

Term Information

Effective Term Autumn 2020
Previous Value Autumn 2017

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Online teaching approval

What is the rationale for the proposed change(s)?

We have worked with ASC Tech to gain approval to teach this course online

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

n/a

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3570
Course Title	World War II
Transcript Abbreviation	World War II
Course Description	Study of the causes, conduct, and consequences of World War II.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>Yes, Greater or equal to 50% at a distance</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: English 1110.xx, or permission of instructor.
Exclusions	
<i>Previous Value</i>	Not open to students with credit for 307
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0101
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will acquire a perspective on the history of WWII and gain an understanding of the factors that continue to shape the 21st century world.
- Students will gain an understanding of industrial age warfare and a comparative understanding of the wars of the 21st century.
- Students will gain an understanding of the political, economic, cultural, physical and social factors that shaped warfare in the 21st century.
- Students will gain an understanding of the ethical dilemmas generated by war.

COURSE CHANGE REQUEST
3570 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
06/30/2020

Content Topic List

- Origins of the War
 - Blitzkrieg
 - Fall of France
 - Battle of Britain
 - Barbarossa
 - Second Sino-Japanese War
 - Pearl Harbor
 - Midway
 - Guadalcanal
 - Stalingrad
 - Kursk
 - Battle of the Atlantic
 - Operation Torch
 - Sicily
- No

Sought Concurrence

Attachments

- DL History 3570 Syllabus.docx: Syllabus
(Syllabus. Owner: Heikes,Jacklyn Celeste)
- HIST 3570 GE Assessment Plan.pdf: Assessment plan
(GEC Course Assessment Plan. Owner: Heikes,Jacklyn Celeste)
- Hist 3570 checklist.docx: ASC Tech checklist
(Other Supporting Documentation. Owner: Heikes,Jacklyn Celeste)
- History 3570 Syllabus.pdf: In person syllabus
(Syllabus. Owner: Heikes,Jacklyn Celeste)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes,Jacklyn Celeste	06/17/2020 01:21 PM	Submitted for Approval
Approved	Elmore,Bartow J	06/17/2020 09:17 PM	Unit Approval
Approved	Heysel,Garett Robert	06/18/2020 10:39 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	06/18/2020 10:39 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

SYLLABUS: HISTORY 3570 WORLD WAR II AUTUMN 2020

Course overview

Instructor

Instructor: Dr. James Genova
Email address: Genova.2@osu.edu
Phone number: 740 725 6215
Office hours: TR 11:00AM-1:00PM
Office Location: CarmenZoom

Course Coordinator

Course description

This course explores the bloodiest and perhaps most transformative conflict in human history – the Second World War. The war began in different parts of the world at different times, gradually melding into a conflagration that engulfed the entire planet and involved virtually every country. By 1945, when the war finally ended after as many as fourteen years of fighting in some areas, an estimated 60 to 100 million people had been killed. In Europe alone, over 32 million were homeless, with tens of millions displaced across East Asia, North Africa, and the Middle East. The war was deliberately started by each of the main Axis powers – Japan, Italy, and Germany – in pursuit of extreme right-wing ideological goals often couched in the language of racial hatred. Consequently, the conflict was characterized by and deliberately conducted with extreme brutality. The signature event that symbolized the fundamentally ideological nature of the Second World War was the German-led Holocaust, which systematically slaughtered over six million Jews and up to 12 million people total in one of the most horrific and inhuman events in all history. However, the Axis was not alone in perpetrating atrocities during the war. The Soviet Union deported millions of “ethnically unreliable peoples,” sent many millions to labor camps, and engaged in atrocities across Eastern Europe. The U.S. interned millions of people of Japanese ancestry,

