

Term Information

Effective Term Spring 2026
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: History 3570

[Previous Value](#)

[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

- Students will engage in critical and logical thinking about how each country involved in World War II both shaped and utilized concepts of nationalism and "proper" citizenship to raise armies for war.
- Students will understand the political, diplomatic, economic, cultural, and social dynamics that sparked World War II, and then interacted to continue it despite the high cost the conflict inflicted upon every society involved.
- Students will examine the experience of numerous countries on numerous fronts and how the conflict impacted all societies and peoples who experienced it.
- Students will describe and analyze diverse perspectives on citizenship by immersing them in the historical and cultural contexts where the war's impact on identity, rights, and belonging was profoundly shaped.
- Students will identify and reflect on the numerous different nations, cultures, societies, and religious interests involved in the war, and how these interests impacted their involvement in, and impact from, World War II.
- [see attached](#)

[Previous Value](#)

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

- History 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)
- History 3798.02 GE Form Citizenship (Douglas).pdf: GE Form
(Other Supporting Documentation. Owner: Getson, Jennifer L.)
- History 3798.02 Syllabus.docx: Syllabus
(Syllabus. Owner: Getson, Jennifer L.)

Comments

- We are submitting a new syllabus and GE Form, as the committee didn't vote on the original submission, which was turned in several years ago and needed substantial revisions. *(by Getson, Jennifer L. on 04/22/2025 11:27 AM)*
- Please see Panel feedback e-mail sent 10/20/22. *(by Cody, Emily Kathryn on 10/20/2022 01:48 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)*

COURSE CHANGE REQUEST
3798.02 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
04/24/2025

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
Revision Requested	Cody, Emily Kathryn	10/20/2022 01:48 PM	ASCCAO Approval
Submitted	Getson, Jennifer L.	04/22/2025 11:28 AM	Submitted for Approval
Approved	Reed, Christopher Alexander	04/22/2025 01:24 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/24/2025 04:14 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/24/2025 04:14 PM	ASCCAO Approval

Instructor: Dr. Sarah K Douglas
douglas.162@osu.edu
Include "History 3798.02" in email subject line
Office: Dulles Hall 173
Course: May 8 – May 29th
Course #: XXXX

HISTORY 3798.02: The Transnational Study of World War II



In conjunction with History 3570, in this course we will focus on the origins, course, and historical implications of the most destructive war in human history: World War II. Arguably a direct legacy of World War I, more than 70 nations took part in the war with every continent touched by the conflict in some way. Although the bulk of the fighting took place in the Atlantic Ocean, Europe, East Asia, and the Pacific, violence spilled over to the Northern and Southern American coasts, various

regions of Africa, Central and West Asia, South Asia, Oceania, Australia, and New Zealand. What's more, it saw the rise of destructive totalitarian regimes and new technologies, both of which worked to catalyze genocide in both Europe and Asia, as well as the death of 85 million people, 3% of the total global population. To put it simply, one cannot understand the 20th century, or any of the countries involved in the conflict, without understanding World War II. It changed the world forever in a myriad of ways, and our goal in this course, when joined with History 3570: World War II, is to explore how and why.

First, students will be required to enroll in History 3570: World War II, to learn more about the causes, course, and outcomes of the Second World War. Students will then, in this May term course, fulfill their learning requirements for the [World War II Transnational Study of World War II](#) program. This program offers students a unique opportunity to deepen their understanding of the war and its complex relationship with concepts like citizenship by immersing them in the places where history unfolded. Visiting sites like battlefields, memorials, and museums in Europe or Asia allows students to connect textbook knowledge with tangible contexts, revealing how citizenship was shaped by wartime policies, resistance movements, and post-war rebuilding efforts. For instance, exploring how nations defined loyalty or exclusion—through propaganda, conscription, or internment—highlights citizenship's fluid role in the wartime societies they learn about in this course and History 3570.

Overall, studying abroad enhances historical learning by engaging students with primary sources, local perspectives, and diverse narratives, fostering empathy and a nuanced grasp of global impacts. This immersive experience also sharpens critical thinking as students analyze conflicting accounts, question national myths, and debate ethical dilemmas, skills honed through cross-cultural dialogue and firsthand observation of history's enduring legacy. Thus this course will allow students to more fully and richly learn about how and why WWII altered cultural attitudes and practices around the world; changed how societies chose to define and exercise both nationalism and citizenship; elevated the role of women in some societies involved; altered forever the global balance of power and power dynamics; realigned domestic and international political relationships all over the world; shifted imperial dynamics around the world and put this practice on a path toward dissolution; reformed basic economic relationships, and directly contributed to the conflict of the next 50 years: the Cold War. Students will learn how the war impacted marginalized societies around the world, in both unoccupied and occupied territories, and learn how the conflict affected these peoples both during and after the war. In toto, students will walk away from the course seeing how WWII was the paradigm-shifting conflict that defined the rest of the 20th century, continues to do so into the 21st. By then visiting some of these locations themselves, they will not only be exposed to cultures and societies different from their own, but view for themselves the people and places who experienced the events they learned about firsthand.

General Education (GE): Citizenship for a Diverse and Just World

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: 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.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences—their visits to the countries and locations in which World War II took place—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 the theme.
- 1.2. Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 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.

In this class, students will satisfy the ELOs of this theme in the following ways:

1.1. Engage in critical and logical thinking about the topic or idea of the theme:

Students will engage in critical and logical thinking about how each country involved in World War II both shaped and utilized concepts of nationalism and “proper” citizenship to raise armies for war. Students will also learn about how those same countries continued to employ and reinforce (through propaganda and censorship) “proper” expressions of nationalism and citizenship to maintain their war efforts for at least six years of deadly conflict. Students will also learn about the role women and racial minorities played in many countries’ war efforts, which in some cases led to increased rights and broadening political enfranchisement during and after the conflict. Students will explore the role imperialism played in the conflict globally, and how diverse national interests of countries around the

world interplayed to catalyze the “world” war. At the same time, students will learn about the negative consequences of extremist, narrow, and/or racially-defined conceptions of citizenship by studying Japanese internment in the US, the Holocaust in Europe, and Japanese war crimes in East Asia (including but not limited to Unit 731 experimentation). Thus students will not only be encouraged to think critically about the causes, major events, major themes, major figures, and major developments of the largest war in human history, but also explore how different states involved in WWII conceptualized citizenship and the consequences of that definition, either for combat/wartime service motivation or to fuel extremist ideologies that led to equally extreme violence/genocide.

Students will then visit World War II battle sites themselves, which will help them think critically about the past by grounding abstract historical events in tangible reality. Seeing the terrain, remnants, or memorials prompts questions about strategy, human cost, and societal impact, challenging simplified narratives. Engaging with local perspectives and physical evidence encourages students to analyze conflicting accounts, assess the war’s legacy, and reflect on the ethical complexities of historical decisions.

1.2 Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.

Students will understand the political, diplomatic, economic, cultural, and social dynamics that sparked World War II, and then interacted to continue it despite the high cost the conflict inflicted upon every society involved. Students will engage with numerous secondary sources written by leaders in the field of World War II history to explore these themes, and have the choice of selecting others for optional readings in line with their particular interests. Students will then engage in group discussion assignments that will require them to do what historians do every day: address a subjective question or issue about the past; support their opinion using historical events and primary source evidence; and then defend that stance in a discussion forum. In addition to this, students will complete a final research project, which will not only allow them to explore a WWII-related topic of their particular interest but require them to engage in the scholarly research exercise of picking a topic, identifying sources to explore that topic, and then presenting their findings in written form.

This course will then, through their Study Abroad activities, immerse students in the physical and cultural contexts where history unfolded. Sites like battlefields, memorials, or archives provide access to primary sources and local narratives, revealing how citizenship was shaped by wartime policies, resistance, or displacement. This firsthand engagement fosters rigorous analysis of citizenship’s complexities—loyalty, exclusion, or post-war identity—prompting students to connect historical evidence with broader societal impacts through critical, evidence-based scholarship. Thus students will learn to connect their abstract learning and the scholarly debate about historical events to the actual places and peoples involved in World War II.

