

Term Information

Effective Term Autumn 2022
Previous Value Spring 2017

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding Citizenship for a Just and Diverse World new GE to course

What is the rationale for the proposed change(s)?

The fundamental importance of citizenship is vividly clear in the ways in which it determined life and death. Take the case of France. There were roughly 350,000 Jews in France at the outset of war in 1939. Many of them were recent immigrants, some from Nazi Germany and Austria, others rather less recently from Eastern Europe. The Vichy Regime laid down Jewish laws in some ways more draconian than the Nazi Nuremberg laws. Vichy's Office of Jewish Affairs was in the hands of a radical anti-Semite, Xavier Vallat, and it was French police, not German soldiers, who rounded up thousands of Parisians Jews in the infamous Vel' d'Hiv roundup in July 1942. In the end, some 76,000 Jews were taken from France to their deaths, many at Auschwitz. And yet, 80% of the Jews in France in 1939 survived--to be sure, very often in hiding, most certainly having lost their professional positions, their homes, fighting repression. What saved them was citizenship.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

n/a

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

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	3670
Course Title	Trans-National History of World War II in Europe
Transcript Abbreviation	TrnsNatI WWII Euro
Course Description	One of three Spring prerequisite courses to the World War II Study Program's May term in Europe. Only students accepted into the program during the October registration period may enroll. This class will deepen the contextual knowledge of students about the different national histories and the specific sites they will encounter in May.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No

Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus</i>

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: English 1110.xx and any History 2000-level course, or permission of instructor. Students must be accepted into the WWII Study Abroad program for the upcoming "May" term.
Exclusions	
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

General Education course:
Historical Study; Citizenship for a Diverse and Just World
The course is an elective (for this or other units) or is a service course for other units

Previous Value

General Education course:
Historical Study
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Students will gain broad contextual knowledge of the WWII experiences of Europeans and Americans.• Each student will develop specialized knowledge of one part of the war experience, which they will then translate through course assignments.• Students will scrutinize their own national mythology about WWII in light of the different European perspectives on the American role.
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COURSE CHANGE REQUEST
3670 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
03/22/2022

Content Topic List

- The Blitz
- Battle of Britain
- Codebreakers
- D-Day
- The Western Front
- French Collaboration and Resistance
- Concentration Camps
- Hitler's Regime
- The Eastern Front

Sought Concurrence

No

Attachments

- History 3670 Syllabus NewGE.docx: Syllabus
(Syllabus. Owner: Heikes,Jacklyn Celeste)
- History 3670 citizenship form.pdf: New GE rationale
(Other Supporting Documentation. Owner: Heikes,Jacklyn Celeste)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes,Jacklyn Celeste	12/09/2021 03:31 PM	Submitted for Approval
Approved	Soland,Birgitte	12/09/2021 09:12 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	03/22/2022 10:41 AM	College Approval
Pending Approval	Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay	03/22/2022 10:41 AM	ASCCAO Approval

History 3670, Studies in the Trans-national History of WWII in Europe

Spring 2019, Monday 1:30-4:30, Dulles Hall, 168

Prof. David Steigerwald

Dulles Hall 204 Office Hours: at your convenience

Email: steigerwald.2@osu.edu

Purpose: History 3670 is the key prerequisite courses to the World War II Study Program's May term in Europe. Only students accepted into the program during the October registration period may enroll. The purpose of this class is to deepen your contextual knowledge of the different national histories and the specific sites you will encounter in May. The course is organized according to the trip itinerary and will include content on contemporary national cultures and issues of noteworthy importance, so that students will be prepared to see national differences at work. Course content will be geared directly to both the expected general education outcomes of the program and the specific aims of program content.

The central themes of the course are as follows:

1. The varied national experiences of the war and how those experiences provide the origins of differing historical interpretations.
2. Those differences notwithstanding, the broad consequences of war: the erasure of distinctions between combatants and civilians; the degradation of civilized behavior; the line between collaboration and resistance; and, in the margins, the glimmers of the best of the human spirit.

