

SIMPSON COLLEGE
2010 MAY TERM OFF-CAMPUS TRAVEL COURSE PROPOSAL

Date: January 15, 2009

Completed forms should be submitted to the Office of International Education no later than Jan. 15, 2009 for international travel courses and no later February 17, 2009 for domestic travel courses.

Name of proposer(s):

Becca Livingstone
Angela Glover

Department(s):

History
English

Please check one of the following:

- INTERNATIONAL Off-Campus Travel Course**
 DOMESTIC Off-Campus Travel Course

I. Course Information

- A. Course number, if course has been offered previously:
- B. Course title:
(*Note: The name of the place of study should appear in the title*)
War, Culture and Identity: London and Paris Between the World Wars
- C. Transcript Course Title (max. 21 characters):
Interwar London & Paris
- D. Course level (100/200/300): What is the rationale for offering the course at this level?
100 – This course will be accessible to students at all levels with no pre-requisites.
- E. Minimum enrollment: 20
(*For 1 instructor, must be at least 10 students; for 2 instructors, must be at least 20 students.*)
If proposed minimum is less than the requirement, provide a rationale for receiving variance.
- F. Maximum enrollment: 30

II. Course Description

- A. Course goals and objectives: Given that Simpson May Term Off-Campus Travel Courses aim to provide students with an active learning curriculum that integrates a rigorous academic program with experiential immersion activities, please outline the learning objectives for your course.

The goal of this course is to facilitate critical thought and written response to how a society understands war and the effect it has on societal and individual identity. Primarily, the course aims to ask students to think critically about the role that the Iraq War plays in the construction of both the American identity and their own at home and abroad. By focusing on Modernism as a movement and the Interwar Period (1919-39) as a model of a society engaging in self-inquiry and self-analysis while experiencing industrialization, technology, and urbanization, students will question whether the cost and the horror of war were worth the ultimate outcome of preserving freedom and democracy. Students will read from multiple genres– memoirs, novels, nonfiction – as well as historical primary sources – in order to explore how the British and French tried to rationalize and criticize the Great War that was supposed to ‘end all war.’ In order to position this critique of ‘moral’ warfare within a broader, more global perspective, students will specifically read a selection of works from American expatriates living in London and Paris who were grappling with similar questions that come from vastly different frames of reference, since America did not suffer the physical scars of trench warfare or the same horrendous loss of life as its European counterparts.

- To expose students to European sentiments with regard to the Interwar years.

- To introduce students to different interpretations of the present Iraqi war.
- To introduce students to European perspectives and attitudes toward wars of the past and present
- To introduce students to life-writing (memoir)
- To produce work (memoir) that could be used to facilitate the recruitment of students who participate in May Term courses at Simpson

B. Rationale for the course: Please explain how the course fits in with your department and/or the college's curriculum.

How does war shape identity? What are the boundaries that war blurs? How is war remembered or forgotten? The ultimate outcome of the course will be to have the students think critically about a past war and apply similar critical thought to the current one with the intention that they will write a personal memoir of their reflections and reactions to the past and present. This will allow students to see the relevance of history with regard to their own lives; that the people of the past wrestled with many of the same questions that they may be experiencing. They will learn that war arousing certain universal questions with which all societies, regardless of time or place, must contemplate.

By examining WWI, the interwar years between WWI and WWII as well as the present day Iraqi war, this course will seek to answer these and other related questions. In addition to historical texts, readings will include novels, memoirs, film, and other relevant material. At each stage of the course we will apply critical thinking while discussing issues of class, gender, and race and the impact they had on the way the war was viewed or remembered, or presently perceived.

C. In-country activities: Describe how the planned immersion activities (these could include home stays, service learning opportunities, interviews with locals, Q & A sessions with local guest lecturers/speakers, etc.) will be integrated into educational goals of the course.

In London and Paris:

The expectation is to alternate between field learning with students- exploring locations around each city that have a connection to World War I or to the people who wrote about their experiences with the war. The field days would be followed by a day of self exploration and then class a meeting day where discussions of the field experience and self exploration will ensue as well as writing workshops. During class meeting days we will be discussing how field learning and self exploration day findings relate to the materials read during the Spring Prep Course, the connections to the overall theme of the course. These class days will allow for peer-review of their thoughts and writing. The intention of the personal memoir, which will be turned in on the final day of the course, is to show the students how their ideas about warfare and its effects and tolls on society changed (or did not) over the course of the class.