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

A key element of this course is that we will not just study World War II in Europe from the perspective of the Allied armies, a primary focus in historical studies of this massive conflict. Instead, we will examine the experience of numerous countries on numerous fronts, the view of citizens who supported their war efforts and those who didn’t, people who were integrated

into each society's restrictive views of citizenship and those who were marginalized from it (sometimes violently), and how the conflict impacted all societies and peoples who experienced it. This will ensure that students can understand how different cultures experienced and participated in one of the most pivotal wars of the 20th century. This was a "world" war, meaning that different nations, societies, and peoples around the world engaged in the conflict, and were impacted by it, for a variety of reasons. Students will read numerous first-hand accounts of those who experienced World War II, both the victors and the defeated, on all fronts of the conflict discussed, and be exposed to different secondary analyses of those events and peoples. Students will then visit relevant historical locations where the events of World War II unfolded, allowing students to make tangible connections between the abstract learning of the past and tangible realities still around us today.

Learning about and understanding these diverse experiences, motivations, impacts, and outcomes, and then integrating them into a holistic understanding of this subject, is a key goal of the course. This will then be linked with another goal of the course: to experience the locations and people who experienced World War II first hand. Thus students will be required to synthesize their learning and apply it to the physical locations in which the war took place, thus connecting their abstract learning on the course themes to physical locations and remnants of the past.

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.

In numerous instances in this course, students will be given the option of reading about individuals, societies, and/or subjects that are of particular interest to them. This includes assigned videos, reading options in several weeks, and most of all, the subject they wish to pursue for their research project. This allows students to explore themselves as learners because they can engage in creative work that favors their own interests and historical curiosities. Personal interests are a life-long journey of exploration, thus when students make those choices, they are relying on prior life experience, current curiosities, and personal preferences. Yet they will also have to engage in historical research, which poses challenges to anyone engaging in it, especially if the topic in question produces unexpected results (which is nearly always the case in historical research). At the same time, in the course students will also engage in group discussions, which will require them to justify their own opinions on specific topics covered and then debate those stances with other students who might disagree with them. This critical thinking exercise necessarily requires wedding creativity, reliance on prior experience, and employment of course learning. All of these skills will be necessary to success on these assignments.

Students will then join this learning with their Study Abroad location visits, which will immerse them in historically significant locations such as battlefields, memorials, and historical archives. In so doing, students will engage directly with the tangible remnants of the war, prompting deep reflection on its human, political, and cultural dimensions. This immersive setting encourages students to assess their evolving understanding of complex issues like citizenship, comparing new insights with prior knowledge from classroom learning or personal experiences. For example, visiting sites of resistance or internment may challenge preconceived notions, fostering self-assessment as students evaluate their biases or gaps in understanding. Creative work, such as journaling, presentations, and projects inspired by local narratives, allows students to synthesize these experiences, expressing their growth

as learners in innovative ways. The unfamiliar cultural and historical contexts of the host country push students to adapt, question, and connect past learning to present challenges, cultivating resilience and intellectual curiosity. By grappling with the war's legacy and its intersections with identity, society, and citizenship, students will develop a stronger sense of agency, honing their ability to learn independently and respond thoughtfully to complex global issues.

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.

A fundamental reality of World War II is that it included many, many different political, cultural, national, and historical communities. As a result, by taking the course, students will be required to learn about and understand these numerous and diverse communities, and then how their political, cultural, social, economic, religious, and military interests impacted how they experienced, if not were directly involved in, the war. More than anything else, how each society engaged in World War II, or was impacted by World War II, was a function of their identity and role as citizens. Those who fought in the war did so to exercise their national support and fulfill their role as citizens, with those on the home front doing the same. Total war was the product of propaganda, domestic resources, domestic production capability, and the embracing of both nationalism and the citizen ideal, and those societies that marshalled these resources most effectively found that contributed greatly to their success. Conversely, those who suffered marginalization, if not attack, during the war were defined by the same factors, ruled as “other” populations, and were treated accordingly. Those we will discuss include Jewish and so-called *Untermenschen* populations the Nazis persecuted at first legally and then through the genocidal crimes of the Holocaust; Japanese violence against Chinese, Mongolian, Korean, Vietnamese, and other Oceania societies through occupation, medical experimentation, the “comfort women” practice, or occupation violence; the complex and difficult dynamics in Eastern Europe for populations torn between the violence of the Soviet and Nazi regimes; African Americans in the United States who fought against racial segregation in the Armed Services to take up active combat roles; and the practice of Japanese internment in the United States that involved Japanese Americans, despite being citizens, being deemed “a threat to national security.” Thus a core element of studying World War II is analyzing a range of perspectives on what constitutes citizenship, identity, and self-determination across political, cultural, national, and global communities.

The Study Abroad component of the course will then allow students to better describe and analyze diverse perspectives on citizenship by immersing them in the historical and cultural contexts where the war's impact on identity, rights, and belonging was profoundly shaped. Visiting sites like battlefields, memorials, or museums in countries affected by the war exposes students to firsthand evidence of how citizenship was defined and contested—through policies like conscription, propaganda, or exclusion (e.g., internment camps or Holocaust atrocities). Engaging with local archives, survivor testimonies, and local community narratives will reveal how political systems, cultural values, and national priorities shaped citizenship differently across regions and eras. For instance, students might compare the experiences of occupied nations, where citizenship meant resistance, with those of colonial subjects conscripted by imperial powers, highlighting global disparities. These encounters challenge students to analyze competing perspectives—such as state-driven nationalism versus individual agency—and understand how historical events like WWII influenced modern notions of citizenship across borders. By synthesizing these

insights through discussions, reflections, or projects, students develop a nuanced ability to articulate how citizenship varies across political, cultural, national, global, and historical communities, grounded in real-world evidence and cross-cultural dialogue.

3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

Students will identify and reflect on the numerous different nations, cultures, societies, and religious interests involved in the war, and how these interests impacted their involvement in, and impact from, World War II. What's more, the key to understanding any historical conflict is understanding it from the inter- and intra- cultural perspectives of those involved, doing so on their own terms, and then doing so in comparison to all other groups involved. This requires necessarily the development of intercultural competence, which by extensions helps one become a better critical thinker and thus a better global citizen.

What's more, the Study Abroad preparation and visit itself will literally immerse students in diverse historical and cultural contexts, enabling them to identify, reflect on, and apply the knowledge, skills, and dispositions needed as global citizens. Visiting WWII sites—such as battlefields, memorials, or museums—exposes students to varied perspectives on the war's impact across nations, revealing how cultural, political, and social forces shaped concepts like citizenship and identity. Through interactions with local communities, archives, and survivor accounts, students gain knowledge of global histories and develop skills like empathy, critical listening, and cross-cultural communication. Reflecting on these experiences, they must confront their own assumptions, recognizing biases, and acknowledge the complexities of historical narratives. For example, exploring how different countries commemorate the war or address its legacies prompts students to consider universal values alongside cultural differences. Applying this learning, students engage in activities like group discussions and creative projects that require collaboration and respectful dialogue across cultures. These experiences cultivate dispositions such as openness, adaptability, and a commitment to ethical global engagement, equipping students to navigate diverse settings as informed, empathetic global citizens.

4.1 Examine, critique and evaluate various expressions and implications of diversity, equity and inclusion, and explore a variety of lived experiences.

