History 3044W (10)
The Price of Freedom: Normandy, 1944

C. Thomas Long

Class: Tuesday & Thursday: 4:45 - 6:00 pm
Room: Phillips Hall, 328
Discussion: Thursday: 6:10 - 7:00 pm, Phillips 328
Watch films: Thursday after discussion
CRNs: 76399 & 76401 (lecture and discussion)
Please use e-mail to contact me at tomlong@gwu.edu
Tel: 202-994-6230 (History Dept.) or 994-4061

Office Hours:
Phillips Hall 320: Tues. & Thurs.
1:00–3:00 pm & Wed. 10-11:30 am
On days when classes meet,
And by appointment.

Course Description
Wars have often produced dramatic changes in the societies and cultures of the peoples who participated in them. None has had a more dramatic impact than the Second World War. Many, particularly in the United States and Great Britain, believed that they were fighting for the preservation of their way of life, individually and collectively. Prime Minister Winston Churchill suggested on 18 June 1940 that “if we fail, then the whole world, including the United States, including all that we have known and cared for, will sink into the abyss of a new dark age made more sinister, and perhaps more protracted, by the lights of perverted science. Let us therefore brace ourselves to our duties, and so bear ourselves, that if the British Empire and its Commonwealth last for a thousand years, men will still say, ‘This was their finest hour.’” That attitude motivated not only Britons, but Americans as well – one might suggest that he was really speaking to America that evening. Millions volunteered to serve in the military and millions of others made great sacrifices at home. None made greater sacrifices than the troops who participated in the greatest amphibious operation in history, the Normandy landings of Operation Overlord on 6 June 1944.¹

We will consider the actions of the men who participated in that Great Crusade in the context of the greater war, by doing an extensive set of readings about the Normandy Campaign, the Second World War more generally, and the men who actually participated in the campaign. Each member of the class will also consider the sacrifice of a single individual who died in that campaign to save the western democracies from sinking into that abyss.

There is an extensive and rich literature dealing with the Normandy Campaign and we will not be able to consider all the authors or events that one might wish. The

¹ We can argue about the relative magnitude of Normandy and Okinawa later.
readings are intended to do two things. They help to provide a chronological framework for the remarkable events of that summer seventy-one years ago. They will also give us an opportunity to explore the individual and collective contributions of the participants in an event the success of which we take for granted, but which was far from being assured of success.

The class will meet twice a week for lectures and once for a discussion session for the first eight weeks of the semester. We will then go to France to conduct a "staff-ride" of the Normandy Campaign over Spring Break (meeting at the Charles de Gaulle Airport on Saturday, 7 March and returning the following Saturday). The Staff Ride is based heavily on a similar staff ride conducted by Major John Doss for twelve West Point Cadets during March 2011. We owe the Military Academy a debt of gratitude for permitting me to tag along and learn so much in the process. After the break, we will meet once per week for lectures or discussion for the remaining five weeks of the semester.

Learning Objectives

Each student should develop an awareness of the magnitude of the individual and collective sacrifice made by the men and women who fought for our freedom in Normandy in 1944. Members of the seminar should become familiar with the historical facts (chronology, geography, people involved, and terminology) concerning warfare, both amphibious and mechanized, as conducted during World War II. In addition each member should develop the ability to analyze the factors that contribute to victory in a battle, a campaign, and a war and the way different societies undertake those efforts. The complexity of the decisions and the uncertainty of the data available to commanders will become apparent.

As is obvious, the literature of military and naval history is extensive and rich. There are thousands of books on World War II (we won’t try to read them all). The student should become familiar with and be able to analyze a broad range of the writing on military and naval history. While we will rely largely on secondary materials, we will also make use of primary sources. The course will be arranged chronologically and, in the context of an operational history, will consider some of the fundamental issues affecting military policy making, such as the relative importance of leadership, technology, industrial capacity, the human factor (individual skill, morale, etc.), strategy, tactics, environment (demography, geography, etc.), and the military system (logistics, training, etc.) in securing a military victory; the reasons men are willing to fight, individually and collectively; the relationship between forms of government and war-making; the ways warfare affects society (and vice-versa).

Each student should deepen his or her appreciation of the difficulties confronted and the sacrifices made by the individual service personnel who participated in the Normandy Campaign. While this learning will focus on one person, the lessons should be more generally applicable.

Since we will have the opportunity to visit the locations where many of the important events that composed the Normandy Campaign occurred, each student should develop a real awareness of the nature and extent of the sacrifices made by the men who fought for our freedoms. They should also become aware of the importance of the environment in conflict and the impact of natural forces on the decision making under
stress that constitutes combat.

You should also improve your **critical thinking skills**. In evaluating all your readings, but particularly in the analysis assignment, you are to:

- **Demonstrate an ability to analyze and evaluate complex abstract information** from the scholarly literature with respect to the intention and impact of the Normandy Campaign;
- **Understand and analyze scholarly arguments**, such as those advanced in Baldwin’s and Stoler’s articles;
- You will also **formulate your own logical argument** on the topic of the value of the Normandy invasion. (See the Critical Thinking Rubric posted in the Syllabus Segment of Blackboard).

By virtue of our readings (including the diary of a French person who lived through the German occupation, two books by English authors, and books by Americans), our focus on the complexity of the “allied” nature of the operation (particularly as it relates to the Anglo-Soviet relationship), and our opportunity to meet with people in France and to observe the French culture, you will develop the ability to:

- **analyze an issue**, in this case the geopolitical significance of the Normandy Campaign **in terms of its global implications**, and
- **Frame questions, gather and analyze evidence, and draw conclusions** about an issue in terms of its global implications.

You will achieve an increased awareness of and sensitivity to the way the conflict and alliance transcended national boundaries. Part of your discussion grade will depend on your ability to demonstrate that you can analyze the conflict, the alliance, and the invasion in terms of their global implications. (See the **Global Perspective** Rubric posted in Blackboard.)

Each student will improve his or her ability in **oral communication**. Particularly in presenting your briefing in Normandy, you will **assume responsibility for one aspect** of the campaign, develop a **clear thesis and persuasive argument** to convince the members of the seminar of the importance of that event or element. You will master and **demonstrate your facility** with the **topical and disciplinary knowledge** (i.e., the military, naval, political, and geographical terminology and context of your topic and explain them clearly) **via well-crafted, audience appropriate language**. You will learn to employ **vocal qualities** (tone, volume, and pace) and **physical behavior** (gestures and, if appropriate, reliance on the surroundings) to augment and maintain the interest of the class. (See the **Oral Communication** Rubric posted in Blackboard.) Obviously, the most important oral presentation you will make during the course will be the eulogy you present in the American Cemetery at Omaha Beach, in which you are to articulate clearly the importance of the life and sacrifices of the service member with whom you have chosen to become familiar.

