



CAMOSUN COLLEGE
School of Arts & Science
Department of Humanities

HIST-290-001A/B
Special Topics in History
Winter 2019

COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/hist.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Dr. Christian Lieb
(b) Office hours	Tuesday and Thursday 10:30-11:20; Wednesday and Friday 11:30-12:20
(c) Location	Young 323 (Lansdowne)
(d) Phone	250-370-3363 Alternative: _____
(e) E-mail	LiebC@camosun.bc.ca
(f) Website	http://camosun.ca/learn/programs/history/

2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

1. Identify the critical themes, events and issues relating to the course topic.
2. Evaluate historical changes over time.
3. Critically analyze historical sources.
4. Demonstrate an appreciation of history as a distinct academic discipline.
5. Apply historical information and historical analysis to confront the issues of today's world, establishing a context for the present and comprehending the accomplishments, failures, tensions and issues of the present era.
6. Demonstrate skills in research, and in written and oral communication.

3. Required Materials

1. Evan Mawdsley, *World War II: A New History* (Cambridge: Cambridge University Press, 2009)
2. Camosun College Department of Humanities History Style Guide, available on D2L.
3. Seminar readings: links on Hist. 290 D2L site – see details in course outline, below.

4. Course Content and Schedule

Lectures:	Wednesday	9:30-11:20 in Young 219
Seminar A:	Friday	9:30-10:20 in Young 325
Seminar B:	Friday	10:30-11:20 in Young 325

5. Basis of Student Assessment (Weighting)

Course Requirements:

To pass the course, you must attend a minimum of 7 out of the 10 discussion sessions and provide a written commentary for each of these seminars that is at least one page long.

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

1) Discussion Groups (20%):

Since discussion groups only work when students are well-acquainted with the assigned readings, one requirement of the seminars will be to provide a short (minimum one page) commentary containing the following points:

- **Briefly summarize the articles (i.e. what are they telling you about the topic)**
- **Identify the main arguments and themes of the articles**
- **Write a short paragraph in which you outline the most important question(s) that the readings raised for you.**

This will help you to focus your thoughts for the discussions and will train you to identify the main arguments of the texts you read. These short commentaries will not be graded individually, but will assist in determining the quality of your participation (of course, only in addition to your oral participation during the discussions – see below).

The discussion groups count for 20% of the final grade in the course. You will receive 30% of the discussion grade by being physically present, 30% will be based on the discussion paper (full marks for all papers that fully cover the above points), and 40% will be based on the quality and frequency of your oral participation (with an emphasis on contributions that demonstrate critical engagement with the material).

*******Students who miss more than three seminars will forfeit their entire seminar mark*******

To ensure discussions are effective, students must read and think about the assigned material in advance of coming to class and bring the short paper – see instructions above. In class, students will not only discuss the content of the material but more importantly will discuss their interpretations of the assigned material, the authors' thesis and main points, and, where applicable, the sources and evidence the authors used to make their arguments.

2) Map Assignments (5% each)

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, 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 is a home-based assignment that will require some independent research online and from textbook readings. More details will be provided on the map sheets that will be available on D2L a week before each assignment is due. **The two assignments are due on January 23 and January 30, 2019 respectively** (see lecture schedule below).

3) Midterm Exam (20%):

The midterm exam will include questions on material from lectures and the textbook covered to that point in the course. It will consist of a combination of multiple choice and essay questions. The exam will take place in our regular classroom during class time (110 minutes) on **Wednesday February 27, 2019**.

4) Primary Source Analysis (20%):

Length: 1000-1200 words

Due: At the beginning of class on Wednesday March 20, 2019.

During wartime, newspapers were not only a source of information for the population, but they were also subject to censorship by all governments involved in the Second World War. Therefore, as objective as the reporting on war events may sound at first glance, the main purpose of propaganda was to maintain the support of the population for the war effort and to keep civilian morale high especially (but not only) when reporting on military defeats.