Another style of writing assignment that will be an integral part of the course, requiring the students to think critically about what they have read and experienced, will be the "If you were . . ." reflective journal responses. These assignments will require students to think about and write from the perspective or mind set of an individual living during the Interwar period.

A selection of locations for field learning:

Speakers Corner – this is the traditional spot in London for people to speak out about any topic that incenses them. This is a good place for students to think about a city that advocates discussion and critique by designating part of a popular city park (Hyde Park) for such an activity.

The Imperial War Museum in London – this is vital for students to understand the technology that was used during World War I. The Great War was the first time that machine guns, tanks, mustard gas and other technological advanced weapons were used. This 'progress' was what made the war so deadly. Further, the museum has a mock-up version of a trench that will allow students to walk through and see what life would have been like for the soldiers.

Palace of Versailles – The Treaty of Versailles to end World War I was drafted at the Chateau and then signed in the Hall of Mirrors. It was here that the questions about the efficacy of the war began in earnest as the great Allie leaders thought about who bore the responsibility for the war and who bore the brunt of German aggression. These questions would radiate from the peace conference out into society at large, questions that European society would wrestle with for the next two decades.

Hotel des Invalides – (The French military history museum in Paris and burial site of French military commander for the Western Front) This museum gives students a different perspective of World War I and its effects as it was fought almost entirely on French soil. The museum also houses the burial site of General Foch, a commander of French troops on the Western Front. This is not merely a grave site but also an artistic and nationalistic rendering of how France viewed and continues to view this military leader.

War Memorials – It is very important to see if and how a society chooses to memorialize their dead. These are permanent choices that people make about a critical event in the life of society. Viewing such memorials will allow students to critically think about visual representations and choices about how war and its participants are remembered, not only for the contemporary generation but of those to come.

In addition to these locations, we will visit art museums to explore Interwar period art and how artists expressed their concerns, fears and nightmares of the war, as well as encourage students to interact with people in cafes, just as expatriates would have in the 1920s and 1930s.

Guest Speaker in London – to be contracted for through Jane Passes at Scholar Services

Local Guest Lectures to be provided in London and Paris

Instructors are considering that the final day of class will be held on campus to debrief from the abroad portion of the course.

D. Required course assignments and evaluation

1. Explain specific course requirements and indicate when they would occur (e.g., P=during the on-campus spring semester prep course, O=off-campus, and D=during the de-briefing portion of the off-campus experience; it's possible that some assignments will happen in all of the periods, e.g., Readings could be P-O-D)

a. Participation

Discussion will be held on the readings and the movies (discussed below) during the Prep Course. While abroad, students will discuss the field locations as well as participate in peer reviews of each others' writing. (POD)

b. Readings (please specify what these will be)

In preparation for the travel portion of the course, students will read: (P)

Return of the Soldier (West)

Mrs. Dalloway (Woolf)

The 42nd Parallel (Dos Passos)

A Son at the Front (Wharton)

Bird by Bird (Lamott)

Handouts on memoir writing

In addition to these readings, students will use internet newspaper archives for the *London Times*, etc. to research popular attitudes towards the WWI and the Iraq War. (P)

Students will also view and discuss two films, which deal with the more personal, social and cultural ramifications of the war: (P)

Mrs. Henderson Presents (English)

A Very Long Engagement (French)

c. Journal reflections

Write a response to "my feelings about the Iraqi war are" (P)

Reading Response Journal (P)

Travel Journal (O-D)

d. Exams

None

- e. Papers/Presentations/Field reports, etc.

At several points abroad, the students will write papers where they have to write as if they were a historical figure, grappling with issues of war. (O)

The final project of the course is a personal memoir of their changing thoughts and ideas about warfare and the effect it has on society (discussed more fully above). (O-D)

Other assignments

None

2. Approximately what percentage will each of the above course requirements contribute toward the final course grade?

Participation (POD)	25%
Reading Response Journal (P)	15%
Travel Reflection Journal (OD)	25%
Papers	35%

- E. Catalog course description of about 100 words which includes a statement of expected course work (papers, exams, journal writing, presentations, etc.)