You will improve your ability to write like a historian, by completing four types of writing assignments that represent different projects frequently undertaken by historians: a research paper and biography, a book review, a critical analysis and a briefing paper. Your research, paper organization, style, grammar, paragraph organization, and use of Chicago Manual citation format are important to your work. You
will be able to recognize and apply rhetorical principles and stylistic conventions appropriate to writing of history; identify, analyze, synthesize, evaluate, and employ primary and secondary historical sources and other appropriate forms of supporting evidence; construct rigorous, well-informed arguments and sound, probing questions that characterize good historical writing; and apply critical, analytical, and evaluative thinking to your own writing, through drafting, revising, and editing your papers. (See the Soldier Biography Rubric posted in Blackboard.)

Finally, I hope that each student will develop (or extend) an awareness of the importance of the impact of conflict in western civilization and an interest in naval and military history and affairs that continues in later life.

**Requirements and Grading**

**Reading, Discussion, and Films**

The class will meet on Tuesday and Thursday at 4:45 pm in Phillips Hall 329 for lectures and on Thursday at 6:10 - 7:00 pm in Phillips 329 for a discussion session, followed by watching an appropriate film each week. Each student must register separately for the discussion section. The movies are technically optional, but will add greatly to your understanding of the material and you should try to participate.

Note that there is a bibliography at the end of the syllabus. It contains materials that may be of interest if you wish to pursue a particular topic farther or to begin your research.

Each student is expected to read each major work (the “Primary Book”) assigned for the week in question. One or more student(s) will read a different work (the “Alternate Book”) relating to the same topic. Those works, and the lectures conducted during the class sessions, will form the basis of our discussion each week. Please come to class prepared to discuss the assigned primary work and the period or topic addressed. The success of the course depends on your active participation.

The lectures will present an overview of the events, ideas, or person under study. I will post the associated PowerPoint slides on Blackboard before each class so you can print them off either in a six-to-a-page version summary, a three-to-a-page for note taking, or in a single large version for clarity in the case of maps, etc.

The discussion class will be devoted to student presentations (approximately 5-10 minutes each) with respect to the Alternate Readings (see discussion of Book Commentaries, below) and a discussion of the weekly subject, based on the Primary and Alternate Readings.

Each week we will focus on one or more different aspects of the campaign, beginning with an extremely brief overview of the war that serves as the context for Operations Neptune, Fortitude, and Overlord.

The literature raises several interesting questions. Why did the allies undertake the Normandy invasion? What was the role of the individual soldier in the campaign's ultimate success? Why were men who were, in the case of most American soldiers, not professional soldiers willing to incur the risks they did - i.e., why do men fight? Was Normandy really decisive? What factor or element was most critical in producing the allied victory? Historians argue about which element is “determinative” in producing victory in a battle (and, perhaps differently, in a campaign or war). What were
consequences of the Normandy Campaign (and the Second World War more generally) for the individuals in the U.S. military, their families, communities, and the nation. We will consider these both abstractly and in the specific as we proceed through the semester.

### Written Assignments

Each student will submit four written assignments during the semester. The first will be a short (five- to eight-page) critical review of a major book about an aspect of World War II. In addition to writing and posting your review on Blackboard, you should be prepared to “present” the material in the book to the class on the date indicated in the syllabus. You will select your book (each to be presented at a different class - i.e., with different due dates) during our first meeting. The papers are to be posted on Blackboard so everyone in the class will have the opportunity to consider them before our discussion.

The second writing assignment will be a short (five-eight pages) briefing paper describing an event or situation that occurred during the Normandy Campaign.

The third paper is the major research paper for the course. You will produce a biography of a soldier from your home town who died during the campaign and is buried in the American Cemetery at Omaha Beach and a description of the role played by his unit during the campaign. Your final draft of the biography is due before we go to Normandy and the final, revised version is due during the last week of the semester, when you will make a presentation of your research to the class.

The final written assignment is a five-page critical analysis of two articles that take opposing positions on the perennial debate about the importance of the Normandy Campaign and American strategy in the global view of the war.

### Format for Written Assignments

All your papers are to be typed using the 12 point Times New Roman font, with a 1 ½ inch margin on the left side and 1 inch margins on the other three sides. You may print your hard copy double-sided to save paper, with each side counting as a page. Number the pages after the first page. Include a header with your name and the title on each page after the first. Your hard copy must have the pages attached together by stapling or other suitable means.

For each of the papers, you should consult the “Paper Guidelines and Footnote Formats” memorandum posted in the Syllabus segment of Blackboard. Be sure to provide footnote citations (not parenthetical references) to all resources on which you rely in writing your review (including the book being reviewed – always give a proper citation the first time you mention a source in an academic paper). The notes should be in the traditional form specified for historical writing by the Chicago Manual of Style in Chapter 14 (see the example in Section 14.14 of the Chicago Manual). If you have questions about citation format, please contact me at any time. Although the manual calls for a bibliography, because of the short length of the papers, you need not provide a bibliography for the Critical Analysis Paper or the Book Review – but do for your research paper. [Note that the Chicago Manual is available on-line through the Gelman databases.] I have also posted a short guide to research in the National Archives.

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You may not cite on more than one electronic source (other than government or university sites) without permission. Only rely on electronic sources that are refereed or otherwise considered reliable (e.g., never rely Wikipedia – you may use it, but then find a reliable source based on the information you derive to verify the accuracy of the data).

**Critical Book Review**

Each week one student (or more depending on ultimate class size) will be asked to present one of the "Alternate" reading assignments for the week. That student should prepare and post a short (five to eight double-spaced pages) commentary on or review of the book. It should contain a succinct summary of the book’s major arguments and an appraisal of the writer’s persuasiveness. Please turn in a substantially final draft of your review in class one week before it is due in class. We will meet to go over my comments so that you can revise it before the actual due date. (For the Review(s) due in Class 4, please e-mail me your draft by Saturday, January 16.) Post a copy of the review to the appropriate discussion page on the class Blackboard page at least 24 hours before the class meeting. The presenter is to give a brief (5 to 10 minute) talk outlining the key points in the book, the “lessons” we can draw from the book and the events it describes, and the presenter’s evaluation of the book. (Do not be afraid to take issue with the authors – but be prepared to support your positions.) On books that include compiled materials, describe the range of materials, and then focus on a few that raise issues you want to discuss. Similarly, one or more other students may be asked to make a similar oral presentation about the Primary Book.

The Alternate Books are not required reading for the rest of the class (and the person/people responsible for the Alternate does not have to read the Primary text). The selected books will provide the substantive input for our discussion.

I will ask you to select the Alternate Book you would for which you would like to take the lead during the first class, so please review the list of Primary and Alternate books for each week and come to class with some preferences and a good deal of flexibility.

