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IFSA Scholarship - Personal Information
New Faculty-Led Program Application

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4-1 Proposed Study Abroad Budget

Summer, 2010
New Application for Faculty-Led Program

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The program is titled “The Politics and Ethics of Justice During Times of Social Upheaval (A summer study abroad program in Eastern and Western Europe)” The current proposed dates are July 11-August 3, 2010. The proposed project is a nine hour undergraduate (and six hour graduate) study abroad program in Eastern and Western Europe with special emphasis on the moral and ethical issues related to the Holocaust and the German concentration camps during World War II. The program is composed of three courses: (CRJU 294: Applied Ethics: Individual Responsibility in the Midst of Massacre: Auschwitz Prison Camp, My Lai Massacre, and Abu Ghraib; (Dr. Patrick Walsh); (2) SOCIX252 Violence and Society (common curriculum course, Dr. Lydia Voigt); and (3) SOCIX232 Social Problems (common curriculum course, Dr. William Thornton). Each course will include pre-travel classes taught on the Loyola campus as well as class room lectures from European sociologists and criminologists, educational instruction at various travel sites e.g., Auschwitz Camps (Birkenau) 1 & 2, Oskar Schindler Factory Museum, Warsaw Ghetto Memorial in Poland, Ravensbruck and Sachsenhauser concentration camps, Memorial of the Murdered Jews of Europe and the German Resistance Museum in Germany, and the Anne Frank House, the Corrie Ten Boom House, the International Criminal Court at the Hague, and the Dutch Resistance Museum in Amsterdam. The focus of the program to expose students to the ethical, moral, legal, sociological and political aspects of the Holocaust as the systematic, bureaucratic and state-sponsored prosecution and murder of “racially inferior” and other groups persecuted for their behavior and ideological views during the Nazi reign of terror. As history documents, the Nazis issued a decree which created a state of emergency allowing for the suspension of basic constitutional rights which then gave legitimacy and rule of law to persecute all real and purported opponents of the claim of protecting the German population against terror. Parallels with contemporary examples of state oppression will be discussed in the various courses. From course content at Loyola and other foreign universities and actual visits to historical sites students will receive an incredible educational experience well beyond the classroom. Additionally, the program will provide students with personal exposure of one of the world’s most compelling examples of man’s inhumanity to man through an international experience.

It is believed that the program is symbolic of the not only the goals of the Department of Criminal Justice and the College of Social Sciences, but with the goals of the Jesuit vision of education. Students will be witnesses to evidence of the epic failures of ethics, social justice, and lack of critical thinking by many in the military, the government, and the public. Students will also learn of the impact that one person, in challenging circumstances, can accomplish. Students will be able to see real world operationalizations of both the best and worst of people in times of moral, legal, ethical, and religious turmoil. It is believed that this program will assist students in becoming complete in terms of heart, intellect, and feeling.

In compliance with the Loyola International Learning Outcomes objectives it is believed that participants in our program will certainly gain an understanding of how historical and current forces shape world systems. There is no greater event in history than the Holocaust and its accompanying operations (such as the concentration camp systems and the planning process that led to the Holocaust) that operationalizes how the world can be altered by the impact of the actions of one country, especially during times of conflict.

Students will be studying a genocide event that occurred less than sixty-five years and comparing it to genocide events (through attendance at the International Criminal Court) occurring in the world today.

Students will be introduced to the outcomes that can occur when cultural differences are not tolerated and xenophobia is accepted. Participants will understand the challenges that persons will face when cultural diversity is systematically repressed and hopefully utilize that knowledge in their own life’s when faced with such a situation.

All courses and educational opportunities will be offered in English, hopefully resolving any issue of reduced acquisition of knowledge due to language challenges.

The attached syllabi are for the undergraduate versions of the above classes. Each course will have a parallel graduate version requiring enhanced reading and writing components.

We believe that this study abroad program embodies the "thinking critically, acting justly" focus of education at Loyola University New Orleans. The Criminal Justice Department and the College of Social Sciences strives to provide students with the tools to address social problems locally and globally. Providing students with an education in sociological and criminological in general, and specifically in ethics is an important duty of our department and college, and it is believed that this program will provide students an opportunity to study the factors leading to the Holocaust, and hopefully to prevent such an event from ever occurring again.

Participants will be able to study the epitome of "man's inhumanity to man" and understand the factors that allowed the Holocaust to occur, and through their Loyola education be able to prevent such an event from occurring again. The program will put into real terms the concepts of social justice, ethics, and the power of one person becoming involved or refusing to back down in the face of wrongdoing.
Several pedagogical methods will be employed by the department to ensure that the academic content of the summer abroad program and the evaluation of student performance will meet the standards equivalent to those of the on-campus program including educational contact hours. For each of the three courses taught in the program, there will be two (2) pre-trip Saturday class sessions, eight hours each; lectures at two universities by scholars; lectures at historical sites; guided tours at historical sites; and visits to historical sites. The majority of these historical sites- museums, memorials, or educational centers have their own faculties, often PhD. accredited. (See the attached itinerary for total educational hours projected for the program.

