

HIST 296A: History of the Second World War*3 Credits, 3 hours*

This course explores the many aspects of World War II that continue to engage military historians. Topics covered include the causes of the war; military weaponry and doctrine and their development throughout the war; significant air, sea, and land campaigns of the war; the aftermath and consequences of the war; and perspectives on the meaning and place of World War II in history.

Instructor

Dr. Hugh Gordon

S213A

780-791-4981

Hugh.gordon@keyano.ca**Office Hours**

Monday 13:00 – 14:50

Tuesday 11:00 – 11:50

Thursday 13:00 – 14:50

Hours of Instruction

Monday 15:30 – 16:50 S207

Thursday 15:30 – 16:50 S207

Required ResourcesBeevor, Anthony. *The Second World War*. Back Bay Books, 2013.**Course Outcomes**

The student will be able to:

- Identify the surrounding themes and causes of the Second World War
- Write a primary source essay based on newspaper reports from the war.
- Discuss controversial topics from the war.
- Analyze ongoing trends in the historiography of the Second World War.

Evaluation

<i>Assignment</i>	<i>Percentage</i>	<i>Due Date</i>
Essay Proposal	5%	March 7
Response Papers	15%	Various
History and Memory Assignment	10%	April 8
Essay	20%	March 29
Midterm	20%	Feb. 14
Final Examination	30%	TBD

A grade of C- is required for progression or transfer.

Assignments: ALL ASSIGNMENTS NEED CITATION AND CITATION FOR ALL ASSIGNMENTS MUST BE IN CHICAGO STYLE

Essay Proposal (MARCH 7) and Essay (MARCH 29)

There are two primary assignments due in class, both mandatory. For the first assignment, students will create an essay proposal for the essay (second assignment). The first assignment is due March 8. Students will be required to show that they can conduct preliminary research and analysis. The essay will require students to use primary and secondary sources to analyze a particular event/concept in the History of the Second World War. A list of suggested topics will be provided, if a student wishes to write on a topic not listed, he or she will have to get the approval of the instructor. The essay and the preceding essay proposal will be based on newspaper research on the Canadian War Museum's Democracy at War database of newspaper articles and selected other primary sources. The essay will be 2000-2500 words or 8-10 pages in length (typed, double-spaced, 12 point font). Three primary sources and two secondary sources will be required. Essays are due at the beginning of class on March 29.

Response Papers

On some class days, there will be a discussion on selected primary sources or articles. Over the term, students will be required to submit THREE (3) response papers of 1-2 pages in length identifying what you feel the significance of the document/article is. You may find additional information to support your thinking. Each response paper will be due at the beginning of the indicated discussion. They will not be accepted afterwards.

History and Memory Assignment (APRIL 8)

Students are required to review one or multiple depictions of the war in popular culture. This assignment is not a literary analysis but a discussion of history and memory. Points to consider include who is creating the work of popular culture, when it was written and if there is an ideological viewpoint that can be discerned from the text. Examples of acceptable pop culture texts will be provided by the instructor. Additional texts may be allowed upon discussion with the instructor.

LATE POLICY:

Late assignments will have 10% deducted from the final mark for the first day and will not be accepted afterwards. All written assignments must be submitted on paper and in Word (.docx) format to the instructor. ALL ASSIGNMENTS ARE MANDATORY. IF ASSIGNMENTS ARE NOT HANDED IN A STUDENT MAY RECEIVE A FAILING GRADE. Extensions may be granted if the student discusses the issue with the instructor before the assignment is due. If the student fails to ask for an extension, they will not receive any leeway regarding the final mark. Extensions will be granted on **LIMITED CASE-BY-CASE BASIS and must be asked for via email.** No extensions will be allowed on the day the essay is due. If an extension is granted, no further extension will be allowed.