This course will equip students to examine, critique, and evaluate expressions and implications of diversity, equity, and inclusion through exploring diverse lived experiences. The course provides foundational knowledge of WWII's global impact, highlighting how diverse groups—based on race, ethnicity, gender, or nationality—faced varying forms of inclusion or exclusion, such as internment, segregation in military units, or resistance roles. The Study Abroad component deepens this understanding by immersing students in sites like battlefields, memorials, or archives across different countries, where they encounter tangible evidence of these dynamics. For instance, visiting Holocaust sites or colonial conscription memorials reveals inequities in citizenship and systemic marginalization, prompting critical analysis and deeper understanding. Engaging with local narratives, survivor testimonies, and community perspectives exposes students to a range of lived experiences, from occupied populations to displaced refugees, fostering empathy and nuanced critique of how power structures shaped inclusion or exclusion. Through reflections, discussions, or projects, students evaluate the successes and failures of wartime

DEI efforts and their lasting implications, connecting historical lessons to modern global challenges. This combined approach empowers students to critically assess the complexities of and appreciate the diversity of human experiences across cultural, national, and historical contexts.

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.

In World War II, marginalized societies were at times silenced or even persecuted for their marginalization, while at other times previously marginalized groups were enfranchised (conceptually or literally) through their support of their nation's war efforts. For example, Jews and other marginalized populations in Europe were the target of genocide because the Nazi regime labeled them as populations to exterminate in order to make room for a future Aryan race. Meanwhile, female members of many societies, through their support of the war effort in their countries, gained wider rights and further enfranchisement once the war was concluded. Active combat service undertaken by some African Americans not only led to the full desegregation of the US military but further laid the groundwork for the Civil Rights movement. Meanwhile, populations who did not support their country's war effort were at times suppressed (if not arrested), while those who were wrongly perceived to be enemies of the state were marginalized or even imprisoned accordingly (e.g. Japanese internment in the US). The war caused a (temporary) halt in the Chinese Civil War, such that the communists and nationalists united to fight the Japanese. The war also served as a further catalyst for anti-imperial movements around the world, such as in Vietnam and Algeria or the various British colonies in Africa.

Through the Study Abroad component, students will then be equipped to better analyze and critique the intersections of justice, difference, citizenship, and their interactions with cultural traditions, structures of power, and advocacy for social change by blending academic study with immersive, real-world exploration. The course provides a theoretical foundation, examining how WWII shaped justice through war crimes trials, highlighted difference via policies like segregation or internment, and redefined citizenship through conscription, resistance, or exclusion. The Study Abroad component will then deepen this analysis by placing students at sites like battlefields, memorials, or archives in diverse countries, where they encounter tangible evidence of these concepts. For example, visiting sites of Nazi persecution reveals how power structures enforced inequities, while resistance museums showcase advocacy for justice and change. Engaging with local perspectives and historical narratives, students will critique how cultural traditions—such as nationalism or communal solidarity—interacted with state policies to shape citizenship and difference. Through reflections and discussions, they analyze how wartime justice efforts succeeded or failed and evaluate advocacy movements' impacts, connecting historical lessons to modern social change. This dual approach sharpens students' ability to critically assess these intersections across global contexts, fostering nuanced understanding of their ongoing relevance.

Legacy GE

For students on the Legacy GE Plan, this course counts as Historical Studies and Diversity (Global Studies).

COURSE REQUIREMENTS & PARAMETERS

Enrollment:

Students must be fully enrolled in this course by the first day of May term. Students are also required to have successfully completed History 3570: World War II.

Course Structure, Requirements, and Expectations:

This course is a May term course that should be taken in conjunction with History 3570: World War II (students often complete 3570 in the Spring Semester before May Term). This course is centered on a study abroad program in Europe and combines academic study with immersive exploration of war-related sites in England, France, Poland, and Germany, including battlefields, museums, memorials, and cemeteries. The course examines WWII's historical, political, and cultural impacts, focusing on themes like citizenship, justice, diversity, equity, and power structures. Through lectures, readings, and pre-trip assignments, students gain foundational knowledge, which is enriched by on-site visits that provide tangible connections to events like D-Day, the Holocaust, and resistance movements. Post-visit assignments, such as group discussions and daily reaction journals, will foster critical reflection, encouraging students to analyze the war's legacy, critique concepts of inclusion and exclusion, and connect historical lessons to modern global issues. The course cultivates intercultural competence, empathy, and analytical skills, enabling students to articulate the war's enduring relevance and advocate for social change as informed global citizens. To fulfill these goals, students will be expected to participate in group discussions, complete various readings and written journal reactions throughout the trip, facilitate one group discussion panel during the trip, and then submit a final essay assessing the focus on their administered panel.

As visitors to these important locations, students are also expected to be respectful and attentive at all times to their fellow students, the course instructor, any individuals the seminar group interacts with, local populations, and the locations we visit. Students who do not actively participate in group discussions, engage in active learning at the visited locations, and maintain respectful behavior at all times are at risk of being removed from group activities and failing the course.

Course Modules:

The course will be designed around 15 modules, with each focusing on the specific locations that will be visited during the trip. Students will be required to complete assigned readings for each visit, complete reaction journal entries for each day's visits,

lead one group discussion panel related to a visited location, and then submit a final essay further evaluating their panel topic of choice. Students will be guided in these readings and locations through each course module posting, and all assignments will be submitted via Carmen.

Required Course Texts, Technology, Digital Skills, and Assistance:

One course monograph will be [Alan Millett and Williamson Murray's *Fighting the Second World War*](#), the assigned reading for History 3570. Students will also be assigned various primary and secondary sources relevant to the given locations students will visit, which they should complete prior to visiting each given location. These readings will be posted on Carmen and will further contextualize and enrich student understanding of these locations, the events that took place there, and how people experienced the past. These various readings will be (1) PDFs on Carmen, (2) available online using the hyperlinks below/in the weekly modules, or (3) available digitally through the OSU Library.

Students will also be required to keep a daily journal reacting to events attended and locations visited, lead and facilitate a group panel on a chosen topic, and submit a final essay. To do so, students will need to bring with them either a laptop or a tablet to help them complete these assignments. Students are also encouraged to bring a notebook with them to aid in notetaking while visiting each given location.

As to technology skills and requirements for this course, students will need to be able to successfully access digital materials on a PC/Mac and navigate Carmen. Students will also need: (1) regular access to the internet with any available web browser, (2) the ability to view PDF files, and (3) Microsoft Word. Students can download Adobe for viewing PDFs [here](#) and as an OSU student, you can download a free version of Microsoft Office [here](#).

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
- Phone: 614-688-HELP (4357)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Assignment Breakdown:

15	Location Discussions & Participation	150 pts
1	Personal Reaction Journal	300 pts
1	Panel Organization & Leadership	250 pts
1	Final Project	<u>300 pts</u>
		1000 pts

Location Discussion & Participation (15 discussions x 10pts/location)

Throughout the tour, students will be visiting numerous locations relevant to or commemorating the World War II experience in England, France, Poland, and Germany. Students will be expected to be respectful of and actively observant at these locations, and be prepared to discuss their experiences in a group setting after departing each location. In these discussions, students will reflect on their visits to war-relevant locations, museums, memorials, and cemeteries. They will be tasked with contemplating the historical significance of these sites, their connection to WWII events, and the lessons they impart about the war's impact on citizenship, justice, diversity, and power structures. By discussing their experiences, students will deepen their understanding of themes like sacrifice, resilience, and the consequences of exclusionary policies, as seen in sites like Holocaust memorials or D-Day beaches. The assignment's value lies in fostering critical thinking, empathy, and collaborative analysis, as students share diverse perspectives and connect historical events to modern issues. It reinforces WWII lessons by encouraging students to articulate how these sites reflect the war's global legacy, the importance of remembrance, and the ongoing need for advocacy for equity and justice, solidifying their grasp of the war's complex human and societal dimensions. A key component of this score is not only visiting these locations but engaging in active learning and discussion while present.

World War II Reaction Journal (15 entries minimum, 20pts/entry)

After each day in which students visit World War II locations, students will be required to write **two (or more) pages** in which they "react" to those locations. Specifically, in these entries, students should discuss what they saw, their reactions to the given locations, their thoughts following the group discussions about these locations, how the readings about these locations impacted and enhanced their learning, and how these visits have shaped and contributed to their further understanding of the Second World War. Each entry should capture their observations, emotional responses, and insights about the historical significance of the sites visited, connecting these to themes like citizenship, justice, diversity, and power dynamics. This assignment's value lies in encouraging personal introspection and critical engagement, allowing students to process the war's human and societal impact in real-time. By documenting their evolving understanding, students will reinforce lessons about WWII's global legacy, the consequences of conflict, and the importance of remembrance. Overall, the journal will foster a deeper appreciation for diverse perspectives and historical complexities, cultivating empathy and analytical skills that link past events to contemporary issues of social change.

