

Term Information

Effective Term Spring 2023
Previous Value Summer 2013

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 GE to course

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

History 3798.02 contributes to student understanding of the dynamics of citizenship at a number of important junctions. Indeed, the fundamental importance of citizenship--"the right to have rights," as Hannah Arendt famously defined it--is probably the most important lesson from WWII. For tens of millions of civilians, citizenship was the difference between life and death. There was nothing abstract about it. And the really wrenching question is: What happens to citizenship when nation-states crumble, when borders are erased?

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	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 States, and Europe.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	4 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	Seminar
Grade Roster Component	Seminar
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Always
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

[Previous Value](#)

[Columbus](#)

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq: English 1110.xx, History 3015, 3570, 4795, and French 3801; or permission of instructor.
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; Global Studies (International Issues successors); Education Abroad (new); Citizenship for a Diverse and Just World

[Previous Value](#)

[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

Sought Concurrence No

Attachments

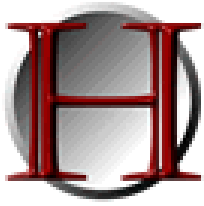
- Hisory 3798.02 Citizenship theme form.pdf: New GE form
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)
- History 3798.02 New GE Syllabus.docx: Syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)

Comments

- Bernadette and I discussed the 4-credit high impact course option over email. At this time, I'm going to first get the Theme approval (as it is here), then the faculty might pursue the 4-credit option at a later date, after the Theme has gone through. *(by Getson, Jennifer L. on 04/05/2022 01:31 PM)*
- Since this is a study abroad, why not turn it into a 4 credit high impact course for the Citizenship Theme? Contact me if you want to chat. *(by Vankeerbergen, Bernadette Chantal on 01/06/2022 03:08 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes, Jacklyn Celeste	12/16/2021 12:49 PM	Submitted for Approval
Approved	Soland, Birgitte	12/23/2021 05:04 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	01/06/2022 03:08 PM	College Approval
Submitted	Getson, Jennifer L.	08/23/2022 09:16 PM	Submitted for Approval
Approved	Soland, Birgitte	08/23/2022 11:22 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/22/2022 03:09 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/22/2022 03:09 PM	ASCCAO Approval



Department of History
The Ohio State University



May Term 2019: Wednesday May 8- Wednesday May 29
History 3798.02 Study Tour
The Trans-National Study of World War II in Europe

3 credit hours.

Instructors. Professors David Steigerwald and Nicholas Breyfogle

Office Hours. Both 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. Breyfogle.

Phone Numbers: Steigerwald +1 740-363-0257 Breyfogle +1 614-226-1800

Students with Disabilities

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.

Course Objectives.

This study tour is the capstone to the WWII Study Program. You will continue to pursue the objectives of the program, which have 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.

Historical Study GE:

Goals

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

Expected Learning Outcomes

WWII History In Europe Syllabus & Schedule

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.

Diversity GE

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.

Expected Learning Outcomes

- **GLOBAL STUDIES**
 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.

GE Education Abroad Objectives.

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 for GE Education Abroad programs.

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.

New GE Theme: Citizenship for a Just and Diverse World

Goals

- Successful students will analyze concepts of citizenship, justice and diversity at a more advanced and in-depth level than in the Foundations component.
- 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.
- 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.
- 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:

WWII History In Europe Syllabus & Schedule

- 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.

Student Obligations and Grade Weighting.

20%: Citizens' Obligations: You have all agreed to abide by the group social contract. This grade portion measures the extent to which you do so during the May term travel. RDs will consider not only the degree to which you meet the social contract, but the enthusiasm with which you meet the study-abroad goals of openness to new experiences and respect for different social environments.

40%: Site-Specific Expertise Report: You have each learned a fair amount about a topic of your choice. This grade portion measures your mastery of your subject and your ability to distill and disseminate that knowledge. Your grade will be composed of two parts.

Oral Report (20%): Each of your individual subjects illuminate in some fashion the general concepts we pondered in Spring seminar. This year, you will deliver a brief review of how your work fits into a site-specific concept in a "panel" format. In conversation with one or more of your comrades working on a related subject, you are to speak from 8-10 minutes on your specific topic. After each member of the panel has spoken, you and your comrades will open up group discussion. One or both faculty members will serve as facilitators. You may consult notes but shouldn't read your presentation.

Because it is a group activity, this portion will be graded pass/fail

WWII History In Europe Syllabus & Schedule

Written Version (20%): Within forty-eight hours after your panel, you will submit a written version of your oral report. This need be no longer than 500 words (three pages)

40%: Blog Posts: All students will arrange through the College Media Office (through Denise Blough at blough.24@osu.edu) to connect to the ASC Blog site. Students are responsible for four blogs, though you are both welcomed and encouraged to blog away.

Required blogs should run about two paragraphs. Photos are recommended but not required.

How to Blog

We have found that the blogs serve several good purposes. First, they give students the opportunity to describe their experiences for family, friends, and the university community. Second, our program benefactors read them and often give us feedback. And, finally, the blogs are an effective way of engaging with the purposes of the WWII program.

