

# COURSE SYLLABUS



COURSE TITLE: HIST-150: The Second World War

CLASS SECTION: D01

TERM: Fall 2024

COURSE CREDITS: 3

DELIVERY METHOD(S): Asynchronous Online

Camosun College respectfully acknowledges that our campuses are situated on the territories of the Ləkʷəŋən (Songhees and Kosapsum) and WSÁNEĆ peoples. We honour their knowledge and welcome to all students who seek education here.

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## INSTRUCTOR DETAILS

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**NAME:** Dr. Christian Lieb

**EMAIL:** LiebC@camosun.ca

**OFFICE:** Young 323 (Lansdowne)

**HOURS:** In-Person: Tuesdays and Thursdays, 11:30-1:30, or by appointment – or by e-mail

*As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.*

## CALENDAR DESCRIPTION

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Students will examine the events leading to the outbreak of the Second World War in East Asia and in Europe before covering the conflict itself. Students will learn how public perception of military conflict changed, and examine the use of propaganda and censorship to maintain support for the war. This course will cover not only military campaigns, but will also explore the impacts of war on the home fronts and colonized peoples, and the treatment of racialized minorities especially in the Holocaust.

### PREREQUISITE(S):

One of:

- C+ in English 12
- C in Camosun Alternative

### CO-REQUISITE(S):

Not Applicable

### EXCLUSION(S):

Students who have completed HIST 290 Special Topics (World War II) will not receive credit for HIST 150.

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## COURSE LEARNING OUTCOMES / OBJECTIVES

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Upon successful completion of this course a student will be able to:

1. Explain the compounding factors that led to the radicalization of global politics and the outbreak of the Second World War in East Asia and Europe.
2. Examine how theories of war and public perception of military conflict changed from 1914 to 1945.
3. Describe the impact of war on racialized minorities and colonized peoples.
4. Assess the “home fronts” and the impact of war on non-combatants.
5. Identify, analyze, and describe the types of propaganda and censorship used on all sides to maintain support for the war effort.
6. Demonstrate critical thinking skills by evaluating the arguments put forward by historians and weighing the evidence they present on key historical debates such as appeasement, the resistance or collaboration of civilians under occupation, strategic bombing, and the participation of soldiers in atrocities.
7. Describe how the processes that led to the political, economic, and social destabilization of the international order in the 1930s shape contemporary issues.
8. Communicate a view point clearly, both orally and in writing.

#### REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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1. Evan Mawdsley, *World War II: A New History* (2<sup>nd</sup> Ed., Cambridge: Cambridge University Press, 2020) – ISBN: 978-1-108-79140-3
2. Camosun College Department of Humanities History Style Guide, available on D2L course website.
3. Additional materials: Lectures and article PDFs on Hist. 150 - D2L site – see details in course outline, below.

#### COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION


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The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

#### **Lecture and Assignment Schedule**

##### **Week 1** (Sept. 3-8)

##### **LECTURE: Legacies of the First World War: Paris Peace Treaties and their Consequences**

 Mawdsley, *World War II*, Introduction.

##### **Week 2** (Sept. 9-15)

##### **LECTURE: The Establishment of the Interwar Order, 1919-1929.**


 Mawdsley, *World War II*, p. 8-24.

 **Map Assignment #1: Europe** (due at midnight on Tuesday Sept. 10)

##### **Week 3** (Sept. 16-22)


##### **LECTURE: The Great Depression and the Radicalization of Politics, 1929-1939**

 Mawdsley, *World War II*, p. 24-41.

 **Map Assignment #2: East Asia** (due at midnight on Tuesday Sept. 17)


##### **Week 4** (Sept. 23-29)

##### **LECTURE: Beginnings of the Sino-Japanese War and the breakdown of the Global International Order, 1931-1940**


 Mawdsley, *World War II*, p. 42-59.

**Week 5** (Sept. 30-Oct. 6)

**LECTURE: Blitzkrieg Campaigns in Europe, 1939-1941**

 Mawdsley, *World War II*, p. 60-85 & 86-109.

**Article Analysis #1, Option 1: The Winter War**

 Roger R. Reese, "Lessons of the Winter War: A Study in the Military Effectiveness of the Red Army, 1939-1940," *The Journal of Military History*, vol. 72 (July 2008): p.825-852.

 **Article Analysis is due on Tuesday Oct. 1 at midnight.**

**Week 6** (Oct. 7-13)


 **Thanksgiving Monday**

**LECTURE: Escalation of War in East Asia, 1940-1942**


 Mawdsley, *World War II*, p.154-175.