Students are required to write **15 (or more)** entries in response to each of the 15 days of the trip where historical locations are visited; students may write more than one entry per day if they choose, depending upon their reaction to and thoughts upon the day's events, but the minimum requirement is one reaction per day. In the final journal entry, students should also reflect upon the course themes of World War II, citizenship, and what lessons can be gleaned from studying historical events and then visiting the locations in which those events took place.

Each entry should be **two (or more) typed pages, double-spaced, 12pt TNR font**. Students should download and utilize the World War II Sites Reaction Journal posted on Carmen in order to organize and format these entries. This pre-formatted document will allow students to create entries by day and location. This journal will be due **by Wednesday, May 29th at 11:59PM CEST**.

Panel Presentation Project (250 pts)

Prior to departing the US, on Carmen students will sign up for one of 10 panels that will be held throughout the visits to our chosen locations. For these panels, students will be assigned to lead discussions focusing on the specific topics and locations visited, such as battlefields, museums, memorials, or cemeteries. This assignment involves students preparing to guide their peers in analyzing the historical significance of a site or theme—e.g., D-Day beaches in France, Auschwitz-Birkenau and the Holocaust in Poland, or civilian collaboration and resistance in Germany—by researching its context, relevance to WWII, and connections to concepts like citizenship, justice, or diversity. During the panel, student leaders present key insights, pose thought-provoking questions, and facilitate collaborative dialogue, encouraging critical reflection on the site's lessons and broader war-related themes. The assignment fosters leadership, research, and communication skills while deepening students' understanding of WWII's complex legacy, promoting engagement with diverse perspectives and reinforcing the war's enduring impact on global society.

Students should collaborate with their fellow students assigned to their same panel to organize each discussion. Students should take advantage of work days to do so, and should be fully prepared to entirely lead their given panel when it is their turn to do so. The most informative panels will also integrate information learned and insights gleaned from the given locations visited, as well as all relevant assigned readings.

Panel topics are: (1) "Spies Like Us," (2) "Strategic Bombing in World War II," (3) "The Battle for Europe," (4) "French Collaboration and Resistance," (5) "Culture and War," (6) "Marginalized Occupation Populations and Civilians in the East," (7) "Resistance, Compliance, and Ordinary Men," (8) "Nazi Oppression, Foreign and Domestic," (9) "The Movement that Never Was," and (10) "War, Ideology, and Massacre." See the course schedule below and the **Panel Presentation Guidelines** posted on Carmen for more details about the specific focus, goals, and requirements of this panel assignment.

The Second World War Panel Essay (300pts):

Following each student's facilitation of their chosen panel, students will write a final essay that is **4-6 pages in length** integrating the panel discussion content and summarizing their overall learning about their given topic. This essay will require students to reflect upon their preparation and leadership experience, articulate the historical significance of their assigned site or theme, and synthesize key insights from the panel dialogue, connecting these to broader WWII themes like citizenship, justice, or diversity. Students must incorporate peer perspectives, primary sources, and site-

specific observations to analyze the location's significance, the conflict's greater impact, and World War II's relevance to modern issues. This assignment fosters critical thinking, research synthesis, and written communication skills, reinforcing students' understanding of WWII's complex legacy and their role in facilitating meaningful historical discourse.

This paper should be 4-6 pages double spaced text in length, written in Word doc/docx format, be TNR 12pt. font, and employ CMS-formatted footnotes to properly cite sources. Students are encouraged, but not required, to work on this essay after their own panel presentations with the final day of work being Tuesday, May 28th (the final assigned workday for students). Students will then submit this essay to Carmen **by Wednesday, May 29th at 11:59PM CEST Berlin time**. Consult the **Second World War Panel Essay Guidelines** posted on Carmen for more details about this assignment.

NOTE: Although each student can discuss the outcomes of their panel with their fellow panel organizers, students should draft their reflective essays independently.

Late Assignment Policy:

Students are encouraged to complete their journal work throughout the trip on a daily basis, and will be given work days to both collaborate with their fellow students on the panel project and also work independently on both finalizing their journal and completing their final essay assignment. Students are then required to submit all assigned coursework **by Wednesday, May 29th**, the final day of the program and when students will depart Europe to return to the United States. **NO LATE WORK WILL BE ACCPTED AFTER THAT TIME.**

Grading Scale (in %):

A = 92.5* – 100.0	B- = 79.5 – 82.49	D+ = 67.5 – 69.49
A- = 89.5 – 92.49	C+ = 77.5 – 79.49	D = 59.5 – 67.49
B+ = 87.5 – 89.49	C = 72.5 – 77.49	E = 59.49 and below
B = 82.5 – 87.49	C- = 69.5 – 72.49	

In the event that the student is 0.5% away from the next available letter grade, the student's score will be rounded up. **No rounding will occur below this point.*

Contacting Your Instructor:

Dr. Douglas will be leading the trip, and students should feel open to approaching her with questions, concerns, or issues at any time. This is especially the case if there are concerns about anyone's safety, security, or positive experience on the trip. But if students wish to reach out to Dr. Douglas via email, she will be sure to actively monitor her correspondence and address any questions/issues as soon as possible.

Academic Integrity and 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 <http://studentlife.osu.edu/csc/>.

Students are expected to complete all course assignments based upon individual effort and independent work. Specifically, you must complete weekly quizzes, which are a way to ensure you are learning the major topics and themes covered each week, without any external help or communication. Your discussions responses should also be your own original work. You should follow the citation style discussed in the relevant assignment guidelines to properly cite the ideas and words of your assigned sources. You are welcome to ask either myself or your TA for feedback on a rough draft but your work should ultimately be your own original creation. To ensure academic integrity is maintained, course discussions will be checked for plagiarism via TurnItIn uploads. As such, to avoid issues with academic integrity, don't cheat! Dishonest academic practices are taken **very seriously** in this course so if plagiarism is detected, it will be reported. Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the **Committee on Academic Misconduct (COAM)** expect that all students have read and understand the university's Code of Student Conduct (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's Code of Student Conduct and this syllabus may constitute “Academic Misconduct.”

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the university or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, **I am obligated to report my suspicions to the Committee on Academic Misconduct**. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

ChatGPT and AI Generation:

All course assignments will also be scanned by several available scanners that can detect whether text has been generated by AI technology. While this is a trial-and-error process, if AI-generated text is detected with high scanner confidence, the professor and the student will engage in a dialogue to discuss the issue further. That said, the likely outcome will be that the student's assignment cannot be accepted, although a rewrite opportunity will be provided so that the student can redo the assignment and avoid a zero score. As such, make sure to write your answers yourself and cite ONLY course-assigned sources to avoid zero scores on assignments.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Copyright Disclaimer:

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

Accessibility Accommodations for Students with Disabilities:

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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 to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable

accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Commitment to a Diverse and Inclusive Learning Environment

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. (To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit: <https://odi.osu.edu/> or <https://cbisc.osu.edu>)

Land Acknowledgment

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land. More information on OSU's land acknowledgement can be found here: <https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkman Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

TRIP ITINERARY & ASSIGNMENT SCHEDULE

Wednesday, May 8: ARRIVE IN LONDON & EVENING OPENING ORIENTATION

Students will arrive on numerous flights and arrive at the program hotel throughout the day. In the evening, students will eat together and discuss the overall schedule and program goals for the course. At this meeting, specific travel schedules will be reviewed. Students will also be encouraged to contemplate and discuss what goals they have and things they're most excited to see and learn about on the trip.

Thursday, May 9: GROUP WORK AND INDEPENDENT EXPLORATION DAY

Students should use this free day to first meet with their discussion panel groups in order to better coordinate their presentation and facilitation plans. Once those meetings are complete, students are free to explore the city of London.