stealing their property, and confining them in deplorable conditions. The U.S. also conducted biological experiments on African Americans, continued to racially repress and segregate its African American population, and committed atrocities across the Pacific against Japanese civilians and POWs. The British also engaged in brutal repression of its colonial subjects, routinely executed prisoners of war, and promoted mass carpet bombing of civilians as a legitimate method of conducting war. Despite the poor conduct and imperialist/nationalist ambitions of the political leadership of the Allied states of the United Nations, the conflict took on the form of an apocalyptic struggle for the destiny of humanity. This was the basis for the armed resistance movements that sprouted across Occupied Europe, throughout Asia, and in the colonial territories of the Allies themselves. It also became the primary motivation for tens of millions of Americans, British, Soviets, Chinese, Indians, Africans, and others to volunteer to fight fascism and against the tyranny of the Axis. At the end of the conflict, victory by the United Nations promised the construction of a new world freed of rapacious capitalist greed, imperialism, racism, and injustice. People's expectations around the world had been vastly raised to demand a new world founded on equality, justice, fairness, social welfare, and liberty. The Second World War is an enormous and complex topic. We will approach it selectively by discussing events and trends that are emblematic of larger processes at work during and through the conflict. The course is organized around a combination of lectures, readings, discussions, and expository exercises – exams, short writing assignments, and two papers. Attendance and participation are vital for your and the course's success. You will have to complete each module before you are able to advance to the next module. Within each module you will have to complete all the sections before you are permitted to advance to the next module. Each module will open at the start of each week and remain open throughout the course, so you can always go back and review previous material for the course.

GE Course Information

Historical Study:

Goals:

Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Diversity:

Goals:

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Global Studies:

Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples, and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Course materials

Required Texts

- Bergen, Doris L. *War & Genocide: A Concise History of the Holocaust* (New York: Rowman and Littlefield, 2016). Third Edition.
- Duus, Peter, Myers, Ramon H., and Peattie, Mark R., eds. *The Japanese Wartime Empire, 1931-1945* (Princeton: Princeton University Press, 1996).
- Gluckstein, Donny. *A People's History of the Second World War: Resistance Versus Empire* (London: Pluto Press, 2012).
- Hastings, Max. *Inferno: The Second World War, 1939-1945* (New York: Vintage, 2012).
- Mazower, Mark. *Hitler's Empire: How the Nazis Ruled Europe* (New York: Penguin, 2008).

Recommended Texts:

- Behan, Tom. *The Italian Resistance: Fascists, Guerrillas, and the Allies* (London: Pluto Press, 2009).
- Mawdsley, Evan. *World War II: A New History* (Cambridge: Cambridge University Press, 2009).
- Mitter, Rana. *Forgotten Ally: China's World War II, 1937-1945* (New York: Houghton Mifflin, 2013).
- Weinberg, Gerhard L. *A World at Arms: A Global History of World War II* (Cambridge: Cambridge University Press, 2005).

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- CarmenZoom text, audio, and video chat
- Collaborating in CarmenWiki
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
 - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
 - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

Grading and faculty response

Grades

Assignment or category	Points
Weekly Online Discussions	15%
Short Writing Assignments	15%
Short Paper 1	15%
Short Paper 2	15%
Mid Term Exam	20%
Final Exam	20%
Total	100

See course schedule, below, for due dates

Assignment information

Weekly Online Discussions:

Online discussions are a means to explore the course material and personal interests (as they relate to the class) in greater depth than simply through the recorded lectures or the weekly reading assignments. Each week a new subject theme will be posted on the course's Canvas website for each module. Students are expected to participate in weekly conversations by posting reactions to that week's topic. The subjects will open with each module on every Monday of the semester (except week 1 when it will open on Tuesday) and students are expected to have made their interventions by the end of the day on Sunday of that week (except week 16 when it will be due on 9 December). Grading will be done based on whether the student has participated or not. A couple of words is NOT sufficient. You must write at least a paragraph (4-5 sentences) to get credit. Retroactive credit also WILL NOT be given.

Weekly Short Writing Assignments:

The short writing assignments, due by the end of the day each Sunday for the weekly module except week 16 when the due date is 9 December, will be comprised of responses to questions posted that relate to the readings and lectures posted for that week. They are designed to offer in-depth analysis of core concepts explored through that's week's subjects. The weekly writing assignments are building blocks for preparation for the mid-term and final exams. Each week the instructor will post the guiding questions that relate to that week's material and students are expected to write a one-page paper responding to those prompts by using information from the readings and the lectures for that week. Grading will be based on completeness in responding to the prompts, use of the materials from the week, and quality of the analysis. Unlike the discussions, the short writing assignments will have a numerical grade associated with them.

