

HISTORY 4500
WORLD WAR II: A GLOBAL HISTORY
Spring 2018. Thursdays, 1:40 – 4:20

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This course is intended to introduce you to a global way of thinking about 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. 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, drop the course. 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: Madelyn Hulsted, COLU 2038.

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, submitted on BB.

Paper I (due Feb. 23, 3 - 5 pages):	100
Paper II (due by March 22nd, 4-6 pages):	200
Paper III (due May 5 th , 5-7 pages):	200
Bi-Weekly Blackboard Discussion Question	
Responses: 5 total, 50 points each	250 points total
(6 chances provided, you may skip one)	
Class Attendance and participation	50 points
<u>Total:</u>	<u>800 points</u>

Grade Scale:

750 - 800 = A 720 - 750 = A-
700 - 720 = B+ 660 - 700 = B 640 - 660 = B-
620 - 640 = C+ 580 - 620 = C etc.

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 25, February 8, February 22, March 8, April 12, April 26
Last names N – Z: February 1, February 15, March 1, March 15, April 5, April 19

REQUIRED BOOKS (all available in bookstore)

Rana Mitter, *Forgotten Ally: China's World War II, 1937-1945*

Shannon Fogg, *The Politics of Everyday Life in Vichy France*

Uwe Timm, *In My Brother's Shadow*

Max Hastings, *Inferno: The World at War, 1939-1945*

Svetlana Alexievich, *The Unwomanly Face of War: An Oral History of Women in World War II*

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 John Dower, *War Without Mercy: Race and Power in the Pacific War*

*** Peter Fritzsche, 'The Management of Empathy in the Third Reich,' from Assmann and Detmers, eds., *Empathy and its Limits* (available on BB)

*** Paul Jankowski, 'In Defense of Fiction: Resistance, Collaboration, and *Lacombe, Lucien*,' *Journal of Modern History* 63 (September 1991): 457-482.

*** Robert G. Moeller, from *War Stories*, pp. 1-50 (chs. 1-2)

Films

Rosie the Riveter

Why We Fight

Know the Enemy

Various documentary film excerpts to be shown in class

Lacombe, Lucien

Decision Before Dawn

COURSE SCHEDULE

Jan. 18 Discussion exercise in groups, and introductions: Harvey
what does it mean to study WWII globally?

Jan. 25 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. 1 The War in Asia and the British Empire (Wei AND Sackett)
Read: Mitter, pp. 145 – 239

WDQ: how did the coming of the war affect the British Empire? WDQ responses due on Blackboard for last names M-Z (BB)

Feb. 8 The United States, the Soviet Union, and East Asia (Harvey, Wei)
 Read: excerpt from Dower, *War Without Mercy*, pdf on Blackboard
WDQ: how would you compare American attitudes towards the Japanese, Chinese, and Soviets (A – M)

Feb. 15 Inferno: The Rise of War in Europe (Sackett)
 Read: Hastings, pp. 1-200
WDQ: Discuss: “Hitler’s invasion of the Soviet Union was the defining event of the war” (N – Z on BB)

Feb. 22 Germany and the Soviet Union (Harvey, Sackett)
 Read: Inferno, pp. 198-316; *Unwomanly Face of War*, 1st half
WDQ: given their huge disadvantages, how did the Soviets defeat the German advance? (A-M on BB)

Mar. 1 The Holocaust (Sackett)
 Read: Timm, *In my Brother’s Shadow*;
 Read: article by Fritzsche
WDQ: Respond to the Phrase “Nazi Conscience” – was there one? (M-Z on BB)

Mar. 8 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? (A-M on BB)

Mar. 15 Women and World War II (Sackett, Harvey)
 Film: “Rosie the Riveter,” and discussion (Harvey)
 Read: *The Unwomanly Face of War*, all

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)

Mar. 22 Midterm papers due today; guest lecture from Robin Lynch on Australia and New Guinea
 MIDTERM PAPERS DUE CLASSTIME TODAY

April 5 Changing Role of Japan in the War (Wei)
 Read: Hastings, 480-611
WDQ: Rank order what you think to be the three most important factors in the defeat of Germany, OR in the defeat of Japan (N – Z on BB)

April 12 Resistance and Collaboration in Occupied China and France (Sackett and Wei)
 Read: *The Politics of Everyday Life in Vichy France*
 Read: article by Jankowski
 Watch: film *Lacombe, Lucien* (on youtube, linked on BB)

WDQ: Based on the book by Fogg, summarize the attitude of non-Jews in France toward Jews.
(A – M on BB)

April 19 The Memory of the War in China and Germany (Wei, Sackett)
 Read: Hastings, 611 – end

WDQ: How did World War II affect domestic conflicts in India and China? (N – Z on BB)

April 26 Postwar Reckoning (Sackett)
 Read: article by Moeller, from *War Stories*, on BB
 film: *Decision Before Dawn* (from youtube, linked on BB)

WDQ: Discuss: After the Holocaust and because of the defeat, Germany had no coherence as a nation (A-M on BB)

May 3 Conclusions, Summary, and Departmental Awards Ceremony. Final Paper Due

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! (Paul Harvey will receive an email when you follow so he will know you get the points)*

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 Professor Samantha Christiansen in the History Department.

Rubric for Weekly Discussion Question Assignments

	Developing 0-20	Emerging (20-30 points)	Excellent (30-40 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.
	0-5 points	4-8 points	8-10 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