**Short Briefing Paper and Oral Briefing**

Each student will prepare a short (five- to eight-page) paper on one of the research topics listed below. That student will be responsible for making a short (five - to ten - minute) briefing on that topic at the appropriate site during our Staff Ride. You will select one topic from the ones marked with an asterisk of the following list during the first class session.

Each student may also do a second briefing on one of the unmarked topics, please also sign up for that one at the same time. There is no paper required for the second briefing, but the procedure in France will be the same except that these briefings may be shorter.

The topics are listed in roughly the order that they will be given during our Staff Ride. In each case try to plan to incorporate your location into the briefing, i.e., point out features in the terrain, etc. Incorporate the maps and photos in the handbook in your briefing.

1. **The Transportation Plan** and its effect on the Campaign (en route to Normandy);
2. **Operation Fortitude** and its effect on the Campaign (en route);
3. *Major John Howard* and, The British 6th Airborne, the attack on **Pegasus Bridge**, and their role in the Campaign (at Pegasus Bridge);
4. *Field Marshall Erwin Rommel* and the German **Atlantic Wall** Defenses (at Longues-sur-Mer);
5. their role in the Campaign (at Ste. Mere Eglise);
6. *The 2nd Ranger Battalion* and the attack on **Pointe du Hoc** (Pointe du Hoc);
7. The **French Resistance** and the Provisional French Government under Charles deGaulle (Ste. Mere Eglise);
8. *John "Red Dog" Dolan* and the Battle of **La Fiere** (at La Fiere);
9. *Utah Beach, Teddy Roosevelt, Jr.*, and the 4th Infantry Division (at Utah Beach);
10. The **2eme Division Blindée** and its role in the Campaign, including the capture of Paris (at the 2DB Monument at Utah);
11. **Naval gunfire support** on and after D-Day (include Pointe du Hoc, Ste. Mere Eglise, Utah, and Omaha Beaches) (at Azeville Batterie);
12. The effort to capture **Cherbourg** and its role in the Campaign (Azeville);
13. *The Mulberry harbors, PLUTO, and logistics generally* (at Arromanches);
14. The **British landings** at Sword and Gold Beaches, including the battle to take Strongpoint Hillman and their role in the Campaign (at Hillman);
15. *The Canadian Forces’ landings on Juno Beach, the Battle at Authie, and the massacres at Abbaye d’Ardenne and Chateau d’Audrieu* (at Abbaye d’Ardenne);
16. *The importance of the capture of Caen in the Allied planning and the battles for Hill 112* (at Hill 112);
17. *The design and operation of the British, German, and American cemeteries in Normandy* (probably at La Cambe);
18. *Michael Wittmann and the Battle of Villers-Bocage* (at Villers Bocage);
19. The Battle for **St. Lo** and Major Thomas D. Howie (at Villers Bocage);
20. *General Omar Bradley, Operation Cobra;* and the death of Lt. Gen. Leslie J. McNair (at the jump-off site);
21. The Allied use of **strategic bombing** in direct support of tactical operations on D-Day and during the campaign (Cobra Jump Off);
22. *General Norman Cota, Dog Green Beach, and the 29th Infantry Division* (at Vierville Draw or near there);
23. The **1st Infantry Division** and Lt. John Spalding (of the 16th Infantry) and (at Les Moulins);
24. *Second Lieutenant Robert Weiss, the Lost Battalion of the 120th Infantry, and the Mortain counter-offensive* (at Mortain);
25. General Elwood (“Pete”) Quesada, the Ninth Air Force and the use of tactical air support during the campaign (at Mortain or enroute);
26. The Battle of the **Falaise Pocket** (at Montormel); and
27. The **Marshall Plan** and its effect on Europe shortly after the war (in Paris).

You will be able to use note cards but not read your paper for your briefing in Normandy, so you will need to prepare your briefing presentation. Submit a substantially
final draft of your Briefing Paper in class on Tuesday, 23 February. I will return it with my comments and suggestions for revision. The final Briefing Papers, reflecting your revisions, are to be posted to Blackboard by 5 pm on Tuesday, 8 March.

**Major Paper - Due 3 March and 19 April 2016**

Each student is to write a ten- to fifteen-page biography (that will be suitable for delivering a eulogy) for a soldier from your hometown who died in the Normandy campaign (defined roughly as from April 1 through 14 July 1944) and who is buried in the American Cemetery in Normandy, France. (A list of the soldiers buried at Omaha Beach arranged by home state is available at [http://www.abmc.gov/search/wwii_state.php](http://www.abmc.gov/search/wwii_state.php).) Army enlistment records (showing the location from which the soldier enlisted) are at [http://aad.archives.gov/aad/series-description.jsp?s=3360&cat=GP23&bc=sl](http://aad.archives.gov/aad/series-description.jsp?s=3360&cat=GP23&bc=sl) - you can search for your soldier’s name (last name, first name) on this site. That shows the place he listed as his residence, his education, occupation, race, and other information. You can also access commercial sites, such as genealogy.com, although there will be a fee charged after a brief trial period. You may want to incur the fee (especially if your family is interested in genealogy), or save your free introductory period until you have exhausted other (free) sources, such as local newspaper obituaries and local historical societies.

You should avoid individuals about whom a great deal has been published, unless you can come up with completely new material. Your paper should be based, to the maximum extent possible on primary sources, which can include obituaries in local newspapers, high school or college materials, and unit (and individual histories maintained by the National Archives and Records Administration. You are then to expand your paper (to fifteen to twenty pages) by adding material concerning the activities of his unit during the remainder of World War II in the European Theater of Operations. You will need to make arrangements early in the semester to start your research at the National Archives – plan accordingly to accommodate their hours and possible shut-down. A final draft of the biography is due in class on Thursday, 3 March. Please also post your final draft paper to the appropriate discussion page in Blackboard before class and take the time to review the papers submitted by your classmates. I will meet individually with you to propose revisions to your paper. You are to present the eulogy version of your paper in the Normandy American Cemetery and Memorial by your soldier’s grave. You are to exchange your draft with another member of the class on 3 March and critically and carefully review each other’s paper. Return your colleague’s paper with your editorial comments on your colleague’s paper on or before March 10 (the earlier the better). Turn in a photocopy of your editorial comments on your colleague’s paper on 10 March.

After our trip to Normandy, you are to revise your biography to reflect suggestions for revision and to add a brief account of your soldier’s unit’s activities after he died. Your expanded and revised paper is due in class on Tuesday 19 April 2016. Please post your papers to the indicated forum in the Discussion page of Blackboard at least 24 hours before they are due.

Be sure to turn the paper in and post it on time. Your grade will be lowered one letter grade for every day the paper is late.

