COURSE DESCRIPTION:

This course is a survey of World War II, or the Second World War (WWII or WW2). This gigantic military conflict was global in nature, occurring between the years of 1939 and 1945. It involved most of the world's nations, including all of the great industrial powers -- governments that organised themselves into two warring military alliances: the Axis and the Allies. World War II saw the mobilization, on all sides, of over one hundred million military personnel, making it the largest martial struggle in world history. The major participant governments placed their nations' entire economic, scientific, and industrial means at the service of the war effort, blurring the differentiation between military and civilian resources. WWII defined the term "total war." It was the most lethal conflict in human history, with over seventy million people, the majority of whom were civilians, killed and many times that number wounded and rendered homeless.

Class lectures and textbook readings will give you a general chronological framework of the war. Films and videos shown in class will provide deeper insight into particular problems and periods. As world geography is an important part of this course, tests and quizzes will include maps.

The course schedule is a guide to this course, outlining your reading schedule and the subjects of discussion for each class period. Students should complete all assigned readings before class. Do not fall behind on reading assignments. Although there will not be enough time to discuss all assigned readings in a particular class, the information in each assignment may be included on examinations. This schedule is subject to change. Students are responsible for any amendments to the reading list that the instructor may announce in class during the semester.
LEARNING OUTCOMES:

After successful completion of the course, students should be able to perform the following in written and oral presentations:

(1) Reconstruct on exams and book reviews the relationships between economic, governmental, and military developments in the WWII Era as they relate to historical continuity and change.

(2) Identify in the course readings, exams, and book reviews the central question(s) that different kinds of historical narratives address and the purpose, perspective, or point of view from which it has been constructed.

(3) In classroom discussions and book reviews, draw on historical data to clarify information on the relationship between military patterns and historic events.

(4) In classroom discussion and exams, analyze cause and effect relationships bearing in mind multiple causation.

(5) In student presentations, bring sound and relevant historical analysis to the lives and careers of participants in WWII.

REQUIRED READING:


Manchester, William, *Goodbye Darkness: A Memoir of the Pacific War*, Back Bay Books: Little Brown,


Shaw, Irwin, *The Young Lions*, The University of Chicago Press,


Terkel, Studs, “*The Good War*” : *An Oral History of World War II*, The New Press,


EVALUATION:

Midterm Exam: 25%
Final Exam: 25%
Book Reviews 30%
Class Participation 10%
Student Oral Report 10%
EXAMS:

There will be **TWO** examinations: the **Mid-Term Exam** and the **Final Exam**.

**Students must obtain prior permission (before the scheduled date of the test), from the instructor, to reschedule an examination.** Without such an arrangement or a valid excuse (personal illness verified by documentation from a health-care professional or a documented death in the family), the instructor may not allow the student to make up a missed examination. If an emergency occurs on an exam day, causing the student to miss that exam, he or she must contact the instructor within 24 hours of the exam time, explaining the nature of the emergency and his or her intention to reschedule that exam as soon as possible.

Grammar or spelling mistakes on examinations will not count against the student, nevertheless, his or her writing must be legible and comprehensible, and those responses should be well organized and reasoned. If the instructor cannot make sense of an answer, there will be no credit given for that response.

BOOK REVIEW:

Write a book review of at least 1000 words on the WWII novel, *The Young Lions*. The instructor will evaluate the paper in the following areas: (1) Providing a thoughtful analysis of the book, (2) putting the authors subject in the context of American military history, (3) **writing quality, including grammar, spelling, and clarity of argument**; (4) generous use of material from the book read, and (5) documentation. You must use footnotes whether you are directly quoting material or simply paraphrasing it. Use the footnoting format for historical research (see the attached style sheet). *Even one incidence of plagiarism on a student’s part is sufficient cause for the instructor to award that individual the grade of F for the entire course.*

**KEEP COPIES OF ALL YOUR PAPERS UNTIL YOU RECEIVE YOUR FINAL GRADE.**

**Book Review Turn-in Date:**

*The Young Lions, 14 February.*

**Book Examination Dates:**

*Goodbye, Darkness, 28 March.*
CLASS PARTICIPATION:

Be in class on time. The instructor will take roll on a regular basis. A student’s class participation grade will be based on his or her individual contributions to classroom discussions and classroom attendance. Each class absence over three (3) will reduce the student’s class participation grade by thirty-three (33%) percent. Excessive absences will result in a lower class participation grade and will surely impair your ability to succeed on examinations. When necessity prevents your class attendance, assure that you obtain notes from a reliable source. Valid reasons for excused absences include personal illnesses, infirmities that a health-care professional verifies by documentation; or a death in the family, certified by an obituary from a newspaper or funeral program. The instructor may award a failing grade for the course to any student upon his or her fourth absence.

