

## SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

<b>Voyage:</b>	Fall 2019
<b>Discipline:</b>	History
<b>Course Number and Title:</b>	HIST 339 World War II in Europe
<b>Division:</b>	Upper
<b>Faculty Name:</b>	Grant Madsen
<b>Semester Credit Hours:</b>	3

**Prerequisites:** Completion of three (3) history credits AND no fewer than 45 total credits or by permission of the instructor

### COURSE DESCRIPTION

World War II was likely the most important event of the twentieth century, especially for Europe. It helped end the era of European Empire, created new superpowers, introduced weapons of unprecedented destruction, and saw a holocaust of unimaginable horror. This course investigates the central aspects of the War in Europe through the lens of the countries we visit around the world. It begins with the failure of the Treaty of Versailles' to bring peace to Europe and the rise of European fascism. It then turns to the military strategy and tactics that determined the important battles, as well as the diplomatic negotiations happening behind the scenes. It then considers the consequences of the war for the people of Europe—and particularly the ethnic groups and women who suffered the ravages of war and the horrors of fascism. In every case we will visit the places central to this crucial moment in world history, considering how the world has been different ever since.

### LEARNING OBJECTIVES

To understand:

- the political and diplomatic events that led to the Second World War in Europe
- the military strategy and tactics that determined the War's outcome
- the economic, social, and lived consequences of the war, particularly for affected ethnic groups and women.

### REQUIRED TEXTBOOKS

**AUTHOR:** Evan Mawdsley  
**TITLE:** World War II: A New History  
**PUBLISHER:** Cambridge University Press  
**ISBN #:** 978-0521608435

DATE/EDITION: 2013

## TOPICAL OUTLINE OF COURSE

### Depart Amsterdam, The Netherlands – September 9

**B1 – September 12:** Mawdsley, “The World in 1937,” chap 1

**B2 – September 14:** Michael Burleigh, “The Rape of Poland,” chap 4 of *Moral Combat: Good and Evil in World War II* (Harper Collins, 2011) and Timothy Snyder, “Hitler’s World,” *New York Review of Books*, September 24, 2015

### Gdansk, Poland – September 15-20

**B3 – September 22:** Walter Reich, “The Men Who Pulled the Triggers,” *New York Times* (April 12, 1992)

**B4 – September 24:** Peter Jackson, “Europe: the Failure of Diplomacy, 1931-1941” chap 9 of *The Cambridge History of the Second World War, vol 2: Politics and Ideology* (Cambridge, 2015)

**B5 – October 2:** Raymond Carr, “Spain in the 1930s: A Divided Society and the Coming of the Civil War” chap 42 of *The Fascism Reader* (Routledge, 2003)

### Lisbon, Portugal – September 26-28

### Cadiz, Spain – September 29 – October 1

**B6 – October 4:** Gregor Kranjc, “Collaboration, resistance and liberation in the Balkans, 1941-1945” chap 18 of *The Cambridge History of the Second World War, vol 2: Politics and Ideology* (Cambridge, 2015)

### Dubrovnik, Croatia – October 6-10

**B7 – October 11:** Jovan Byford, “When I say ‘The Holocaust,’ I mean ‘Jasenovac,’” Remembrance of the Holocaust in contemporary Serbia,” *Journal of East European Affairs*, 37 (2007) 1, 51-74.

**B8 – October 13:** Osborne, Richard, “From Madagascar through ‘Torch’” chap 15 of *World War II in Colonial Africa: The Death Knell of Colonialism* (Indianapolis, In: Riebel-Roque Publishing, 2001)

### Casablanca, Morocco – October 15-20

**B9 – October 21:** Brian P. Farrell, “Symbol of Paradox: The Casablanca Conference, 1943,” *Journal of Canadian History*, Volume 28 Issue 1, Spring, pp. 21-40

**B10 – October 23:** Osborne “Elsewhere in Africa (January 1942 - September 1942)” chap 14 of *World War II in Colonial Africa*

**B11 – October 26:** Mawdsley, “Hitler’s Border Wars,” chap 3

**Tema, Ghana – October 28-30**

**Takoradi, Ghana – October 31 – November 1**

**B12 – November 2:** Osborne “Elsewhere in Africa (September 1942-May 1943)” chap 16 of *World War II in Colonial Africa*

**B13 – November 4:** Mawdsley, “Germany Re-Fights World War I, 1939-1940,” chap 4

**Community Programming – November 6 (No Class)**

**B14 – November 7:** Mawdsley, “Wars of ideology, 1941-1942,” chap 5

**B15 – November 9:** Joseph Smith, “Brazil: Benefits of Cooperation,” chap 9 of *Latin America during World War II* (Rowman & Littlefield, 2007)

**Salvador, Brazil – November 10-15**

**B16 – November 17:** Mawdsley. “The Red Army versus the Wehrmacht, 1941-1944,” chap 6

**B17 – November 19:** Jeffrey Burds, “Sexual Violence in Europe in World War II, 1939-1945,” *Politics & Society* 37 (2009): 35-73

