

**Honors 4000 Global Perspectives
International Conflict: A Liberal Arts Perspective
World War II in Europe
Faculty-Led Study Abroad Course
Summer 2019**

Professors: Dr. Rafe Major and Dr. Eric Gruver

E-mail Addresses: Rafael.Major@unt.edu or Eric.Gruver@unt.edu

In Country Contact: Mobile Cell: TBD

COURSE INFORMATION

Readings:

Diggins, John P. 1966. "Flirtation with Fascism: American Pragmatic Liberals and Mussolini's Italy." *The American Historical Review* 71 (2):487-506. doi: 10.2307/1846343.

Nietzsche, Friedrich Wilhelm, and Walter Arnold Kaufmann. 1968. *Basic writings of Nietzsche, A Modern library giant G80*. New York: Modern Library.

Kevin Passmore, *Fascism: A Very Short Introduction*

(https://www.amazon.com/Fascism-Very-Short-Introduction-Introductions/dp/0199685363/ref=sr_1_fkmr1_1?s=books&ie=UTF8&qid=1524668180&sr=1-1-fkmr1&keywords=fascism+brief+introduction)

Ribuffo, Leo. 1974. "Fascists, Nazis and American Minds: Perceptions and Preconceptions." Review of Mussolini and Fascism: The View from America, John P. Diggins; The Nazi Movement in the United States 1924-1941, Sander A. Diamond; In Hitler's Shadow: The Anatomy of American Nazism, Leland V. Bell; Father Coughlin: The Tumultuous Life of the Priest of the Little Flower, Sheldon Marcus; To Save a Nation: American Countersubversives, the New Deal, and the Coming of World War II, Geoffrey S. Smith. *American Quarterly* 26 (4):417-432. doi: 10.2307/2711656.

Gerhard Weinberg, *World War II: A Very Short Introduction*

(https://www.amazon.com/World-War-II-Introduction-Introductions/dp/019968877X/ref=sr_1_2?s=books&ie=UTF8&qid=1524669158&sr=1-2&keywords=world+war+II+very+short+introduction)

George Wilson, *If You Survive: From Normandy to the Battle of the Bulge to the End of WWII*

(https://www.amazon.com/If-You-Survive-Normandy-American/dp/0804100039/ref=sr_1_1?s=books&ie=UTF8&qid=1524669223&sr=1-1&keywords=wilson+if+you+survive&dpID=51U3YOIAVuL&preST=SY291_BO1,204,203,200_Q_L40_&dpSrc=srch)

Course Descriptions and Scholarly Investigation:

To engender global competence, students must first be engaged with global events and politics

both past and present. In our view internationalizing the curriculum is best approached through a combination of interdisciplinary classroom instruction, opportunities for international experience, and for our proposal first hand visits to major battlegrounds, and hands-on experience of current archeological and preservations efforts. The year 2019 marks the 75th anniversary of two major events of World War II: the Allied D-Day invasion of the Normandy, France beachheads, as well as the Battle of the Bulge, Adolf Hitler's last attempt to recapture territory that would secure Germany's position of continental power.

Current undergraduate students likely did not grow up hearing first-hand accounts of working in the field or in the factory to supply soldiers with the necessities of war. Instead, their grandparents or great-grandparents returned home, built homes and families, and laid the foundation for an economy that remained vibrant for three decades. Worse yet, few veterans told their families about combat conditions, and those who did typically waited for decades to discuss their experiences with family and scholars alike.

History is seldom tidy and never complete. It consists of fact, countless narratives (some of which we will never know), contradictions, a few myths (maybe even some fibs), and numerous "gaps." Students in this course will address all of these elements by engaging in primary and secondary research, create and revise a variety of written texts, and serve as a peer reviewer for colleagues/classmates.

The U.S. has not shied from war in its brief history, and despite the number and frequency of wars, students typically know little of the causes or impacts of the entanglements, especially as the effects pertain to soldiers, families, and national psyche. This course aims to address some of those gaps as we examine World War II in Europe. Students in this course will investigate the causes and effects of WWII from a variety of perspectives, and doing so may increase students' level of discomfort regarding what they think they know and how they think they know it. This method is designed to compel you to broaden your political, economic, social, and cultural spectrums, and students who cannot set aside their personal beliefs in order to examine historical evidence may find it troubling to stay in the classroom. Finally, this course will operate much like a seminar course whereby students are expected to be active participants in their learning as much as they are recipients of information delivered by me or other sources. Due to this expectation, students should notice the weighting of the grades for class participation.

Student Learning Outcomes

At the end of the course, students will be able to:

1. Explain the various political, economic, and cultural causes of World War II in Europe;
2. Discuss the effects of war on soldiers and civilians alike (business, socio-cultural dynamics, and psychologically);
3. Analyze the major military strategies and campaigns of the European Theater of Operations of the Second World War, specifically 1944-1945;
4. Describe how the study of war and soldiers' and their families' experiences have affected your perspective on international relations and armed conflict.

COURSE REQUIREMENTS

CLASS ASSIGNMENTS: (due dates listed in final syllabus distributed prior to departure)

Research and Travel Journal: You are required to keep an active journal including class notes, as well as excursion observations and thoughts. This journal will serve as your research journal for both your response papers and your final paper.

GRADING:

Attendance and participation: active engagement with texts and colleagues to demonstrate lines of inquiry and thought **(10%)**

Weekly Journal response papers **(60%)**

4-6 page paper **(30%)** – probably due after we return.

ATTENDANCE:

Students are expected to attend **all** organized class times, group outings, and trips. The study abroad experience should be a time of independence and adventure, but an adventure enhanced by class activities that make your experience worthy of college credit.

A large portion of your grade for HNRS 4000 will be determined by active participation in course activities. These activities will be a vital part of gathering research for your written assignments as well.

COURSE AND UNIVERSITY PROCEDURES/POLICIES
--

ADA Compliance: The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class.

For study abroad courses, students requesting accommodations should notify their faculty leader as early as possible so that appropriate arrangements can be made. Note that while the Americans with Disabilities Act (ADA) does not extend beyond US borders, and international accessibility requirements vary broadly from US standards, UNT study abroad programs will endeavor to provide accommodations wherever practicable.

Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://disability.unt.edu/>. You may also contact ODA by phone at 940.565.4323.

Academic Integrity: The Honors College expects students to conduct their lives with integrity, including academic honesty. We adhere to a strict policy on cheating and plagiarism. The usual minimum penalty for cheating or plagiarism is failure in the course and notification to the appropriate university authorities, who may take additional action. In addition, you will be dismissed from the Honors College.

Intellectual Property: The information and materials provided by the instructors in the course remain our intellectual property and are not to be sold, posted on the Internet, or otherwise used or distributed, whether for profit or not.

Schedule Changes: We will try to adhere to the schedule provided, but it is important to note that changes may be necessary to meet unforeseen needs and events. The University Attorney has determined that a syllabus is not a contract.

The Code of Student Conduct and Discipline is in effect for your behavior as a member of this class and the UNT community. Our personal expectation is that each Student will conduct himself/herself with regard for the rights of others. Thank you in advance for your cooperation in creating and maintaining an atmosphere of consideration, respect, and friendliness.

COURSE OUTLINE / CALENDAR

Monday, May 13 (On Campus at UNT (9 am-2 pm))

Introductions and Syllabus

Travel protocols, Safety Issues

Tuesday, May 14 (On Campus at UNT)

War-time Cartoons = Warner Brothers

Attend class having read:

***Diggins, John P. 1966. "Flirtation with Fascism: American Pragmatic Liberals and Mussolini's Italy." *The American Historical Review* 71 (2):487-506. doi: 10.2307/1846343.

***Nietzsche, Friedrich Wilhelm, and Walter Arnold Kaufmann. 1968. *Basic writings of Nietzsche, A Modern library giant G80*. New York: Modern Library.

Wednesday, May 15

Depart DFW for Paris (Charles de Gaulle)

Thursday, May 16

Arrive in Paris

Housing Check-in

Local area walk

Friday, May 17

ACCENT Orientation

Welcome lunch

World War II Paris Resistance and Occupation walk (Paris-walks.com)

Saturday, May 18

Class at ACCENT

Attend class having read Passmore's *Fascism: A Very Brief Introduction*

Palace of Versailles (Hall of Mirrors) (Paris-walks.com)

Sunday, May 19

Class at ACCENT

Attend class having read Ribuffo, Leo. 1974. "Fascists, Nazis and American Minds: Perceptions and Preconceptions." Review of Mussolini and Fascism: The View from America, John P. Diggins; The Nazi Movement in the United States 1924-1941, Sander A. Diamond; In Hitler's Shadow: The Anatomy of American Nazism, Leland V. Bell; Father Coughlin: The Tumultuous Life of the Priest of the Little Flower, Sheldon Marcus; To Save a Nation: American Countersubversives, the New Deal, and the Coming of World War II, Geoffrey S. Smith. *American Quarterly* 26 (4):417-432. doi: 10.2307/2711656.

Train/bus trip to Drancy → Memorial to the Shoah (Holocaust)

Monday, May 20

Tour of French Military Museum (full day)

Features exhibits of World War I, the Interwar period, and World War II

Tuesday, May 21

Free Day = Complete Homework Assignments

Wednesday, May 22

Depart Paris for Bayeux, Normandy, France

Housing Check in

Local area walk, including the Bayeux Tapestry

Thursday, May 23

Class at ACCENT

Attend class having read Weinberg's *World War II: A Very Brief Introduction*

Memorial Museum of the Battle of Normandy

Friday, May 24

Full-day American D-Day Beach Tour (and cemeteries)

Bayeux Shuttle Company

Saturday, May 25

Bayeux Shuttle Half-day British, Canadian D-Day Beaches Tour (and cemeteries)

Bayeux Market Day

Begin reading George Wilson's *If You Survive: From Normandy to the Battle of the Bulge to the End of WWII*

Sunday, May 26

Depart Bayeux for Monschau, Germany

Housing Check in

Local area walk = Monschau, Hitler's favorite village

Complete reading George Wilson's *If You Survive: From Normandy to the Battle of the Bulge to the End of WWII*

Monday, May 27

Class at ACCENT → Meet 99th Infantry Division MIA Project Liaisons
***Jean-Phillippe Speder and Jean-Louis Seel

Tour of Battlefield Sites = Pre-Battle of the Bulge Belgium
German Strategy
Malmedy Massacre

Tuesday, May 28

MIA Project Tour of Battlefield Sites and Memorials = Battle of the Bulge
Elsenborn Ridge

Wednesday, May 29

Bus Tour to Bastogne = MIA Project Tour of Bastogne
Germany Strategy
Memorials and Museums

Thursday, May 30

Free day = Complete homework assignments

Friday, May 31

Depart Monschau for Brussels

Housing Check-in

Local area walk

Saturday, June 1

Free day

Sunday, June 2

Depart Brussels for DFW