Friday, May 10: Churchill Museum and World War II War Cabinet Rooms

On this day, students will visit the Churchill Museum and the British World War II Cabinet War Rooms. This visit offers students significant learning benefits by immersing them in the strategic and political heart of Britain's wartime leadership. These sites provide tangible insights into Winston Churchill's role, decision-making processes, and the complexities of governance under crisis, highlighting themes of citizenship, leadership, and resilience. Students will explore how Churchill's policies shaped national identity and civic duty, such as through wartime mobilization and propaganda, while critically examining controversial decisions, like the bombing of Dresden, which raise questions about justice and ethics. The preserved Cabinet War Rooms reveal the intense collaboration and secrecy required among diverse government figures, underscoring the collective responsibility of citizenship. By engaging with exhibits, primary sources, and the physical bunker environment, students glean lessons about the interplay of power, sacrifice, and inclusivity in wartime Britain, fostering critical thinking and a nuanced understanding of how leadership and civic engagement intersected to navigate global conflict.

Assignments: Journal Entry #1

Saturday, May 11: Bletchley Park

On this day, students will visit Bletchley Park, the location where the ULTRA codebreaking program took place. As the hub of Allied codebreaking, Bletchley Park reveals the critical role of intelligence in WWII, showcasing how diverse teams—mathematicians, linguists, and women in the WRNS—collaborated to decipher Enigma and other codes, directly impacting victories like D-Day. This historical context will teach students about the war's behind-the-scenes efforts and the power of collective ingenuity. The site also highlights civic duty, as codebreakers worked in secrecy, sacrificing personal recognition for national security, while also exposing inequities, as women and minorities faced marginalization despite their contributions. Students will learn to critically analyze how citizenship was shaped by inclusion, exclusion, and sacrifice, reflecting on ethical dilemmas like state surveillance. Engaging with exhibits, machines like the Bombe, and personal stories fosters empathy and critical thinking, connecting historical lessons to modern issues of diversity, technology, and civic responsibility in times of war.

Assignment: Journal Entry #2

PANEL 1: “Spies Like Us”: This panel will examine codebreaking’s role in WWII. It will explore civic duty through the diverse, secretive workforce, highlighting inclusion and exclusion in citizenship, and critically analyze Bletchley’s impact using primary sources. Students will debate ethical issues like surveillance, the creation and application of new technologies, and the program’s impact on the overall war effort.

Sunday, May 12: Imperial War Museum

On this day, students will visit the Imperial War Museum (IWM). The IWM’s extensive exhibits, including artifacts, personal stories, and interactive displays, provide a comprehensive view of the war’s global scope, from military strategies to civilian experiences, fostering a deeper grasp of historical events and their human toll. Students will learn about Britain’s wartime mobilization, such as conscription and the Home Front, which highlight collective civic duty, as well as exclusionary policies like internment, revealing tensions in national identity, equity, and wartime definitions of “proper” citizenship. At the museum, students will engage with diverse perspectives—soldiers, refugees, and resistance fighters—which will encourage critical analysis of how wartime citizenship was shaped by sacrifice, loyalty, and societal roles. The museum’s focus on personal narratives and moral dilemmas, like the Blitz or Holocaust exhibits, should prompt reflection on justice and resilience, connecting historical lessons to modern issues of inclusion and civic responsibility. Overall, students will further develop empathy, historical insight, and critical thinking skills by understanding WWII’s enduring legacy in shaping global citizenship.

Assignment: Journal Entry #3

PANEL 2: “Strategic Bombing in World War II”: This panel will use various WWII exhibits at the IWM in order to debate the debate surrounding, the carrying out, and the various physical and moral impacts of the Strategic Bombing Campaign. Students will connect diverse narratives of this campaign—both the pilots and those bombed in Germany, soldiers, civilians, and refugees—in order to contemplate issues of strategy, morality, and its overall costs.

Monday, May 13: TRAVEL TO BAYEAUX, FRANCE

In addition to traveling from London, England to Bayeux, France, students may, if necessary, meet again with their panel groups to further coordinate and organize their upcoming presentations. Students may also integrate learning from the previously-visited locations and panels to further develop their panel plans.

Tuesday, May 14: Caen Memorial Museum, Abbey d’Ardenne, Pegasus Bridge

On this day, students will first visit the Caen Memorial Museum. This museum provides a comprehensive, multi-perspective narrative of WWII, covering the D-Day landings, the Battle of Normandy, and the broader 20th-century context, including the Holocaust and Cold War. Students learn historical analysis by engaging with artifacts, personal stories, and exhibits that highlight civilian and military experiences, fostering empathy and critical thinking. The museum’s focus on peace and reconciliation teaches citizenship lessons about collective responsibility and the fragility of justice, as students reflect on how wartime

policies shaped national identity and exclusion, such as through occupation or persecution. Students will then visit the Abbey d'Ardenne, the site where Canadian prisoners were executed by the 12th SS Panzer Division in June 1944. This location will offer a somber lesson in the war's human cost and its innumerable moral complexities. Students will gain historical insight into the brutal realities of occupation and resistance, analyzing the ethical failures of unchecked power. The abbey's story underscores citizenship themes of sacrifice and justice, as the executed soldiers embodied civic duty, while the perpetrators' actions highlight the consequences of dehumanizing ideologies. Finally, students will visit Pegasus Bridge, the site of Operation Deadstick, where the British 6th Airborne Division captured vital bridges on D-Day. Pegasus Bridge teaches students about strategic military operations and collective heroism. The museum's artifacts, including the original bridge and a Horsa glider replica, provide historical context for the precision and sacrifice involved, fostering analytical skills through primary source engagement. Citizenship lessons emerge from the diverse contributions of soldiers, like Major John Howard's leadership and Bill Millin's symbolic bagpipe playing, reflecting civic unity and resilience. These sites in concert will immerse students in WWII's historical and ethical dimensions, encouraging critical thinking about citizenship's role in wartime unity, sacrifice, and justice.

Assignment: Journal Entry #4

Wednesday May 15: Bayeux Musee de la Tapisserie, British Cemetery

On this day, students will first visit the Bayeux Tapisserie Museum, which will expose students to locally-shaped historical narratives and their role in forming collective identity, providing a lens for understanding WWII's propaganda and storytelling. Students will practice historical analysis by comparing how past and WWII-era narratives were crafted to unify or inspire citizens, and then how those narratives are presented in the museum for modern consumption and contemplation. This will further foster critical thinking about the utility of history, and how historical narratives play a pivotal role in shaping past and present identities of the citizenry. Students will then visit the Bayeux British Cemetery, the largest Commonwealth cemetery in Normandy. This cemetery contains the graves of soldiers from D-Day and the Battle of Normandy, offering a poignant lesson in WWII's human cost and sacrifice. Students will deepen their historical knowledge by engaging with inscriptions and memorials that highlight the diversity of the fallen—soldiers from Britain, Canada, and other nations—prompting analysis of multinational contributions to the Allied effort. The cemetery underscores how duty and unity can shape ideal conceptions and expressions of citizenship, as individuals from varied backgrounds fought for shared values, while also raising questions about exclusion as colonial troops often faced marginalization. Visiting this solemn site will foster empathy and critical reflection on justice, remembrance, and the civic responsibility to honor diverse sacrifices, connecting to modern issues of equity and collective memory. By engaging with these sites, students will further develop critical thinking about shared historical remembrance and empathy, linking the war's legacy to ongoing responsibilities as global citizens.