The worst kind of blog is the travelogue: “I did this. I saw that. And then we went here.” If you want to put that sort of stuff up on your personal social media, knock yourselves out. But that is not what your class blogs should accomplish. As you write your official blogs you should remember that you are seeing things that your readers haven’t and probably won’t. So don’t shy from thick description. You’ve got to be the eyes for your readers.

Blog Requirements

1. One blog is required from each nation we visit: England; France; Poland; and Germany.
2. In addition, each of your blogs *must* be shaped around one of four themes:
 - a) **The Interpretive Blog:** How does the representation of the war experience embodied in the sites we visit reflect what we’ve learned about that nation’s historical memory (the British “People’s War”; the French tension between collaboration and resistance; the Polish claim to national innocence; the German struggle with the reality of mass support for the Nazis)?
 - b) **The Historian’s Blog:** One blog should describe and assess the sites of a particular nation as sources in themselves. How well do these sources align with what you’ve learned in your Spring studies? What new material have you learned from them? What do the sources tell us that seems particularly important to a broad grasp of the war experience?
 - c) **The Contemporary Blog:** As you’ve bopped around a particular place, what are seeing and experiencing that seems to speak to the national character? What seem to be the current issues or conditions as you make them out? What’s happening around you that seems noteworthy?
 - d) **The Comparative Blog:** Take two, three, or four of our main national museums and compare their interpretations of their national war experience. How are they different? What do you suppose they tell you about the particular nation and its collective memory?

Your blogs should only follow one of these themes at a time. Just as you must do one blog per nation, so you must do each of these themes once. But you can do them in any order you wish, as soon as you have the material to do so.

WWII History In Europe Syllabus & Schedule

3. Able and Baker squads must submit their blogs as drafts to Professor Breyfogle for editing. Charlie and Delta squads will submit them to Professor Steigerwald. **Do not post blogs before they've been edited.**

4. Blogs will be graded pass/fail.

You will not receive a grade for History 3798 until you have submitted a thank-you message to your respective donor(s) through the College of Arts & Sciences mechanism. If you have not done so by the time grades are due June 4, you will receive an incomplete.

Schedule

May 8 (Wednesday): Arrive London

Hotel in London:

Lancaster Gate Hotel

66 Lancaster Gate

London W2 3NA

Phone: +44 20 7262 5090

<http://www.lancastergatehotelhydepark.co.uk/>

Independent arrivals in London. Transfer on own to hotel.

14:00 Group Check In.

Neighborhood recon, and practice Tube trip into Westminster.

May 9 (Thursday): London

Breakfast at hotel

11:00 Group entry to Churchill Museum and Cabinet War Rooms

19:00 Group Dinner at Lancaster Gate

WWII History In Europe Syllabus & Schedule

May 10 (Friday) Bletchley Park

Breakfast at hotel

9:15 Meet in lobby; move to Euston Station for train to Bletchley Park

11:30 Tour of Bletchley Park with guide

Spies Like Us Panel: Paige Kaune & Austin Ward

14:00 Return to London

May 11 (Saturday): London

Breakfast at hotel

Free Day!

May 12 (Sunday) London

10:00 Imperial War Museum

Strategic Bombing Panel: Jared Del Orfano & Ian Mintz

May 13 (Monday): London to Bayeux

4:00 Depart by coach for Portsmouth. Boxed meals will be provided.

8:15 Ferry from Portsmouth to Caen.

15:00 Arrive in Caen.

15:30 Coach to Bayeux

Hotel in Bayeux:

Novotel Bayeux

117 Rue Saint-Patrice,

14400 Bayeux, France

+33 2 31 92 16 11

<https://www.accorhotels.com/gb/hotel-0964-novotel-bayeux/index.shtml>

Quick walking tour of area

WWII History In Europe Syllabus & Schedule

May 14 (Tuesday): Caen/Bayeux

9:45 Depart for Caen Memorial Museum

10:45 Entry to Museum

15:00 Abbey d'Ardenne

16:00 Pegasus Bridge

17:00: Return to Hotel

May 15 (Wednesday): Bayeux

9:00 Walk to Musee de la Tapisserie

9:30 Admission to Musee de la Tapisserie

11:00 – 13:00 Lunch in town

13:00 Coach to Arromanche

14:30 Admission to Arromanches 360 Theatre

15:00 Return to Hotel

15:30 Walk to British Cemetery

May 16 (Thursday) Bayeux

8:45 Depart hotel

9:30 Angoville au Plain Church

10:00 Utah Beach

10:30 Entry into Musee du Debarquement

WWII History In Europe Syllabus & Schedule

12:30 Depart for St Mere Eglise

13:00 Lunch on own in St Mere Eglise

14:00 Coach to La Cambe German Cemetery

14:30 Visit German Cemetery

3:15 Coach to Memorial Museum of the Battle of Normandy

Return to Bayeux

May 17 (Friday): Bayeux

9:00 Depart for visits to Pointe du Hoc

9:30 Pointe du Hoc: Walk the grounds

11:00 Entrance to American Cemetery, Normandy: Visit museum, walk the ground, visit the markers of the Buckeye Twelve

13:30 Omaha Beach (lunch on the beach)

Battle of Normandy Panel: Frank Fioritto and Nick Coffey

15:30 Return to hotel

Note: This day's itinerary depends on the tide schedule.