There are several evaluations methods employed in the courses as noted below.

(1) daily logs maintained (for abroad component of program)
(2) reflective journals
(3) capstone paper for each course
(4) critical relevant book and movie reviews

There are no independent field trips or internships currently associated with the proposed program.

NO

Due to the brevity of time in each of the four cities (Amsterdam, Berlin, Warsaw, and Krakow) we will not be able to incorporate a defined language component as part of the program. All educational instruction, whether through contrac local professors or at state/private foundation operated museums or memorials will be taught in English.

During our logistics stage I encountered no problems with the lack of speaking the native language, as English was commonly used at all locations. The majority of menus, information kiosks, and transportation ticket purchase sites all had an English version.

As an English-speaking only visitor to all four cities I had no difficulty navigating the public tram/train system, interacting with staff at any educational points of interest, or while dining out. Additionally, one faculty member, Dr. Lydia Voigt, is fluent in German.

AMSTERDAM

Anne Frank House the actual residence in which the "The Diary of Anne Frank" was found after her death at Auschwitz Extermination Camp. We visited the museum and arranged with the educational staff a pre-visit lecture for our group before they visit the Anne Frank House itself. The original diary is on display within the museum as are the well-preserved rooms of the secret annex and the hidden stair case. The lecture is presented by local historians.

Corrie Ten Boom House is actually located in Haarlem, Netherlands just outside of Amsterdam. The house, still situated above the Ten Boom Watch Shop was used as a both a permanent hiding for a group of six Jewish persons attempting to escape being sent to the Nazi camps, as well as a temporary stopover for other Jews waiting to moved to more secure location. The Ten Booms had outfitted a room with a false brick wall to conceal the six people during inspections by the Gestapo. On February 28, 1944, the Gestapo raided the house and upon finding unauthorized food coupons arrested and tortured the Ten Booms. None would disclose the location of "the hiding place." Of the five family members sent to concentration camps only Corrie Ten Boom survived. She and her sister were sent to Ravensbruck Concentration in Germany but her sister died while there. The Ten Boom sisters were credited with helping many of the fellow Ravensbruck (the concentration specially made for female prisoners) through religious readings as they had smuggled a Bible into the camp. For her actions and those of her family she was knighted by the Queen of Holland. In the Holocaust Museum in Jerusalem (Yad Vashem) asked Corrie to plant a tree in the Garden of Righteousness, in honor of the many Jewish lives her family saved. Corrie's tree stands there today. In the early 1970's Corrie Ten Boom's boo "The Hiding Place" She went on to write many other inspiring books and make several evangelical videos. In meeting with the volunteer educational staff we have arranged for a group visit and private lecture for our group. The lecture is presented by a member of the Corrie Ten Boom House Memorial educational staff, became a best seller and late released as a movie of the same title.

Dutch Resistance Museum / Hollandsche Schouwburg the Resistance Museum is dedicated to memorialize the efforts of the Dutch resistance during the Nazi occupation by Nazi Germany. The museum offers a political overview of Netherlands from the 1930's leading up to Nazi occupation. Specific sections of the museum are established as discussions of ethical dilemmas that faced the citizens of that time and the possible options they faced. Some of the dilemmas discussed included: compliance with the registration laws (including an "ancestry form" which led to the rapic identification and location of Jewish citizens for subsequent Nazi sweeps), participate in strikes and work slowdowns w Jewish citizens were taken into custody, surrender all radios under threat of punishment, reporting to deportation to wo German factories, and assist Jewish citizens looking for safe haven. The museum also offers glimpses of the impact of Nazi occupation on daily life by showing preserved news daily reel and movies short produced by the German Information Office, as well as copies of classroom texts and teaching materials. The educational experience is generally self-taught and allow for individual contemplative time at each exhibit.