**Week 7** (Oct. 14-20)

**LECTURE: Axis Expansion and the Turning Points of the Second World War, 1942-1943**


 Mawdsley, *World War II*, p. 110-130 & 176-203.

**Article Analysis #1, Option 2: The Fall of France**

 Eugenia C. Kiesling, "The Fall of France: Lessons of the 1940 Campaign," *Defence Studies*, vol. 3, no. 1 (Spring 2003), p. 109-123.


 **Article Analysis is due on Tuesday Oct. 15 at midnight.**

**Week 8** (Oct. 21-27)

 **Tuesday Oct. 22: Midterm Exam due at midnight** (Instructions and Questions will be posted under "Week 8" on D2L on Oct. 15 at noon)

**Week 9** (Oct. 28-Nov. 3)


**LECTURE: Battle of the Atlantic and Strategic Bombing, 1939-1945**

 Mawdsley, *World War II*, p. 204-233 & 273-281.

**LECTURE: Economic Mobilization and the Home Fronts**

 Mawdsley, *World War II*, p. 260-273.

**Article Analysis #2, Option 1: Strategic Bombing Campaigns**

 Thomas R. Searle, "'It Made a Lot of Sense to Kill Skilled Workers': The Firebombing of Tokyo in March 1945," *Journal of Military History*, vol. 66, no. 1 (Jan. 2002), p. 103-133


 **Article Analysis is due on Tuesday Oct. 29 at midnight.**

**Week 10** (Nov.4-10)

**LECTURE: Resistance and Collaboration**

 Mawdsley, *World War II*, p. 281-295.

**Article Reading: Resistance and Collaboration**

 James Mace Ward, "Legitimate Collaboration: The Administration of Santo Tomás Internment Camp and Its Histories, 1942-2003," *Pacific Historical Review*, vol. 77, no. 2 (May 2008), 159-201.

**Week 11** (Nov. 11-17)

**LECTURE: Radicalization of Nazi Racial Policies and the Holocaust**

📖 Mawdsley, *World War II*, p. 131-135.

**Article Analysis #2, Option 2: The Holocaust**

📖 Michaela Kipp, “The Holocaust in the letters of German soldiers on the Eastern front (1939-44),” *Journal of Genocide Research*, vol. 9, no. 4 (December 2007), 601-615.

👉 **Article Analysis is due on Tuesday Nov. 12 at Midnight.**

**Week 12** (Nov. 18-24)

**LECTURE: War in the Mediterranean and Eastern Europe, 1942-1945**

📖 Mawdsley, *World War II*, p. 136-153 & 234-259.

**Week 13** (Nov. 25-Dec. 1)

**LECTURE: Allied Victories in Europe, 1944-1945**

📖 Mawdsley, *World War II*, p. 296-327

**Week 14** (Dec. 2-7)

**LECTURE: Towards the Japanese Home Islands, 1944-1945**

📖 Mawdsley, *World War II*, p. 328-364.

👉 **Tuesday Dec. 10: Final Exam Papers due at Midnight** (11:59 PM)

(Instructions and Questions will be posted on D2L at noon on Tuesday Dec. 3, 2024)

**End of Course**

👉 **Note:** *All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class. The material is protected under copyright law, even if not marked with a ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action.*

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines can be reviewed on the [CAL exams page](https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams). <https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams>

EVALUATION OF LEARNING

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DESCRIPTION	WEIGHTING
Map Quiz Europe	10%
Map Quiz Asia	10%
First Article Analysis	15%

DESCRIPTION	WEIGHTING
Midterm Exam	25%
Second Article Analysis	15%
Final Exam	25%
<b>TOTAL</b>	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

## COURSE GUIDELINES & EXPECTATIONS

### **Course Requirements:**

To pass the course, you must submit the two Article Analyses (i.e. the written commentary and analysis for two of the four assigned academic journal articles).

You must also submit the two map assignments and write the midterm and final exams (two short essay responses for each) to complete the requirements. If, for whatever reasons (i.e. personal or health), you are unable to meet these requirements, please e-mail me, if at all possible, before the deadline or exam, so that we can find a solution.

### **Attendance Note:**

The attendance note is voluntary but would give me a better sense of students' interests in the course and also whether you are in Victoria or elsewhere in Canada or abroad. Please submit the note on Tuesday Sept. 3 in the drop box under "Week 1" on D2L.