With these themes, the course is designed to deepen student thinking about their own national mythologies when they come into confrontation with other perspectives and wrestle with the most serious issues of the human condition. They are drawn to align with the College of Arts & Sciences mandates for study-abroad.

General Education Expectations: Citizenship for a Just and Diverse World Goals

1. Successful students will analyze concepts of citizenship, justice and diversity at a more advanced and in-depth level than in the Foundations component.
2. Successful students will integrate approaches to understanding citizenship for a just and diverse world by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will explore and analyze a range of perspectives on local, national or global citizenship and apply the knowledge, skills and dispositions that constitute citizenship.
4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

Expected Learning Outcomes

Successful students are able to:

- 1.1 Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.

- 2.1 Identify, describe and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.
- 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global and/or historical communities.
- 3.2 Identify, reflect on and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.
- 4.1 Examine, critique and evaluate various expressions and implications of diversity, equity and inclusion, and explore a variety of lived experiences.
- 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

Course Program Expectations

- 1. Students will gain broad contextual knowledge of the WWII experiences of Europeans and Americans.
- 2. Each student will develop specialized knowledge of one part of the war experience, which they will then translate through course assignments.
- 3. Students will confront and consider the moral and ethical issues that the war raised, which include the most serious such .

Required General Readings

Alice Kaplan, *The Interpreter*
 Jan Gross, *Neighbors*

Student Obligations

Attendance and Participation. Attendance is simply mandatory. We are building group solidarity this term, and there is no tolerance for casual attendance. If you don't come to class and participate constantly, then you're out. You will be expected to have read the common readings and be prepared to discuss them at each class meeting. Anyone who misses a class even with permission must lead group calisthenics the following two weeks.

Contemporary Offerings (20%): Students (by group, see below) will be assigned responsibility for submitting five one-paragraph descriptions of some bit of present-day news from the subject area of that particular day. Everyone will submit one contemporary event from each of our locations (UK, Normandy, Paris, Krakow, Berlin). The subject matter can be whatever you want, from serious news to lighthearted trivia to the utterly bizarre. **Graded pass/fail.**

Weekly Discussion Summaries (50%): Each week, you will submit a 300-400 word summary of assigned readings. See below for instructions. Each synopsis will be worth 5% of the final grade. There are twelve weeks of discussions, three for each country we visit; the two lowest grades will be dropped. **Submissions are required for each discussion week. Failure to submit will erase your highest grade.**

Building Your Expertise (30%). Each of you will choose a particular subject, loosely associated with one of our site visits in Europe, about which you will develop a personal

expertise. You will read one monograph and at least two associated sources, and from that material prepare a review essay of 1750-2500 words, or roughly 7-10 pages. The grade for this exercise will break down thus, measured in percentage of final grade:

Outline and bibliography, due April 1 (5%)

Rough draft, due April 12 (5%)

Finished essay, due April 24 (20%)

This will stand as your final. It will also translate into your site report while in Europe.

Course Schedule

Part One, Britain: The People's War

Jan. 7: Bombing the People: The Blitz as the start of the air war

Associated Site: The Churchill War Rooms; Bomber Command Memorial, St James Park

Common Reading:

Ronald Schaffer, "The Bombing Campaigns of WWII: The European Theater," *Bombing Civilians: A Twentieth-Century History*, ed. By Yuki Tanaka and Marilyn B. Young

Paul Fussell, Excerpts from *Wartime*

Ritchie Calder, "London Takes It!"

