



[Syllabus in-progress; subject to change]

Department of History
The Ohio State University

Maymester 2013 Monday May 6 – Friday May 31

History 3798 Study Tour

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

3 credit hours.

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

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

Course Objectives. History Course Objectives.

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

GE Education Abroad Objectives.

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

Expected Learning Outcomes for GE Education Abroad programs.

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

In this study tour, you will encounter three cultures during three weeks. See below, “Perspectives”: How to Approach Writing Your Comparative Public History Essays, for more on how we hope you meet these expected learning outcomes.

Assigned Readings.

1. With regard to the academic portion of this course, you will have completed the reading for the four courses taken during Spring Semester before you embark on this journey. Of particular interest to the Comparative Public History Essays will be John Bodnar, *The "Good War" in American Memory* (2010).
2. We may put some articles on the Carmen course page. This is one example: Laura Hein and Akiko Takenaka, “Exhibiting World War II in Japan and the United States since 1995,” *Pacific Historical Review* 76(February 2007)1, 61-94.
3. While some of the travel issues will be covered in the 1-hr language/travel course, we encourage you to gain access to travel guides (e.g., *Lonely Planet*, Rick Steves) for London, Normandy, Paris, and Berlin. Much of the relevant information is available on the world wide web, so you could develop your own sources available via computer. Many links are furnished below.

Course Grade.

- 15%: Site-Specific Report (written, 2 – 4 pages double-spaced; and oral, 5 – 10 minutes).
25%: Attendance.
60%: Comparative Public History Essays. Three 6 - 7 double-spaced pages each.

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

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

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

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

First submission: Thursday May 16 by 2000.

Second submission: Thursday May 23 by 2000.)

Third submission: Wednesday May 29 by 2000. This will constitute the Final Exam in this course.

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

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

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

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

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

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

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

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

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

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

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

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

Grading the Written Assignments.

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

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

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

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

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

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

Assessment of the Course.

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

Students with Disabilities

Just as cultures differ from country to country, so do perceptions of disability and accommodations. Some countries may have a wide range of services for students with disabilities, others may rely on peer or family support, and some may have limited disability accommodations available. The most important quality for any study abroad participant is flexibility and an open mind. As a study abroad student, you are going overseas to experience a different way of life, which may also include a different way of dealing with your disability. If you are a student who requires academic accommodations through the Office of Disability Services, you **MUST** communicate this to OIA and your resident director or host institution, so that we have an opportunity to consider alternative ways to meet those needs. Your study abroad coordinator and an Office for Disability Services counselor can assist you in determining the type of accommodations possible for your program and what other considerations you ought to think about before studying overseas.

Websites of interest:

Office for Disability Services: ods.osu.edu

Mobility International USA: miusa.org

Study Tour Schedule

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

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

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

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

Neighborhood orientation. Tube orientation.

Walking tour of London in War.

1830: Free time

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

Thursday May 9: London.

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

Report: Life in London during the war.

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

Friday May 10: London.

1100: Meet at [Bletchley Park](#)

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

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

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

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



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

Saturday May 11: London.

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

Report: Berlin Air Lift from British perspective.

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

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

Sunday May 12: London.

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

Monday May 13 Travel to Portsmouth and on to France.

0700 Meet in hotel lobby with luggage.

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

Ferry to Cherbourg, France. Bus to Bayeux.

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



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

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



Tuesday May 14: Normandy.

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

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

Report: Allied Airborne Operations

Report: British/Canadian beaches.

[Museum Mémorial de la Paix](#)

Lunch

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

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

Wednesday May 15: Normandy.

0800: Meet in lobby of student hotel.

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

Report: German Preparations for invasion.

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

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

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

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

Report: German Cemetery at La Cambe.

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

Report: British Commonwealth Cemetery

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

Thursday May 16: Normandy.

0800: Meet in lobby of student hotel.

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

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

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

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

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

Report: Compare experiences on Utah and Omaha beaches.

Lunch in nearby cafe.

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



Report: Normandy American Cemetery.

1600: Return to Bayeux

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

Friday May 17: Normandy.

0800: Meet in lobby of student hotel.

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

Report: Allied logistics in Normandy.

Lunch

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

Work on your Comparative Public History Essays.

Saturday May 18: Normandy.

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

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

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

Lunch.

1430 Leave for Mortain

1600 Tour Hill 317 in Mortain

1730 Return to Bayeux.

Work on Comparative Public History Essays.

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

0800: Meet in lobby of student hotel with luggage.

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

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

Monday May 20 through Thursday May 23: Paris.

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

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



André Zucca/BHVP/Roger Viollet

Monday May 20:

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

Report: Why is Napoleon's tomb at Invalides?

Lunch

1400: World War II Walk (local guide)

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

Tuesday May 21:

Entire day off. Explore Paris.

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

Wednesday May 22:

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

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



Lunch

1430: Meet at [Pompidou Center](#)

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

Thursday May 23:

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

Report: History of this installation.

1130: Walk/lunch

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

Report: History of this installation.

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



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

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

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

Friday May 24: Paris to Berlin

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

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

Work on Comparative Public History Essays.



Brandenburg Gate

Saturday May 25:

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

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

Report: Soviet War Memorial(s)

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

Report: Construction of the Berlin Wall.

Report: Tearing Down the Berlin Wall.

Work on Comparative Public History Essays.

Sunday May 26:

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

Report: Berlin Air Lift from the German Perspective.

Lunch

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

1700: Work on Comparative Public History Essays.

Monday May 27

0800: Meet in lobby to load onto bus.

[Wansee Conference site](#).

[Potsdam Cecilia Court Palace](#).

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

Report: Wansee Conference

Report: Potsdam

Report: Jesse Owens at the 1936 Olympics

Return to student hotel.

Work on Comparative Public History Essays.



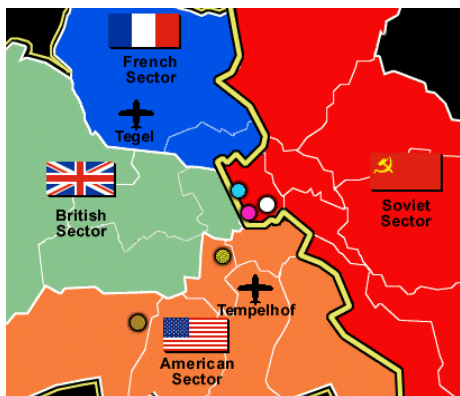
Prisoners of Sachsenhausen, 19 December 1938

Tuesday May 28

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

Report: Memorial to the Murdered Jews of Europe

Work on Comparative Public History Essays.



Wednesday May 29

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

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

2000: Final dinner. Place/time/tbd

Thursday May 30 End of Study Tour.

Students will arrange their own transportation back to the U.S.

