

DEPARTMENT OF CRIMINOLOGY

AND JUSTICE STUDIES

Drexel University

CJS380 – International Field Experience

Spring, 2016

*International Course Abroad w/
Online Component*

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Course Description:

This International Course Abroad (ICA) examines the rise of the Nazi police state from both an academic perspective and through experiential learning. Although the course will be taken for credit during spring quarter 2016, it links to the study tour, which has students traveling to Germany and the Czech Republic over spring break 2016. Substantively, the ICA focuses on the social, political, and economic circumstances that allowed Adolph Hitler and the Nazi Party to seize power in Germany in 1934, creating a dictatorship that would evolve into a police state. Students will be assigned a set of academic materials – including readings and a YouTube playlist – to provide them with a baseline understanding of how the Nazis came to power. The academic materials will be augmented by a study abroad experience that will take students to the locations in Germany and the Czech Republic (then, Czechoslovakia) that were important to the Third Reich, as well as to museums and memorials that were established after WWII. During the abroad portion of the ICA, students will participate in periodic morning lectures before setting out on daily tours. A primary course goal is to show students how Munich, Nuremberg, and Prague have moved beyond their Nazi pasts to become vibrant, progressive cities with great cultural attributes. As such, while studying the past, we will also immerse ourselves in the “present” of the places we visit in an effort to realize that Germany, in particular, should not be defined strictly by its historical legacy of the Third Reich.

Statement of Expected Learning:

At the conclusion of this class, student should be able to...

- Plan a trip to an international destination by researching the history, politics, currency, and transportation options/issues in the host location(s).
- Reflect on their own social and national identities so that they can experience an international destination as objectively (i.e., setting aside judgments) as possible.
- Understand the circumstances that led Adolph Hitler and the Nazi Party to take power in Germany in 1934.

- Relate their abroad experiences to the academic materials in ways that help them appreciate life in Germany and Czechoslovakia before and during WWII.
- Discover how Hitler used the state police forces to enforce both the legal and illegal aspects of the Nazi police state.
- Describe how Hitler and the Third Reich used Jewish ghettos and concentration camps to imprison (and in many cases, kill) “enemies” of the state.
- Appreciate that Germany should not be defined by its Nazi past, as it moves forward as a world cultural power.

COURSE FORMAT:

To help students achieve the above academic goals, this ICA is divided into three sections as follows: (1) Preparing to Study Abroad, (2), Being Abroad, and (3) Coming Home. Each of these sections contains academic materials and exercises that collectively help the student understand the value of “study” when studying abroad.

REQUIREMENTS:

I. Preparing to Study Abroad:

Prior to departure (i.e., sometime during the Winter quarter), students must attend two meetings, the first of which is designed to introduce them to the Third Reich and the Nazi police state. In that meeting students will gain important grounding that will allow them to begin making educated (and contextualized) observations from the moment they arrive in Munich. The second meeting (also during the Winter quarter, but within 2 weeks of departure) will involve learning the logistics of study abroad and will include discussions of currency, electronic communications, health & safety, the rule of three, and other issues related to visiting an international location as part of a Drexel sponsored ICA. Finally, during the pre-departure period, students are expected to **begin reading the assigned academic materials**, and **watch assigned documentaries** compiled in a YouTube playlist. Generally, if students begin engaging with the academic materials over winter break, they have plenty of time to complete the readings and playlist well in advance of departure.

II. Being Abroad

While visiting Germany and the Czech Republic, students will attend several classroom lectures as indicated in the itinerary and are expected to participate in all ICA activities. Students must also maintain detailed travel journals that document their experiences while abroad. The journals can take the form of a physical notebook, or they can be digital and maintained on a tablet or other electronic device. I require students to keep a travel journal for two reasons: (1) It gives them time to describe their experiences as they occur and while still fresh in their minds; and (2) after the trip, a detailed travel journal will help students remember and reflect on their time abroad. Additionally, by requiring that students include media (pictures, drawings, video, etc.) in their travel logs, these journals encourage students to actively engage with their surroundings while on tour. As the travel journal accounts for a significant proportion of students’ grades in the spring course, I have developed a rubric that should provide guidance for their successful completion (see the final pages of this syllabus for the rubric).

