Georgia Tech · Ivan Allen College of Liberal Arts
School of Literature, Media, and Communication

GT
Europe

Syllabus for LMC 3516
World Wars Here, Now: Tracing Literary and Cultural Modernism Across Battle Sites and Memorials in Alsace-Lorraine

Instructor Information

Instructor	Email
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General Information

Description

By studying various works of literature, art, and cinema combined with site visits to war-specific memorials, cemeteries, and museums, we will analyze ways WWI and WWII shaped the modernist aesthetic. This will also give way to inquiry into current thought on wars ranging from Iraq to Ukraine. The class will interact with several American contemporary war writers in addition to international war writers those from Kosovo, Afghanistan, and Serbia. Readings and film viewings will come from selected works in the following non-exhaustive list: **WWI** -Pat Barker, *Regeneration,* Ernest Hemingway, *A Farewell to Arms,* Erich Remarque, *All Quiet on the Western Front,* Helen Zenna Smith, *Not So Quiet: Stepdaughters of War,* works by WWI poets Wilfred Owen, Siegfried Sassoon, and Rebecca West, *The Return of the Soldier The Great War and the Shaping of the Twentieth Century* (PBS) *The Big Parade* by King Vidor, *Shoulder Arms* by Charles Chaplin, *All Quiet on the Western Front*, by Lewis *Wooden Crosses* by Raymond Bernard, *A Very Long Engagement* by Jean-Pierre Jeunet, *Good-bye Up There* by Albert Dupontel, *They Shall Not Grow Old* by Peter Jackson, Tolkien, *1917* by Sam Mendes, *Paths of Glory* by Stanley Kubrick, *La Grande Illusion* by Jean Renoir. Theoretical/historial readings by Jay Winter, Paul Fussel, Mary Borden, Ellen La Motte, Vera Brittain, Virginia Woolf. **WWII:** Texts: *Auschwitz and After* by Charlotte Delbo, *War* by

Marguerite Duras, *The Human Species* by Robert Antelme, *The Silence of the Sea* by Vercors, *Transit* by Anna Seghers, *Suite Française* by Irène Nemirosvksy, *Writing or Life* by Jorges Semprun, *Letter to a German Friend* by Albert Camus, *Rue Ordener, Rue Labat* by Sarah Kofman. Films: *Au Revoir des Enfants* by Louis Maille, *Army of Shadows* by Jean-Pierre Melville, *A Man Escaped* by Robert Bresson, *Demarcation Line* by Claude Chabrol, *The Battle of the Rails* by Réné Clément, *Come What May* by Cristian Carion, *La Grande Vadrouille* by Gerard Oury, *The Last Metro* by François Truffaut, *Saving Private Ryan* by Steven Spielberg, *Dunkirk* by Christopher Nolan, *Band of Brothers* by Steven Spielberg. **WAR Today:** *Redeployment* by Phil Klay, *Dust to Dust* by Benjamin Busch, *Here, Bullet* by Brian Turner, *I Love My Rifle More Than You*, Kayla Williams, *War and Me* by Faleeha Hassan.

Content: What to Expect in This Class

We will be actively "reading" texts, multimedia as well as the rhetoric and design in memorials, landscapes, cemeteries, and museums. Classes will have a regular meeting time on the GTE campus, but will also schedule required outings on some Fridays during the semester. Site visits may include: Verdun and surroundings, other public and private WWI sites, WWII Resistance Memorials and sites, concentration camps, especially Natzweiler-Struthof and Fort de Queuleu, art museums, gardens, cemeteries, and train stations.

You will be evaluated on rigorous class participation, 2 essays, 1 presentation, and a multimedia final group project.