The *Guardian*, Two days in the Life of London

FYI: Evacuations from London:

<https://www.iwm.org.uk/collections/item/object/205197872>

Jan. 14: Bletchley, the Codebreakers, and the Influence of Technology

Associated Site: Bletchley Park

Common Reading:

Williamson Murray, "'Ultra: The Allies Misunderstood Weapon'"

F. H. Hinsley and Alan Stripp, eds., *Codebreakers: The Inside Story of Bletchley Park*, Part One

FYI: The Enigma Machine Explained, sort of:

https://www.youtube.com/watch?v=ASfAPOiq_eQ

Jan 21: MLK Holiday (Begin Kaplan, *The Interpreter*)

Jan 28: The Anglo-American Relationship and the Planning for D-Day

Associated Site: Imperial War Museum

Common Reading:

David Reynolds, "Roosevelt, Churchill, and the Anglo-American Alliance, 1939-45,"

The Special Relationship: Anglo-American Relations Since 1945, ed. by Wm Roger

Louis and Hedley Bull

Selections from the Churchill-Roosevelt Correspondence

FYI: BBC, The People's War:

<https://www.bbc.co.uk/history/ww2peopleswar/>

Part Two, France: From the Beaches to the Left Bank

Feb. 4: Operation Overlord

Associated Sites: Pegasus Bridge; Caen; Utah Beach

Common Readings:

Dwight Eisenhower, *Crusade in Europe*, ch. 13;

John M. Gavin Jumps Into Normandy, from *JM Gavin, On to Berlin*

FYI: News Real on Battle for Caen

<https://www.youtube.com/watch?v=7e-WMrUSUIo>

Feb. 11: Bloody Omaha and Arromanche

Associated Sites: Pointe du Hoc; Omaha Beach; American Cemetery, Coleville sur Mer; Arromanche

Common Readings:

Ernie Pyle, "The Horrible Waste of War" and "The Long, Thin Line of Personal Anguish"

"The First Wave," from Alex Kershaw, *The Bedford Boys*

FYI: HistoryNet, The Bedford Boys:

<http://www.historynet.com/world-war-ii-the-town-of-beford-virginia-loses-many-men-on-d-day.htm>

Feb. 18: The Battle of Normandy Through French Eyes

Associated Sites: Bayeux, Normandy

Common Reading:

Excerpts from Mary Louise Roberts, *What Soldiers Do*

Alice Kaplan, *The Interpreter*

FYI: Who Do They Love? Competing Claims to French Affections

<https://www.telegraph.co.uk/news/worldnews/europe/1463174/D-Day-France-preferred-us-to-the-US-even-then-says-German-veteran.html>

<https://www.washingtontimes.com/news/2014/jun/5/normandys-love-of-america-french-province-will-nev/>

Feb. 25: French Collaboration

Associated Sites: Musee de l' Armee Invalides

Common Readings:

Jean Paul Sartre, "Paris Under the Occupation"

Richard Vinen, "Vichy: Petain's Hollow Crown"

Richard Paxton, "The Rescue of Jews in France and Its Empire During WWII"

FYI: Vel' d' Hiv Roundup

https://www.yadvashem.org/yv/en/holocaust/france/vel_dhiv_roundup.asp

<https://www.youtube.com/watch?v=u5SY9a7e9SE>

March 4: French Resistance

Associated Sites: Memorial des Martyrs de la Deportation

Common Readings:

Robert Paxton, "The Truth About Resistance"

Tsilla Herscho, "The Jewish Resistance in France During WWII"

FYI: The Liberation of Paris:

<https://www.youtube.com/watch?v=LdBRZP-sCkg>

Part Three, Going East

March 18: Krakow

Associated Sites: Schindler Factory Museum

Common Readings:

Gross, *Neighbors*

FYI: The Butcher of Poland

<https://www.warhistoryonline.com/world-war-ii/hans-frank-butcher-poland.html>

FYI: Polish Denialism

<https://www.nytimes.com/2018/06/27/world/europe/poland-holocaust-law.html>

March 25: Auschwitz

Associated Sites: Auschwitz I and Birkenau

Common Readings:

John S. Conway, “The First Report About Auschwitz”;