III. Coming Home

Upon returning to Drexel, students will finalize their travel journals and turn them in for assessment (don't worry, I'll give them back). Additionally – and as part of the online course – students will write four concise reflection papers over the quarter that will ask them to link the academic materials to certain aspects of the ICA – i.e., specific locations, discreet experiences, interactions with locals, etc. It is through the reflection papers that students should begin to make meaning of their time spent traveling abroad. For each reflection paper I will provide a different prompt that will guide the focus of the paper.

GRADING:

Assignment Weighting:

Pre-Departure Meetings:	Mandatory
Classroom Sessions while Abroad:	25%
Participation in Study Abroad Activities:	Mandatory (unless excused by professor)
Student Travel Journal:	35%
Reflection Paper #1:	10%
Reflection Paper #2:	10%
Reflection Paper #3:	10%
Reflection Paper #4:	10%

Note: Please remember that you will obtain course credit by taking the online course during the spring quarter. It is during that course that you will write the four reflection papers. All the other work will have been complete both pre-departure (i.e., the two meetings) and while abroad (i.e., abroad activities and the travel journal); and I will factor those pre-departure and abroad activities into your grades during the spring course.

Grade Equivalents:

A+	97-100	A+	4.00
A	93-96	A	4.00
A-	90-92	A-	3.67
B+	87-89	B+	3.33
B	83-86	B	3.00
B-	80-82	B-	2.67
C+	77-79	C+	2.33
C	73-76	C	2.00
C-	70-72	C-	1.67
D+	67-69	D+	1.33
D	60-66	D	1.00
F	59 and below	F	0.00

ASSIGNED ACADEMIC MATERIALS:

Required Books:

Lantis, J. DuPlaga, J. (2010). *The Global Classroom: An Essential Guide to Study Abroad*. Boulder, CO: Paradigm Publishers.

Gellately, R. (2002). *Backing Hitler: Consent and Coercion in Nazi Germany*. New York: Oxford Paperbacks.

Recommended Book:

For students who take a special interest the story of Prague (and the Terezin Ghetto) during its WWII and Soviet eras, I highly recommend this additional book:

Klima, I. (2013). *My Crazy Century: A Memoir*. New York: Grove Press.
YouTube Playlist:

Documentaries:

In addition to the assigned books, I have also assembled a YouTube playlist that includes a series of documentaries that cover different aspects of the rise of the Third Reich and the Nazi police state. Please view the documentaries in their listed order in advance of our departure.

To access the playlist, please follow this URL:
<https://www.youtube.com/playlist?list=PLqeVqsXqy39jZ1N2dvxJP2Whp41avzGOw>

MY ICA PHILOSOPHY:

I assume that students joined this International Course Abroad because they take interests in both the rise of the Nazi police state, and experiential learning. Because of the unique nature of ICAs, I try to ensure that they are intellectually stimulating and personally rewarding to participating students. While on tour we devote significant time to our academic pursuits, but we also have a lot of fun. Though studying the past, we are living in the present, which means immersing ourselves in the cultural milieu of each location we visit. We will ride trains, learn the Munich subway system, visit some “tourist” spots, and eat good food. In addition, I try to build into the itinerary a reasonable amount of free time so that students get the chance to explore on their own. The academic component of “study” abroad shouldn’t be a chore; it should enhance your overall experience while on tour overseas.

STANDARD COURSE CAVEATES:

Plagiarism:

Plagiarism, also known as academic cheating or theft, includes submitting someone else’s work as your own or not appropriately acknowledging (through correct reference citation) material you have gotten from other writers. Plagiarism also includes using without attribution material written or created by others from the World Wide Web. Review guidelines in the Drexel Student Handbook or speak to the instructor. Plagiarism is a serious ethical offense that can result in a failing grade for the paper and/or the course and will result in a letter to the University Judicial Board.