These core goals of the class align well with GT's new strategic plan outlined here: https://strategicplan.gatech.edu/focus/global

Course Goals and Learning Outcomes
- Through course readings and discussions, students will demonstrate knowledge of the origins and types literary and cultural modernism.
- Students will be able to conduct close textual analyses of literary texts.
- Through course readings, site visits, and discussions, students will demonstrate knowledge of the moral and ethical issues in creating an aesthetic about war.
- Through course readings and their own written work, students will show an understanding of narrative structure, as well as the importance of style, voice and ethos in literary and cultural modernism.
- Write lucid, well-constructed arguments analyzing and interpreting texts.
- Synthesize primary and secondary readings to complete short and long written and multimodal assignments
- Students will utilize site visits tools for analyzing cultural and political issues relevant to Metz, Alsace-Lorraine, and France during both world wars.
- Understand basic concepts of intercultural sensitivity, worldview structures and mindful learning
- Situate Metz, France and the Grand Est region and Europe in broad historical, cultural, and geopolitical modernist contexts.

- Through the lens of modernism, develop and sharpen critical thinking skills and apply them to concepts and debates around identity, globalization, and notions of globalism and global citizenship
- Understand and analyze socio-cultural and political developments and current societal debates in France and Europe. Be capable of considering these phenomena in studying modernism in cross-cultural, cross-regional and cross-national contexts.

Course Requirements & Grading

Individual assignments and their point values are given below:

- Essay: 20%
- Presentation: 20%
- Multimedia Group Project: 30%
- Attendance and participation in group work and class discussion: 20%
- In-class work and homework: 10%
- TOTAL: 100%

Grading Scale
Your final grade will be assigned as a letter grade according to the following scale:

A   90-100% Excellent (4 quality points per credit hour)
B   80-89% Good (3 quality points per credit hour)
C   70-79% Satisfactory (2 quality points per credit hour)
D   60-69% Passing (1 quality point per credit hour)
F   0-59% Failure (0 quality points per credit hour)

See http://registrar.gatech.edu/info/grading-system for more information about the grading system at Georgia Tech.

Participation and Classroom Conduct
Good participation entails not only speaking and sharing your thoughts on a regular basis, but also being considerate and respecting the views of others. To earn high points in the participation part of the final grade, students will have demonstrated their awareness of the different functions of classroom comments by:
1. varying their discussion strategies,
2. considering what they say before they say it,
3. taking intellectual risks, and
4. always respecting the feelings of peers by not interrupting classmates while speaking and acknowledging interesting ideas.

Rubrics and Detailed Assignment Descriptions

For each assignment, you will receive a detailed assignment description well in advance of the deadline, which will include the grading rubric. I aim to return your assignments graded within one week of the due date. Delays may be longer with long travel weekends.

Course Materials

Course Texts and Materials

Course Website and Other Classroom Management Tools
Course Canvas Site, Group Me or Whatsapp

Course Expectations & Guidelines

Academic Integrity
Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic Honor Code, please visit http://www.catalog.gatech.edu/policies/honor-code/ or http://www.catalog.gatech.edu/rules/18/.

Any student suspected of cheating or plagiarizing on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations. This includes using unacknowledged AI to complete any portion of your work. Your work is your own.

ChatGPT/AI Policy

This course is about growing in your ability to write, communicate, and think critically. Generative AI agents such as ChatGPT, DALL-E 2, and others present great opportunities for learning and for communicating. However, AI cannot learn or communicate for you, and so cannot meet the course requirements for you.

In this course, using generative AI tools in the work of the course (including assignments, discussions, ungraded work, etc.) is allowed.

As with any technology, generative AI tools need to be used critically and according to academic and professional expectations. Thus, when using generative AI tools in the work of this course, you are expected to adhere to these principles:

- **Responsibility:** You are responsible for the work you submit. In instances in which your instructor allows generative AI tool use, this means that any work you submit should be your own, with any AI assistance appropriately disclosed (see "Transparency" below) and any AI-generated content appropriately cited (see "Documentation" below). This also means you must ensure that any factual statements produced by a generative AI tool are true and that any references or citations produced by the AI tool are correct.
- **Transparency:** Any generative AI tools you use in the work of the course should be clearly acknowledged as indicated by the instructor. This work includes not only when you use content directly produced by a generative AI tool but also when you use a generative AI tool in the process of composition (for example, for brainstorming, outlining, or translation purposes).
- **Documentation:** You should cite any content generated by an AI tool as you would when quoting, paraphrasing, or summarizing ideas, text, images, or other content made by other people.