Short Papers:

The Short Papers will be based on a topic assigned by the instructor and will make use of the assigned readings for the class. Each paper will require the students to make use of at least three different sources from the required texts for the class. The papers will be five to seven pages in length and must be posted by the deadline as outlined in the syllabus. Late papers will be subject to a grade reduction of $\frac{1}{2}$ a letter grade per day, up to five days at which time the paper will receive an automatic failing grade. Details of the assignment will be posted two weeks before each paper is due.

Late assignments

Please contact me at least three days before an assignment is due to discuss turning it in late. I will accept late work on a case-by-case basis.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in:**
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions:**
All live, scheduled events for the course, including my office hours, are optional. For live

presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.

- **Participating in discussion forums:**

As participation, each week you can expect to post at least four times as part of our substantive class discussion on the week's topics.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Other course policies

Student academic services

Student academic services offered on the OSU main campus

<http://advising.osu.edu/welcome.shtml>.

Student support services

Student support services offered on the OSU main campus <http://ssc.osu.edu>.

Academic integrity policy

Policies for this online course

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication. Weekly quizzes are included as self-checks without points attached.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **MLA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

Ohio State's academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes

associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the

aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org

Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Aug 25-30	<p>Video Lecture – New Powers and New Ideologies: The World before 1931</p> <p>Readings: Mazower, <i>Hitler's Empire</i> Intro + Chs. 1-2 Bergen, <i>War & Genocide</i> Ch. 1 **Weinberg, <i>A World at Arms</i> Intro + Ch. 1** **Mitter, <i>Forgotten Ally</i> Ch. 1** **Mawdsley, <i>World War II</i> Intro + Ch. 1**</p> <p>Assignments: Online Discussion #1 Short Writing Assignment #1</p>
2	Aug 31- Sept 6	<p>Video Lecture 1 – Japanese Militarism and the Manchurian Incident Video Lecture 2 – Fascism in Europe: Italy and Germany to 1936</p> <p>Readings: Hastings, <i>Inferno</i> Intro Duus, et al., <i>The Japanese Wartime Empire</i> Intro + Chs. 1-4 **Bergen, <i>War & Genocide</i> Chs. 2-3** **Mitter, <i>Forgotten Ally</i> Chs. 2-3**</p> <p>Assignments: Online Discussion #2 Short Writing Assignment #2</p>
3	Sept 7 - 13	<p>Video Lecture 1 – Jabs: Spanish Civil War, German/Italian Provocations Video Lecture 2 – The China War (1937-1941)</p> <p>Readings: Mazower, <i>Hitler's Empire</i> Ch. 3 Bergen, <i>War & Genocide</i> Ch. 4</p>

		<p>Gluckstein, <i>A People's History of the Second World War</i> Intro + Ch. 1</p> <p>Assignments: Online Discussion #3 Short Writing Assignment #3</p>
4	Sept 14 - 20	<p>Video Lecture 1 – War in Europe: Attack on Poland and the Phony War Video Lecture – Stalin's Little Wars: Finland, the Baltics, and Japan</p> <p>Readings: Hastings, <i>Inferno</i> Chs. 1-2 Mazower, <i>Hitler's Empire</i> Ch. 4 Duus, et al., <i>The Japanese Wartime Empire</i> Chs. 5-6 Bergen, <i>War & Genocide</i> Ch. 5 **Weinberg, <i>A World at Arms</i> Ch. 2** **Mitter, <i>Forgotten Ally</i> Chs. 4-7** **Mawdsley, <i>World War II</i> Chs. 2-4**</p> <p>Assignments: Online Discussion #4 Short Writing Assignment #4</p>
5	Sept 21-27	<p>Video Lecture 1 – Attack in the West: Fall of France, Battle of Britain Video Lecture 2 – Nazi Rule in Europe: Terror Institutionalized</p> <p>Readings: Hastings, <i>Inferno</i> Chs. 3-4 Mazower, <i>Hitler's Empire</i> Ch. 5 **Weinberg, <i>A World at Arms</i> Chs. 3-4** **Mitter, <i>Forgotten Ally</i> Chs. 8-9** **Behan, <i>The Italian Resistance</i> Intro + Ch. 1**</p> <p>Assignments: Online Discussion #5 Short Writing Assignment #5</p>
6	Sept 28-Oct 4	<p>Video Lecture 1 – Opportunity Arises: Japan's Southern Advance Video Lecture 2 – Campaigns in North and East Africa (1940-1941)</p> <p>Readings: Mazower, <i>Hitler's Empire</i> Chs. 6-8 Duus, et al., <i>The Japanese Wartime Empire</i> Ch. 7 Bergen, <i>War & Genocide</i> Ch. 6 **Mitter, <i>Forgotten Ally</i> Chs. 10-12**</p> <p>Assignments: Online Discussion #6</p>