Larissa Z. Tiedens, “Optimism and Revolt: A Comparison of Two Polish Jewish Ghettos”

FYI: US Holocaust Why Auschwitz Wasn’t Bombed:

<https://encyclopedia.ushmm.org/content/en/article/the-united-states-and-the-holocaust-why-auschwitz-was-not-bombed>

Part Four, Berlin

April 1: The Regime

Associated Sites: German Historical Museum; Hitler’s Bunker; Topography of Terror Museum

Common Readings:

Ian Kershaw, “Working Toward the Führer’: Reflections on the Nature of the Hitler Dictatorship”; and “Hitler and the Uniqueness of Nazism”

FYI: On the Eisenman Memorial to the Murdered Jews of Europe

<https://www.newyorker.com/culture/richard-brody/the-inadequacy-of-berlins-memorial-to-the-murdered-jews-of-europe>

April 8: “The Movement that Never Was”

Associated Sites: St. Mathias Church, Memorial to the July 20th Victims, Bendlerblock, German Resistance Museum

Common Reading:

Peter Hoffmann, “Opposition Annihilated: Punishing the 1944 Plot Against Hitler”;
Dietrich Bonhoeffer, “After Ten Years”

FYI: A Brief History of the Bendler Block

https://www.gdw-berlin.de/en/memorial_center/history

Outline and bibliography, due April 1

April 15: The Eastern Front

Associated Sites: Treptow Park; Museum of the Capitulation, Karlshorst

Common Readings:

Donald Shepardson, "The Fall of Berlin and the Rise of a Myth"

FYI: The Two Fronts Meet, April 25, 1945:

https://www.rbth.com/arts/2015/04/25/elbe_day_a_handshake_that_made_history_45455.html

FYI: Seelow Heights: Someplace We Won't Get To:

<https://www.nytimes.com/2017/07/18/world/europe/seelow-heights-world-war-ii-germany-soviet-union.html>

Rough draft, due April 5

April 22: The End

Associated Sites: Wannsee House; Cecilienhof Palace, Potsdam; Olympiastadion

Common Reading:

Adam Seipp, "Refugee Town: Germans, Americans, and the Uprooted in Rural West Germany, 1945-52"

Finished essay, due April 24

Discussion Summaries

Don't think of the discussion summaries as anything too fancy. Their purpose is simply to make sure you're getting the reading done properly. Use the templates. Begin with the one or two basic points the author is making in the given reading. Then provide a one or two paragraph summary of the material. Think about the broad importance and keep an eye out for the most important details.

The summaries are due in the Carmen Dropbox by 11am on the Monday morning before class discussion.

Grading scale

A: 93 and above

A-: 90-92

B+: 87-89

B: 83-86

B-: 80-82

C+: 77-79

C: 73-76

C-: 70-72

D: 62-69

E: 62 and below

Grade descriptions:

E: Poor work that meets few or none of the assignment specifications.

D: Poor work that meets the minimum assignment specifications.

C: Generally acceptable work that meets most of the assignment specifications.

B: Solid work that meets all of the assignment specifications, demonstrates strength in all

appropriate skills, and shows mastery of the material.

A. Excellent work on every level, which shows not only mastery of material and skills but originality and critical analysis.

The Squad System

We will divide up into squads of six, each listed below. Each week (excepting Jan 7th and April 22nd) in rotating order, a squad will be assigned the task of leading the day's work. First, the squad will present two of its Contemporary Offerings, whichever ones the group thinks best. Second, the squad will open the day's discussion of the assigned material. The group will be expected to decide what the main topics and line of discussion should be, based of course on the day's readings. I expect all of you to participate in the deliberations of your group, and the squad should decide through those deliberations what the main issues of the day will be. Two members of the squad should step forward to lead the class into discussion in accordance with the squad's decisions. **Each student is to stand as group leader once during the term.**