Assignment: Journal Entry #5

Thursday, May 16: Angoville-au-Plain Church, Utah Beach, Sainte-Mere-Eglise, La Cambe German Cemetery, Memorial Museum of the Battle of Normandy

On this day, students will first visit the Angoville-au-Plain Church. This small church, where

U.S. medics Robert Wright and Kenneth Moore treated both Allied and German wounded during the D-Day invasion, will teach students the history of humanitarian efforts amidst conflict. Students will learn about the war's human toll and the bravery of individuals upholding ethical principles under pressure. The site highlights citizenship as compassion and impartiality, showing how medics transcended national loyalties to embody universal values, prompting reflection on justice and empathy in civic duty. Students will then travel to a section of Utah Beach, one of the five beaches across which the D-Day landings took place. Utah Beach will provide students with historical insight into the strategic planning and sacrifices of the Allied invasion while the accompanying museum's artifacts, such as landing craft and personal accounts, foster critical analysis of military operations and their global impact. Students will explore citizenship through the collective effort and sacrifice of diverse Allied forces, connecting these to themes of unity in civic identity. Students will then visit the Sainte-Mere-Eglise church and paratrooper museum, which provides a vivid history of the 82nd and 101st Airborne Divisions' role. Students will analyze the courage and chaos of early D-Day operations, engaging with primary sources like paratrooper gear and personal accounts of Allied soldiers, German soldiers, and French citizens. Citizenship lessons emerge from the multinational collaboration and sacrifice, encouraging reflection on civic duty and the inclusivity of wartime contributions across diverse backgrounds. Finally, students will tour the Memorial Museum at Normandy, which will provide a comprehensive overview of the 1944 Battle of Normandy, with exhibits on military tactics, civilian experiences, and occupation. Students will deepen their historical knowledge through artifacts like tanks and diaries, analyzing the war's strategic and social dimensions. Citizenship lessons focus on resilience and collective responsibility, as civilians and soldiers navigated occupation and liberation, prompting reflection on equity, sacrifice, and the civic duty to rebuild post-conflict societies. Collectively, these sites will immerse students in WWII's historical and ethical complexities, teaching lessons about sacrifice, compassion, reconciliation, and commemoration.

Assignment: Journal Entry #6

Friday, May 17: Pointe du Hoc, Normandy American Cemetery & Museum, Omaha Beach

On this day, students will first visit Pointe du Hoc, the cliff-top site where U.S. Army Rangers scaled treacherous heights on D-Day to neutralize German artillery. Visiting this location will provide students with historical insight into the bravery and strategic importance of the June 6, 1944, invasion. The preserved bunkers and craters allow students to analyze military tactics and the physical challenges faced, fostering critical thinking about sacrifice and planning. Citizenship lessons emerge from the Rangers' collective heroism and unity, reflecting civic duty, while prompting reflection on the inclusivity of recognition for diverse contributors, connecting to modern equity issues. Students will then travel to the American cemetery at Normandy overlooking Omaha Beach. This cemetery, with nearly 10,000 American graves and its museum, offer a poignant exploration of D-Day's human cost. The museum's artifacts, films, and personal stories deepen historical understanding of the invasion's scale and impact, encouraging analysis of multinational efforts. Citizenship themes that students will contemplate focus on sacrifice and collective memory, as students will reflect on how nations honor the fallen and how this commemoration shapes modern conceptions of patriotism, history, and citizenship. Finally, students will tour a section of Omaha Beach, called "Bloody Omaha" given the large number of casualties inflicted upon American soldiers there on June 6, 1944. Visiting Omaha Beach will immerse students in the history of intense combat and resilience, with its vast sands and memorials evoking the scale of sacrifice. It will help

foster critical analysis of the invasion's tactical challenges and human toll, supported by physical evidence like remnants of Mulberry harbors and the graves of the fallen visited previously. Citizenship lessons will highlight the diverse Allied forces' unity and civic duty, while encouraging students to contemplate how losses were commemorated and integrated into national ideals of civic honor, duty, and sacrifice.

PANEL 3: "The Battle for Europe": The panel will explore how these sites illustrate civic duty through the collective sacrifices of diverse Allied forces, while also contemplating the invasion from the perspective of the occupied French and even the German defenses. Students will contemplate the lessons learned from primary sources—artifacts, battle plans, or personal stories—and assess D-Day's strategic and human impact, debating ethical questions like the cost of victory versus civilian losses. The panel should also discuss concepts like the sites' lessons on sacrifice and remembrance to modern civic responsibilities, such as inclusive commemoration and global cooperation, fostering nuanced historical reflection upon WWII's enduring relevance to citizenship and justice.

Assignment: Journal Entry #7

Saturday, May 18: TRAVEL TO PARIS, Memorial to the Victims of the Deportation

After traveling to Paris in the morning, students will visit the Memorial to the Victims of the Deportation. Located on the Île de la Cité, this somber memorial commemorates the 200,000 people—Jews, Roma, Resistance fighters, and others—deported from France to Nazi concentration camps, often with complicity from the Vichy regime. Engaging with the memorial's stark architecture, inscriptions, and underground crypt, students will gain historical insight into the Holocaust and the mechanics of persecution, analyzing the role of state collaboration and societal betrayal. The site fosters critical thinking by prompting examination of primary sources, such as victim testimonies, and ethical questions about complicity, resistance, and justice in times of war and in the face of a violent fascist regime. Students will reflect on the erosion of civic rights for targeted groups, highlighting the fragility of inclusion and the consequences of exclusionary policies when it came to not just defining but policing citizenship during the war. Students will contemplate civic duty through stories of resistance fighters who opposed deportation, while confronting the moral failures of those who enabled it. The memorial's focus on remembrance connects to modern civic responsibilities, encouraging students to contemplate important contemporary issues such as equity, human rights, and vigilance against discrimination, reinforcing WWII's lessons about the importance of protecting democratic values and collective humanity.

Assignment: Journal Entry #8

Sunday, May 19: GROUP WORK AND INDEPENDENT EXPLORATION DAY

On this day, students who have not yet led a panel discussion can meet again to further organize their presentations. All students can then use the rest of their free time to work on their journaling, begin composing their final essays, explore Paris, or rest up!

Monday, May 20: French Musée de l'Armée

On this day, students will visit and tour the French military museum, the Musée de l'Armée. Housed in the Invalides, the museum's WWII exhibits, including artifacts, uniforms, and multimedia displays, will provide students with a detailed historical perspective on France's

role in World War II from the 1940 defeat and Vichy collaboration to the Resistance and Liberation. Through the visit, students will deepen their historical analysis by engaging with primary sources, such as Resistance propaganda or German occupation documents, fostering critical thinking about military strategies, occupation, and liberation struggles. Citizenship lessons emerge from exploring how the war reshaped French national identity: the Vichy regime's exclusionary policies stripped rights from Jews and others, while Resistance fighters embodied civic duty and sacrifice for democratic values. The museum's focus on diverse contributors—French, colonial troops, and Free French forces—will prompt students to reflection on inclusion and equity in citizenship, highlighting tensions between collaboration and resistance, those included in idealized conceptions of citizenship and those dangerously marginalized by it. Through connecting these narratives to modern issues, such as civic responsibility and combating authoritarianism, students will glean lessons about the importance of upholding justice and collective resilience, reinforcing WWII's enduring impact on global citizenship.

PANEL 4: “French Collaboration and Resistance”: This panel will focus on French collaboration with and resistance to the Nazis during WWII. Students will discuss collaboration under the Vichy regime, exemplified by policies enabling deportations, eroded civic rights and national identity, contrasting this with the Resistance's embodiment of civic duty through acts of sabotage and defiance. Students will contemplate Vichy propaganda or Resistance pamphlets to critically assess motives, ethical dilemmas, and societal impacts, debating questions like complicity or survival. The discussion will also touch upon inclusion in and exclusion from the citizenship ideal through the lens of marginalized groups, like Jews or colonial troops, as compared to Vichy French collaborators or Resistance members.