		Short Writing Assignment #6
7	Oct 5 - 11	<p>Video Lecture 1 – Battlefield Balkans: Greece, Yugoslavia, East Med. Video Lecture 2 – Anglo-American Relations and Un-Occupied Life</p> <p>Readings: Hastings, <i>Inferno</i> Ch. 5 Mazower, <i>Hitler's Empire</i> Chs. 9-11 Gluckstein, <i>A People's History of the Second World War</i> Chs. 2-5</p> <p>Assignments: Online Discussion #7 Short Writing Assignment #7 Paper #1 due 11 October</p>
8	Oct 12-18	<p>Mid-Term Exam: Window available on Carmen Course Site Monday 12 October</p> <p>Video Lecture 1 – Invasion of the USSR: Racial and Ideological War Joined Video Lecture 2 – The Holocaust in Europe</p> <p>Readings: Hastings, <i>Inferno</i> Chs. 6-8 Mazower, <i>Hitler's Empire</i> Chs. 12-14 Bergen, <i>War & Genocide</i> Chs. 7-8 + Concl Gluckstein, <i>A People's History of the Second World War</i> Chs. 6-8 **Weinberg, <i>A World at Arms</i> Ch. 5** **Mawdsley, <i>World War II</i> Ch. 5**</p> <p>Assignments: Online Discussion #8 Short Writing Assignment #8</p>
9	Oct 19-25	<p>Video Lecture 1 – Attack on Pearl Harbor and the Pacific War (1941-1943) Video Lecture 2 – Japan: Greater East Asia Co-Prosperity Sphere</p> <p>Readings: Hastings, <i>Inferno</i> Chs. 9-10 Duus, et al., <i>The Japanese Wartime Empire</i> Chs. 8-12 **Weinberg, <i>A World at Arms</i> Chs. 6-7** **Mitter, <i>Forgotten Ally</i> Chs. 13-15** **Mawdsley, <i>World War II</i> Chs. 6-7**</p> <p>Assignments: Online Discussion #9 Short Writing Assignment #9</p>

10	Oct 26-Nov 1	<p>Video Lecture 1 – North Africa and the Mediterranean Theater (1941-1943) Video Lecture 2 – Invasion of Italy: False End Game</p> <p>Readings: Hastings, <i>Inferno</i> Chs. 11-14 Gluckstein, <i>A People's History of the Second World War</i> Chs. 9-11 **Weinberg, <i>A World at Arms</i> Chs. 8-9** **Behan, <i>The Italian Resistance</i> Chs. 2-4** **Mawdsley, <i>World War II</i> Chs. 8-10**</p> <p>Assignments: Online Discussion #10 Short Writing Assignment #10</p>
11	Nov 2-8	<p>Video Lecture 1 – Stalingrad and the Soviet Offensives (1942-1944) Video Lecture 2 – The Pacific War (1943-1945)</p> <p>Readings: Hastings, <i>Inferno</i> Chs. 15-18 **Weinberg, <i>A World at Arms</i> Chs. 10-11** **Mitter, <i>Forgotten Ally</i> Chs. 16-18** **Behan, <i>The Italian Resistance</i> Chs. 5-6** **Mawdsley, <i>World War II</i> Ch. 11**</p> <p>Assignments: Online Discussion #11 Short Writing Assignment #11</p>
12	Nov 9-15	<p>Video Lecture 1 – Resistance/Liberation Movements in Europe and Asia Video Lecture 2 – D-Day in the West and Bagration in the East</p> <p>Readings: Hastings, <i>Inferno</i> Chs. 19-20 Mazower, <i>Hitler's Empire</i> Chs. 15-16 Gluckstein, <i>A People's History of the Second World War</i> Chs. 12-14 + Concl. **Behan, <i>The Italian Resistance</i> Chs. 7-12 + Concl**</p> <p>Assignments: Online Discussion #12 Short Writing Assignment #12</p>
13	Nov 16-22	<p>Video Lecture 1 – V-E and V-J: Final Assaults and Atomic Bombs Video Lecture 2 – Arranging the Peace</p> <p>Readings: Hastings, <i>Inferno</i> Chs. 21-25 Mazower, <i>Hitler's Empire</i> Chs. 17-18</p>