*The instructor prohibits student use of laptop computers and any other sound-reproducing device in the classroom before during or after class.*

*Students will keep their cell phones in their pockets, packs, or purses, turning the ringer to vibrate or silent before entering the classroom. If a student’s cell phone rings while he or she is in the classroom, that individual should turn it off immediately and directly put it away. However, if the phone call is important, he or she may leave the classroom and answer it outside in the hall. When that phone call is finished, the student should quietly return to his or her seat. No student will have a cell phone in his or her hands for any other reason while he or she is in the classroom.*

STUDENT ORAL REPORT:

The Student Oral Report grade is a subjective determination by the instructor of each student’s performance in presenting appropriate material pertaining to a person of importance in the time and space of military history for the period covered in this course. Student reports should emphasize this famous (or maybe infamous) individual’s contribution to the change of warfare over the centuries. During one of several designated class sessions -- in the last few weeks of the semester -- each student will, as scheduled by the instructor, give his or her presentation. Each of presentation will last at least 5 and no more than 7 minutes. During the course, the instructor will assign each student’s report subject from the list of WWII-participant interviewees in Studs Turkel’s masterpiece of oral history, “The Good War.”
The grading scale for this course’s “semester grade” is as follows:

- A = 90% or above = 4.0
- B = 80% to 89% = 3.0
- C = 70% to 79% = 2.0
- D = 60% to 69% = 1.0
- F = 59% and below = 0

ACADEMIC HONESTY:

Observe the honor code. Your student handbook and KSU catalog thoroughly explain Kennesaw State University’s stance on cheating and plagiarism. This instructor will enforce all stipulations of this code. Do your own work! The submission of any plagiarized work will denote an actionable case of academic dishonesty. Examples of plagiarism include papers and study sheets that you may copy from other students and the copying of significant passages from sources such as books, magazines, or websites without attribution. **Even one incidence of plagiarism by a student is enough of an infraction of the honor code for the instructor to give that individual an F for the entire course.**

"No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior that a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s)."

(Section II-A of the KSU Student Code of Conduct, as modified for Fall semester 2011)

OFFICE HOURS:

Students should bring questions concerning readings, lectures, themes, or general concepts, and any other course-related matters to the instructor’s attention. Students can visit the instructor during office hours (see the first page of this syllabus). If these hours conflict with an individual’s schedule, that student may arrange a meeting at another time. Students can see the instructor after class, make contact by E-mail, or leave a message in this instructor’s mailbox in the History Department in order to arrange such a conference.

LEARNING DIABILITIES:

Students with learning impairments should inform the instructor of their disabilities at their first opportunity. The instructor will then arrange a meeting with that student with the purpose of
discerning what accommodations he can make to insure an optimal learning environment for that student.

**COURSE SCHEDULE**

1. **Thursday, 10 January 2013**: *Get Acquainted; Go Over the Syllabus, Introduction of Required Readings.*


3. **Thursday, 17 January 2013**: (Continuation).


5. **Thursday, 24 January 2013**: (Continuation).

6. **Tuesday, 29 January 2013**: “Blitzkrieg in the East, Sitzkreig in the West” and “Complications in the North: Finland, Denmark, Norway,” Lyons, Chapters 5 and 6.

7. **Thursday, 31 January 2013**: (Continuation).

8. **Tuesday, 5 February 2013**: “The Fall of France” and “Britain Is Still an Island,” Lyons, Chapters 7 and 8.

9. **Thursday, 7 February 2013**: (Continuation).


11. **Thursday, 14 February 2013**: *BOOK REVIEW DUE*

12. **Tuesday, 19 February 2013**: “Hitler’s New Order in Europe” and “America Enters the War,” Lyons, Chapters 11 and 12.

13. **Thursday, 21 February 2013**: (Continuation).