PANEL 5: “Culture and War”: This panel will focus on what is sometimes referred to as “new” military history in that it will focus on non-combat aspects of WWII like the intersection of the Second World War and race, gender, society, culture, medicine, or the role of women. The panel will explore, for instance, the role of women in the Resistance or as nurses, which redefined gender roles and civic participation. Student will can discuss the racial exclusion of Jewish citizens under Vichy policies, highlighting citizenship's fragility at times of war. Students might analyze the role of racial and ethnic minorities in the war, both on the side of the Allies and the Axis powers, such as the role of African and Asian Americans by the US or colonial troops by the British and French. Students can discuss the role of war on popular culture in the countries involved in the conflict, or how non-combatant contributions shaped national identity, resilience, and domestic society. Overall, the panel will explore the way that war impacts numerous concepts, themes, topics, and established practices beyond the battlefield, and thus allows students to widen the scope of what one might traditionally assume military history is.

Assignment: Journal Entry #9

Tuesday, May 21: FLY TO KRAKOW, POLAND, Krakow City Tour

On this day, students will fly from Paris, France to Krakow, Poland. Once they arrive, they will take a tour of the city, which during World War II went from being a hub of European Jewish culture to a center for Jewish suppression, imprisonment, and murder. Students will observe remaining relics of the Krakow Ghetto; observe the geography and proximity of Oskar Schindler's Factory Museum and the Auschwitz-Berkenau concentration camp; and

contemplate the implications of the camp's likewise proximity to the city itself. During the tour, students will contemplate the erosion of civic rights under Nazi policies and the moral courage of resisters like Schindler, prompting reflection on inclusion, complicity, and civic duty. Engaging with Krakow's tragic yet resilient legacy will allow students to cultivate empathy and critical thinking, connecting WWII's lessons on combating discrimination and upholding human rights to modern civic responsibilities, emphasizing the importance of remembrance in fostering equitable societies.

Assignment: Journal Entry #10

Wednesday, May 22: Auschwitz-Birkenau

On this day, students will visit Auschwitz-Birkenau, the largest Nazi concentration and extermination camp during World War II where over 1.1 million people—primarily Jews, but also Roma, political prisoners, and others—were murdered. Visiting Auschwitz-Birkenau will require students to grapple with the genocide's scale and brutality by engaging with preserved barracks, gas chambers, and personal artifacts like victims' belongings. In so doing, students will gain critical historical insight into the mechanisms of dehumanization, Nazi ideology, and the lived experiences of prisoners, fostering rigorous analysis of primary sources and survivor testimonies. Citizenship lessons emerge from reflecting on the systematic stripping of civic rights from targeted groups, highlighting the fragility of inclusion and the consequences of state-sponsored exclusion. Stories of resistance, such as prisoner uprisings, and acts of humanity amidst horror underscore civic duty and moral courage, prompting students to grapple with ethical questions about complicity, bystander silence, and justice. Visiting this site will also cultivate empathy and critical thinking, encouraging students to connect Auschwitz's lessons to modern civic responsibilities, such as combating hatred, advocating for human rights, and preserving collective memory to prevent future atrocities, reinforcing WWII's enduring lessons and warnings.

PANEL 6: "War, Violence, and Ideology in the East": This panel will focus on the violence and ideologies of Nazism and communism on the Eastern Front during World War II, covering soldier combat (e.g., Stalingrad) and civilian atrocities (e.g., Holocaust, the Krakow and Warsaw Ghettos). Using primary sources, artifacts, and first-hand observations, students should analyze dehumanization and propaganda, critically evaluating complicity and resistance. Citizenship themes highlight the loss of civic rights and acts of courage, like the Warsaw Uprising, connecting to modern duties against extremism. Overall, students should contemplate the extreme violence on this front, as compared to other fronts, and the role of totalitarian ideologies and definitions of citizenship in that violence.

Assignment: Journal Entry #11

Thursday, May 23: The Schindler Museum

On this day, students will visit the Oskar Schindler Enamel Factory Museum, which is located in Schindler's actual factory from World War II. This location chronicles his transformation from a profiteer to a rescuer who saved over 1,200 Jews from the Holocaust by employing them, while also documenting Krakow's wartime experience under Nazi occupation. Through artifacts, survivor testimonies, and immersive exhibits, students will gain historical insight into the Holocaust's brutality, the Krakow Ghetto's horrors, and individual acts of defiance, fostering critical analysis of primary sources and the broader context of Nazi persecution. Citizenship lessons emerge from

Schindler's example of civic courage, risking his life to defy genocidal policies, which prompts reflection on moral responsibility and the power of individual action within oppressive systems. The museum also highlights the erosion of civic rights for Jews and others, raising questions about complicity and societal failure, encouraging critical thinking about ethical choices and inclusion. By engaging with these narratives, students will connect WWII's lessons to modern civic duties, such as advocating for human rights and combating discrimination, reinforcing the importance of empathy, resilience, and active citizenship in preventing atrocities.

PANEL 7: "Resistance, Compliance, and Ordinary Men": This panel will focus on the various catalysts for the Holocaust, and contemplate both complicity with and resistance to this deadly genocide. Students will analyze the Nazi genocide's mechanisms, while highlighting resistance efforts, like prisoner uprisings or Schindler's rescue of over 1,200 Jews, as acts of moral courage. Students will critically explore civilian complicity, such as Polish or German bystanders' silence or collaboration in deportations (or even executions), evaluating both societal pressures and ethical failures. Citizenship themes would focus on the stripping of Jewish civic rights, contrasted with both resisters' and collaborators' civic duty, prompting reflection on inclusion and responsibility.

Assignment: Journal Entry #12

Friday, May 24: TRAVEL TO BERLIN

Students will travel from Krakow, Poland, to Berlin, Germany. On the trip, students should observe the geography and topography of the land traversed to understand the Soviet advance that took place in 1944 to 1945. Once students arrive in Berlin, they may spend their evening working on their World War II Reaction Journal. Students who have not yet led their panels may also meet with their fellow panel organizers to complete any final preparations. Those students who have already presented will also be given time to work on their Panel Presentation Essay.

Saturday, May 25: German Historical Museum, Topography of Terror Museum

On this day, students will first visit the German Historical Museum. This museum provides a comprehensive overview of German history, with its WWII exhibits detailing the rise of Nazism, the war's progression, and its societal impacts. Through artifacts, documents, and multimedia, students will gain historical insight into the political, cultural, and economic factors that enabled Hitler's regime, fostering critical analysis of propaganda, militarization, and societal complicity. Citizenship lessons emerge from examining how Nazi policies stripped Jews, Roma, and others of civic rights, highlighting the fragility of democratic inclusion. The museum's coverage of resistance movements, like the White Rose, will also underscore civic courage and moral duty, prompting reflection on individual responsibility in oppressive systems. Students learn the importance of safeguarding democratic values and combating authoritarianism, connecting to modern civic engagement. Students will then visit the Topography of Terror Museum, which is located at the former site of the SS and Gestapo headquarters. This museum focuses on Nazi atrocities, detailing the Holocaust, persecution of minorities, and state terror through photographs, documents, and survivor accounts. Through this visit, students will deepen their historical understanding of the mechanisms of genocide and repression, engaging with primary sources and artifacts to critically analyze the bureaucracy of evil and societal collaboration. Citizenship themes

arise from exploring the erosion of civic protections under Nazism and the moral failures of bystanders, contrasted with acts of resistance that embodied civic duty. The museum's emphasis on post-war accountability, like the Nuremberg Trials, encourages reflection on justice and collective memory, linking to contemporary responsibilities to prevent discrimination and uphold human rights.

PANEL 8 “The Axis vs. The Allies: Historical Reconsiderations”: In this panel, students will discuss the war itself between the Axis and the Allies in Europe while also emphasizing the role of lesser-known theaters in that effort such as the Arctic convoys to Murmansk, the Italian campaign, or the violent partisan warfare in the Balkans. Students will critically assess the strategic significance and human cost of these theaters, often overshadowed by major battles like Normandy or Stalingrad, while contemplating their role in the overall war effort. Students will also explore revisionist perspectives on World War II in Europe such as debates over Allied bombing ethics or the role of neutral countries, evaluating their implications for traditional narratives that have dominated the historiographical tradition to this day. The panel will connect these insights to modern civic responsibilities, such as questioning historical narratives and advocating for equity, fostering nuanced historical analysis of WWII's complexity and its enduring lessons through peer dialogue.