**Analytical Paper – Was American Strategy in Undertaking the Normandy Invasion**
As we have discussed, during the war the British, and particularly Winston Churchill, favored a “peripheral” strategy that involved attacking Axis forces through Africa, the Middle East, Italy, and the Balkans. The Americans, particularly George C. Marshall, pressed for an early landing in northern France (coupled with a landing on the French Mediterranean Coast) leading to a decisive battle and an early end to the war.

Since the war, some scholars, soldiers, and analysts like Hanson Baldwin have contended that the American plan led to the Soviet take-over of Eastern Europe. Others, like Mark Stoler, contend that the American approach was rational, given the context of the war. Baldwin’s and Stoler’s articles are reproduced in the Files segment of Blackboard. Read them carefully and critically and write a short paper analyzing their arguments. Your paper should identify the question addressed by each of the authors, identify and evaluate the evidence and assumptions on which he relies, determine the impact of the context (factors that might influence the author), succinctly summarize and evaluate the conclusion reached by each author, and then provide your own analysis of the question. Given the length of your papers, your ability to synthesize the information succinctly and clearly will be at a premium. You will be graded on your ability to restate succinctly the issue addressed by the authors; identify and analyze the assumptions, methods, and evidence on which the authors rely; formulate an independent assessment of the merits of their arguments; the sophistication of your argument; the effectiveness of your research; your writing (clarity, organization, and grammar); and your use of proper forms of citation and bibliography entries.

Your paper should be about five pages in length. Your papers are due in class on Tuesday, 5 April, and you are to post a copy of your paper to the appropriate Discussion thread on Blackboard 24 hours before class. I will return your paper with my comments, which we will discuss. Read the postings of your classmates and be prepared to discuss the issue of Churchill’s strategy v. the American approach and the effectiveness of the two articles.

Grades

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<th>Component</th>
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<td>Regular, informed participation in discussion (including 5% for keeping</td>
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<td>a journal of your time in France):</td>
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<td>Briefing paper and briefing (draft due 2/23, final 3/8; 10% each)</td>
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<td>Prepared book commentary on and presentation of an Alternate Book:</td>
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<td>Presentation of eulogy at Omaha Beach Cemetery:</td>
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<td>Critical Analysis Paper (due 5 April)</td>
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<td>Comments on classmate’s major paper: (Due 10 March)</td>
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<td>Major Paper (final draft paper due 3 March and, expanded, 19 April):</td>
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Academic Integrity and Citation Procedure

While the success of this class ultimately depends on an effective interaction among students, all written work is to be done individually.

Academic integrity is essential to the success of this educational experience, as indeed to any academic enterprise. All students should read and understand the University Code of Academic Integrity.

Be sure to use proper citations for all your authority. Use the Chicago Manual footnote format that is used in historical writing. You can rely on either:


The set of Paper Guidelines and Footnote Formats posted on Blackboard may save some time in answering questions about citation form.

Disability Support Services, The University Counseling Center, and the Writing Center

Any student who believes that he or she will be unable to perform the assigned work because of a disability should contact me as soon as possible. To receive an accommodation on the basis of disability, a student must provide notice and proper documentation to the Office of Disability Support Services, 102 Rome Hall (994-7610). Accommodations will be made solely on the basis of recommendations from the DSS Office.

The University Counseling Center offers assistance twenty-four hours a day, seven days a week to address students’ personal, social, and career problems. It also offers help in dealing with weaknesses in study skills. The UCC may be reached at (202) 994-5300 and at [http://gwired.gwu.edu/counsel/](http://gwired.gwu.edu/counsel/).

The Writing Center offers assistance in preparation of papers. You should feel free to consult the Writing Center for assistance with your project. It is located in Gelman Library, suite 103 (Monday-Thursday 9:00am-9:00pm; Friday 9:00am-2:00pm; and Sunday 7:00pm-10:00pm) and has a web site at [http://www.gwu.edu/~gwriter/resources.htm](http://www.gwu.edu/~gwriter/resources.htm).

Pagers and Cell Phones (and other objects that go “ring” in the night)

Please turn them off during class, except in the case of a genuine emergency. Notify me before class if you are expecting such an emergency call. Having your communication device go off in class (without my prior approval) may result in lowering your course grade ½ step.

Office Hours–Phillips 320:

My office hours are Tuesday and Thursday from 1:00 to 3:00 pm and Wednesday, from 10:00 to 11:30 am, on days when classes are meeting, and I am happy to meet with you at other times to discuss any questions related to the course material. Please see me after class or send me an e-mail to arrange an appointment.

Emergency Information

In the unthinkable event of a fire or other emergency, if possible and appropriate under the circumstances, the class should shelter in place. If the building in which we are
meeting is affected, follow the evacuation procedures for that building. Please note the emergency exit nearest to our classrooms from each of our class buildings. If it should become necessary to evacuate the building, please follow instructions from first responders, then meet at the clock in Kogan Plaza to be sure that everyone is accounted for. If you are unable to meet in Kogan, contact me by e-mail at your earliest opportunity.

**Individual Class Descriptions and Assignments**

A copy of the syllabus is available on Blackboard. Pdf copies of the Powerpoint slides used in each class will be posted in the Outline Section of BlackBoard. Any readings other than those in the required and alternate books will be posted in the Files part of Blackboard. Other useful material may be posted from time to time. I will also use your official GW e-mail address to send out course materials. Be sure your account is operative (and not overfull).

**Class Schedule and Assignments (Subject to Change at the Discretion of the Instructor)**

Note that there is a bibliography at the end of the syllabus. It contains materials that may be of interest if you wish to pursue a particular topic farther or to begin your research.

**Advance Reading – before the first class**

During the winter break, please read Antony Beevor, *D-Day: The Battle for Normandy*. 1st American ed. New York: Viking, 2009. It is a long and dense book, and you should read it carefully. It presents a very complete view of the Normandy Campaign from the perspectives of all those who were involved. It will be the basis for much of our work during the semester. You should also read at least one of the four books listed under Class 1, below.

**Class 1, Tuesday, 12 January 2016: Introductions, Course Structure, Context**

We will discuss the early war to set the context for our course. We will consider the magnitude, complexity, and difficulty of amphibious operations in general and the Normandy invasion in particular. We will also select briefing topics and alternate books to review.

**Primary Reading**

Please complete reading one of the following books before the first class. While all are very good, John Keegan’s is particularly helpful for this course since it is a “top down” analysis of the decisions made by the leaders of the six primary combatants. Most of our work will be “bottom up”, focusing on the activities of individuals and the events at particular locations.


You should also have read *Antony Beevor's D-Day: The Battle for Normandy* before the semester starts.
Alternate Books

None for this week.