Your first task will be to find **one newspaper article** published during the Second World War on a specific event of your choosing. I will post a list on my office door (Young 323) with potential topics at the beginning of the second week of classes. If you would like to write on a topic that is not on the list, come and talk to me. The newspaper article should be at least five paragraphs long to provide you with sufficient information. Keep in mind that you should use a newspaper from the country that is directly involved in the selected event. For example, you can use an article from the *London Times* to write on the Battle of Britain or the Battle of El Alamein, but if you would like to analyze the Japanese attack on Pearl Harbor, use the *Washington Post* or *New York Times*. For a Canadian topic, the *Globe and Mail* or *Toronto Star* would be good choices (all these newspaper archives are accessible through the **UVic library catalogue – not Camosun**). If you have language skills that would allow you to access non-English newspapers, you are certainly welcome to do so, but please come and see me to figure out how to access those other newspaper sources.

Once you have found your newspaper article, you need to find **at least three recent, academic secondary sources** (books or articles) that cover the event of the newspaper article in sufficient detail. As a guideline, use only books published by a

university press. **The secondary sources will all have footnotes, be published after 1980 and provide at least 15 pages of information on the specific historical event you are analyzing.**

After you have found your newspaper article and corresponding secondary sources, the written assignment should answer all the following questions by using specific information from the primary source (newspaper article) and your secondary sources (academic book or article):

- What message does the newspaper article emphasize?
- In what part of the newspaper was the article printed (i.e. front page, Section D7, etc.) and what does this tell you about the importance of the event?
- How much time elapsed between the event and the appearance of the article?
- How do the secondary sources assess the event in comparison to the newspaper article?
- Is any important information missing in the newspaper article (i.e. numbers of casualties, outcome of event)?
- Does the newspaper article suggest success or failure of an operation, campaign, or other war effort and what evidence does it provide to support this?
- Would the secondary sources support this assessment?
- What wording is used to describe Allied troops and populations or their efforts in comparison of those from Axis countries (especially adjectives are useful indicators here – i.e. who is described as brutal, tenacious, stubborn, as opposed to heroic, valiant, etc.)

In general; pay particular attention to the messages that you might find between the lines (i.e. the “spin”) and the omissions from the newspaper reporting. In most cases, the censorship and underlying messages will be quite subtle since the news needed to appear believable to the reading public.

Whenever you use information from any of your sources, please provide a footnote with the specific details (i.e. author, title of publication, publication info) – please see the History Department Style Guide (posted on D2L) for details on correct footnoting.

This assignment will be marked based on the depth of your analysis and use of specific evidence from the article and secondary sources to support your analysis. Please also attach a copy of the newspaper article you used.

5) **Final Exam (30%)**:

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. Therefore, the most effective way to prepare for the exam is to attend all discussion groups and lectures as well as to read the assigned sections in the textbooks for each class. The final exam is worth 30% of the final grade. More information on the final exam will be provided in class.

The Final Exam will take place during the exam period – April 15-25, 2019.

Final Mark:

☞ 2 map assignments (2x5%)	10 %
☞ Midterm	20 %
☞ Discussion groups and small assignments	20 %
☞ Primary source analysis	20 %
☞ Final exam	30 %

6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

Counselling Centre: <http://camosun.ca/services/counselling/>
Disability Resource Centre: <http://camosun.ca/services/drc/>
Learning Skills: <http://camosun.ca/services/learning-skills/index.html>
Writing Centre: <http://camosun.ca/services/writing-centre/>
College Ombudsman: <http://camosun.ca/about/ombudsman/>

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. 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

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

9. Lecture and Seminar Schedule

Note: This schedule is subject to minor changes – the instructor will discuss any changes at the beginning of each class. The Course Readings List is included in this course outline.

Week 1 (Jan. 7-13)

Wed. Jan. 9: LECTURE: Introduction and Course Business


Fri. Jan. 11: Seminar: Discussion of seminars and assignments

Week 2 (Jan. 14-20)

Wed. Jan. 16: LECTURE: Legacies of the First World War: From Versailles to the Great Depression, 1919-1929.

 Mawdsley, *World War II*, p. 1-30.

Fri. Jan. 18: Seminar: Week 2: Technological Change

 Alison J. Williams, "Aircraft carriers and the capacity to mobilise US power across the Pacific, 1919-1929," *Journal of Historical Geography*, vol. 58 (Oct. 2017), p. 71-81.


