finally, the College has generated a fair amount of publicity lauding the program among alumni and the general public.

Given its importance to a well-conceived and broadly supported program, I'm hoping that you'll be able to help us work through any remaining problems and secure GE approvals in time for them to apply to May 2013.

By all means let me know what else you need from me or from Prof. Breyfogle in this regard. With thanks,

David Steigerwald
Professor of History
Director, World War II Study Abroad Program