

TENNESSEE CONSORTIUM FOR INTERNATIONAL STUDIES  
SYLLABUS OUTLINE

**LAS 2020**  
**The Great Wars**

**Credit Hours:** 3 (This course will consist of a minimum of 37.5 full hours of formal instruction.)

**Course Description:** An examination of the causes, conduct, and consequences of World War I and II. Major political and military developments will provide the framework for examining the impact of the war on combatants and non-combatants alike. \_

**How Program Site Will Be Incorporated into the Course:**

Normandy, France is an ideal location for teaching this course since France played a critical role in both World Wars. Particular attention will be given to the invasion of Normandy in June 1944 as a turning point in World War II. A number of historic sites will augment the course including: the D-Day Museum, the landing beaches, and the American Cemetery.

**Prerequisites:** none

**Textbooks and Other Course Materials:**

- 1) Murray & Millett's A War to Be Won
- 2) Kershaw's The Bedford Boys
- 3) Remarque's All Quiet on the Western Front

**Course Schedule (tentative):** a final version of the course schedule will be distributed before departure.

**Week 1**

The Origins of World War I  
The Western Front  
The Home Front  
A Global Conflict  
The Treaty of Versailles

**Week 2**

The Twenty Years' Truce  
The Rise of Nazism  
The Origins of Conflict  
The Rise of Japan  
The Russian Front

**Week 3**

The Normandy Invasion  
The Fall of the Third Reich  
The Holocaust / The Home Front  
The War in the Pacific  
The Implications of the War: The Cold War

**Course Objectives:**

- To identify the political and cultural forces that led to World War I and World War II
- To analyze the decisions of key military and political leaders
- To understand the effects of the war on combatants and non-combatants alike
- To explain the major military campaigns of World War I and World War II
- To understand the key outcomes of this era (1914-1945)

**Instructional Processes:**

Students will:

Read the text and use critical thinking skills to relate factual material to the themes of the course.  
Take notes and use critical thinking skills to organize notes in preparation for exams.

Write analytical essays about the past.

Engage in classroom discussions with their peers about historical issues.

**Expectations for Student Performance:**

Upon successful completion of this course, the student should be able to:

1. Understand the significant political, military, and social developments between 1900 and 1945
2. Understand how different cultures - and even one's own culture in an earlier era – hold values different from the student's own.
3. Understand how present assumptions, values, and practices emerged from previous ideas and institutions (i.e., the realization that we are products of our past).
4. Be more of aware of political, social, economic, and environmental issues in contemporary society.
5. Possess a fuller capacity for analytical and conceptual thought.

**Evaluation:**

*In-class Presentation (20%)* – Each student is responsible for an in-class presentation. Students who submit late topics will be penalized 10 points. Oral presentation outlines and bibliographies are due on the day of your assigned presentation. Additional information will follow.

*Course Participation (20%)* – Each student is expected to make a positive contribution to the class. This expectation requires that students come to class prepared to discuss all assigned readings. Students might also contribute by attending related cultural events, viewing pertinent documentaries and films, visiting appropriate web sites and sharing new concepts and ideas with fellow students.

*Unit Exams (30% each; 60% total)* – The two unit exams will be a combination of historical identifications and essay questions designed to test both factual knowledge and critical thinking skills.

**Grading Scale:**

90-100	= A
87-89	= B+
80-86	= B
77-79	= C+
70-76	= C
60-69	= D
Below 60	= F

**Attendance Policy:**

Attendance is of utmost importance in study abroad courses. There are no unexcused absences permitted. Multiple unexcused absences are grounds for removal from the program. Being in class on time is also very important. Frequent tardiness will be considered an absence and appropriate action will be taken. Absences due to illness must be reported immediately to the program director.

**Academic Dishonesty:**

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices: Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments. In addition to other possible disciplinary sanctions that may be imposed as a result of academic misconduct, the instructor has the authority to assign either (1) an F or zero for the assignment or (2) an F for the course.