

HISTORY 4500
WORLD WAR II: A GLOBAL HISTORY
 Spring 2016. Thursdays, 1:40 – 4:20

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This course is intended to introduce you to a global way of thinking about what has been called the “largest event in human history”: World War II. The topics that you usually think of regarding World War II will be covered – the war in Europe and the Pacific Theater, the Holocaust, the atomic bomb, and so on – but you will also engage in serious study of parts of the war that you may know little or nothing about, most especially the war as it affected South Asia and East Asia (especially China). Students will thus be challenged to put a “familiar” event into unfamiliar contexts, and think about parts of the world during the war that you may never have thought about previously. Throughout, we will ask you to make *global* connections, and think both thematically and globally on issues such as colonialism (and postcolonialism), modernity, gender roles, politics, espionage, and the coming of the Cold War.

Note: this course carries a substantial reading load. If you don’t like to read sizable works of history, this is probably not the best course for you. Trigger Warning: Please note that a fair amount of our course material – dealing as it does with war, death, genocide, racism, and the like -- may be deeply disturbing.

TA for Course: Megan Murphy, COLU 2038, Office hours Thursday 12 – 1:30

PAPER, CLASSROOM ASSIGNMENTS, GRADING

There will be three papers for this class. On each one, we will ask you to write on one prompt from a choice of three given. In addition, there will be bi-weekly discussion assignments that you will submit on Blackboard, with brief responses to weekly discussion questions posed.

Paper I (due Feb. 25th, 3 - 5 pages):	100
Paper II (due March 31 st , 4-6 pages):	100
Paper III (due May 5 th , 5-7 pages):	125
Bi-Weekly Blackboard Discussion Question	
Responses: 5 total, 25 points each	125 points total
Class Attendance and participation	50 points
<u>Total:</u>	<u>500 points</u>

Grade Scale:

470 – 500	A	450 – 470	A-	435 – 449	B+	415 – 434	B
400 – 414	B-	385 – 399	C+	365 – 384	C	350 – 364	C-

Please note: Responses to the weekly discussion questions (WDQ on the syllabus) are to be posted on blackboard **every other week**, according to this schedule of last names (you get one free “miss”):

Last names A – M: January 28, February 11, February 25, March 10, March 31, April 14
Last names N – Z: February 4, February 18, March 3, March 17, April 7, April 21

REQUIRED BOOKS (all available in bookstore)

John Dower, *War Without Mercy: Race and Power in the Pacific War*
Rana Mitter, *Forgotten Ally: China's World War II, 1937-1945*
Christopher Browning, *Ordinary Men*
Raghu Karna, *Farthest Field: An Indian Story of the Second World War*
Yasmin Khan, *India at War: The Subcontinent and the Second World War*
Max Hastings, *Inferno: The World at War, 1939-1945*

Various articles (provided to you via pdf, or to be downloaded from URLs provided)

*** Iris Chang, "Six Weeks of Horror," chapter 4 of *The Rape of Nanking*, pdf available on blackboard
*** Erwin Wickert, ed., "The Good Man of Nanking: The Diaries of John Rabe (New York: Vintage Books, 2000), excerpt available at <http://chinasince1644.cheng-tsui.com/sites/default/files/upload/11-5.pdf>
*** chapter from Xiaojian Zhao, *Remaking Chinese America*
*** 2 readings about the Hiroshima exhibit at the Smithsonian exhibit (see list of readings for April 28th)
*** "How To Spot a Jap" (from American Guide to China during the war), available on blackboard

Films

Rosie the Riveter
Excerpts from *Shoah*
Why We Fight
Know the Enemy
Go To War (compilation of cartoons about the war)
Various documentary film excerpts to be shown in class

