

# COURSE SYLLABUS



COURSE TITLE: HIST-150: The Second World War

CLASS SECTION: D01

TERM: Fall 2022

COURSE CREDITS: 3

DELIVERY METHOD(S): Asynchronous Online

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. Learn more about Camosun's [Territorial Acknowledgement](#).

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For COVID-19 information please visit <https://legacy.camosun.ca/covid19/index.html>.

*Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.*

## INSTRUCTOR DETAILS

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NAME: Dr. Christian Lieb

EMAIL: LiebC@camosun.bc.ca

OFFICE: Young 323 (Lansdowne)

HOURS: Monday and Wednesday 12:30-2:30, Tuesdays and Thursdays 9:30-10:30, or by appointment

*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.

## 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. 6-11)


#### **Sept. 6: Introduction and Course Business**

#### **Week 2** (Sept. 12-18)

#### **Sept. 13: LECTURE: Legacies of the First World War: Paris Peace Treaties and their Consequences** Mawdsley, *World War II*, Introduction.

#### **Map Assignment #1: Europe** (due at midnight on Tuesday Sept. 13)

#### **Sept. 15: Seminar: The Economic Consequences of the Peace**

 John Maynard Keynes, *The Economic Consequences of the Peace*, 1919, p. 108-120.

<https://socialsciences.mcmaster.ca/econ/ugcm/3113/keynes/pdf%26filename%3Dpeace3.pdf>


**Week 3** (Sept. 19-25)

**Sept. 20: LECTURE: The Establishment of the Interwar Order, 1919-1929.**

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

 **Map Assignment #2: East Asia (due at midnight on Tuesday Sept. 20)**

**Sept. 22: Seminar: 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 4** (Sept. 26-Oct. 2)

**Sept. 27: LECTURE: The Great Depression and the Radicalization of Politics, 1929-1939**

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


**Sept. 29: Seminar: Library Research Workshop**

**Week 5** (Oct. 3-9)

**Oct. 4: LECTURE: Beginnings of the Sino-Japanese War and the breakdown of the Global International Order, 1931-1940**

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

**Oct. 6: Seminar: 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 6** (Oct. 10-16)

**Oct. 11: LECTURE: Blitzkrieg Campaigns in Europe, 1939-1941**

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

**Oct. 13: Seminar: 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.

 **Thursday Oct. 13: Midterm Exam Instructions and Questions posted on D2L at 10:00 am**

**Week 7** (Oct. 17-23)

 **Tuesday Oct. 18: Midterm Exam due on D2L at 10:00 am**

**Oct. 18: LECTURE: Escalation of War in East Asia, 1940-1942**

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


**Oct. 20: Seminar: How to Write the Primary Source Analysis**

**Week 8** (Oct. 24-30)

**Oct. 25: LECTURE: Axis Expansion and the Turning Points of the Second World War, 1942-1943**

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


**Oct. 27: Seminar: 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 9** (Oct. 31-Nov. 6)

 **Tuesday Nov. 1: Primary Source Analysis due on D2L at 10:00 am**

**Nov. 1: LECTURE: Battle of the Atlantic and Strategic Bombing, 1939-1945**

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

### **Nov. 3: Seminar: 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** (Nov. 7-13)

#### **Nov. 8: LECTURE: Economic Mobilization and the Home Fronts**

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

#### **Nov. 10: Seminar: 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** (Nov. 14-20)

#### **Nov. 15: LECTURE: Resistance and Collaboration**

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

#### **Nov. 17: Seminar: 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** (Nov. 21-27)

#### **Nov. 22: LECTURE: Radicalization of Nazi Racial Policies and the Holocaust**


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

#### **Nov. 24: Seminar: 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** (Nov. 28-Dec. 4)

#### **Nov. 29: LECTURE: War in the Mediterranean and Eastern Europe, 1942-1945**

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

#### **Dec. 1: Seminar: 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** (Dec. 5-10)

#### **Dec. 6: LECTURE: Allied Victories in Europe and East Asia, 1944-1945**

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

#### **Dec. 8: Final Exam Q&A**

 Final Exam Questions will be posted on D2L at 10:00 am on Dec. 8

 **Thursday Dec. 15: Final Exam Papers due on D2L at Midnight (11:59 pm)**

**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 notice is required. Deadlines can be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

## EVALUATION OF LEARNING

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DESCRIPTION	WEIGHTING
Map Quiz Europe	10%
Map Quiz Asia	10%
Discussion Groups	20%
Midterm Exam	20%
Primary Source Analysis	20%
Final Exam	20%
<b>TOTAL</b>	<b>100%</b>

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

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### **Course Requirements:**

#### 1) **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. 13 and Sept. 20, 2022 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.

## 2) 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.

## 3) Primary Source Analysis (20%):

**Length: 1000-1200 words**

**Due: On D2L at 10:00 am on Tuesday November 1, 2022.**

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.

#### 4) **Midterm Exam (20%):**

This take-home 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 the discussion readings. The aim will be to combine your textbook, article readings and the material from the lectures to demonstrate contextual understanding of developments relevant to the course. The questions for the two papers will be posted on D2L five days before the due date (Oct. 13) and will be submitted online through the **D2L submission box at 10:00 am on Tuesday Oct. 18, 2022 – please combine the two responses into a single Word or PDF document.**

#### 5) **Final Exam (20%):**

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, textbook, and seminar readings, 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. 8, 2022).

**The Final Exam papers are due in the D2L submission box at midnight (11:59 pm) on Thursday Dec. 15, 2022 – 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 above.

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 day of the course on Dec. 8, 2022 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.

#### 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 <http://camosun.ca/students/>.

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Academic Advising

<http://camosun.ca/advising>

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Accessible Learning

<http://camosun.ca/accessible-learning>

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Counselling

<http://camosun.ca/counselling>

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Career Services

<http://camosun.ca/coop>

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Financial Aid and Awards	<a href="http://camosun.ca/financialaid">http://camosun.ca/financialaid</a>
Help Centres (Math/English/Science)	<a href="http://camosun.ca/help-centres">http://camosun.ca/help-centres</a>
Indigenous Student Support	<a href="http://camosun.ca/indigenous">http://camosun.ca/indigenous</a>
International Student Support	<a href="http://camosun.ca/international/">http://camosun.ca/international/</a>
Learning Skills	<a href="http://camosun.ca/learningskills">http://camosun.ca/learningskills</a>
Library	<a href="http://camosun.ca/services/library/">http://camosun.ca/services/library/</a>
Office of Student Support	<a href="http://camosun.ca/oss">http://camosun.ca/oss</a>
Ombudsperson	<a href="http://camosun.ca/ombuds">http://camosun.ca/ombuds</a>
Registration	<a href="http://camosun.ca/registration">http://camosun.ca/registration</a>
Technology Support	<a href="http://camosun.ca/its">http://camosun.ca/its</a>
Writing Centre	<a href="http://camosun.ca/writing-centre">http://camosun.ca/writing-centre</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.

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

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### Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

### Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

### Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/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 <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

### Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the “Attendance” section under “Registration Policies and Procedures” (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

### 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. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence and Misconduct

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 or misconduct 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 and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and [camosun.ca/sexual-violence](http://camosun.ca/sexual-violence). To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-3703841

### 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

<http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

### 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

**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.