I have posted a general bibliography of military and naval history sources on the course's BlackBoard page in the Syllabus tab. It is arranged chronologically and by topic, but has an extensive list of works on World War II and Normandy that may be useful in your research or of interest generally. It is very much a work in progress, but lists many books that may be helpful to you in understanding questions that arise during the course.

Class 2, Thursday, 14 January: Prologue – World War II to Dieppe

We will discuss the factors that led the leaders of the Western Allies to embark on the highly risky invasion of Northern France in June of 1944. We will consider the events

Class 2D, Thursday, 14 January: Discussion Session - The Big Picture

What was the role of the cultures (French and German) in the collapse of France in 1940? How great a part does culture play in determining the outcome of warfare?

Was the Normandy Campaign “decisive”? What does it mean to say that a campaign was decisive? If so, in what way was it decisive? If not, since so many people (outside of Russia) say it was, why not? We will discuss this topic again later in the semester.

Optional Alternate Books

None of these is assigned for the first week of class, but you might find them interesting. Obviously, their subjects are wildly different.


Class 3, Tuesday 19 January: Early Plans for a Cross Channel Invasion

We will consider early efforts at amphibious warfare, particularly in Europe and the Mediterranean Theaters, such as the creation of the British Commandos, raids on Norway, St. Nazarre, and Dieppe, as well as Operations Torch, Husky, and Avalanche.

It is important that you have read the Beevor book by this point. We will rely on it for the rest of the course.
Primary Reading for This Week:

Class 4, Thursday, 21 January: COSSAC and Planning for Overlord
We will consider the early planning done by General Frederick Morgan (COSSAC) as well as later-developing alterations to the plans imposed by Ike and Montgomery.

Class 4D, Thursday, 21 January: Discussion Session - Planning a Cross-Channel Invasion
We will discuss the difficulty of such an operation from 1066 to 1944.

Alternate Books

Class 5, Tuesday, 26 January: Getting Ready – The Armies as D-Day Approached
We will focus on the situation in France in late May 1944. We will try to understand the situation and the problems it presented for both sides. We will observe the operational commanders changing the plans.

Primary Reading for This Week:

Class 6, Thursday, 28 January: The American Army of World War II
John Keegan identified six armies in Normandy. We will compare their composition and preparation for the campaign, with particular emphasis on the personnel of the United States Army. We will look at the army through the eyes of General George S. Patton and Sergeant Bill Mauldin to get different perspectives.

Class 6D, Thursday, 28 January: Discussion Session - Leadership
We will try to evaluate the relative effectiveness of the American army as it prepared to embark on the most complex operation in military history.

We will also explore the leadership of the forces to be engaged in Normandy. Each student will adopt the persona of one person and present a short biography and a précis of their position on Operation Overlord (including the air war and Operation Anvil (Dragoon) at 1 January and 1 June 1944). The total presentation is to be no more than 3 minutes, so plan to be succinct. (The individuals to be covered are Winston Churchill, Joseph Stalin, Franklin Roosevelt, Dwight Eisenhower, Bernard Montgomery, Charles deGaulle, Carl Spaatz (USAAF), Arthur Harris (RAF Bomber Command), George Patton, Erwin Rommel, Omar Bradley, and Trafford Leigh-Mallory.

We will also briefly discuss Arthur Tedder, Bertram Ramsay, Miles Dempsey, Leonard Gerow, J. Lawton Collins, and Elwood Quesada.)

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Alternate Books

Unassigned Alternate Books

Class 7, Tuesday, 2 February: The Things We Can’t Control – The Impact of the Environment on Overlord
We will consider the effect of the terrain in the target area, the tides, currents, wind, and weather on the planning and execution of Operation Overlord.

Class 8, Thursday, 4 February: The Shadow War – Intelligence, Disinformation and Deception
The Allied effort was greatly facilitated by advance information about German plans obtained through the interception and decryption of radio traffic by code-breaking experts in England – Enigma – one of the best-kept secrets of the entire war.
Herein we will talk of Juan Pujol - Garbo - and his colleagues in Operation Fortitude.

Class 8D, Thursday, 4 February: Discussion Session - The Impact of Intelligence, Sun-Tzu v. Clausewitz

Alternate Books:

Unassigned Alternate Books
Hesketh, Roger Fleetwood. *Fortitude: The D-Day Deception Campaign*. Woodstock, N.Y.: Overlook Press, 2000. (This is the absolutely exhaustive history of Fortitude by one of the men who ran it. It is, however, very dry.)


**Class 9, Tuesday, 9 February: Preparation of the Beachhead**

The Allied air forces tried to isolate the beachhead and to destroy defensives positions that would confront the first wave. We will examine Operations Pointblank and Transportation.

**Class 10, Thursday, 11 February: Operation Neptune - The Naval Side of Normandy**

Normandy involved up to 6,000 maritime craft of all sizes and shapes (depending on which forces are included and how one treats the landing craft). It was the largest amphibious operation to that date in history.

**Class 10D, Thursday, 11 February - Discussion Session: The Importance of the Air and Naval Components**

We will discuss the effectiveness of the naval and aerial preparation for the invasion and seek to determine what might have been done better.

**Alternate Books:**


**Unassigned Alternate Books**


**Monday, 15 February: Presidents' Day Holiday**

Perhaps we should go as a class to the Air & Space Museum and watch the 3D IMAX film *D-Day, Normandy 1944*. It’s very good. Or visit the World War II Memorial, the World War II gallery of the Air & Space Museum, the U.S. Navy Museum (in the...
Class 11, Tuesday, 16 February: Attack from the Sky – the Airborne Assaults
The first Allied soldiers to land as part of Operation Overlord fell from the skies. Their role was critical to the landings over the beach. We will examine both the British 6th Airborne and the American 82nd and 101st Airborne Divisions and their role in securing the lodgement.

Primary Reading for This Week:

Class 12, Thursday, 18 February: The Invasion - Utah Beach
The 4th Infantry Division went ashore on the westernmost of the five landing beaches. Their goal was to secure the route to Cherbourg - the needed deep-water port in the lodgement.

Class 12D, Thursday, 18 February - Discussion Session: After All the Planning - the Critical Individuals
Alternate Books:

Unassigned Alternate Books

Class 13 Tuesday, 23 February: The Invasion - Omaha Beach and Pointe du Hoc – Final Draft Briefing Paper due
By far the most difficult of the five landing beaches was Omaha. Why were the casualties here so much higher than on the other four beach areas? How were the difficulties overcome? What was different about Point du Hoc? Why was it important?
Primary Reading for This Week:

**Class 14, Thursday, 25 February: Consolidating and Securing the Lodgement**

Once the allies were safely ashore, it was critical for them to link the beachheads and drive inland before the German defenders could mount a crushing counter-attack. As in any amphibious operation, the invaders and defenders were in a race to see who could bring the greatest force to bear on the landing beaches and the territory just inland from the beaches. How did each side propose to accomplish this buildup? What worked well? What did not? Why was that?