COURSE SCHEDULE

- Jan. 21 1st half: Discussion exercise in groups, and introductions
 2nd half: Prof. Hill and Prof. Wei: *what does it mean to study WWII globally?*
- Jan. 28 The War in Asia and the Rape of Nanjing (Wei)
 Read: Mitter, pp. 1-145
 Read: Chang, "Six Weeks of Horror," chapter 4 of *The Rape of Nanking*, pdf available on blackboard; and Erwin Wickert, ed., "The Good Man of Nanking: The Diaries of John Rabe (New York: Vintage Books, 2000), excerpt available at <http://chinasince1644.cheng-tsui.com/sites/default/files/upload/11-5.pdf>
- Weekly Discussion Question (WDQ):** When and where did WW II begin, and why did it begin there?
WDQ responses due on Blackboard (BB) for last names A-M
- Feb. 4 The War in Asia and the British Empire (Wei and Hill)
 Read: Mitter, pp. 145 – 239
 Read: Khan, pp. ix – 62.
- WDQ:** how did the coming of the war affect the British Empire?
WDQ responses due on Blackboard for last names M-Z (BB)
- Feb. 11 The United States, the Soviet Union, and East Asia (Wei and Harvey)

Read: Dower, pp. 1-180

Read: Khan, 62-92

WDQ: how would you compare American attitudes towards the Japanese and the Chinese (A - M on BB)

Feb. 18 Inferno: The Rise of War in Europe (Harvey)

Read: Hastings, pp. 1-200

WDQ: Discuss the following quotation: "Hitler's invasion of the Soviet Union was the defining event of the war" (N - Z on BB)

Feb. 25 Germany and the Soviet Union (Harvey, Wei)

Read: Inferno, pp. 198-316

WDQ: given their huge disadvantages, how did the Soviets defeat the German advance? (A-M on BB)

Mar. 3 The Holocaust (Guest lecture from Robert Sackett)

Read: Browning, *Ordinary Men*, all.

WDQ: how did the "ordinary" working class men from Hamburg of Police Battalion 101 manage to murder over 80,000 Jews in Eastern Europe over the course of about two years (M-Z on BB)

Mar. 10 The U.S., Japan, and the War in the Pacific (Hill)

Read: Dower, 181-319

Read: Khan, 93-199

WDQ: Was the war in the Pacific a "race war" for both sides? (A-M on BB)

Mar. 17 Home Fronts: the U.S., China, and Chinese Americans

GUEST LECTURE FROM DR. ZHAO XIAOJIAN, UC SANTA BARBARA

Read: Mitter, 239 - 379

Read: chapter from Zhao, *Remaking Chinese America*, download pdf from Blackboard

Film: *Rosie the Riveter*

WDQ: How would you compare the experiences of women on the home front in the U.S., Germany, and Japan, and China? (N - Z on BB)

MIDTERM PAPER DUE NOT LATER THAN CLASSTIME, MARCH 31

Mar. 31 Air Power and World War II

Guest Lecture from Charles Dusch, USAFA

Read: Hastings, pp. 316 - 480

WDQ: To what degree was air power an important factor in combatting German power? In combatting Japanese power?

April 7 The Allied Advance in Europe

Read: Hastings, 480-611

WDQ: Rank order what you think to be the three most important factors in the defeat of Germany (N - Z on BB)

- April 14 India, Australia, and New Guinea (Hill)
 Guest Lecture from Robin Lynch, Department of History, UCCS
 Read: Karna, all
WDQ: Why would over 2.5 million Indians fight on behalf of the British Empire which had subjugated them for 150 years? (A – M on BB)
- April 21 India, China, and the Postwar World (Hill and Wei)
 Read: Khan, 200 – 3rd
 Mao Zedong on the New Democracy, 1941 (short pdf available on blackboard)
WDQ: How did World War II affect domestic conflicts in India and China? (N – Z on BB)
- April 28 The Bomb (Hill)
 Read: Hastings, 611 – end
 John Dower, “Three Narratives of Our Humanity,” and Michael Sherry,
 “Patriotic Orthodoxy and American Decline,” pdfs provided on Blackboard
 Suggested background reading: Edward Linenthal, “Anatomy of a Controversy”
- May 5 Conclusions and Summary (Wei, Harvey)

FINAL PAPER DUE TODAY, May 5

Campus Policies

So as not to make this syllabus as long as another book, please refer to the links below for campus policies regarding disability, classroom conduct, withdrawal, and other issues. (Click on the links from the syllabus posted in Blackboard).