Grading System

Descriptor	Alpha Grade	4.0 Scale	Percent	Rubric for Letter Grades
Excellent	A+	4.0	> 92.9	Work shows in-depth and critical analysis, well developed ideas, creativity, excellent writing, clarity and proper format.
	A	4.0	85 – 92.9	
	A-	3.7	80 – 84.9	
Good	B+	3.3	77 – 79.9	Work is generally of high quality, well developed, well written, has clarity, and uses proper format.
	B	3.0	74 – 76.9	
	B-	2.7	70 – 73.9	
Satisfactory Progression	C+	2.3	67 – 69.9	Work has some developed ideas but needs more attention to clarity, style and formatting.
	C	2.0	64 – 66.9	
	C-	1.7	60 – 63.9	
Poor	D+	1.3	55 – 59.9	Work is completed in a general way with minimal support, or is poorly written or did not use proper format.
Minimum Pass	D	1.0	50 – 54.9	
Failure	F	0.0	< 50	Responses fail to demonstrate appropriate understanding or are fundamentally incomplete.

Proposed Schedule of Topics

Week 01 Jan. 7, 10	<ul style="list-style-type: none"> • Introduction; The War in Culture and Media; Causes of the War • Causes of the War Continued; Warfare in 1939 • Reading: Weinberg, Chapter 1
Week 02 Jan. 14, 17	<ul style="list-style-type: none"> • Opening Shots: The Invasion of Poland to the Fall of France • Tutorial One: The Causes of the French Defeat in 1940 <p>RESPONSE PAPER DUE</p> <ul style="list-style-type: none"> • Weinberg, Chapters 2 and 3
Week 03 Jan. 21, 24	<ul style="list-style-type: none"> • The Battle of Britain, Lend-Lease • The Battle of the Atlantic Part One
Week 04 Jan. 28, 31	<ul style="list-style-type: none"> • The Pacific War Part One • Eastern and Southern Europe; Operation Barbarossa: The Eastern Front Part One • Weinberg, Chapters 4 and 5
Week 05 Feb. 4, 7	<ul style="list-style-type: none"> • Eastern Front Continued; Collaboration and Resistance • Turning Points: Stalingrad • Tutorial Two: The Dieppe Raid, 19 August 1942 • Weinberg, Chapter 6
Week 06 Feb. 11, 14	<ul style="list-style-type: none"> • Turning Points: Africa, the Middle East <p>MIDTERM EXAMINATION</p>
Week 07 Feb. 18, 21	Reading Break College Closed
Week 08 Feb. 25, 28	<ul style="list-style-type: none"> • The Holocaust • Tutorial Three: Racism in the Pacific War <p>RESPONSE PAPER DUE</p>
Week 09 Mar. 4, 7	<ul style="list-style-type: none"> • Air War and Battle of the Atlantic Part Two • Tutorial Four: Strategic Bombing <p>ESSAY PROPOSAL DUE</p>
Week 10 Mar. 11, 14	<ul style="list-style-type: none"> • Home Front • Italy; Pacific War 1942-1945
Week 11 Mar. 18, 21	<ul style="list-style-type: none"> • Kursk to Berlin • Normandy to Berlin
Week 12	<ul style="list-style-type: none"> • March 29: ESSAY DUE at Beginning of Class

Mar. 25, 28	<ul style="list-style-type: none"> • Cheers and Tears • Documentary: <i>The World At War</i>
Week 13 Apr. 1, 4	<ul style="list-style-type: none"> • Victory in the Pacific • Desperation, Annihilation and Final Victory: V-weapons, kamikazes and the atomic bomb • Tutorial Five: Atomic Bombing of Hiroshima and Nagasaki <p>RESPONSE PAPER</p>
Week 14 Apr. 8	<p>Purdue: 173-192</p> <ul style="list-style-type: none"> • April 8: HISTORY AND MEMORY ASSIGNMENT DUE • Legacy of the War and Review

Tutorials

There will be five tutorials. Attendance is mandatory. All tutorial readings will be available on Moodle and **may differ from what is shown here**. For **three** tutorials, students will be required to submit a response paper. Paper and digital copies are due at the beginning of class, before each tutorial, and will not be accepted later.