In addition to the American beaches, Utah and Omaha, we will consider the action in the British and Canadian sectors, Gold, Juno, and Sword. The effort to secure the city of Caen and the open terrain near the city was critical to the overall success of the invasion. What went wrong? How was it overcome?

**Class 14D, Thursday, 25 February: - Discussion Session: The Problems of Staying in France**

An amphibious operation is almost definitionally the most complex of military operations. When it involves many nationalities and great distances from some sources of supply, it is even more difficult.

**Alternate Books:**

**Unassigned Alternate Books**
Class 15, Tuesday, 1 March: The Role of and Impact on the French

Normandy, and the rest of France, are not simply the terrain over which the campaign was fought. It is important to understand how the German invasion, the occupation, the allied bombing, and the invasion affected the French. Today, the residents of Normandy may be the most welcoming people that Americans encounter in the world. Why is that? Why are they not bitter that their department was the most severely affected by the war?

Primary Reading for This Week:

Alternate Books:

Unassigned Alternate Books

Class 16, Thursday, 3 March: The Role of Logistics and (Again) Weather (Final Draft Biography Paper due – Exchange with Peer Reviewer)

We will discuss the role of logistics in the campaign. There are many very well-informed individuals who believe that, because of the economic and material power of the allies that they really could not lose the campaign? Do you agree? Why or why not? What exactly did the logisticians have to do to make the campaign work? How well did they perform those tasks?

Class 16D, Thursday, 3 March: - Discussion Session: The Unknowns and the Problems: Weather and Logistics

Alternate Books:

Unassigned Alternate Books:
Ruppenthal, Roland G. *Logistical Support of the Armies (May 1941-September 1944)*. 2 vols. Vol. 1 (May 1941 - September 1944), United States Army in World War II:


Class 17, Tuesday, 8 March: Breakout – The Battles for Caen and Operation Cobra-- Revised Briefing Paper Due

When the Allies were bottled up for six weeks, their leaders began to fear a stalemate like the Western Front of the First World War. The British tried repeatedly in very bitter fighting to capture Caen, gateway to the open country along the Seine River to Paris. Omar Bradley conceived of a “puncture” offensive break through the German lines – Operation Cobra.

Primary Reading for This Week:

Class 18: Tuesday, 10 March: Double Pincer and Counter-Attack - Operation Anvil, Mortain, and the Falaise Pocket and the Race to Paris – Peer Comments Due

Liberation of the French capital had not been a primary objective on D-Day, but French Generals Charles de Gaulle and Philippe Leclerc forced the issue. Patton’s 3rd Army broke into Brittany to the south and raced eastward toward Paris. Hitler ordered a counter-attack at Mortain to defeat the American breakout. Allied air power dominated the skies and made a major contribution throughout the campaign. His army linked with Commonwealth and Polish troops to trap German defenders in the Falaise Pocket.

We will also consider the American invasion of the South of France and its impact on the Grand Strategy of the war. Was this invasion necessary? What was the objective of Anvil? Did it significantly aid the Allies cause? Were there alternatives that might have been more effective in the short term? In the longer term? Why did the British oppose it so vigorously?

Class 18D, Thursday, 10 March - Discussion Session: Overview of the Campaign and Last Minute Preparation for the Trip to France

Alternate Books:


Unassigned Alternate Books

Carafano, James Jay. After D-Day: Operation Cobra & the Normandy Breakout.

Clarke, Jeffrey J. Smith Robert Ross. Riviera to the Rhine. Special commemorative ed. 10 vols. Vol. 7, United States Army in World War II. European Theater of


**Saturday, 12 March = Paris and Normandy! The First Actions in the Invasion**

Travel to Normandy by bus

Lunch at Café Gondrée or Les Trois Planeurs nearby in Bénouville, Normandy

Visit Pegasus Bridge - briefing on Major John Howard and discussion of attack by British 6th Airborne Division (If possible, we will meet with Mme. Gondrée.)

Visit Pegasus Bridge Museum (open 10:00 - 5:00, €6.00 4.50 for students )

Travel to Ouistreham - Visit Musée du Mur de l'Atlantique (Museum of the Atlantic Wall: a German bunker converted into museum depicting the defenses of Normandy; open 10:00 - 6:00, €7.00 for adults or €5.50 for group)

Visit monuments to Commandant Captain Philippe Kieffer who led the French Commandos in the landing on D-Day with Lord Lovat’s British First Special Service Brigade and to Canadian Private Bill Millin, personal piper to Simon Fraser, 15th Lord Lovat, briefing on the French Resistance.

Visit Longues sur Mer Battery en route to Bayeux, briefing on General Erwin Rommel and the German Atlantic Wall.

Check into Novotel Hotel, Bayeux: 117 Rue Saint Patrice, Rond Point de Vaucelles, Bayeux 14400 France.

Dinner at the hotel in Bayeux

**Sunday, 13 March– The Early American Actions**

Breakfast at Hotel

Travel to Ste. Mere Eglise - discussion about American Airborne assault;

Visit Airborne Museum (open 10:00 - 5:00, €7.00 (perhaps group 15 or more €5.50) – Briefing about the 82nd Airborne Division and its role in the invasion;

Travel to La Fiere Bridge - Briefing re John Dolan and the Battle of La Fiere;

Have lunch at the Roosevelt Café at Utah Beach, visit Utah Beach, the VII Corps Memorial, the U.S. Navy Memorial, the 1st Engineer Special Brigade Monument, and the Utah Beach Museum (Open 10-5:30, 5.50 €, part of Normandy Pass) - BBriefing on Brigadier General Theodore Roosevelt, Jr., the 4th Infantry Division, and Utah Beach;

Visit the monument to the Second French Armored Division, commanded by Marshall LeClerc (Philippe Hautecelocque) at the location on Utah Beach where they
came ashore on 1 August 1944 to participate in the offensive and drive toward Paris. Possible briefing on Marshall LeClere and the Free French Army;

Visit the German battery at Azeville and discuss the impact of the counter-battery naval bombardment and the German use of Camouflage;

Travel to Pointe du Hoc and Pointe du Hoc Monument - Briefing on the 2nd Ranger Battalion and Pointe du Hoc; and

Return to Bayeux for dinner in town.