The educational staff also provides a walking tour to the Dutch Theater. During part of the Second World War, in 1942-1943, the Hollandsche Schouwburg (the Dutch Theatre) was used as a deportation centre for Jews. The theatre, built in 1892 as a centre for relaxation and entertainment in the heart of the old Jewish quarter of Amsterdam, became a place of grief and anguish. Thousands of men, women and children were sent by train from here to Westerbork transit camp in Holland, and from there to death camps. Few of them lived to return. In the course of the Second World War 104,000 Jews were killed in Nazi extermination camps. In 1962 the Hollandsche Schouwburg formally became a war memorial, remembrance of the Jews who perished under the Nazi regime. The theatre auditorium has been replaced by an open courtyard with an obelisk where the theatre stage once stood. The entrance hall leads into a memorial chapel where art eternal flame is burning. Engraved on a special Wall of Remembrance here, are the family names of all the Jews from Netherlands who perished during the Second World War. On the first floor there is an exhibition covering the persecut Jews in the Netherlands. The second floor is used for educational activities. Our group will attend lectures and other educational sessions at both the Resistance Museum and the Hollandsche Schouwburg.
The International Criminal Court (located in the Hague, Netherlands)- The International Criminal Court (ICC), governed by the Rome Statute, is the first permanent, treaty based, international criminal court established to help end impunity for the perpetrators of the most serious crimes of concern to the international community. The ICC is an independent international organization, and is not part of the United Nations system. Its seat is at The Hague in the Netherlands. Although the Court's expenses are funded primarily by States Parties, it also receives voluntary contributions from governments, international organizations, individuals, corporations and other entities. Through discussion with the Court's educational/media department our group will qualify for an informational visit. The visit consists of a presentation (1 hour 30 minutes) on the mandate, structure and the activities of the Court. Visitors may beforehand or afterwards, within possible, attend a hearing according to the Court's schedule. We have adjusted our proposed course dates to increase likelihood of being able to attend a live court session. During our visit the case of Jean-Pierre Bemba Gombo, exiled Congolese warlord, was being heard. Bemba is accused of ordering mass rape to terrorize civilians at a hearing on Monday to decide whether he will face trial. Bemba faces three counts of crimes against humanity and five counts of war crimes (including the mass rapes of hundreds of women), and is the highest-profile suspect to date brought before the world's first permanent war crimes court, set up in 2002.

Other locations, not specifically related to our summer program, but activities for participants to enjoy on free days that were visited include: the Van Gogh Museum, the Rijksmuseum, and the Rembrandt House. Of note, Amsterdam is home to over fifty internationally recognized museums.

BERLIN

Memorial of the Murdered Jews of Europe (previously known as the Berlin Holocaust Memorial) - the Memorial has been described as being both one of the most evocative and controversial monuments to the Holocaust, was designed by the American architect Peter Eisenmann. It is situated on a 4.7 acre site near the Brandenburg Gate, with the visual centerpiece being the "Field of Stelae," covered with more than 2,711 geometrically arranged concrete pillars. The field is open twenty-four hours with no fencing or obstruction to enter; there is no text or inscriptions allowing each visitor to perceive the structure through their thought process. There is an underground educational center that contain original document relative to the Holocaust, especially an immense collection of letters written by persons before the boarded the trains to the concentration camps. The collections of family photographs, list of entire families erased from existence, and solemn displays in many of the memorial's displays. The museum has the most complete list of those persons known to have died doing the Holocaust and in the museum's main room there is an audiovisual system that projects a rotating list of names and offers a short biography of each person. There are computer terminals available for public access to allow research of family names.

The museum has an educational staff that offers individualized educational opportunities to college groups. As one enters the Museum they will see "It happened once. It can happen again," on the wall. This phrase is the cornerstone of the educational program- the Holocaust should be remembered as if it is forgotten it may happen again. Of note, but not officially announced is that Hitler's bunker is located within sight of the museum – there is no public display of the exact location.

German Resistance Museum is a site of remembrance, political studies, active learning, documentation, and research. An extensive permanent exhibition, a series of temporary special exhibitions, events, and a range of publications document and illustrate resistance to National Socialism. The center's goal is to show how individual persons and groups took action against the National Socialist dictatorship from 1933 to 1945 and made use of what freedom of action they had (German Resistance Museum website). Its primary exhibit concerns the failed assassination attempt of Adolph Hitler by Colonel Claus von Stauffenberg, as recently highlighted in the movie Valkyrie. The Memorial Center is located in Bendler Block the historic site where the coup was attempted and the same location where the soldiers involved were executed.

The center offers numerous presentation seminars, which include small group discussion panels, focusing on the challenges of "doing the right thing," which while ethical can be dangerous, if not deadly. The seminars are led by mem of the volunteer associates of the center. Early notification is required to ensure your selected topics are available. A sampling of the seminar topic (each lasting two hours) is as follows:

1. Resistance from the Labor Movement
2. Resisting on the Basis of Christian Beliefs
3. Resisting in the Arts and Sciences
4. Exile and Resistance
5. Developments Leading to July 20, 1944
6. Stauffenberg and the Assassination Attempt of July 20, 1944
7. The Kreisau Circle
8. The White Rose (I attended this seminar- the story of several Munich University students in a Catholic youth group and their philosophy professor who protested the war with leaflets first distributed on the college campus; who were later caught, convicted and executed. They openly defied the Nazi philosophy during their trial and have come to be known as "heroes of the war". Almost all German schools now have a White Rose Society, as do many schools and universities in the United States (University of Texas for example).
9. The "Red Orchestra"
10. Youth Opposition
11. Resistance by Jews
12. Women in the Resistance
13. Formation of Different Groups in the Resistance

The "Red Orchestra"
Several hundred Genetic Courts were created to subpoena medical records and make sealed orders for the sterilization of the euphemistically entitled “euthanasia program” headquarters in the building located at Tiergartenstrasse 4.

