World War II Study Abroad Course  
History 4000/4710  
Summer I 2019

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Office Hours (TBD)

Course Description
This course is specially designed as a summer Study Abroad course, for which students may earn 3 hours credit either for History 4000 (Studies in United States History) or for History 4710 (Studies in Modern European History). It is a study of World War II, particularly the Allied landing in Normandy in June 1944, with particular emphasis on the fighting in France during that period and the various ways in which it has been commemorated, as well as the impact that it has had on French culture and American-French interaction. Students will need to read two books and take a short quiz before our departure from Clemson, but the focus of the course will be an eleven-day trip to France. The trip will consist largely of visits to battlefields, museums, and cemeteries.

Students who enroll in History 4000 or 4710 for this program will travel and study alongside students who are in the program enrolled in French 4980, led by Professor Eric Touya. The itineraries of the courses will be identical, and all the students will have the benefit of my knowledge as an American military historian and Professor Touya’s knowledge of French culture and history. Many of the readings and assignments will be identical. However, students who take this as a history course will have their final grades assigned by me, Professor Andrew. 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 since. 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 often critical to fully comprehending their impact and meaning.

Goals for this Course
1. Acquire and demonstrate a solid understanding of the strategic considerations and tactical decisions involved in the Normandy and Ardennes campaigns of 1944-45.
2. Gain and demonstrate an appreciation for the particular challenges of ground combat in western Europe in World War II, to include weather, terrain, weaponry, and equipment.
3. Appreciate and articulate the physical, mental, and emotional challenges of modern combat, to include misery, fear, courage, camaraderie, and coping with death, tragedy, and the unforeseen consequences of military decisions.
4. Demonstrate an understanding of how the D-Day landings and Battle of the Bulge have been commemorated differently at historical sites based on national biases, date of construction or interpretation, and whether they were constructed by government or private agencies.
5. Study and explain the differences in the way historical events have been interpreted in the United States, Britain, Canada, France, Belgium, and Germany based on each nation’s experiences and biases, as well as common or overlapping themes and narratives.
6. Reflect on and provide meaningful commentary on how stories of martial valor and sacrifice impact modern notions of patriotism, citizenship, and virtue.
7. Explore the experience and legacy of World War II and D-Day in France.
8. Understand the depth of cross-cultural sharing and common perceptions that resulted from contact between American soldiers and French civilians in World War II, and how much of that cross-cultural sharing continues today.

Books:
Stephen Ambrose, D-Day: June 6, 1944, The Climactic Battle of World War II
Eric Touya, French-American Relations: Remembering D-Day After September 11

You must read the assigned pages by the dates listed on the syllabus.

Quiz: There will be an open-book quiz that you take at home before we depart for France. It will cover the assigned pages from Stephen Ambrose’s book, D-Day, and Professor Touya’s book. I will give you study questions on the Ambrose book to help you prepare for the quiz. You may consult any sources you like for these quizzes except for fellow students. This quiz will count as 20% of your total grade.

Journal: You must complete a daily journal for each day of the trip to Europe reflecting on the site or sites visited that day. The final product will be typed and double-spaced. In your journal, you are encouraged to reflect on the issues described in Goals #3, 4, 5, 6, 7, and 8 above. This will be 10% of your total grade. I am interested in recruiting a few of you to do this in photo or video format rather than in a traditional written one. Let me know if you’d like to use that option.

Reflection Paper: You must submit a paper at the end of the course. As in the case with the journal, I will not be interested in your narrative of operational or tactical events, but rather with the issues of interpretation and memory described in Goals # 3-8 6 above. This paper will be between 2,400 and 3,000 words (@ 8-10 pages) and will count as 40% of your total grade.

Clemson Alumnus Biographical Presentation. Dozens of Clemson alumni paid the ultimate price while fighting in France or Belgium from mid-1944 to early 1945, some of them on D-Day or at the Battle of the Bulge itself. Every student will be assigned the name of one of those alumni, and will produce a short biographical sketch of that man. You may use the information that is provided on the Scroll of Honor website (https://cualumni.clemson.edu/clemson-corps-scroll-of-honor-history-); however, you must also discover and present something else about that veteran from your own primary research. What were the circumstances of your alumnus’ death? What was his unit trying to accomplish when he died? What activities was he involved in when he was a Clemson student? What other personal information about him or his family can you find? Suggested sources include local newspaper obituaries, Clemson College yearbooks, www.ancestry.com (available free through the Clemson library if you are on campus), interviews with family members, and official unit histories. You will give the class a five-minute presentation on your alumnus at the appropriate gravesite in Europe. This will count as 20% of your total grade.

Participation and Conduct. You must be attentive, engaged, and conduct yourself as a law-abiding citizen throughout the visit to France. Any lack of interest or punctuality or any behavior that reflects poorly on Clemson University will severely damage your grade. This will be 10% of your total grade.

Course Schedule

| Before Summer I begins! | Read the two assigned books and study questions I have provided. These notes will direct you to particular themes and topics in the first book, provide additional helpful information, and hopefully help you prepare for the quiz. Also you should locate |
biographical sources for the Clemson alumnus who has been assigned to you. You will have to be ready to present information on this person when we are in Europe!

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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>14 May</td>
<td>Depart for France. You may turn in your quiz to me at the airport or email it to me the day before (13 May).</td>
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<tr>
<td>24 May</td>
<td>Return from France.</td>
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<tr>
<td>31 May</td>
<td>Typed Journal and Reflection Paper due, 2300 hours.</td>
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**Academic Integrity Policy:**

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. Furthermore, 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. In instances where academic standards may have been compromised, Clemson University has a responsibility to respond appropriately and expeditiously to charges of violations of academic integrity. Please refer to the Academic Integrity Policy on the Clemson University website for additional information: [http://www.clemson.edu/ugs/academic_integrity/index.html](http://www.clemson.edu/ugs/academic_integrity/index.html) Students who plagiarize in their essays or who give or receive unauthorized assistance to or from others on the quizzes will receive an automatic zero for that assignment, and will be reported to the dean of undergraduate students for violating the university’s academic integrity policy.

**Student Disabilities Services Policy:**

If you have a documented disability that requires accommodation, you must notify me in writing during the first week of classes. It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities. Students are encouraged to contact Student Disability Services to discuss their individual needs for accommodation. Please refer to the Student Disability Services – Student Guide on the Clemson University website for additional information: [http://www.clemson.edu/sds/student_guide.html](http://www.clemson.edu/sds/student_guide.html)

**E-mail Correspondence:**

The instructor will respond to all inquiries, questions, and other electronic correspondence within 24 hours, or by Monday morning if they are sent over the weekend. All e-mail messages from the instructor will be sent to the student's Clemson e-mail address.

**Instructional Strategies:**

You cannot postpone doing the work, and you will have to plan your schedule so that you can complete each assignment on time. This will include acquiring the books and reading most of the material before the first day of class!

**Grading Scale:**

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<tr>
<td>A</td>
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<td>D</td>
<td>60-69</td>
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<td>F</td>
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**Assignments:** I will deduct one letter grade per day (10pts) for each day an assignment is late.