May 18 (Saturday): Bayeux/Paris

9:00 Depart for Paris

15:00 Check in at hotel

16:30 Memorial to the Victims of the Deportation

Area orientation

Hotel in Paris:

Hotel Ibis Bastille Opera Paris

15 Rue Breguet

WWII History In Europe Syllabus & Schedule

75011 Paris, France
011 3 1 49 29 20 20

May 19 (Sunday): Paris

Free Day!

May 20 (Monday) Paris

10:00 Visit to Musée de l'Armée.

French Collaboration and Resistance Panel: Meghan De Vol, Steph Carlock, & Laura Jennings

12:30 Visit the De Gaulle Wing

15:00 Jeu de Palme

Culture and War; Culture as War Panel: Fiona Minich & Matthew Bonner

May 21 (Tuesday): Paris/Krakov

6:30 Coach Transfer to Charles De Gaulle Airport

10:00 Flight to Vienna

13:05 Flight to Krakow/coach to hotel

14:30 Coach to Hotel

Hotel in Krakow

Vienna House Andel's Cracow

Pawia 3, 31-154

Krakov, Poland

48 12 660 01 00

www.viennahouse.com/index.php?id+955&l=0

Krakov Orientation

Ordinary Germans in the East Panel: Breanna Yashko & Aston Cole

May 22 (Wednesday): Krakow

8:30 Depart for Auschwitz-Birkenau

WWII History In Europe Syllabus & Schedule

10:30 Tour Auschwitz Camp

14:00 Return to hotel

May 23 (Thursday): Krakow

8:15 Leave hotel for Schindler Museum

9:10 Entry to Schindler

11:30 Return to Stare Misto

Not-so-Ordinary People Panel: Kirsten Long & Tori Riley

May 24 (Friday): Krakow/Berlin

9:00 Coach transfer from Krakow to Berlin

16:00 Arrive in Berlin

16:30 Neighborhood/U Bahn orientation

Hotel in Berlin

Holiday Inn Express Berlin

Stresemannstrasse 49 Berlin, 10963 – Germany

Phone: +49 4930 5679 4734

May 25 (Saturday): Berlin

10:00 German Historical Museum (Need student IDs)

Lunch on own in area

13:30 Topography of Terror Museum

German People and Nazi Oppression Panel: Kali Urbina & Natalie Miller

WWII History In Europe Syllabus & Schedule

May 26 (Sunday): Berlin

10:00 St. Mathias Church

11:00 Bendlerbloc-Von Stauffenberg Memorial, German Resistance Museum

The Movement that Never Was Panel: Riley Alton & Haley Grubb

14:00 Soviet War Memorial

May 27 (Monday): Berlin

11:00 Bundestag tour (Bring your passports!)

14:00 Treptower Park; Soviet Memorial & Cemetery

War in the East Panel: Tom Fogarty & Jesse Herrick

May 28 (Tuesday): Berlin

Free Day!

May 29 (Wednesday): Berlin/Potsdam

10:00 Depart for full day of touring in Potsdam

11:00 Wannsee House

13:00 Coach to Cecilienhof Grounds for lunch

Accounting for the Regime Panel: Katie Dudek & Drew Schroeder

15:10 Entry to Cecilienhof Palace

16:30 Stop at Olympic Stadium

19:00 Auf wiedersehen Group Meal

May 30 (Thursday): Berlin and Beyond

WWII History In Europe Syllabus & Schedule

Independent departures this morning. Transfer on own to airport for return flights.

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. 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.

Comrade Code of Conduct History 3798.02, May 2019

As a participant in History 3798.02, The Transnational History of WWII in Europe Study Tour, I agree to abide by the following:

General Expectations:

- Mutual Respect
 - All comrades and advisors will show respect for one another.
 - This must include sensitivity to the weight of the history that we are studying, and all should recognize that comrades may have different reactions and experiences for each site.
- External Respect
 - All comrades will respect different countries, cultures, and they will honor the profound nature and depth of the sites that we visit.
- Public Conduct
 - All comrades agree not to be a burden to comrades in terms of safety regulation, and all comrades agree to behave in a way that represents all entities and fellow comrades appropriately
 - All comrades agree not to engage in unseemly nor inappropriate behavior.
- Comrade Contributions
 - Equitable contribution and investment in all tasks, discussions, and materials is expected and required.

Group Responsibilities:

WWII History In Europe Syllabus & Schedule

- Punctuality
 - All comrades should arrive on time to predetermined excursions, or you must deal with the wrath of Jared!
- Roommate Respect
 - All comrades should be mindful and respectful towards the personal preferences, sleep, and belongings of their roommates.
- Comrade Awareness
 - All comrades should either travel with other comrades or let someone know what their plans are in order to maintain safety and respect for personal space.
 - No Comrade Shall be Left Behind.
- Financial Responsibility
 - All comrades agree to pay back any and all dues when another pays for them, and all comrades agree to return borrowed items in a timely matter.

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)