We also visited secondary locations that may be included in our proposed program including: the T4 statue (named after the razing of the medical research Institute in Hamburg). The statue has returned over the years and has produced sculptures, paintings, poetry, and other remembrances of their time at the camp.

Having the prisoner’s tattooed number showing demanding higher prices. Testimony was also offered that soap was made from the body fat of deceased prisoners and was highly sought by wealthy women in Berlin. The survivors of the camp have returned owner and made the decision that was being laid out in the story.

The inmates came from over 30 countries, with the greatest numbers coming from Poland (36%), the Soviet Union (215), and the German Reich (18%). The SS interned numerous classifications of prisoners at the camp, including political prisoners, “asocials” (including Roma and Sinti), Jews, Jehovah’s Witnesses, criminals, “work-shy,” and “race defilers.” The camp was noted for other specific reasons- its use as a brothel, medication testing the footwear had to walk the marching strip littered stones and other debris while carrying a full backpack, covering daily total distances of 15-20 miles. The camp was also utilized for the German’s effort at ruining the economies of both the United States and Britain by flooding the markets with counterfeit currency. This plan failed similar to their efforts of usi laborers at the camp to build engines for German bombers- a program that was halted after several bomber suffered catastrophic engine failures and crashed. The Jewish barracks exhibit of the camp has been attacked several times by Neo-Nazis, with an arson attack in 1992 severely damaging the barracks.

The camp is operated by the German government as a public museum and has an educational staff that will be able to provide specialized lectures and camp tours (of areas not generally seen) to our group.

The inmates were taken on a forced march to other camps in Germany. Over 2,000 non-Aryans were selected for the march, which was second in size only to the women's camp at Auschwitz-Birkenau. The inmates came from over 30 countries, with the greatest numbers coming from Poland (36%), the Soviet Union (215), and the German Reich (18%). The SS interned numerous classifications of prisoners at the camp, including political prisoners, “asocials” (including Roma and Sinti), Jews, Jehovah’s Witnesses, criminals, “work-shy,” and “race defilers.” The camp was noted for other specific reasons- its use as a brothel, medication experimentation on the prisoners, a typhus epidemic that occurred in 1945, and the random selection days in which prisoners were selected for termination, even though the camp was designated as a work camp. As the war was going against Germany, approximately 20,000 inmates were taken on a forced march to other camps in Germany. Over 2,000 inmates, too ill to travel and intended to slow down the progress of the liberating forces, were found at the camp on the 15th.

After Germany fell, numerous war trials were held resulting death sentences being given to numerous camp personnel. Former camp commandant committed suicide awaiting trial, and the last camp commandant was sentenced to death. There was testimony that the camp commandants had made lampshades out of the skin of deceased prisoners- with the having the prisoner’s tattooed number showing demanding higher prices. Testimony was also offered that soap was made from the body fat of deceased prisoners and was highly sought by wealthy women in Berlin. The survivors of the camp have returned owner and made the decision that was being laid out in the story.

The house is currently operated as a state museum with an educational staff directed by Dr. Wolf Kaiser. We were able to meet with him and arrange for a full-day (six hours) educational session at their facility focusing on the ethical dilemma faced during the war by civil servants and law enforcement professionals. The contrast of the stately manor (the house actually a summer home for high-ranking SS officers) overseeing a beautiful lake and the decisions that were made is quite compelling.

Several hundred Genetic Courts were created to subpoena medical records and make sealed orders for the sterilization
unworthy persons. By the last 1930s the program began a campaign of thought that offered that even though neutered people still posed a threat to society, and the exterminations of "being of lesser worth", "life unworthy of life", and "useless eaters" by killed. After protest by the general public and the Catholic Church, the government stopped the program. The total number are unknown but estimated that at least 50,000-150,000 were killed between 1939 and 1941. The T4 program was later followed by the Aktion 14f13 program, using the knowledge learned through the T4 program to now be used in "industrial scale" - the creation of the extermination camps.

We also visited the Monument to Homosexual Holocaust Victims, also known as the Memorial to the Gays Persecuted by the Nazis. It was estimated that over 50,000-60,000 homosexuals were held in concentration camps and between 10,000-15,000 (estimated) died while being detained. Laws were passed in 1933-36 outlawing homosexuality and a kiss obse between two persons of the same gender could result in arrest and imprisonment.