Monday, 14 March– The British and Canadian Sectors, the French Citizens, and The Battle for Caen

Visit Gold Beach, where the British 50th Division landed, stopping at Port en Bessin, scene of very hard fighting – Briefing on the British and Canadian Invasions – and Arromanches - Briefing on the Mulberries, PLUTO, and Logistics (Possible visit to Arromanches 360 Museum, open 10:10-5:10, 3.60 € and perhaps also Stanley Hollis VC and Green Howards’ Monument at Crepon);

Visit Gold Beach, driving eastward from Arromanches;

Visit Juno Beach, where the 3rd Canadian Division landed, stopping Courseulles-sur-Mer where DeGaulle landed on 14 June – and where Churchill and King George VI landed on June 12 and June 16, respectively, and St.-Aubin, to see another German gun emplacement and monuments to the Canadian Regiments;

Return to Sword Beach, stopping at Colleville-Montgomery, the center of Queen Sector of Sword Beach, where the British 3rd Division landed and visit Hillman Bunker (restored command post of the 716th Infantry Division) and a briefing about the British invasion at Sword Beach and the counter-attack by the 21st Panzer Division;

Picnic lunch at Hillman Bunker;

Visit Périers-sur-le-Dan, discuss Marie Louise Osmont and Briefing about the experience of the citizens of occupied France;

Visit the Authie area, where the Canadian advance stalled; visit memorial at Abbaye d’Ardenne - Briefing on the Massacre at the Abbaye and discuss massacre of Canadian forces by Hitler Jugend Division and discuss war crimes (Possible visit to Caen-Normandy Memorial Centre for History and Peace, (9:00 - 7:00, 2 films; 16.5€ )

Visit Hill 112, scene of steady very heavy fighting and discuss Operation Goodwood and the efforts to take Caen. Briefing on the importance of the capture of Caen in the Allied planning and briefing about the British role in “pinning down” the German armor to “free” the Americans for Operation Cobra;

Visit the British War Cemetery at Ranville; and

Dinner in Bayeux

Tuesday, 15 March– The Effort to Break out of the Lodgement

Visit Villers Bocage and Hill 213 - Briefing on Michael Wittman and the German counterattack against the British effort to take Caen;

Visit the St. Lo - Periers Road, the "start line" for Operation Cobra - the Breakout; Briefing and discussion of Operation Cobra and friendly fire incident that killed General Leslie J. McNair;
Visit typical **bocage field** to observe the hedgerows and discuss the terrain of the Normandy Campaign; **Briefing** on General Elwood (“Pete”) Quesada and the Ninth Air Force and the development of close air support and coordination between air and ground forces;

Visit the **German Cemetery** at La Cambe – **Briefing** on the design of the British, German, and American Cemeteries

Return to Bayeux - Visit **Bayeux Tapestry** (9:30am to 11:45 and 2pm to 5:15pm, book ahead rate €2.80, normal adult group rate €5.20)

**Possible** visit to the British Cemetery in Bayeux and and the **Museum of the Battle of Normandy**, Bayeux (open 10:00 - 12:30 and 1400 - 1800, student rate 3€, good film and exhibits);

Dinner in Bayeux.

**Wednesday, 16 March – Omaha Beach**

Visit **Omaha Beach** at Vierville Draw - **Briefing** on the events of Dog Green Beach and the 29th Infantry Division;

Proceed east along Omaha Beach toward Les Moulins Draw, stopping at the point where General Norman Cota came ashore with the second wave and led men over the bluffs;

Visit Les Moulins Draw on Omaha beach; **Briefing** on Lt. John Spalding (of the 16th Infantry) and the 1st Infantry Division

Visit 1st Infantry Division Monument and bunkers comprising WN 62, overlooking Dog Red and Dog White Beach; picnic lunch near monument;

Walk along Omaha Beach to the path over the hills and into the Normandy **American Cemetery and Memorial**, lay a wreath at the memorial, and present eulogies;

Visit **Visitors’ Center** at the American Cemetery;

Dinner in Bayeux and prepare for departure for Paris

**Thursday, 17 March – Mortain, the Falaise Pocket, Chartres Cathedral, and Paris**

Visit **Mortain and Hill 317** - **Briefing** and discussion of German counterattack and actions of 2d Lt. Robert Weiss and the American Soldiers holding Hill 317;

Travel to **Montormel** - **Visit Hill 262** where Polish troops resisted German attempt to break out of Falaise Pocket (18-22 August 1944) and conduct a **Briefing** on the Falaise Pocket. Visit the Museum with an animated map (open Wednesday, Saturday and Sunday, but will open with reservation), €5.00 (group of 15 €4.00); Possible briefing on the 2eme Division Blindée, the capture of Paris, and the political role of the resistance;

Continue to Paris (via Chartres, where we will stop to visit the magnificent cathedral); and

Check into Hotel Raspail du Montparnasse.

Dinner in Paris

**Friday, 18 March**

Morning: Visit the 2éme DB Museum in Paris - LeClerc Museum (Tues - Sun 10:00 - 6:00; free for permanent exhibits); Visit Musée de l’Armée and Les Invalides (10:00 - 5:00; €9.00)
Afternoon: **Tour of the Marshall Center and the Hôtel du Talleyrand**

**American Embassy** and Free time: Eiffel Tower, Louvre, Notre Dame and La Sainte Chapelle, and other sites.

Farewell dinner in Paris (Probably at the oldest restaurant in Paris, A la Petite Chaise)

**Saturday, 19 March**

Fly back to United States departing in the morning to arrive during the afternoon in US (e.g., Air France Flight AF 054 departs Charles de Gaulle at 10:50 and arrives at Dulles at 2:10 pm). Individually arranged flights.

**Class 19: Tuesday, 22 March: Debriefing on Staff Ride**

We will discuss the lessons we learned by visiting the actual sites of major events in the Normandy Campaign.

- Do you have a different impression now than you did before we went? If so, how is it different? If not, how were you able to anticipate what we did and saw?
- What surprised you most of what we saw and did? What impressed you the most?
- Why do you think the individual soldiers on whom we have focused undertook this extraordinarily difficult and dangerous operation?
- What was the hardest decision that Ike had to make? What made it so hard? What were the greatest obstacles he had to overcome to achieve the ultimate result?
- Who had the hardest job on D-Day (generically, if not by name)?
- How did the D-Day Invasion and the Normandy Campaign affect the post-war world, i.e., what was its global impact?

**Class 20, Thursday, 24 March: Operation Market Garden and the Liberation of France**

**Alternate Books:**


**Class 20D, 24 March: Discussion and Film – After Normandy**

We will focus on the tasks that remained for the Allied armies after winning the Normandy Campaign and the disputes about how to accomplish them.

**Class 21: Tuesday, 29 March: The Battle of the Bulge**

We will discuss the largest individual battle of the Western Front. How did the Germans mount such an attack? Did it have a chance of succeeding? How did the Allies overcome the German effort? Did the Battle of the Bulge affect the outcome of the war? In what way or ways?

**Alternate Books:**


Class 22, Thursday, 31 March: The Strategic Bombing Campaign
We should consider the role of the strategic bombing campaign in the overall allied victory. What were the objectives of Operation Pointblank? Was it effective? What impact did the interruption of Operation Pointblank for Overlord have?