		<p>**Weinberg, <i>A World at Arms</i> Chs. 12-16** **Mitter, <i>Forgotten Ally</i> Ch. 19 + Epilogue** **Mawdsley, <i>World War II</i> Chs. 12-13**</p> <p>Assignments: Online Discussion #13 Short Writing Assignment #13 Paper #2 due 22 November</p>
14	Nov 23-29	Thanksgiving week- no assignments or readings
15	Nov 30-Dec 6	<p>Video Lecture 1 – An Accounting and Reckoning: Toward a Better World</p> <p>Readings: Hastings, <i>Inferno</i> Ch. 26 **Weinberg, <i>A World at Arms</i> Concl** **Mawdsley, <i>World War II</i> Ch. 14**</p> <p>Assignments: Online Discussion #14 Short Writing Assignment #14</p>
16	Dec 7-9	<p>Video Lecture – The Fraying of the Alliance: The Cold War Emerges</p> <p>Readings: None Assignments: Online Discussion #15 Short Writing Assignment #15</p>

*****Final Exam Window Opens Friday 11 December 2020*****

WORLD WAR II

Spring Semester, 2017

History 3570

Tuesday and Thursday, 12:45–2:05 pm, Stillman Hall 0100

Instructor

Professor Peter Mansoor

mansoor.1@osu.edu

Office Hours

Thursdays, 2:15-3:15 pm and by appointment

214 Dulles Hall, 247-6719

Important Dates

First Day of Class	January 10
Map Quiz #1	January 26
Book Review #1 Due	February 7 (at beginning of class)
Mid-term Exam	February 14
Map Quiz #2	February 28
Spring Break	March 13-17
Book Review #2 Due	March 9 (at beginning of class)
Final Exam	<u>Thursday, April 27, 2:00 - 3:45pm</u>

Course Description

World War II was the largest and most destructive war in human history. Nearly seventy-five years after it ended, the war continues to shape our world. This course examines the causes, conduct, and consequences of this devastating conflict. Through readings, lectures, and video, the class will study the politics that shaped the involvement of the major combatants; military leadership and the characteristics of major Allied and Axis armed services; the national and theater strategies of the various major combatants; the military operations that led to victory or defeat on battlefields spanning the globe; war crimes; and other factors such as leadership, economics, military doctrine and effectiveness, technology, ideology, and racism that impacted the outcome of the war. This course falls under the GE category of Historical Study and it additionally fulfills the GE Global Studies requirement.

Learning Goals and Objectives

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves:

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.

3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Global studies courses strive to foster an understanding of the pluralistic nature of institutions, society, and culture across the world in order to help the student become an educated, productive, and principled citizen.

Beyond these general goals, this course is intended to achieve the following objectives:

1. To acquire a perspective on the history of World War II and to gain thereby an understanding of factors that continue to shape the world in the 21st century.
2. To acquire knowledge about the nature of industrial age warfare and to develop a foundation for comparative understanding of the wars of the 21st century.
3. To exhibit an understanding of the political, economic, cultural, physical, and social factors that shaped warfare in the 20th century.
4. To gain an understanding of the ethical dilemmas generated by total war.

Enrollment

All students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course will be approved by the Chair of the Department after that time. Enrolling officially and on time is solely the responsibility of the student.

Required Reading

Williamson Murray and Allan R. Millett, *A War to be Won: Fighting the Second World War* (978-0674006805)

West Point History of Warfare – online only (see download instructions at end of syllabus)

Michael Lynch, *Hitler* (978-0415436465)

E. B. Sledge, *With the Old Breed: At Peleliu and Okinawa* (978-0891419068)

All books are available for purchase at the University Bookstore (Barnes & Noble) or online.