How does war shape identity? What are the boundaries that war blurs? How is war remembered or forgotten? These are eternal questions that all societies have to deal with, but especially in the period following the First World War. World War I was a shattering experience for European society as it revealed that progress was not always for the good and that perhaps society was not as civilized as it believed. During the interwar period (1919-39), many people began questioning the nature of war through writing, such as memoirs of their own experiences at war or on the home front, novels, poetry and art. This course will use the interwar period as a lens through which students will be able to not only learn about the past, but be able to make the connection to the present by writing a memoir, as our society wrestles with similar questions, with just as uncertain answers.

- F. Are there prerequisites for this course? Yes No
If yes, please list them and briefly provide a rationale.

III. Other Information

- A. Has this course been offered in a previous May Terms? Yes No
If yes, please indicate *when* it was offered and the approximate enrollment.

- B. Department(s) in which credit is to be awarded:
English, History

- C. If this course will meet requirements for a departmental major or minor, please explain briefly:
No.

- D. Proposed dates of the travel course, including dates you anticipate being abroad:
(*Note: It is highly recommended that the group should depart no earlier than Sat., May 1, 2010, and should return no later than Thurs., May 20, 2010.*)

May 1 through May 18, 2010

- E. Proposed location(s) and how the site location(s) relate to the core objectives of the course:

London and Paris

F. Indicate your level of familiarity with the site(s) visited during the course.

Becca Livingstone: Regarding her familiarity with London and Paris, she lived in London while doing her dissertation research and has visited Paris twice, most recently in 2008 for two weeks. She is very familiar with London and quite comfortable with Paris. Regarding the content of the course, Angela and Becca see their pairing as being a perfect complement, with Angela's focus on life-writing and Becca's on the history; it is a course that is a true marriage of our respective expertise.

Angela Glover: Angela's doctoral work addressed Modernism, specifically the Interwar period-1919-39. She took course work and read extensively about the Interwar period as it was one of her comprehensive exam areas of study. She is also a memoirist writing and publishing in the field and has been teaching life-writing courses for over twenty years in various institutions in the U.S. She has also traveled to Paris.

G. Will the off-campus component of this course require a significant amount of physical exertion on the part of the course participants? On a scale of 1-5, with 1 being little physical exertion and 5 being a tremendous amount of physical exertion, please rate the anticipated activities related to this course. Do you anticipate that the course activities would pose any significant challenges for someone with physical disabilities?

4, extensive walking

V. Proposed Budget for the Course
(A more precise estimate is not due to the OIE until September 7, 2009)

First, estimate expenses for instructor(s) and course assistant(s), if any, (in total, not per student)

Air transportation	\$2200 (1100 ea.)
In-country transportation	\$600 (300 ea)
Lodging	\$1600 (800 ea)
Meals	\$1000 (500 ea.)
Events: tickets, admissions, excursions, etc.	\$600 (300 ea.)
Any necessary entry visas	\$0
Misc.	\$
Other (explain):	\$
Total instructor(s) and course assistant expenses	\$6000

Next, estimate the cost per student, based upon the minimum enrollment number (20) from page 1 of this document:

Air transportation	\$1100
In-country transportation	\$300
Lodging	\$800
Meals	\$250
Events: tickets, admissions, excursions, etc.	\$300
Honorariums	\$
Tips	\$50
Int'l Student I.D. card is now optional, \$25 each if desired	\$
SC Study Abroad Program Fee	\$100
Any necessary entry visas	\$0
Contingency fund (\$100 recommended)	\$100
Other (explain):	\$
Subtotal per student expenses (based upon minimum enrolled #)	\$3000

Finally, divide the "Total instructor(s) and course assistant expenses" by "the minimum enrollment number (20) from page 1 of this document" to get a "per student instructor cost." Then add

Subtotal per student expenses (based upon minimum enrolled #)	\$3000
+ per student instructor cost	\$300
= Total per student cost	\$3300

Additional expenses not covered by the program for which students need to budget:
For example, passport @ \$100, books, meals, immunizations, trip cancellation insurance, etc.

Passport \$100
 Books \$50
 Meals (some lunches, all dinners) \$300-400

Total estimated additional expenses not covered by the course: \$550-650

Instructor signature: _____ Date:

Dept Chair approval: _____ Date:
(department(s) in which credit is to be awarded)

Div. Head approval: _____ Date:
(division of the instructor)

Instructor signature: _____ Date:

Dept Chair approval: _____ Date:
(department(s) in which credit is to be awarded)

Div. Head approval: _____ Date:
(division of the instructor)