Alternate Books

U.S. Strategic Bombing Survey – European War:
http://www.wwiiarchives.net/servlet/action/documents/usa/103/0, particularly Volume 2: Overall Report (119 Pages) and posted to Files segment of Blackboard.

Class 23, Tuesday, 5 April: The Defeat of Germany – Critical Analysis Paper due
Why did the Red Army capture Berlin? Was the fighting in Germany different from that in France?

Primary Reading for This Week:

Alternate Books

Class 24, Thursday, 7 April: Post-War Effects
We tend to assume that following VE and VJ Days the war was over and life went back to normal, because, for many American households, it did (at least as soon as service members were discharged).
In Europe, the effects lasted much longer. England did not end all rationing until 1954. Europe was divided. The Marshall Plan began to rebuild Western Europe.

Alternate Books

Class 25, Tuesday, 12 April: Decisiveness of the Campaign and Factors in the Allied Victory

Was Normandy really decisive? The war in Europe continued for almost another year, so it was not conclusive in the way that, for example, Waterloo, which ended the fighting, was. What does it mean to say that a battle or campaign is “decisive”?

Historians argue about which element is “determinative” in producing victory in a battle (and, perhaps differently, in a campaign or war). For example, factors that are cited as determining the outcome of wars include: leadership, often cited as most critical; sheer numbers “They say God always favors the big battalions.” (The quote is often attributed to Napoleon, but it appears from the specific wording that the phrase was already in currency. Voltaire in 1770 wrote a letter in which he said, “Dieu est toujours pour les gros battalions.”) Also "mass" which is different in that it can refer to the numbers concentrated at the critical point and not overall.); combat power (firepower (long-range weaponry), shock, etc.); strategy (advocated by Clausewitz); tactics (Jomini); mobility (Stonewall Jackson); technology (Martin van Creveld); the individual warrior (skill, discipline, morale, including recruitment and training, etc. – Ronald Spector); logistics, C3 (command, control, and communication) etc.; national economic power (Paul Kennedy); the environment (geography, weather, demography, disease, etc.); intelligence (including disinformation and deception – Sun Tzu); diplomacy (alliances and negotiations); seapower (Alfred Thayer Mahan and, arguably, Viscount Sir Bernard Montgomery who wrote in the Introduction to his A Concise History of Warfare: "Seapower has had a decisive influence on warfare since very ancient times."); surprise; the political system (democracy v. totalitarian state); ideology (a “cause,” such as liberalism, religion, race, culture, nationalism, etc. to sustain the troops through adversity); and even luck.

Alternate Books:

Books about the war and the European Theater generally
Published in Association with the Cooperation Pub. Co., 1948-1953.

**Class 26, Thursday, 14 April: The Home Front**

The war changed America forever - socially, politically, economically, and culturally. We will discuss the effects of the war on the folks at home during the war. How did it affect your family? Your home town? The American economy? And American politics?

**Alternate Books**


**Class 27, Tuesday, 19 April: Final Paper Presentations (Final Papers due)**

Each member of the class will make a brief (not more than ten-minute) presentation of the result of their research by describing the life and combat action of their soldier. Members of the class should review the papers of others, posted to Blackboard, before class.

**Class 28, Thursday, 21 April: Final Paper Presentations (Concluded) and Discuss the Role of the Individual in the Normandy Campaign (and World War II)**

We will finish the paper presentations and continue our discussion of the impacts imparted by the Normandy Campaign on American society, economy, politics, and military. We will also focus on the role played by the individual soldier in the Normandy Campaign.

**Movie Nights**

On Thursday evenings, following our discussion sessions, I will be showing films in Phillips 329. These films that provide insight into the subject of our course. We can order Pizza (or other fare) for the movies. Here’s a preliminary listing of films.

<table>
<thead>
<tr>
<th>Date</th>
<th>Film Details</th>
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<tbody>
<tr>
<td>Jan. 14</td>
<td>Propaganda: Segments from Leni Riefenstahl’s 1935 <em>Triumph of the Will</em> (120 Min.) and one segment of Frank Capra’s <em>Why We Fight</em> (either <em>The Nazis Strike</em> or <em>War Comes to America</em>)</td>
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<td>Jan. 21</td>
<td>The first two segments of <em>Band of Brothers</em></td>
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<td>Jan. 28</td>
<td>Ken Annakin’s <em>The Longest Day</em> (178 min)</td>
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<td>Feb. 4</td>
<td>Garbo – a quasi-documentary based on the life of Juan Pujol, the legendary...</td>
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<tr>
<td>Date</td>
<td>Film/Documentary/Book</td>
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<td>Feb. 11</td>
<td><em>A Fighter Pilot’s Story</em>, the autobiographical documentary of Quentin Aanenson, who was a pilot in the Ninth Air Force during the Normandy Campaign.</td>
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<tr>
<td>Feb. 18</td>
<td>Christopher Koch’s quasi documentary <em>Normandy, The Great Crusade</em>, based on Marie Louise Osmont’s diary (53 min)</td>
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<tr>
<td>Feb. 25</td>
<td>Steven Spielberg’s <em>Saving Private Ryan</em> (1998 – 169 min)</td>
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<tr>
<td>Mar. 3</td>
<td>Frank Shaffner’s <em>Patton</em> (1970 -172 min), George C. Scott’s Oscar-winning portrayal of George Patton from the North African campaign through Normandy</td>
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<tr>
<td>Mar. 10</td>
<td>No film – preparing to depart</td>
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<tr>
<td>Mar. 31</td>
<td><em>12 O’Clock High</em>, 1949 Gregory Peck film about an American bomber squadron in the European Theater</td>
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<td>Apr. 7</td>
<td><em>Downfall</em>, the 2004 German-made film depicting the final days of Hitler’s Germany.</td>
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<tr>
<td>Apr. 14</td>
<td><em>Casablanca</em>, Humphrey Bogart – Ingrid Bergman classic about life in occupied North Africa</td>
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<tr>
<td>Apr. 21</td>
<td>Wild Card film selection by the class – celebration dinner.</td>
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Some films to consider: (in no particular order) *The Man Who Never Was; Schindler’s List; Das Boot; The Great Escape; The Dirty Dozen; Inglorious Bastards; Valkerie; The Battle of Britain; The Army of Shadows; The Train; Monuments Men; Memphis Belle;* and *The Big Red One*.

**Required Books:**

The following books are required for **undergraduate** students in the seminar (some are out of print, but generally available on-line, in all cases a paperback edition is acceptable):


A selection of three books from the following list is required for graduate students in the seminar (some are out of print, but generally available on-line) in addition to those required for undergraduates:


