



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of Humanities**

**HIST-150-D01**  
**The Second World War**  
**Winter 2021**

**COURSE OUTLINE**

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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.

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**1. Instructor Information**

(a) Instructor	Dr. Christian Lieb
(b) Office hours	Tuesdays and Wednesdays, 9:30-11:30 – please contact instructor by e-mail
(c) Location	Young 323 (Lansdowne) – no in-person meetings during pandemic
(d) Phone	Please use e-mail below <b>Alternative:</b> _____
(e) E-mail	LiebC@camosun.bc.ca
(f) Website	<a href="http://camosun.ca/learn/programs/history/">http://camosun.ca/learn/programs/history/</a>

**2. Intended Learning Outcomes**

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 viewpoint clearly, both orally and in writing.

**3. Required Materials**

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 – available as e-textbook through the Camosun bookstore.
2. Camosun College Department of Humanities History Style Guide, available on D2L.
3. Additional materials: Lectures and article PDFs on Hist. 150 - D2L site – see details in course outline, below.

#### 4. Course Content and Schedule

Asynchronous delivery of course material (i.e. there are no set lecture or seminar times), but **please note the deadlines for assignments in the course schedule below – all assignments for this course will be due on Wednesdays at midnight (i.e. Wednesdays at 11:59pm).**

Please read the relevant chapters in the textbook before listening to the Powerpoint lectures with audio on D2L – they are set for each week to keep you on track with course material and assignments.

#### 5. Basis of Student Assessment (Weighting)

☞ **Course Requirements:**

##### **Attendance Note:**

The first information that you will need to submit is an attendance note, whether you are in the class or on the waitlist. Since there is a waitlist for this course, **please e-mail a note to me at LiebC@camosun.bc.ca to confirm your attendance by 5 pm on Monday January 11 (i.e. the first day of classes).** This is important as this attendance note will hold your space in the course. To ensure that waitlisted students will have a chance to take the course, I will begin the deregistration process for students who have not submitted the attendance note by Tuesday Jan. 12.

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, but I will need the note itself to confirm your attendance.

In addition to the attendance note, 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 exam replacement papers (two short papers 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.

## 1) Article Analysis (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 after the midterm exam. The deadline for the article analysis is the week when that article was assigned (see course schedule below 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, 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 footnotes. **As academic papers, these assignments will require proper Chicago Style (Turabian) footnoting – please see the History Department Style Guide on D2L for more details.**

**Please be aware that students are expected to read all of the four assigned readings (plus the Kipp article, which is not an option for an analysis), 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 Wednesday Jan. 20 and Jan. 27, 2021 respectively** (see lecture schedule below) – 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):**

In lieu of the regular midterm exam we 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 the discussion readings. 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 papers will be posted on D2L a week before the due date and will be submitted online through the **D2L submission box at midnight on Wednesday March 3, 2021 – 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 these take-home exams. As with the Midterm, context and questions will be posted on D2L a week prior to the due date.

**The Final Exam papers are due in the D2L submission box at midnight on April 21, 2021 – please combine the two responses into a single Word or PDF document.**

**Final Mark:**

☞ 2 map assignments (2x10%)	20 %
☞ Midterm	25 %
☞ Discussion assignments (2x15%)	30 %
☞ Final exam	25 %

**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. 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 on the due dates, so make sure to upload it before those times. **No assignments will be accepted after the final exam date on April 21, 2021 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.

## 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, Student Ancillary Fees, Academic Integrity, Grade Review & Appeals, Student Misconduct and Academic Accommodations for Students with Disabilities 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

## 2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

## 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 Assignment Schedule

**Week 1** (Jan. 11-17)

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

 Mawdsley, *World War II*, Introduction.

**Week 2** (Jan. 18-24)

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

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

 **Map Assignment #1: Europe (due at midnight on Jan. 20)**

**Week 3** (Jan. 25-31)

**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 Jan. 27)**

**Week 4** (Feb. 1-7)

**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** Feb. 8-14)

**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

 **Paper due on Wednesday Feb. 10 at midnight.**

**Week 6** (Feb. 15-21)


 **Reading Break – no classes**

**Week 7** (Feb. 22-28)

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

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

**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.

 **Paper due on Wednesday Feb. 24 at midnight.**

**Week 8** (March 1-7)

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

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

 **March 3: Midterm Exam due at midnight**

**Week 9** (March 8-14)


**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


 **Paper due on Wednesday March 10 at midnight.**

**Week 10** (March 15-21)

**LECTURE: Resistance and Collaboration**

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

**Article Analysis #2, Option 2: 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.


 **Paper due on Thursday March 17 at midnight.**

**Week 11** (March 22-28)

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

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

**Article Reading: The Holocaust** (additional reading – NOT an option for article analysis)

 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 12** (March 29-April 4)

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

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

**Week 13** (April 5-11)

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


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

**Week 14** (April 12-18)

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

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

 **Wednesday April 21: Final Exam Papers due at midnight**

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