For further information, please consult

http://www.drexel.edu/provost/policies/academic_dishonesty.asp

and

http://drexel.edu/studentaffairs/community_standards/studentHandbook/general_information/code_of_conduct/

and http://drexel.edu/studentaffairs/community_standards/facultystaff/integrity/

Students with Disabilities Statement:

Student with disabilities requesting accommodations and services at Drexel University need to present a current accommodation verification letter (AVL) to faculty before accommodations can be made. AVL's are issued by the Office of Disability Resources (ODR). For additional information, contact ODR at 3201 Arch St., Street, Suite 210, Philadelphia, PA 19104, 215.895.1401 (V), or 215.895.2299 (TTY). The

Office of Disability Resources website can be found at

<http://www.drexel.edu/oed/disabilityResources/Overview/>

Course Drop Policy:

http://www.drexel.edu/provost/policies/course_drop.asp

Course Withdrawal Policy:

http://www.drexel.edu/provost/policies/pdf/course_withdrawal.pdf

Drexel University -- Department of Criminology and Justice Studies

Dr. Robert J. Kane

Student: _____

Grade: _____

Rubric: Student ICA Travel Journal

This travel log is designed so that students can document in meaningful ways their experiences during the Munich-Nuremberg-Prague International Course Abroad (ICA). Please see the rubric below to learn how the travel journal will be graded. Student travel logs shall not, in any way, glorify, celebrate, or historically distort any aspects of Naziism, the Third Reich, or the Holocaust.

Travel Journal					
	Exceeds 5 pts	Good 4 pts	Fair 3 pts	Poor 2 pts	Unacceptable 1 pts
Relevance to the course theme 10 % The travel log must document sites, experiences, and issues relevant to the Nazi police state, non-democratic social control, or some aspects of current culture that can be contrasted to life during the Third Reich.	Exceeds The travel log meets "relevance" objectives in a detailed manner that exceeds expectations.	Good The travel log meets "relevance" objectives in a detailed manner.	Fair The travel log meets "relevance" objectives in an acceptable manner.	Poor The travel log meets "relevance" objectives in a poor manner.	Unacceptable The travel log does not address relevant objectives or does not pertain to any relevant issues or themes addressed by the ICA.
Description & significance of sites 40 % Two paragraphs per day must describe the sites visited and describe the significance of the sites to the overall thematic narrative of the ICA.	Exceeds The sites visited are described in two superb paragraphs per day and describe the significance of the sites to the overall course narrative in a manner that exceeds expectations.	Good The sites visited are described in two informative paragraphs per day and describe the significance of the sites to the overall course narrative in a detailed manner.	Fair The sites visited are described in two paragraphs per day and describe the significance of the sites to the overall course narrative.	Poor The sites visited are described in two or less [or poor] paragraphs per day and/or poorly [or barely] describe the significance to the overall course narrative.	Unacceptable Does not contain two paragraphs per day to describe the sites visited and/or does not describe the significance of the sites to the overall course narrative.
Quality of the project 30 % The content of the log--regardless of the chosen medium--must be of high quality and must include examples of	Exceeds The content of the log--regardless of the chosen medium--is of superb quality and includes some combination of	Good The content of the log--regardless of the chosen medium--is of good quality and includes great pictures or drawings	Fair The content of the log--regardless of the chosen medium--is of acceptable quality and includes pictures or drawings	Poor The content of the log--regardless of the chosen medium--is of poor quality and/or does not include pictures or drawings	Unacceptable The content of the log is way too brief.



visual and/or audio media forms (e.g., pictures, drawings, videos, audio) to augment the written narrative.	outstanding pictures, videos, audio reflections, interviews, etc.				
Creativity of project 20 % The content of the log should contain creative elements that demonstrate engagement with the trip activities. Creativity and engagement can be expressed by documenting non-course-related experiences, and/or making interesting observations of people, places, food, subway experiences, etc. This is your chance to infuse your log with elements that do not necessarily (although they can) reflect the thematic narrative of the ICA.	Exceeds The content of the log exceeds creativity expectations by documenting non-course-related experiences in an outstanding way.	Good The content of the log meets creativity expectations by documenting non-course-related experiences in a very good way.	Fair The content of the log meets creativity expectations by documenting non-course-related experiences in a good way.	Poor The content of the log poorly meets creativity expectations by documenting non-course-related experiences in a way that falls below expectations.	Unacceptable The log contains virtually no creative elements, demonstrating an almost complete lack of engagement with the trip.

Comments:

Build free rubrics at www.iRubric.com.

Rubric Code: WX43858