[Disability Services](#): if you need a disability accommodation

[Student Code of Conduct and Behavior Policy](#): classroom conduct guidelines

[Course Withdrawal Policy](#): if you need to withdraw from the course

[Writing Center](#): for help with your Writing, reviews of drafts, citation guidelines, etc.

[Plagiarism](#): Please read the link carefully. Students caught using material without proper use of quotation marks and citations – in other words, stealing material from someone else’s work – will automatically receive an F for the course, and be reported to the Dean.

History Department Blog

History Majors: Please bookmark and follow the History Department blog (<https://uccshistory.wordpress.com>), for updates on department meetings, doings, awards, scholarships, fellowships, etc. *“Follow” the blog and you will receive 5 bonus points for this course! (I will know when you follow as I will receive an email*

Phi Alpha Theta: History Majors with a GPA of 3.0 or above, please consider joining Phi Alpha Theta, the national history honors society. To join, please talk to Paul Harvey.

Grading Rubric for Weekly Discussion Questions

	Developing 0-10	Emerging (10-17 points)	Excellent (17-20 points)
Depth of Analysis, Use of Readings from Course, and Quality of Argument	Does not contribute, or contributes minimally, to discussions. Little reference to readings or other course materials	Contributes moderately to discussion. Post may address discussion topic, but does not fully apply readings, films, or other course materials. -	The posting directly addresses key issues and questions, makes references and uses quotations from course readings and films, and advances the discussion intellectually and substantively.
	0-2 points	2-4 points	5 points
Quality of Writing	Substandard writing skills in evidence; please see professor or TA for assistance	Solid writing, some stylistic or grammatical issues may be evident at points; may struggle with properly using quotations or citing	Outstanding writing skills in evidence grammatically, stylistically, and substantively

Rubric for Essay Assignments for Hist 4500 (100 point scale; this will be adjusted for final paper)

Criteria	Levels of Achievement			
	Outstanding Work (22.5-25)	Exceeds Standards (20-22.5)	Meets Standards (15 – 20)	Below Standards or Unacceptable (0 – 15)
Argument/Analysis Articulates original arguments using critical analysis and complex reasoning	Articulates an original, complex argument with highly effective critical analysis	Articulates a complex, insightful argument with sufficient critical analysis	Articulates basic argument with sufficient but minimal necessary analysis and reasoning	Fails to articulate an argument/ claim, with little analysis and insufficient reasoning
Source Analysis: Integrates and discusses major sources from the class, with appropriate quotation and/or paraphrasing	Effectively integrates a range of sources to support an innovative and complex argument/analysis	Integrates and discusses appropriate sources to support complex argument	Integrates and discusses relevant primary sources to support argument/ analysis	Either fails to use sources, or fails to establish relevant of sources to argument and analysis
Organization, Clarity of Thought and Writing: Demonstrates clarity of thought and critical thinking in development of arguments	Demonstrates clarity of thought and complex critical analysis in a persuasive development of an organized argument/analysis	Demonstrates some critical thinking in a clear, organized form	Demonstrates some critical thinking in a clear, organized form	Fails to demonstrate ability to communicate basic ideas and analysis in clear, organized form
Disciplinary Conventions of Research and Writing:	Demonstrates and uses disciplinary conventions of writing and citation formats properly and highly effectively	Demonstrates and uses proper conventions of writing and citation formats properly and effectively	Demonstrates basic understanding and use of disciplinary convention of writing and citation formats	Fails to demonstrate conformity with with disciplinary conventions of writing and citation formats