Other locations, not specifically related to our summer program, but activities for participants to enjoy on free days that were visited included: Checkpoint Charlie and the Berlin Wall Museum, the Kennedys Museum, the German-Russian Museum, and the Allied Museum. Additionally, there are over one hundred museums in Berlin, not including the sixteen that comprise the National Museums of Berlin.

WARSAW

Warsaw Ghetto Memorial - the Warsaw Ghetto Memorial is as famous for what is not there as what is there. The Warsaw Ghetto was leveled to the ground in retaliation of the Warsaw Ghetto Uprising. The Jewish occupants of the Ghetto chose to fight the Nazi regime when a third round of deportations to the camp was begun. The Germans began assault on April 19 (Passover), 1943, and even though heavily out-gunned, the resistance fighters held out for just over three weeks (ending on May, 16, 1943) before being overrun. Approximately 13,000 Ghetto occupants died during the assault, and 50,000 were then sent to the Treblinka Death Camp. Every building in the ghetto was then destroyed. A sro uprising- the Warsaw Uprising, involving Warsaw residents took place in 1944 and met with similar results.

The Warsaw Ghetto Monument stand on the edge of the former ghetto area-where within eyesight is one of the last piece of standing wall remaining (the original wall was eleven miles in length and ten feet high)

The Memorial was built under the Communist regime, using bronze and granite Hitler had sent to Warsaw for a statue of him to be constructed. This Memorial was shown around the world when in 1970 German Chancellor Willy Brandt fell to his knees and apologized for the Germans during World War II. There is no formal education presentation but there are information kiosks at the Memorial and other locations, including information on the Jewish Fighting Organization of Warsaw (the Polish Underground) also known as the Zegota and the ZOB; and the story of Irena Sendler- a Catholic social worker who saved thousands of children from death by smuggling them out of the ghetto.

Majdanek Concentration Camp - this camp was originally constructed as a forced labor camp for 50,000 Jewish workers. Gas chambers were constructed for use on prisoners who could no longer work, and as the number of inmate swelled the camp population arriving prisoners were sometimes executed due to overcrowding. On November 3, 1943 Operation Erntefest (Harvest Festival) was put into operation, in which approximately 18,000 Jews were killed in one at camp. The number of bodies was too massive to be handled through the crematorium and many were buried in open pits or burned in piles. At the rear of the museum is a funeral urn structure containing the ashes of those killed and recovered after the camp was liberated. The structure is large enough to be seen from the highway entrance and can be seen from the surrounding area. Another site in the museum is the last set of ashes, of an unknown prisoner, to be found in the crematorium.

KRAKOW

Auschwitz-Birkenau Memorial and Museum - the largest and most universally recognized of all the Nazi concentration and extermination camps. (Several other camps have been labeled the "Forgotten Camps" due to emphasis given to Auschwitz. The museum offers educational sessions taught their staff, including tours of the three primary camps- Auschwitz, Birkenau I and II, specialized seminars on selected topics (currently the tentative two topics selected include medical experimentation by the SS doctors, and the economic structure of the camp- the profits planned to have been generated by the theft of Jewish property and sales of body parts/remnants. All tours and learning sessions are provide museum's educational staff, accustomed to working with college programs.

Historical Museum of the City of Krakow in Oskar Schindler's Factory - the Schindler Factory, as made famous in the movie Schindler’s List has recently opened as a museum and educational center. The original factory and the Schindler’s office are the cornerstones of the museum. The educational center has not officially opened but certain exxh are accessible to the public now. The official opening is planned for November 6, anniversary of Sonderaktion Krakau - capturing of Krakow’s academic professors by the Nazis. The museum will have exhibits and educational sessions, not only about Schindler’s Factory but life in general in Krakow under Nazi control. Numerous documentation and video recordings are available for student review to assist them in obtaining a sense of the challenges of the time. To assist in quantifying the number of persons saved by their employment at the factory, a sculpture of enameled pots and pans, bearing the name of one person has been formed into a cube, situated by itself in a room. The museum also offers a refection room after the educational sessions for students to assist them in grasping the impact of what had occurred there. Of interest has been the controversy that some locals have felt the museum honored Schindler- who porcured the factory through Nazi efforts and was a business looking for profits. Letters on display, from former employees, offer the comments that they were have been sent to the camps if it were not for Schindler.

All sessions will therefore be under the instruction of museum/memorial staff members, familiar with the study topics an accustomed to working with college-level groups.
We will not be employing the traditional concepts (host families, service learning, or internships) as part of the program. However, other than four twelve hours in traditional classroom settings all other educational opportunities will take place on location.