**B18 – November 22:** Phil Goodman, “‘Patriotic Femininity’: Women’s Morals and Men’s Morale During the Second World War’ *Gender & History*, Vol.10 No.2 August 1998, pp. 278–293

**Port of Spain, Trinidad and Tobago – November 24**

**B19 – November 25:** Thomas M. Leonard, “Central America: on the Periphery,” chap 3 of *Latin America during World War II* (Rowman & Littlefield, 2007)

**B20 – November 27:** Mawdsley, “Wearing down Germany, 1942-1944,” chap 11

**B21 – November 30:** Orlando J. Pérez, “Panama: Nationalism and the Challenge to Canal Security,” chap 4 of *Latin America during World War II*

**Guayaquil, Ecuador – December 2-7**

**B22 – December 8:** Yasmin Khan, “Wars of Displacement,” chap 10 of *The Cambridge History of the Second World War, vol 3: Total War: Economy, Society and Culture* (Cambridge, 2015)

**B23 – December 10:** Mawdsley, “The ‘World Ocean’ and Allied victory, 1939-1945”

**Puntarenas, Costa Rica – December 11-15**

**B24 – December 17:** Mawdsley, “Victory in Europe, 1944-1945,” chap 12

**B25 – December 19: Final**

**Arrive San Diego, California – December 23**

## **FIELD WORK**

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

### **Field Class & Assignment**

The field class for this course is on **Sunday, September 15, 2019** in Gdansk, Poland.

**Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.**

Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

### **Field Class Description**

Title: War and Holocaust

Destination: Museum of the Second World War and the Stutthof Concentration Camp & Museum

We will visit the Museum of the Second World War in Gdansk and then travel to the Stuthoff concentration camp (located in the outskirts of town). At the museum we will take a guided tour of the exhibits (which include video and audio recordings) to get a broad overview of the course of World War II. The initial shots of the European War happened in Gdansk, and the museum will provide particular insight into the fighting between Nazi and Soviet forces in Poland, the guerilla fighting behind the lines, and the cost to civilians trapped between the fighters. In the afternoon we will travel to the site of the Stuthoff Concentration Camp. The site includes exhibits about the operation of the camp and different methods of mass destruction (including a documentary film). A central aim of the visit is to learn about the way the Nazis practiced “collective violence,” the victims of Nazism, and to reflect on the

nature of victim commemoration. It is also an opportunity to think about what the exhibits tell us about the perpetrators and the legacies of Nazi rule and destruction. Students will be asked to read a review of Christopher Browning's *Ordinary Men* to consider the responsibility for the mass murder of Jewish and other victims of Nazism by ordinary Germans.

### **Independent Field Assignments**

As you visit ports, look for evidence of the Second World War's legacy. Be prepared to write a one-page essay on your observations.

### **METHODS OF EVALUATION**

#### **Thought Piece papers (20%)**

After each port visit write a one-page thought piece on how World War II shaped that country. Ideally, you will see physical reminders of the war. Alternatively, you can think about the impact of the war on the country's subsequent foreign policy, global standing, or relationship with the War's surviving superpowers. Each paper counts for 2% of your grade. You can drop one paper.

#### **Field Report (25%)**

Write a short paper on your field class experience (in Gdansk). The paper should answer the following questions:

1. What were the main themes or topics associated with your field experience?
2. What readings seemed most relevant to it?
3. How did the field experience compare or contrast with what you have seen in different ports?
4. What issues did the experience raise that you had not expected?

Top grades will go to those reports that do the best job of connecting the readings to the field work, make good comparisons and contrasts with other port experiences, and express themselves in clear and concise language.

#### **Midterm (20%)**

The midterm is "take home" and will involve several short-answer essays about the readings and class discussion.

#### **Final Project (35%)**

The final is conducted in class. It will be cumulative, but weighted toward readings and class discussion subsequent to the midterm.

## GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

## ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

## LEARNING ACCOMMODATIONS

Semester at Sea® provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from students' home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to [academic@isevoyages.org](mailto:academic@isevoyages.org) as soon as possible, but no later than two months prior to the voyage. More details can be found within the Course Registration Packet, as posted to the [Courses and Field Classes page](#) no later than one month prior to registration.

## STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative

commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

### **RESERVE BOOKS FOR THE LIBRARY**

AUTHOR: Evan Mawdsley  
TITLE: World War II: A New History  
PUBLISHER: Cambridge University Press  
ISBN #: 978-0521608435

### **FILM REQUEST**

Title: World War II in colour: the definitive collection  
Author: Peter Coyote; Nancy Dubuc; IM3 Entertainment (Firm); History Channel (Television network); Arts and Entertainment Network.; All authors  
Publisher: [United States]: A & E Television Networks: Distributed by Go Entertainment Group, 2011.

### **ELECTRONIC COURSE MATERIALS**

All Readings will be available on the ship's intranet. See readings in the "Topical Outline of the Course" section of the syllabus.

### **ADDITIONAL RESOURCES**

None