Assignment: Journal Entry #13

Sunday, May 26: St. Matthaus Church, Bendlerblock-Von Stauffenberg Memorial, German Resistance Museum

On this day, students will first visit the St. Matthaus Church where the bodies of Claus von Stauffenberg and other July 20 plot conspirators were initially buried after their execution. This location offers a somber historical connection to the German resistance, and through this visit, students will contemplate the aftermath of the failed 1944 assassination attempt on Adolph Hitler, analyzing the risks taken by resisters and the Nazi regime's brutal retribution. The churchyard's role as a place of quiet defiance, linked to resistance figures, teaches citizenship lessons about moral courage and the personal costs of opposing injustice, encouraging reflection on civic duty in oppressive systems. Students will then visit the Bendlerblock–Von Stauffenberg Memorial, which is located at the former Wehrmacht headquarters and commemorates the July assassination plot. By visiting the location, students will gain historical insights into the military resistance's planning and sacrifice, fostering critical analysis of primary sources like plot documents, to better understand how the events unfolded as they did. Citizenship themes emerge from the conspirators' commitment to overthrowing tyranny, highlighting civic responsibility and ethical leadership, while prompting discussions on the complexities of loyalty versus moral action in wartime. Finally, students will visit the German Resistance Museum, which contains over 5,000 documents and photographs chronicling diverse resistance efforts during World War II, be they military (e.g., Stauffenberg), civilian (e.g., White Rose), or exile contributions (e.g., Marlene Dietrich). Students will thus deepen their historical understanding of Nazi oppression and varied opposition, critically analyzing sources like anti-Nazi leaflets to assess motives and impacts. The museum highlights stories of collective and individual defiance, showing how diverse groups upheld justice and inclusion against exclusionary policies defined by restrictive definitions of German citizenship, while addressing complicity and the lack of unified resistance. Together, these sites will immerse students in WWII's ethical and historical complexities, teaching the history of resistance and repression through tangible connections to events and artifacts. They will foster critical thinking by

encouraging analysis of diverse perspectives and moral dilemmas, such as the balance between loyalty and resistance. Lessons will also focus on courage, inclusion, and the responsibility to challenge injustice, linking WWII's legacy to contemporary issues like democratic engagement and human rights advocacy, reinforcing the importance of active, ethical citizenship

PANEL 9: “The Movement that Never Was”: In this panel, students will discuss German resistance to Nazism, including the July 20, 1944, Plot, but also the lack thereof. Students will discuss military (e.g., Stauffenberg), civilian (e.g., White Rose), and religious resistance, assessing their scope and challenges, while at the same time contemplating why such instances of resistance were limited at best. The panel will also critique the July Plot's ethics and impact, highlighting resisters' civic courage against complicity, and connects to modern duties against authoritarianism, fostering nuanced historical reflection on WWII's legacy.

Assignment: Journal Entry #14

Monday, May 27: Bundestag Tour, Soviet Memorial and Cemetery

On this day, students will first visit the Bundestag, the German parliament building that was heavily damaged during WWII. This symbolically significant building was a benchmark for both the rise and fall of Nazism in Germany: its burning in 1933 enabled Nazi totalitarianism while its near-total destruction in 1945 hallmarked Nazism and Germany's utter collapse. At the same time, the building, once rebuilt after World War II, served as a locus for Germany's post-war democratic rebirth. Students will therefore analyze the building's restoration, with its glass dome symbolizing transparency, to explore the transition to and then from Nazi authoritarianism to democracy, engaging with exhibits on parliamentary history. Students will contemplate German conceptions of citizenship across this ultimately destructive period in German history, while also understanding the rebuilding of civic institutions and collective responsibility to uphold democratic values. This will prompt critical reflection on the fragility of citizenship rights under Nazism and the importance of inclusive governance. Students will then visit the Soviet Memorial and Cemetery at Treptower Park. This massive memorial and cemetery, honoring 7,000 of the 80,000 Soviet soldiers who died in the Battle of Berlin, will offer students a vivid historical perspective on the Eastern Front's brutal cost and the Soviet role in defeating Nazism. Students will engage with the memorial's monumental architecture, inscriptions, and graves to analyze the scale of sacrifice and the geopolitical stakes of WWII's endgame. Citizenship themes emerge from reflecting on the soldiers' diverse backgrounds—spanning Soviet republics—and their collective civic duty, while critiquing the Soviet regime's own exclusionary practices. The site should prompt critical thinking about commemoration, propaganda, and reconciliation, encouraging students to consider how nations honor sacrifices and navigate contested histories in shaping modern civic identities. Together, these sites provide students with a nuanced understanding of WWII's historical and political ramifications, fostering critical analysis of primary sources, such as Bundestag records or Soviet memorial inscriptions. They highlight citizenship lessons about resilience, collective memory, and the responsibility to rebuild just societies post-conflict, connecting the war's legacy to contemporary issues like democratic engagement, inclusion, and the ethical challenges of commemorating diverse sacrifices in a global context.

PANEL 10: “The Grounds of World War II and the Lessons of History”: This final panel, led by Dr. Douglas, will discuss the World War II Study Abroad tour's value and the significance of visiting the locations visited in the previous

weeks. Students will discuss how physical sites like battlefields and camps, museum exhibits, and artifacts and testimonies provide tangible connections to the war's events, fostering deep historical insight into battles, genocide, and resistance. Students will contemplate how these visits reveal civic duty in Allied efforts, exclusion in Nazi policies, and moral courage in resistance, while also critically evaluating ethical issues like totalitarian ideologies, violence against civilians, the inclusion and exclusion of marginalized groups, or the moral complexities of Allied approaches like the strategic bombing campaign. The panel will ask students to reflect upon whether the tour cultivated empathy and critical thinking, allowing them to connect WWII's lessons on justice, inclusion, and resilience to modern civic responsibilities, such as preserving democratic values through nuanced historical reflection and peer dialogue.

Assignment: Journal Entry #15

Tuesday, May 28: Berlin Tour & ESSAY WORK DAY

On this day, students will first tour the city of Berlin. Berlin, as the epicenter of Nazi power prior to and during World War II, and later a divided city during the Cold War, provides a vivid historical context for studying the rise and fall of the Third Reich, the Holocaust, and the war's aftermath. By observing the layout of the city and comparing modern structures to important locations during World War II, students will gain critical insight into the mechanisms of propaganda, persecution, and genocide, fostering historical analysis of primary sources like SS records or survivor accounts. Students will observe the Reichstag, bombed out during the war and rebuilt afterward, which highlights the war's destruction and Germany's post-war democratic renewal. Citizenship lessons emerge from examining how Nazi policies stripped Jews and others of civic rights, revealing the fragility of inclusion, while stories of resistance, like the White Rose, showcase civic courage and moral duty. Meanwhile, the city's post-war division and reunification underscore the civic responsibility to rebuild just societies, but also highlight the complex dynamics, tensions, and conflicts that fostered and then furthered the Cold War era. Berlin's sites encourage critical thinking about complicity, reconciliation, and memory, connecting WWII's lessons to modern issues like combating authoritarianism and fostering equitable citizenship, emphasizing the importance of vigilance and collective responsibility in shaping a democratic future. Once this tour is complete, students will be given the rest of the day to focus on their Panel Presentation Essay. Those who have already finished this work may also tour the city.

Wednesday, May 29: ESSAY WORK AND INDEPENDENT EXPLORATION DAY

On this day, students will be given free time to complete their Panel Presentation Essay. Make sure to consult the **Panel Presentation Essay Guidelines** for a complete description of and requirements for this assignment, which is **due by 11:59PM CEST (Berlin time)**. Students should also review, complete, and submit their World War II Reaction Journal. Students are then free to explore Berlin during the day once their essay is complete.

Assignment: World War II Reaction Journal & Panel Presentation Essay due by 11:59PM CEST (Berlin time)

Thursday, May 30: TRAVEL BACK TO OHIO

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)

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)