Tutorial One: The Fall of France

Marc Bloch, Strange Defeat, 25-30, 36-57, 66-77

Julian Jackson, The Fall of France, 185-227

Tutorial Two: Dieppe

Peter J. Henshaw, "The Dieppe Raid: A Product of Misplaced Canadian Nationalism", Canadian Historical Review, Vol. 77, No. 2, 250-266

Timothy Balzer, "In Case the Raid is Unsuccessful", Canadian Historical Review, Vol. 87, No. 3, 409-430

Brian Villa, "Mountbatten, the British Chiefs of Staff, and Approval of the Dieppe Raid", Journal of Military History, Vol. 54, No. 2, 201-226

Tutorial Three: Internment of Japanese Canadians

Pat Roy et al., Mutual Hostages, 75-101

Ken Adachi, The Enemy That Never Was, 429-438

N.F. Dreisziger, "7 December 1941—A Turning Point in Canadian Wartime Policy Toward Enemy Ethnic Groups", Journal of Canadian Studies, Vol. 32, No. 1, 93-111

Tutorial Four: Strategic Bombing

Malcolm Smith, "The Allied Air Offensive", Journal of Strategic Studies, Vol. 13 No. 1, 67-83

The United States Strategic Bombing Survey Report, 1-18

Strategic Air Offensive Against Germany, Appendix 30, 310-315

Thomas Childers, "Facillis Descensus averni est—The Allied Bombing of Germany and the Issue of German Suffering", Central European History, Vol 38, No.1, 75-105

Tutorial Five: Atomic Bombing

Gar Alperovitz, The Decision to Use the Atomic Bomb, 643-668 and Villa review of Alperovitz

Alvin Coox, "The Enola Gay and Japan's Struggle to Surrender", Journal of American-East Asian Relations, Vol. 4, No. 2, 161-167

Richard H. Kohn, "History and the Culture Wars", Journal of American History, Vol. 82, No. 3, 1036-1063

Please Note:

Date and time allotted to each topic is subject to change.

Performance Requirements

Student Responsibilities

It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College credit calendar.

More specific details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

Student Attendance

Class attendance is useful for two reasons. First, class attendance maximizes a students' learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and / or notes that may be due.

Academic Misconduct

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person
- Handing in the same unchanged work as submitted for another assignment
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

In order to ensure your understanding of the concept of plagiarism, you must successfully complete the online tutorial found on ilearn.keyano.ca. Then print the certificate, sign it, and show it to each of your instructors. Your course work will not be graded until you show this signed certificate.

Specialized Supports

The Student Academic Support Services (SASS) department: Accessibility Services, Skill Centre and Wellness Services, work together to support student success at Keyano College.

Accessibility Services (CC167) supports student success through group and individualized instruction of learning, study and test taking strategies, and adaptive technologies. Students with documented disabilities, or who suspect a disability, can meet with the Learning Strategists to discuss accommodation of the learning barriers that they may be experiencing. Students who have accessed accommodations in the past are encouraged to visit our office at their earliest opportunity to discuss the availability of accommodations in their current courses. Individual appointments can be made by calling 780-791-8934

Skill Centre (CC119) provides a learning space where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff. Students visiting the centre have access to one-to-one or group tutoring, facilitated study groups, and assistance in academic writing. The Skill Centre's Peer Tutor program provides paid employment opportunities for students who have demonstrated academic success and want to share what they have learned. Tutoring is available free to any students registered at Keyano College on a drop in basis, from 9:00 am to 5:00 pm Monday through Friday. Additional evening hours are subject to tutor availability and are posted in the Skill Centre.

Wellness Services (CC260) offers a caring, inclusive, and respectful environment where students can access free group and individual support to meet academic and life challenges. Mental Health Coordinators offer a safe and confidential environment to seek help with personal concerns. The Mindfulness Room in CC260 is available as a quiet space for students to relax during regular office hours. Wellness Service welcomes students to participate in any of the group sessions offered throughout the academic year addressing such topics as Mindfulness and Test Anxiety. Individual appointments can be made by calling 780-791-8934.

Please watch your Keyano email for workshop announcements from our Student Academic Support Services team.