Description of the Course:
The aim of the course is to revisit the journey of the American soldiers during WWII in Normandy, Paris and Northern France from a French perspective. Through this journey, the students will analyze and reflect on the meaning and purpose of the GIs’ actions and experiences, on the current place and role of France in the world, and/or on current issues in international relations and cross-cultural exchange between France, Europe, the United States, and between these nations, regions, and the rest of the world.

Students who enroll for this program will travel and study alongside students who are in the program enrolled in History 4000 or 4710 led by Professor Rod Andrew. The itineraries of the courses will be identical, and all the students will have the benefit of my knowledge as scholar of French literature, culture, and history, and Dr. Andrew as an American military historian. Many of the readings and assignments will be identical. However, students who take this as a French course will have their final grades assigned by me. In order to pass the class, students must participate in the trip to Europe as well as complete the other assignments listed on this syllabus.

The Allied “D-Day” landing in Normandy on June 6, 1944 was a pivotal event in World War II and has captured the imagination of many people ever since, profoundly influencing how the war and military sacrifice in general are remembered in the nations involved. Moreover, many Americans’ understanding of this event is based solely on an American perspective. In reality, it was an international event and has affected American and European notions of patriotism, freedom, and martial sacrifice in ways that are both similar and different, and has often fostered close French-American interaction. One of the premises underlying this course is that while primary and secondary research is vital to understanding historical events, actually visiting the sites where those events occurred is critical to fully comprehending their impact and meaning.

Student Learning Outcomes:
The Webster dictionary defines “culture” as 1. the beliefs, customs, arts, of a particular society, group, place, or time. 2. a particular society that has its own beliefs, ways of life, art, etc. 3. a way of thinking, behaving, or working that exists in a place or organization; and “cross-cultural” as dealing with or offering comparison between two or more different cultures or cultural areas.
Through the study of D-Day, WWII, and its legacy in the 20th and 21st Century on both sides of the Atlantic, the students will attain a greater cross-cultural awareness by comparing and contrasting multiple aspects of French and American cultures. They will satisfy the Cross Cultural Awareness (CCA) competency in class and field work by demonstrating their ability:

1. to critically analyze French culture in historical and/or contemporary contexts.
2. to explore the experience and legacy of WWII and D-Day in France through the study of French and American veterans’ and citizens’ testimonies and their visions of the world today.
3. to gain a broad understanding of French culture through cultural, artistic, socio-economic, political, and spiritual perspectives.
4. to conduct research and demonstrate a strong capacity to understand the current transformations of cultural identities in France.
5. to extend their knowledge of the convergence and divergence of views between France and the United States on issues pertaining to globalization, democratic values, justice, and the dialogue among civilizations.

Students will be able to:

1. Identify cultural beliefs and practices that shape the lives of French people and their visions and appreciations of historical events such as WWII.
2. Demonstrate an understanding of French heritage, beliefs, practices and identities within an international context.
3. Appreciate the role of different customs and traditions in France in determining acceptable behavior, attitudes and perceptions.
4. Learn how to interact effectively with people from another culture and cope in situations and activities where English is not spoken.
5. Apply perspectives gathered from their journey in France and their exposure to French people as a part of their professional expertise.

Clemson University’s Official Statement on “Academic Integrity”:

“As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a ‘high seminary of learning.’ Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. We recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.” As a student at Clemson, you are bound to uphold the principle of academic integrity described above and, therefore, you are expected to follow all university guidelines pertaining to academic honesty. All course work should be completely independently unless otherwise stated by your professor. The use of electronic and plagiarism from the internet or other electronic or print sources will be considered violations of the Academic Integrity policy.

Please note that the Undergraduate Announcements state:

“When, in the opinion of a faculty member, there is evidence that a student has committed an act of academic dishonesty, the faculty member shall make a formal written charge of academic dishonesty, including a description of the misconduct, to the Associate Dean for Curriculum in the Office of Undergraduate Studies. At the same time, the faculty member may, but is not required to, inform each involved student privately of the nature of the alleged charge.”
ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:
It is University policy to provide accommodations to students who have disabilities. Students
with disabilities who need accommodations for this course should contact Student Disability
Services (G-20 Redfern, (864)-656-6848, sds-1@clemson.edu) to discuss their individual needs
for accommodation as soon as possible. Please note that accommodations are not retroactive and
new Faculty Accommodation Letters must be presented each semester.

Required Texts:
Eric Touya de Marenne, French-American Relations. Remembering D-Day after September 11.
Stephen Ambrose, D-Day: June 6, 1944, The Climactic Battle of World War II. New York:

A major contention of French-American Relations is that the American experience during WWII
illustrates “the decency of the American people” (Abraham Lincoln), and gives meaning to the
special bond that exists between the two nations. The book points to the differences that exist on
both sides of the Atlantic, but also to the common heritage, history and values that both people
share. Its main thesis is that revisiting the experiences at Normandy enables readers to question
and envision the paths both nations must take in a post-September 11 world. Professor Touya de
Marenne’s reflection unfolds through a series of dialogues with American and French veterans
who were actively involved in the liberation of France and the defeat of Nazism in Europe in
1944–1945. Exploring this relation in the context of current issues (the dialogue among cultures,
the challenges of globalization and terrorism, the fate of democracy and civilization, and the path
toward peace in the world), this study provides a balanced view and perpetuates the long debate
that two of the oldest modern democracies have pursued for over two hundred years.

Attendance and Participation:
Presence for each session is mandatory. Since class participation accounts for 25% of the final
grade, students are expected to take an active part in class activities. Written assignments must
be typed and are due on time. All reading should be completed prior to departure. The instructor
welcomes questions which need further explanation or amplification. The standard grading scale
will apply: 90-100=A; 80-89=B; 70-79=C; 60-69=D; below 60=F.

Assessment Methods and Grade:
*Attendance/Participation: 25%
*Prior Departure quiz based on the required text: 15%
*Journal Writing On-Site: 20% (The evaluation of the journal will be based on the students’
ability to demonstrate the capabilities stated above).
*12-15 pages paper: 40% (The topic and structure of the paper will be selected prior
departure. The evaluation of the paper will be based on the students’ ability to demonstrate the capabilities
stated above including an understanding of what constitutes culture, and a critical awareness of
its complex and dynamic character).