In your attendance note, please provide a little bit of information about yourself:

- Your name / student number
- Are you located in Canada or elsewhere?
- Have you taken any other college / university History courses?
- Have you taken history in high school, or is the subject completely new to you? This is an introductory course so no prior knowledge is necessary – but feedback on this will help me get a better sense of the class composition.
- What is your interest in taking this History course? Is there a specific topic, theme, or event that you would like to learn more about?

The level of detail you provide in this attendance note is voluntary, and whether you choose to answer all the questions is up to you.

### 1) **Article Analyses (30% - 2x15%):**

You will be writing two article analyses (750-1000 words each). You will have the choice to write on one of the two assigned articles before the midterm and one of two options after the midterm exam. The deadline for the article analysis is the week when that article was assigned (see course schedule above and on D2L for details). In each article analysis, you will be asked to:

- Identify the main argument - what exactly is the thesis statement?
- Briefly summarize the article (i.e. what does it tell you about the topic)

- In the next section, please identify what types of sources the author used and discuss how convincingly the article was supported with specific evidence.
- Each article topic will have a short introduction and guiding questions on D2L (see the weekly entries for more details). Please answer these questions in your response, supported by specific evidence from the reading.
- All information taken from the articles need to be properly footnoted with the exact page number for the source of the details – see History Department Style Guide on D2L.

Guiding questions will be posted on D2L in the weekly schedule at the end of the “Instructions for Article Analysis”, so please make sure to look for those. This will help you to focus your thoughts for the reading of academic journal articles and will train you to identify the main arguments and factual evidence presented in the texts. For an excellent grade, the article analysis should be clear and well-written, show a strong understanding of the content of the reading, include your own thoughts and analysis, support your response with specific evidence from the reading, and cite that evidence with full footnotes. **As academic papers, these assignments will require proper Chicago Style (Turabian) footnoting and a bibliography – please see the History Department Style Guide on D2L for more details.** A paper without footnotes cannot receive a passing grade.

**Please be aware that students are expected to read all of the five assigned readings, even though you are only required to respond to two of them with these article analyses.** All the assigned readings are fair game for the exams.

## 2) **Map Assignments (20% - 2x10%)**

There will be two map assignments, one covering Europe, the other East Asia. Since geography played a significant role in the planning for the war and the strategic imperatives of the campaigns, this assignment is designed to familiarize students with important countries, regions, and specific locations (i.e. of territories and resources) that we will encounter in this course. This assignment will require some independent research online and from textbook readings. More details will be provided on the map sheets that are available on D2L. **The two assignments are due at midnight on Tuesday Sept. 10 and Sept. 17, 2024, respectively** (see lecture schedule above) – please submit them as either PDF, WORD, or JPEG (photo) files into the course drop-box on D2L, but make sure all the information is fully legible.

## 3) **Midterm Exam (25% - 10% and 15% for the two essays):**

The midterm exam will have two 500-600-word essay responses that will include questions on material from lectures and the textbook covered to that point in the course and potentially also from any of the five assigned articles. The aim will be to combine your textbook, article readings and the material from the audio-lectures with Powerpoint (on D2L) to demonstrate contextual understanding of developments relevant to the course. The questions for the two responses will be posted on D2L a week before the due date (i.e. Oct. 15 at noon under “Week 8”) and will be submitted online through the **D2L submission box at midnight on Tuesday Oct. 22, 2024 – please combine the two responses into a single Word or PDF document.**

## 4) **Final Exam (25% - 10% and 15% for the two essays):**

Similar to the Midterm exam, in the final exam, you will be asked to identify the contexts of the major themes covered in the lectures and discussion groups, and to discuss these with reference to significant names, dates and locations in this take-home exam. As with the Midterm, context and questions will be posted on D2L a week prior to the due date (i.e. Dec. 3, 2024 at noon under “Final Exam” below the weekly schedule).

**The Final Exam is due in the D2L submission box at midnight (11:59 pm Pacific Time) on Tuesday Dec. 10, 2024 – please combine the two responses into a single Word or PDF document.**

**Due dates:** Assignments must be submitted to the online submission box on D2L at the time and date listed below

Marks will be deducted at the rate of 5% per day for late assignments for the map quizzes and article analyses – there are no late submissions for midterm and final exams. If your assignment is late because of illness or a credible family emergency, please make sure to inform the instructor by e-mail as soon as possible – ideally before the deadline. The Midterm and Final Exam submission boxes on D2L will close at midnight (11:59 pm) on the due dates, so make sure to upload the files before those times. **No assignments will be accepted after the final week of classes on Dec. 6, 2024 without prior permission from the instructor.**

**Note:** If you find you are unable to complete an assignment, please e-mail me prior to the due dates, or as close to them as possible. It is the student’s responsibility to inform me of any difficulties completing course components.