Week 3 (Jan. 21-27)

Wed. Jan. 23: LECTURE: The Radicalization of Politics in the 1930s

 Mawdsley, *World War II*, p. 30-51.


 **Map Assignment #1: Europe (due at beginning of class)**

Fri. Jan. 25: Seminar: Week 3: Beginnings of the European 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.


Week 4 (Jan. 28-Feb. 3)

Wed. Jan. 30: LECTURE: Beginnings of the Sino-Japanese War and the breakdown of the Global International Order, 1931-1938

 Mawdsley, *World War II*, p. 54-66 & 76-96.

 **Map Assignment #2: East Asia (due at beginning of class)**

Fri. Feb. 1: Seminar: Week 4: Sino-Japanese War


 J. K. J. Perry, "Powerless and Frustrated: Britain's Relationship with China During the Opening Years of the Second Sino-Japanese War, 1937-1939," *Diplomacy & Statecraft*, vol. 22 (2011), p. 408-430.

Week 5 (Feb. 4-10)

Wed. Feb. 6: LECTURE: Appeasement and the Beginnings of the European War, 1938-1939

 Mawdsley, *World War II*, p. 96-133.

Fri. Feb. 8: Seminar: Week 5: Appeasement

 Peter Trubowitz and Peter Harris, "When states appease: British appeasement in the 1930s," *Review of International Studies*, vol. 41 (2015), p. 289-311.

Week 6 (Feb. 11-17)


Feb. 13-17 – Reading Break – no classes

Week 7 (Feb. 18-24)

Wed. Feb. 20: LECTURE: Escalation of Separate Wars in Europe and East Asia, 1937-1941

 Mawdsley, *World War II*, p. 66-73.

Fri. Feb. 22: Seminar: Week 7: 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.


Week 8 (Feb. 25-March 3)

Wed. Feb. 27:  **MIDTERM EXAM, 1 hour, 50 minutes**


Fri. March 1: Seminar: How to write the Primary Source Analysis

Week 9 (March 4-10)

Wed. March 6: LECTURE: Operation Barbarossa and Pearl Harbor – Making of the World War


 Mawdsley, *World War II*, p. 136-158 & 166-171.

Fri. March 8: Seminar: Week 9: Pearl Harbor


 Robert J. McMahon, "The Pearl Harbor Attack and the Origins of the Pacific War: Contested Memories in the United States and Japan," *Nanzan Review of American Studies*, vol. 32 (2011), p. 21-31.

Week 10 (March 11-17)

Wed. March 13: LECTURE: Battle of the Atlantic and Strategic Bombing Campaigns

 Mawdsley, *World War II*, p. 250-283 & 332-345.

Fri. March 15: Seminar: Week 10: 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.


Week 11 (March 18-24)

Wed. March 20: LECTURE: Mobilization for Total War (Propaganda, Coercion, and the Economy)

 Mawdsley, *World War II*, p. 322-332.

 **Primary Source Analysis due (beginning of class)**

Fri. March 22: Seminar: Week 11: 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 12 (March 25-31)

Wed. March 27: LECTURE: Radicalization of Nazi Racial Policies and the Holocaust

 Mawdsley, *World War II*, p. 158-163.

Fri. March 29: Seminar: Week 12: 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.

Week 13 (April 1-7)

Wed. April 3: LECTURE: The Turning Points of the Second World War, 1942-1943

 Mawdsley, *World War II*, p. 171-213.

Fri. April 5: Seminar: Week 13: Allied Invasions of Europe, 1943-1944

 David French, "Invading Europe: The British Army and its Preparations for the Normandy Campaign, 1942-44," *Diplomacy & Statecraft*, vol. 14, no. 2 (June 2003), p. 271-294.

Week 14 (April 8-14)

Wed. April 10: LECTURE: Allied Victories in Europe and East Asia, 1944-1945

 Mawdsley, *World War II*, p. 216-247 & 346-405.

Fri. April 12: Seminar: Week 14: Exam Review

April 15-25

FINAL EXAM PERIOD – DATES WILL BE ANNOUNCED ON CAMLINK LATER IN THE TERM. *Please do not make plans (or have a family member make plans on your behalf) until you know the dates for your exams.*