Specifically, at the two concentration camps in Germany-Sachsenhausen and Ravensbruck- the students will walk the same route form the train depot as did the Jewish prisoners after being taken off the train. The path will take them through the same local neighborhoods where the prisoners were forced marched in silence at night as to not make their presence known to residents. Along the route (which is approximately a 25-35 minute trip) are historical markers for students to review. In Krakow, the students will be escorted to the local court and correctional facilities to observe the Polish criminal justice system.

Additionally, the majority of all travel will be by public transportation- bus, tram, or train. During the excursion to the Hague to attend a session of the International Criminal Court, the students will be able to spend the afternoon in the city to understand the local- none "big city" culture. The same opportunity will occur in the city of Haarlem after visiting the Co Ten Boom House.

Other than for arranged breakfasts and meals during the first day orientation and last day recap, all meals will occur at local restaurants, street cafes, or purchases from local grocery stores; once again allowing students to have interaction with the local residents.

Travel to Amsterdam from the United States and travel to the United States from Krakow will be the responsibility of the individual participant. All other travel in Europe pertinent to the trip will be paid for and administered by the program.

- July 11- Transfer from Schipol Airport to hotel
- July 13- Round trip train –The Hague
- July 15- Round trip train –Haarlem
- July 16- Day public tram pass- Dutch Resistance Museum
- July 17- Transfer from hotel to train station, EuroPass from Amsterdam to Berlin, transfer from train station to airport
- July 19- Local train to Wannsee
- July 20- Round trip train to Oranienburg Station (Sachsenhausen)
- July 22- Round trip train to Furstenberg Station (Ravensbruck)
- July 24- Transfer from hotel to train station, EuroPass from Berlin to Warsaw
- July 26- Public tram to Warsaw Ghetto Memorial
- July 27- Round trip shuttle bus, tram to Lublin (Majdanek)
- July 28- EuroPass from Warsaw to Krakow, transfer to hotel
- July 29- Day public tram pass to Brunnlitz (Schindler Factory)
- July 30- Day tram pass to prison
- July 31- Round trip train (or charter bus) to Oswiecim (Auschwitz)
- August 2- Day tram pass to court
- August 3- Individual transfers to Schipol Airport

Hotels-
- Marriott Renaissance Hotel- Amsterdam, Netherlands – July 11th- July 17th
- Marriott Berlin- Berlin, Germany - July 17th-July 24
- Marriott Warsaw- Warsaw, Poland – July 24th- July28th
- Ibis Hotel- Krakow, Poland- July 28th- August 3rd

We will not be utilizing a true host university, travel agency, or host families for this program. For the in classroom educational sessions (six hours each in Amsterdam and Krakow) we have made arrangements with local universities- in Amsterdam we will be utilizing Amsterdam University College and in Krakow we will be utilizing the Jagiellonian University (where Pope John Paul II was previously an instructor in 1938-39, 1942-46). At both universities we have secured "multimedia" classrooms with local instructors.

All administrative details will be handled by the three Loyola faculty members on the trips. We will also have a registere nurse along for consultation purposes. There will be at least one cell phone with international calling features- allowing students to reach a faculty member while in the host countries or to make an emergency call home. There is a U.S. Embassy in the Hague and an U.S. Consulate Office in Amsterdam, a U.S. Embassy in Berlin, a U.S. Embassy in Warsaw, and a U.S. Consulate Office in Krakow if an emergency situation arises.
In each city internet access service will either be provided by the hotel for free, through a business center, or for a daily fee. Students will also have the option to utilize internet cafes.

In Krakow the students may use the local university library - within walking distance of the hotel; in the other cities public libraries will be within walking distances. Additionally, students will be able to use the hotel lobby in each city as meeting, studying, and observing the daily culture.

Housing will be in national/international name brand hotels - Ibis and Marriott. During our logistics phase all hotel properties were visited, and selected for quality, location (all are within walking distance of major sites to be visited or transportatik points), and price. Local dorms were available at very reasonable prices but were not ideally located.

All field trips will be conducted as a group, primarily utilizing public transportation; due to the distance and time involve the two visits to the Auschwitz Extermination Camp Memorial we may utilize a local charter bus company (the pricing impact on the budget would be negligible). Due to the selection of hotel properties, in Amsterdam, Berlin, and Krakow especially, several of the educational sites are within walking distance.

3-11 Applicants for the program must be in good academic standing in accordance with University’s standards, i.e., 2.5 GPA, majoring in any offered subject. The value of the program, especially in the field of ethics, would be applicable to most degree programs. Students in any year of their degree are eligible to apply. Two of the offered courses are common curriculum courses open to all majors and the third is a Criminal Justice offering. Additionally, due to the intense nature of the program all applicants will be required to be interviewed by one of the faculty members teaching in the program before acceptance.

