HIST 296E  History of the Second World War

3 Credits, 16 weeks, 3 hours
This course is an introduction to world history from the fifteenth century to 1815. Themes to be discussed will include cross-cultural encounters, political and economic developments on a national and global scale. Students will also be introduced to the discipline of history.

Instructor

Dr. Hugh Gordon
S213A
780-791-4981
Hugh.gordon@keyano.ca

Office Hours

Monday  14:00 – 14:50
Tuesday 16:00 – 16:50
Wednesday 15:00 – 15:50
Thursday 14:00 – 14:50
Friday   13:00 – 13:50
Or By Appointment

Hours of Instruction

Thursday  18:30 - 21:30  S205

Required Resources


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

Clearly outline what students must do in order to pass or complete the course.

Response Papers  15%
Presentations  10%
Essay  25%
Midterm Exam  20%
Final Exam 30%
Total 100%

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

ALL ASSIGNMENTS ARE MANDATORY. IF ASSIGNMENTS ARE NOT HANDED IN A STUDENT MAY RECEIVE A FAILING GRADE. Late assignments will have 10% per EVERY SINGLE day later deducted from the final mark.

**Essay and Bibliography and Thesis Assignment**

There are two primary assignments due in class, both mandatory. For the first assignment, students will create a bibliography and thesis statement for the essay (second assignment). The first assignment is due Feb. 5. 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 BTA 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 Mar. 19. Late essays will have 10% per day deducted from the final mark. 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. Essays, footnotes/endnotes and bibliographies must be formatting according to the Chicago Manual of Style.

**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 FOUR (4) 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.

**Presentations**

Students are required to make a presentation on the topic of their choice in the course. One student per topic. The presentations will be 20 minutes in length.

ALL ASSIGNMENTS ARE MANDATORY. IF ASSIGNMENTS ARE NOT HANDED IN A STUDENT MAY RECEIVE A FAILING GRADE. Late assignments will have 10% per EVERY SINGLE day later deducted from the final mark.
Grading System

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

Proposed Schedule of Topics

*Please Note:*  
Date and time allotted to each topic is subject to change. 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.

**Week 01**  
Jan. 8  
• Introduction; The War in Culture and Media; Causes of the War  
• Causes of the War Continued; Warfare in 1939

**Week 02**  
Jan. 15  
• Opening Shots: The Invasion of Poland to the Fall of France  
• Tutorial One: The Causes of the French Defeat in 1940
  
Zeiler: 11-26, 53-90

**Week 03**  
Jan. 22  
• The Battle of Britain, Lend-Lease  
• The Battle of the Atlantic Part One
  
Zeiler: 90-116; Coetzee: 102-134

**Week 04**  
Jan. 29  
• The Pacific War Part One  
• Eastern and Southern Europe; Operation Barbarossa: The Eastern Front Part One
  
Zeiler: 37-52, 117-168

**Week 05**  
Feb. 5  
• Eastern Front Continued; Collaboration and Resistance  
• Turning Points: Stalingrad  
• Tutorial Two: The Dieppe Raid, 19 August 1942
  
Zeiler: 191-203  
• **BTA DUE**

**Week 06**  
Feb. 12  
• Turning Points: Africa, the Middle East  
• **Midterm Examination**
  
Zeiler: 204-223

**Week 07**  
Feb. 19  
• The Holocaust  
• Tutorial Three: Racism in the Pacific War
  
Zeiler: 381-383, Coetzee: 308-345

**Week 08**  
Feb. 26  
• Reading Break College Closed

**Week 09**  
• Air War and Battle of the Atlantic Part Two
| Mar. 5 | • Tutorial Four: Strategic Bombing  
Zeiler: 224-241 |
|-------|------------------|
| Week 10  
Mar. 12 | • Home Front  
Coetzee: 237-263 |
| Week 11  
Mar. 19 | • Essay Due at Beginning of Class  
• Italy; Pacific War 1942-1945  
Zeiler: 171-190, 242-281 |
| Week 12  
Mar. 26 | • Normandy to Berlin  
• Cheers and Tears  
Zeiler: 294-314, 329-345 |
| Week 13  
Apr. 2 | • Kursk to Berlin  
• Documentary: The World At War  
Zeiler: 346-360, 378-385 |
| Week 14  
Apr. 9 | • Desperation, Annihilation and Final Victory: V-weapons, kamikazes and the atomic bomb  
• Victory in the Pacific  
• Tutorial Five: Atomic Bombing of Hiroshima and Nagasaki  
Zeiler: 315-326, 361-377, 386-406 |
| Week 15  
Apr. 16 | • Legacy of the War and Review  
Coetzee: 346-385 |

**Tutorials**

There will be five tutorials. Attendance is mandatory. All tutorial readings will be available on Moodle. For each tutorial, students will be required to submit a response paper. Paper 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**
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  
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**
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  
Richard H. Kohn, "History and the Culture Wars", *Journal of American History*, Vol. 82, No. 3, 1036-1063
Performance Requirements
Discussion readings MUST be completed prior to the assigned class. Textbook readings are meant to supplement the lectures: you are responsible for the material in the assigned textbook chapters, so be sure to keep up with the textbook readings.

Students intending to transfer to other institutions require a ‘C-’ as a minimum grade.

Students who do not complete all the required work should not expect to pass the course.

Policy Regarding Electronic Devices
• Except by express permission of the instructor:
  • cell phones and other electronic devices must be turned off and unavailable for use during class;
  • cell phones and other electronic devices must be turned off and stored in a designated area during all exams;
  • the use of recording devices is strictly prohibited.

Student Attendance
Class attendance is useful for two reasons. First, class attendance maximizes a student’s learning experience. Second, attending class is a good way to keep informed of matters relating 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

Penalties for academic offences range from a verbal reprimand to dismissal from the College, and in certain circumstances may involve legal action.

Specialized Supports

Counselling and Disability Services
Counselling Services provides a wide range of specialized counselling services to prospective and registered students, including personal, career and academic counselling.

SKILL Centre
The SKILL Centre is a learning space in the Clearwater Campus at Keyano College where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff.
The SKILL Centre, through a variety of delivery methods, provides assistance in skill development to Keyano students. Assistance is provided by instructors, staff and student tutors. Individuals wishing to improve their mathematics, writing, grammar, study, or other skills, can take advantage of this unique service.
Authorization
This course outline has been reviewed and approved by the Program Chair.

____________________________________
Hugh Gordon, Instructor

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Louis Dingley, Chair 18 December 2014

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Guy Harmer, Dean 18 December 2014

Signed copies to be delivered to:
Instructor
Registrar’s Office