14. **Tuesday, 26 February 2013**: *(Mid-Term Examination)*.


*Spring Holidays: 3 March to 11 March 2013*

**Wednesday, 13 March 2013: Last Day to Withdraw without Academic Penalty**

17. Thursday 14 March 2013: (Continuation).

18. Tuesday, 19 March 2013: “America Gains the Initiative in the Pacific” and “The Tide Turns in Russia: Stalingrad and Beyond,” Lyons, Chapters 15 and 16.

19. Thursday, 21 March 2013: (Continuation).


22. Tuesday, 2 April 2013: “Probing the Underbelly: Sicily and Italy,” Lyons, Chapter 18.

23. Thursday, 4 April 2013: “War in the Atlantic” and “Target Germany: The Allied Bombing Offensive,” Lyons, Chapters 19 and 20.

24. Tuesday, 9 April 2013: (Continuation).

25. Thursday, 11 April 2013: “Total War and the Home Fronts” and “Cross-Channel Invasion at Last: D-Day to the German Border,” Lyons, Chapters 21 and 22.

26. Tuesday, 16 April 2013: (Continuation).


28. Tuesday, 23 April 2013: (Continuation).


**Tuesday, 7 May 2013: Final Exam, World War II / History 4456 / CRN 11136 / Room 2023/ 1:00 PM to 3:00 PM**
Style Sheet for Writing Papers

Form:

1) Papers must be double-spaced.
2) Paginate every page.
3) Indents are five spaces and do not add an extra space between paragraphs.
4) Use one-inch margins on all sides.
5) A Times New Roman font of 12 is mandatory.

Style:

1) Papers must be free of spelling, punctuation, and grammar mistakes.
2) Book and magazine titles must be underlined.
3) Verify that the first sentence of each paragraph is a topic sentence, and that each sentence follows logically from the one preceding it.
4) Limit the use of direct quotes to essential passages in primary sources. If the words are powerful or paraphrasing would lose the original meaning, and then use the quote. Avoid quoting secondary sources.
5) Be sparing in your use of block quotes (quotes of more than 40 words set off in block form).
6) Always provide some information or the name of the source of a quote. For example, give the reader information that will put a quote in context: As one Civil War veteran said, "War is hell." If it is important to be more specific because the person is an important figure, include the full name: As General William T. Sherman said, "War is hell."
7) Always footnote sources even when you paraphrase their words. Facts generally found in an encyclopedia do not need to be footnoted.
8) Put the footnote number at the end of the sentence. If the sentence ends with a quote, put the number outside the quotation marks.
9) Spell all numbers less than one hundred and general numbers such as one million.
10) Contractions such as “can’t” or “don’t” are not permitted in formal writing. Use cannot or do not.
11) A comma or period goes inside of a quote. For example: "War is hell," not "War is hell".
12) Historians avoid passive voice. There should be a subject carrying out some action at the beginning of the sentence. For example, do not write, "Jimmy was given the ball by Billy." Write, "Billy gave the ball to Jimmy."
13) Check your paper for run-on and incomplete sentences.
14) Use the past tense.
15) Do not use cliché phrases or slang.
16) Vary your words.
17) When one cuts out part of a quote in the middle of a sentence or paragraph, he or she should use ellipses (three periods). For example, "Jimmy . . . ran to the store." Four periods mean that you have eliminated an entire sentence.
18) Stay in the third person. Do not write, "I think" or "I believe." These phrases are unnecessary and are too mushy. Be bold. State your opinion forcefully.
Content:

1) Avoid retelling the story. The paper should be analytical.
2) These papers do not need much background information. Get right to the point and analyze the documents or book.
3) Be generous in your use of evidence. The more you have the more convincing your argument will be. Every paragraph in the body of the paragraph should have a footnote. Use footnotes in the format shown below.

Footnotes:

The citation method for history papers comes from the Chicago Manual of Style. If you have any questions about how to cite a particular book, consult the sixth edition of Kate L. Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations. Below are a few examples of the most common ones you will encounter for this paper.


Once you have cited a source once you may shorten it. For example,

2 Beals, 34.

Two authors:


For three or more authors:


For multiple references in a single footnote use:


To cite my lecture notes write:

3 Joseph Meeler, Lecture Notes, 1 January 2008.