

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
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Office Hours

Monday	14:00 – 14:50
Tuesday	13:00 – 13:50
Wednesday	13:00 – 14:50
Thursday	13:00 – 13:50

Hours of Instruction

Tuesday	11:00 – 12:20	S216
Thursday	11:00 – 12:20	S216

Required Resources

Purdue, A.W. *The Second World War*. Palgrave Macmillan, 2011.

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

Assignment	Percentage	Due Date
Essay Proposal	5%	March 8
Response Papers	15%	Various
History and Memory Assignment	10%	April 13
Essay	20%	March 29
Midterm	20%	Feb. 15
Final Examination	30%	TBD

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

Assignments:***Essay Proposal and Essay***

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

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**. No extensions will be allowed on the day the essay is due.

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. 9, 11	<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
Week 02 Jan. 16, 18	<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>
Week 03 Jan. 23, 25	<ul style="list-style-type: none"> • The Battle of Britain, Lend-Lease • The Battle of the Atlantic Part One
Week 04 Jan. 30, Feb. 1	<ul style="list-style-type: none"> • The Pacific War Part One • Eastern and Southern Europe; Operation Barbarossa: The Eastern Front Part One
Week 05 Feb. 6, 8	<ul style="list-style-type: none"> • Eastern Front Continued; Collaboration and Resistance • Turning Points: Stalingrad • Tutorial Two: The Dieppe Raid, 19 August 1942
Week 06 Feb. 13, 15	<ul style="list-style-type: none"> • Turning Points: Africa, the Middle East <p>MIDTERM EXAMINATION</p>
Week 07 Feb. 20, 22	Reading Break College Closed
Week 08 Feb. 27, Mar. 1	<ul style="list-style-type: none"> • The Holocaust Tutorial Three: Racism in the Pacific War • RESPONSE PAPER DUE
Week 09 Mar. 6, 8	<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. 13, 15	<ul style="list-style-type: none"> • Home Front
Week 11 Mar. 20, 22	<ul style="list-style-type: none"> • Italy; Pacific War 1942-1945
Week 12 Mar. 27, 29	<ul style="list-style-type: none"> • Normandy to Berlin • Cheers and Tears <p>Purdue: 157-168 March 29: ESSAY DUE at Beginning of Class</p>
Week 13 Apr. 3, 5	<ul style="list-style-type: none"> • Kursk to Berlin • Documentary: <i>The World At War</i>

Week 14 Apr. 10, 12	<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 • Response Paper Purdue: 173-192
Week 15 Apr. 13, 15	<ul style="list-style-type: none"> • Legacy of the War and Review • April 13: HISTORY AND MEMORY ASSIGNMENT DUE

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

Counselling and Accessibility 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.