**A Note on Plagiarism:** Plagiarism will result in a failing grade on the assignment and may result in a failing grade for the course and/or further disciplinary action by the College. Please see the Student Conduct Policy. What is plagiarism?

1. The use of another person’s words (sentences/phrases/paragraphs) without including quotation marks and footnotes. This applies to any written work published in book, text, or magazine form, or anything located on the Internet. In other words, it is plagiarism if someone copies and pastes work from the Internet and presents that work as his/her own.
2. Paraphrasing any author’s words or ideas without using a footnote to cite the source.
3. Copying another student’s work, either on assignments or exams.

More information can be found in the Arts and Science Academic Honesty Guidelines, posted in the Course Overview on D2L.

**Standard Grading System (GPA)**

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

**STUDENT RESPONSIBILITY**

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Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies;

demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

## SUPPORTS AND SERVICES FOR STUDENTS

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Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit [camosun.ca/services](https://camosun.ca/services).

Support Service	Website
Academic Advising	<a href="https://camosun.ca/services/academic-supports/academic-advising">camosun.ca/services/academic-supports/academic-advising</a>
Accessible Learning	<a href="https://camosun.ca/services/academic-supports/accessible-learning">camosun.ca/services/academic-supports/accessible-learning</a>
Counselling	<a href="https://camosun.ca/services/health-and-wellness/counselling-centre">camosun.ca/services/health-and-wellness/counselling-centre</a>
Career Services	<a href="https://camosun.ca/services/co-operative-education-and-career-services">camosun.ca/services/co-operative-education-and-career-services</a>
Financial Aid and Awards	<a href="https://camosun.ca/registration-records/financial-aid-awards">camosun.ca/registration-records/financial-aid-awards</a>
Help Centres (Math/English/Science)	<a href="https://camosun.ca/services/academic-supports/help-centres">camosun.ca/services/academic-supports/help-centres</a>
Indigenous Student Support	<a href="https://camosun.ca/programs-courses/iecc/indigenous-student-services">camosun.ca/programs-courses/iecc/indigenous-student-services</a>
International Student Support	<a href="https://camosun.ca/international">camosun.ca/international</a>
Learning Skills	<a href="https://camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills">camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills</a>
Library	<a href="https://camosun.ca/services/library">camosun.ca/services/library</a>
Office of Student Support	<a href="https://camosun.ca/services/office-student-support">camosun.ca/services/office-student-support</a>
Ombudsperson	<a href="https://camosun.ca/services/ombudsperson">camosun.ca/services/ombudsperson</a>
Registration	<a href="https://camosun.ca/registration-records/registration">camosun.ca/registration-records/registration</a>
Technology Support	<a href="https://camosun.ca/services/its">camosun.ca/services/its</a>
Writing Centre	<a href="https://camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills">camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills</a>

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

## COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

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### Academic Integrity

Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities: <https://camosun.libguides.com/academicintegrity/welcome>

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.13.pdf> for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

### Academic Accommodations for Students with Disabilities

Camosun College is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging appropriate academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a documented disability and think you may need accommodations, you are strongly encouraged to contact the Centre for Accessible Learning (CAL) and register as early as possible. Please visit the CAL website for more information about the process of registering with CAL, including important deadlines:

<https://camosun.ca/cal>

### Academic Progress

Please visit <https://camosun.ca/sites/default/files/2023-02/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

### Course Withdrawals Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <https://camosun.ca/registration-records/tuition-fees#deadlines>.

### Grading Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal (see [Medical/Compassionate Withdrawals policy](#)). Please visit <https://camosun.ca/services/forms#medical> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what

supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence Policy: <https://camosun.ca/sites/default/files/2021-05/e-2.9.pdf> and [camosun.ca/services/sexual-violence-support-and-education](https://camosun.ca/services/sexual-violence-support-and-education).

To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-370-3841

### Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <https://camosun.ca/sites/default/files/2021-05/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

### Looking for other policies?

The full suite of College policies and directives can be found here: <https://camosun.ca/about/camosun-college-policies-and-directives>

**Changes to this Syllabus:** Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.