Squad Rosters

Able

Riley Alton (alton.14)
Ashton Cole (cole.903)
Frank Fioritto (fioritto.12)
Lauren Jennings (jennings.427)
Fiona Minich (minich.23)
Kali Urbina (urbina.10)

Charlie

Steph Carlock (carlock.6)
Meghan DeVol (devol.21)
Thomas Fogarty (fogarty.56)
Kirsten Long (long.1495)
Victoria Riley (riley.663)
Austin Ward (ward.1241)

Baker

Matthew Bonner (bonner.155)
Jared Del Orfano (delorfano.1) Frank
Haley Grubb (grubb.358)
Paige Kaune (kaune.3)
Ian Mintz (mintz.44)
Megan Wetterau (wetterau.3)

Delta

Nick Coffey (coffey.196)
Katie Dudek (dudek.33)
Jessie Herrick (herrick.80)
Natalie Miller (miller.7762)
Drew Schroeder (schroeder.760)
Breanna Yashko (yashko.89)

Academic Honesty

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 (<http://sja.osu.edu/page.asp?id=1>).

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

History 3670 Expertise-Site Bibliographies

England

London, The Battle of Britain, the Blitz, and the Homefront

Angus Calder, *The People's War*

Juliet Gardiner, *Wartime Britain*

Tom Harrisson, *Living Through the Blitz*

Michael Korda, *With Wings Like Eagles*

Joshua Levin, *The Forgotten Voices of the Blitz and the Battle of Britain*

Gavin Mortimer, *The Longest Night: Voices from the Blitz*

Richard Overy, *The Battle of Britain*

Peter Stanksy, *The First Day of the Blitz*

Phillip Ziegler, *London at War*

Churchill and the War Rooms

Paul Addison, *Churchill: The Unexpected Hero*

Richard Holmes, *Churchill's Bunker*

Bletchley Park and Enigma

Sinclair McKay, *The Secret Life of Bletchley Park*

F.H. Hinsley and Alan Stripp, eds, *Codebreakers: The Inside Story of Bletchley Park*
Andrew Hodges, *Alan Turing: The Enigma*
David Leavitt, *The Man Who Knew Too Much: Alan Turing and the Invention of the Computer*
Rebecca Ratcliff, *Delusions of Intelligence: Enigma, Ultra and the End of Secure Ciphers*

Imperial War Museum/Anglo-American Relations

Peter Clarke, *The Last Thousand Days of the British Empire: Churchill, Roosevelt, and the Birth of the Pax Americana*
Nigel Hamilton, *Commander-in-Chief: FDR's Battle with Churchill*
Warren Kimball, *Churchill and Roosevelt*
-----, *Forged in War: Churchill, Roosevelt, and the Second World War*
David Reynolds, *Rich Relations: The American Occupation of Britain*

Strategic Bombing

Conrad Crane, *Bombs, Cities, and Civilians: American Airpower Strategy in WWII*
Jorg Friedrich, *The Fire: The Bombing of Germany, 1940-45*
Randall Hansen, *Fire and Fury: The Allied Bombing of Germany, 1942-45*
Stephen McFarland, *America's Pursuit of Precision Bombing, 1910-1945*
Stewart Halsey Ross, *Strategic Bombing by the United States in WWII*
Williamson Murray, *Luftwaffe*
Richard Overy, *The Bombers and the Bombed: Allied Air War Over Europe, 1940-45*

Normandy

General D-Day/Overlord

Stephen Ambrose, *D-Day*
Antony Beevor, *D-Day*
Stephen Alan Bourque, *Beyond the Beach: The Allied War Against France*
Richard Hargreaves, *The Germans in Normandy*
Peter Mansoor, *The GI Offensive in Europe*
Charles Messenger, *The Last Prussian: A Biography of Field Marshal Gerd von Rundstedt*
Samuel W. Mitcham, Jr, *Rommel's Last Battle: The Desert Fox and the Normandy Campaign*
Craig Symonds, *Neptune: The Allied Invasion of Europe and the D-Day Landings*
Russel Weigley, *Eisenhower's Lieutenants: The Campaign of France & Germany*