Using generative AI tools in the course without adhering to these principles may be considered an infraction of the Georgia Tech Honor Code subject to investigation by the Office of Student Integrity.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at (404)894-2563 or http://disabilityservices.gatech.edu/, as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible to set up a time to discuss your learning needs.

Collaboration & Group Work

Aside from group projects, all work must be your own. Work created by AI is not considered your work. If any portion of a group project is suspected of being completed by someone or something other than your group, all group members will be investigated and reported. Your written work will be checked with plagarism software. Suspected cases of plagiarism/AI use will result in reporting to the Office of Student Integrity.

Attendance Policy

You are required to attend all classes and excursions. You can miss a maximum of 2 days, no questions asked. Each unexcused absence after 2 will result in 5 points deducted from your final grade. You must have approval and justification from the GTE administration in writing for an absence to be excused. If you miss on a group workshop day, you will still be expected to do the work on your own.

Extensions, Late Assignments, & Re-Scheduled/Missed Exams

All extensions must be pre-approved before the due date by the instructor and, if deemed necessary by the instructor, justified by the Gatech administration. Missing class does not automatically grant you an extension on an assignment due date. If you miss on a portfolio workshop day, you will still be expected to do the work in your peer group.

Student Use of Mobile Devices in the Classroom and on Guided Visits

Use of portable technology (cell phones, laptops, tablets, etc.) during class time is not permitted except for class-specific activities, which must be approved by the instructor. However, please remember that your success in this class will hinge in part on your attention to in-class discussion and content: please refrain from using your device during class except at designated times, and do your best to focus on the task at hand. Otherwise, please leave your laptop in your bag, turn off your cell phone, and resist the urge to text your mom.

During guided visits, cell phone use for texting, surfing the internet, or calling is not permitted. You may take notes and photos, but please refrain from posting them to social media accounts until after the visit is over.

Additional Course Policies

Eating: Eating or drinking anything but water is not permitted in GTE classrooms.

Hats: wearing baseball caps or other hats are not permitted during class in the classroom or on guided visits. Hats are permitted outside during guided visits for protection from sun, rain, snow, or cold.

Contacting the instructor by email: Outside of class excursions, the instructor will respond to all emails within the business workday (9am-6pm). If you send an email after 6pm or over the weekend, do not expect a response until the following business day. Please follow the instructions given to you by the GTE administration for contacting me by phone during travel times.

Campus Resources, Physical and Mental Health Resources for Students

GTE staff and faculty are here to help guide you to the right outlet for your mental health concerns. Remember, mental health is health! The sooner you treat the issue, the sooner you will feel better. Don't hesitate to reach out.

Please refer to guide given by GTE. These will also be posted to Canvas. When in doubt, contact Paul Voss: paul.voss@georgiatech-metz.fr

Information Related to Covid-19

Students are expected to be familiar with and abide by the Institute guidelines, information, and updates related to Covid-19. Please consult your emails from GTE staff and faculty regarding changes and updates.

Recordings of Class Sessions and Required Permissions

Classes may not be recorded by students without the express consent of the instructor unless it is pursuant to an accommodation granted by the Office of Disability services. Class recordings, lectures, presentations, and other materials posted on Canvas are for the sole purpose of educating the students currently enrolled in the course.

Diversity and Inclusion

GTE and the LMC support the Georgia Institute of Technology's commitment to creating a campus free of discrimination based on race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in broader society.

Teaching philosophy

The belief that learning must be natural, collective, and discussion-based is at the heart of my teaching philosophy. I do not consider myself the autocrat of this experience, but as a fellow traveler who acts as a facilitator and leader rather than a master. My goal is for students to develop, through an inquiry of creative texts, images, and technologies, the capacity for individual expression through a collaborative process. As such, they acquire a greater understanding of both

diversity and universality among their peers, in their own communities, and in the world. As a teacher, there is no greater joy for me than to see students become confident individuals in class and in their production of creative materials.

Course Schedule
You are required to travel with the class on a few Fridays during the semester. Other class excursions will be held either during class time or at a time that we can agree upon according to various schedules. Class excursions that take longer than the class time will be compensated by canceling classes when needed.