3-12 We hope to attract students across all majors attend the program. While the program is being created within the Department of Criminal Justice, the particulars of the program could certainly be seen as serving the interests of students in various fields of study. The program offered educational opportunities to criminal justice and political science major in terms of comparative criminology, governmental actions during times of war and social upheaval, and ethics - in general, within the military, and the correction system. However, the program would offer learning opportunities to history, religious, philosophy, and sociology majors in term of man’s inhumanity to man, the mechanics by which the concentration camps and Final Solution came to be developed, the historical perspective of the times, and how persons in powers and authority (either political or militarily) can be persuaded to treat other so inhumanely - with parallels seen in the My Lai Massacre and the Abu Grahib camp tortures. Any and all students having interest in social justice or ethics, regardless of the proposed major would hopefully benefit from this program. The overview of the program, primarily due to the historical influence of the times and events leading to the Holocaust would offer various perspective to students, with hopefully each finding some value in what they will experience. There is no planned restriction on student participation, such as age or classification (freshman, sophomore, etc.). Students will be advised of the overall tone of the program - an educational focus into the times and events that led to the Holocaust, and the ethical challenges faced by those both within and outside the power structure. Many of the educational sessions will be very somber and emotional with visual operationalizations of how mass murder was carried out.

3-13 Efforts will be made to offer the program to any eligible students. Through on-campus advertising, individual conversations, and any other reasonable available methods we hope to introduce the program to any student who may be interested in participating. One group of students we hope to include are “non-traditional students”, who comprise a large percentage of the students in the Criminal Justice program, and other College of Social Science majors.
3-14 No specific arrangements have been made for students with disabilities. All the hotel properties identified do have ramps or other access routes for persons with mobility disabilities. Sadly, many of the concentration camps visits are not suited for persons with certain disabilities. Certain educational opportunities (Anne Frank House, Corrie Ten Boom Museum, most of the concentration camps, and the specifically state that due to the attempt to maintain the original structural integrity of some buildings persons with certain mobility restraints, i.e. wheelchairs, walkers, or other mobility devices will not be able to experience the entire facility. In many cases access to the buildings are generally narrow, after progressing down stone of brick walkways. The trains and trams do have identifiable special seating for mobility-challenged persons. We found no relief for hearing-impaired persons other than there own personal sign language attendant. Visually-impaired persons would be impacted with the uneven paths and walkways, but access would still be possible. The challenge for students with disabilities is that many of the museums and memorials have maintained as much of the original buildings as possible to reinforce the horrors and challenges of the prisoners, in the example of some of the concentration camps (Auschwitz and Majdanek); and as such local ordinance have restricted what physical changes can be made to the buildings. However, the Sachsenhausen Concentration Camp, Ravensbruck Concentration Camp Museum, Oskar Schindler Factory Museum, the Wannsee House, and the Museum of the Murdered Jews in Europe all have more mobility-handicap accessible than other locations, especially as the first floors of those museums contain the majority of the educational focus. Individualized discussion could be held with anyone interested in the program so detailed information could be provided (including correspondence with an individual facility and the specific disability involved) to present a clear understanding of what, if any, challenges exist.

3-15 NO
3-16 NO
3-17 NO
3-18 site, and how will these be addressed? There appear to be no specific safety or security threats involved at any of the four cities to be visited or the educational sites. The majority of the educational sites are stat-operated museums or memorials with either public law enforcement officers or contract security on location. In the 1990s the Sachsenhausen Concentration Camp twice suffered arson attacks after the closing hours of the museum- both involved fire bombs thrown at a preserved barracks for Jewish prisoners. As with any metropolitan or tourist location, visitors must be wary of their surroundings and of their belongings. During our logistics stage I observed a police presence in all cities, including traffic enforcement (primarily jaywalkers) and for a limited number of persons asking for money at the public train stations. I spoke with local police officers in all cities and received no indication of out-of-the-ordinary crime risk. While visiting tourist location- day or night- I never felt any safety or security challenges. In Amsterdam during our inaugural meeting we will discuss the challenges of the Red Light District, especially the availability of drugs.

3-19 There will be both pre-departure and on-site orientation sessions. For Loyola University New Orleans students, and other metropolitan areas students participating in the program there are two-eight hour classroom sessions on campus. Attendance at these class sessions is mandatory for participation in the overseas portion of the program. All students participating on campus will attend a pre-orientation session at the end of the second Saturday session. Information concerning all aspects of travel for the first stop (after arrival in Amsterdam- including transfer to the hotel, early arrivals, telephone contacts, daily meeting points, travel itineraries, etc.) will be discussed. Additionally, points of local interest and cultural peculiarities will be given for those arriving early. Handouts with pertinent telephone numbers, local addresses, and other necessary information will be distributed. Similarly, if any non-Loyola University New Orleans students are participating via Blackboard or other on-line access; the same information will be distributed to them electronically. On the day of arrival a hosted orientation meal will be held to assist all participants in acclimating to Amsterdam. On the day before travel to the next city on the itinerary, and on the morning after arrival in a new city a morning orientation session will be held. Generally, this will be conducted at the host hotel after breakfast. Any changes in dates, times, or schedules will be announced at that time, as well other points of local interest and cultural peculiarities will be discussed for each new city, as well as any travel restrictions.