Caen and the Norman/French Perspective

R. Howard Bloch, *A Needle in the Right Hand of God: The Norman Conquest of 1066 and the Making of the Bayeux Tapestry*
Alice Kaplan, *The Interpreter*
Mary Louise Roberts, *D-Day Through French Eyes*
-----, *What Soldiers Do*

Battle on the Beaches

Utah (with Airborne Operations):

Stephen Ambrose, *Pegasus Bridge*

Joseph Balkolski, *Utah Beach*

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Napier Crookenden, *Dropzone Normandy: The Story of the American and British Airborne Assault on D Day 1944*

Alan Wilt, *The Atlantic Wall*

Omaha (with Pointe du Hoc)

Joseph Balkolski, *Omaha Beach*

Douglas Brinkley, *The Boys of Pointe du Hoc*

Alex Kershaw, *The Bedford Boys*

Adrian Lewis, *Omaha Beach: A Flawed Victory*

John McManus, *The Dead and Those About to Die*

Patrick O' Donnell, *Dog Company: The Boys of Pointe du Hoc*

Arromanche (with English-Canadian operations)

Terry Copp, *Fields of Fire: The Canadians in Normandy*

Kenneth Edwards, *Operation Neptune: The Logistics and Support for the Normandy Landings*

Howard Margolian, *Conduct Unbecoming: The Story of the Murder of Canadian Prisoners of War in Normandy*

Mark Zuehlke, *Breakout from Juno: The First Canadian Army and the Normandy Campaign*

Battle of Normandy

Joseph Balkolski, *Beyond the Beachhead: the 29th Infantry in Normandy*

Antony Beevor, *D-Day: The Battle for Normandy*

Victor Brooks, *The Normandy Campaign*

James Jay Carafano, *After D-Day: Operation Cobra and the Normandy Breakout*

Carlo D' Este, *Decision in Normandy*

John Keegan, *Six Armies in Normandy*

Richard Hargreaves, *The Germans in Normandy*

Kurt Meyer, *Grenadiers*

Paris

France: Vichy, Collaboration, and Resistance

Robert Gildea, *Fighters in the Shadows: A New History of the French Resistance*

Max Hastings, *Das Reich*

Julian Jackson, *France: The Dark Years, 1940-1944*

Patrick Marnham, *Resistance and Betrayal: The Death and Life of the Greatest Hero of the French Resistance*

Ian Ousby, *Occupation: The Ordeal of France, 1940-44*

Robert O. Paxton *Vichy France: Old Guard, New Order*

----- and Michael Marrus, *Vichy France and the Jews*
Richard Weisberg, *Vichy Law and the Holocaust in France*
Susan Zuccotti, *The Holocaust, the French, and the Jews*

Wartime Paris

Alan Riding, *And the Show Went On: Cultural Life in Nazi-Occupied Paris*
Ronald Rosbottom, *When Paris Went Dark: The City of Light Under Nazi Occupation*
Fredric Spotts, *Shameful Peace: How French Artists and Intellectuals Survived the Nazi Occupation*

Krakow

The Nazis on the Eastern Front, Military and Political

Bryan Fugate, *Operation Barbarossa: Strategy and Tactics On the Eastern Front*
David Glantz, *When Titans Clashed*
Christian Hartmann, *Operation Barbarossa: Nazi Germany's War in the East, 1941-45*
Laurence Rees, *War of the Century: When Hitler Fought Stalin*
Richard Overy, *Russia's War*
Charles Snyder, *Soldiers of Destruction: Hitler's Death's Head Division*
David Stahel, *Operation Barbarossa and Germany's Defeat in the East*