3-20 Due to the intense emotional aspects of some of the educational sites to be visited, reflection rooms and opportunities are available on site. While abroad close personal contacts will occur with all participants as the group will travel in unison to all educational opportunities. After days of intense emotional visits, free morning or days are scheduled. On those days the attending faculty members will be available for interaction with students. To assist students with re-entry or reverse culture shock upon return to Loyola we hope to establish an on-going meeting group; allowing the attending faculty and students to have opportunities to meet and discuss the program in retrospect.
There are several evaluation/assessment methods employed in the courses as noted below. (1) daily logs maintained (for abroad component of program) (2) reflective journals (3) capstone paper for each course, and (4) informal conversations with students while at educational locations, during travel time (to and from hotel to location, and travel between cities).

We would estimate that the inaugural session would have 15-25 students, a number we would estimate in subsequent years.

The above enrollment estimates are based on conversations with students to gauge interest, as well as discussing other study abroad programs and their enrollment numbers. Based on the interviews there appears to a strong interest in the program and the locations to be visited. Some of the interest in the program appears to be directly related to the University’s focus on social justice and ethics.

We estimate fifteen students are required to meet costs.

All faculty involved are willing to reduce their salary to ensure that students are able to participate in this program.

We believe this unique program has the potential to develop and grow over time; specifically as related to the locations visited. It is viewed that in future offering specific cities could replace with others. When first planning this program we had considered Nuremberg but learned the courthouse where the Nuremberg trials were held would be closed for eighteen months; similarly we had considered visiting the Dachau or Buchenwald concentration camps, or including the Polish city of Gdansk, allowing for more discussion of the political nature under Communism in general, and Solidarity specifically. As this program is not static, multiple options are available for us to consider in strengthening the program and its offerings. Other departments or colleges may consider some of the educational opportunities identified in this proposal to be of value to their student, possibly resulting in them encouraging their students to participate in our program, or for them to create a program of their own.

We would hope this program would have a positive impact on the study abroad programs in general, especially by generating interest in the study abroad program- which may generate interest in another specific program that may better fit an individual student. There is no indication that any negative impact would occur by the implementation of this program, other than students having one additional study abroad program to select.

Sunday, July 11- Arrive in Amsterdam, transfer to hotel, orientation dinner
Monday, July 12- Anne Frank House (3)
Tuesday, July 13- International Criminal Court Session –The Hague (3), Class session (3)
Wednesday, July 14- Free day
Thursday, July 15- Corrie Ten Boom House
Friday, July 16- Dutch Resistance Museum/ Holland Theatre (6)
Saturday, July 17- Travel by train to Berlin/ Arrive in Berlin
Sunday, July 18- Museum of Murdered Jews of Europe (6)
Monday, July 19- Wannsee House Educational Center (6)
Tuesday, July 20- Sachsenhausen Concentration Camp (6)
Wednesday, July 21- Free day
Thursday, July 22- Ravensbruck Concentration Camp (6)
Friday, July 23- Free morning/German Resistance Museum (5)
Saturday, July 24- Travel by train to Warsaw/ Arrive in Warsaw
Sunday, July 25- Free day/ Chopin Concert
Monday, July 26- Warsaw Ghetto Memorial (4)/ Stare Miastro (Old Town) Visit (3)
Tuesday, July 27- Majdanek Concentration Camp (6)
Wednesday, July 28- Free morning/ Travel to Krakow/ Arrive in Krakow
Thursday, July 29- Class (3), Oskar Schindler Factory Museum (5)
Friday, July 30- Prison visit (2), free afternoon
Saturday, July 31- Auschwitz Concentration Camp (10)
Sunday, August 1- Free day
Monday, August 2- Class (3), Court visit (3), Departure dinner

Tuesday, August 3- Departure

3-29 Chair, Department, and College approval and commitment were obtained last year when the program was first presented to the CCC. We are currently obtaining current letters of support for the program.
Chair support letter for Politics and Ethics summer program.doc

3-30 No response

3-31 Curriculum Vitae Dr. K. Krajewski.doc

Summer, 2010 - New Application for Faculty-Led Program Applications: 1
Summer, 2010 Applications: 1