The Holocaust, General

Hannah Arendt, *Eichmann in Jerusalem*
Christopher Browning, *Ordinary Men*
_____, *Nazi Policy, Jewish Workers, German Killers*
_____, *Origins of the Final Solution*
_____, *Path to Genocide*
Phillip Burrell, *Hitler and the Jews: The Genesis of the Holocaust*
Raul Hilberg, *The Destruction of the European Jews*
Timothy Snyder, *Bloodlands*
_____, *Black Earth*

Poland

Marek Jan Chodakiewicz, *Between Nazis and Soviets: Occupation Politics in Poland, 1939-46*
Norman Davies, *Rising '44: The Battle for Warsaw*
Josef Garlinski, *Poland in WWII*
Garry O' Connor, *The Butcher of Poland: Hitler's Lawyer, Hans Frank*
Alexandra Richie, *Warsaw 1944: Hitler, Himmler, and the Warsaw Uprising*

Auschwitz/Krakow

Deborah Dwork and Robert Jan Van Pelt, *Auschwitz*
Thomas Fensch, ed., *Oscar Schindler and His List*
Otto Friedrich, *The Kingdom of Auschwitz*

Mary Fulbrook, *A Small Town Near Auschwitz*
Rudolf Hess, *Death Dealer: The Memoirs of the SS Kommandant at Auschwitz*
Primo Levy, *Survival in Auschwitz*
Michael Neufeld and Michael Berenbaum, eds., *The Bombing of Auschwitz: Should the Allies Have Attempted It?*
Rudolf Vrba, *I Cannot Forgive*

Berlin

Nazi Germany, General

Theodore Abel, *Why Hitler Came to Power*
Gotz Aly, *Hitler's Beneficiaries: Plunder, Racial War, and the Nazi Welfare State*
_____, *Hitler's Enforcers: The Gestapo and the SS Security Service in the Nazi Revolution*
Thomas Childers, *The Nazi Voter*
Joachim Fest, *The Face of the Third Reich: Portraits of the Nazi Leadership*
Peter Fritzsche, *Life and Death in the Third Reich*
Marion Kaplan, *Between Dignity and Despair: Jewish Life in Nazi Germany*
Michael Kater, *Doctors Under Hitler*
Ian Kershaw, *Hitler*
_____, *Hitler, 1936-45: Nemesis*
Helmut Ortner, *Hitler's Executioner: Roland Freisler, President of the People's Court*
Mark Roseman, *The Wannsee Conference and the Final Solution*

The So-Called Resistance

Joachim Fest, *Plotting Hitler's Death*
Randall Hansen, *Disobeying Hitler: German Resistance After Valkyrie*
Peter Hoffmann, *The History of the German Resistance*
Nigel Jones, *Countdown to Valkyrie: The July Plot to Assassinate Hitler*
Eric Metaxes, *Bonhoeffer*
Elisabeth Sifton and Fritz Stern, *No Ordinary Men: Dietrich Bonhoeffer and Hans von Dohnanyi*

The Last Days

William Baker, *Jesse Owens*
Antony Beevor, *The Fall of Berlin, 1945*
Michael Dobbs, *Six Months in 1945: FDR, Stalin, Churchill and Truman, from World War to Cold War*
Joachim Fest, *Inside Hitler's Bunker*
Ian Kershaw, *The End*
Donald McKale, *The Nazis After Hitler: How Perpetrators of the Holocaust Cheated Justice and Truth*
Anthony Read and David Fisher, *The Fall of Berlin*
Cornelius Ryan, *The Last Battle*

Books of General Importance

Thomas Childers, *In the Shadows of War: An American Pilot's Odyssey through Occupied France and the Camps of Nazi Germany*

Istvan Deak, *Europe on Trial: The Story of Collaboration, Resistance, and Retribution During WWII*

Peter Fritzsche, *An Iron Wind: Europe Under Hitler*

Mark Mazower, *Hitler's Empire: How the Nazis Ruled Europe*

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Citizenship

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)