Assignments and Grading (1000 points total)

Attendance	100 points
Map Quiz #1	30 points
Mid-term Exam	240 points
Review #1	150 points
Review #2	150 points
Map Quiz #2	30 points
Final Exam	300 points

Grading Scale

A	93–100	B-	80–82.9	D+	67–69.9
A-	90–92.9	C+	77–79.9	D	60–66.9
B+	87–89.9	C	73–76.9	E	Below 60
B	83–86.9	C-	70–72.9		

Class Attendance

Attendance in class is required. At five random class sessions during the semester, students will be required to sign an attendance sheet. Attendance at each of these sessions is worth 20 points, or 2 percent of the course grade. Students who coordinate with the professor in advance to miss class for a valid reason will receive the points for that class. Non-attendance due to illness requires a doctor's note in order for the student to receive attendance credit.

Lectures may deviate from the assigned readings, and material presented in class is testable. All students are expected to read the assignments and come to class prepared to actively listen and participate. You must take both midterm examinations and the final examination and submit the required comparative book review to receive course credit. Students who are unable to take an examination because of unavoidable circumstances must make arrangements to take a makeup examination. If you must be absent due to extenuating circumstances, explain the reason to me, preferably in advance. Document the reason for your absence and we will make the necessary arrangements for a make-up exam. It is your responsibility to apprise me of the reason for your absence. I will award a grade of "incomplete" only in truly exceptional circumstances.

Examinations

The mid-term and final examinations are designed to test your ability to organize, analyze, and explain critical concepts. They will include an objective section with multiple choice, matching, or fill-in-the-blank questions; short essays that will require you to identify key terms and concepts and to describe their significance; as well as longer essays that will require you to describe and analyze, compare and contrast, or put forward an argument concerning key issues involved in the history of World War II. The final examination is not cumulative; it only covers the second part of the course beginning after the mid-term examination. I will also administer two map quizzes during the semester to test your knowledge of World War II geography.

Paper Assignments

One of the skills an educated person must develop is the ability to read a book critically. To assist in the development of this skill, students are required to submit two well-crafted book reviews, each consisting of no fewer than 2 full pages of text and no more than 3 full pages of text. The first paper is a review of Michael Lynch, *Hitler*. The second assignment is a review of E. B. Sledge, *With the Old Breed: At Peleliu and Okinawa*. Learning how to express one's ideas clearly is an important goal of any liberal arts education. For this reason, paper grades will be based not only on content, but also on grammar and correct use of formal writing style.

Book Review Format

Papers will be typed, at least 2 full but not more than 3 full pages in length, in Times New Roman font, 12 pitch, left justified, with lines double-spaced, and with 1 inch margins. Students will put their name at the top of the first page on the right margin. Two spaces underneath the student's name and left justified, list the author's name, the title of the book, and in parenthesis, the place of publication, the publisher, and the date of publication. The review begins two spaces underneath the bibliographical citation.

Example:

Brutus A. Buckeye

Peter R. Mansoor, *The GI Offensive in Europe: The Triumph of American Infantry Divisions, 1941-1945* (Lawrence: University Press of Kansas, 1999)

[The review begins on this line, double-spaced. "Page references, only necessary for direct quotes, will be placed in parentheses after the end of a sentence."(p. 24) There is no need to cite page numbers except for direct quotes. Cite outside sources consulted, if any, in a footnote.]

A review should accomplish two basic things:

- Summarize the book's major points
- Present the reviewer's assessment of the book's merit on the basis of his own critical reading

To review a book, a reader should consider five basic questions:

1. Who is the author? What are his/her qualifications for writing this particular work? What is his/her background? What is the author's purpose in writing this book? [This information is usually summarized quickly in a line or two in the introduction.]
2. What are the book's major themes and principal conclusions? [Spend a good portion of the review answering this question.]
3. What is the author's evidence? Where did he/she get his/her information – from personal experience, interviews, manuscripts and documents, or from the works of others? How reliable are the sources? Do his/her conclusions and interpretations logically follow from the evidence or does he/she distort or misinterpret the facts to suit his/her thesis?
4. Is the book readable and well organized?

5. What, if anything, did the book contribute to your knowledge and understanding of the subject matter? What audiences would you recommend read the book – academic scholars, professional personnel, interested lay persons?

Take notes as you read and jot down your ideas. Some information may be quickly summarized: other information, particularly the book's major themes and principal conclusions, should receive the bulk of your attention. Identify the book's central theme and the author's point of view. Write a draft review. Then, after time for reflection, revise your review for clarity, syntax, and organization. The important goal of a book reviewer is to tell what is in a book and why it should be read. Deal primarily with ideas, concepts, and interpretations rather than data and facts.

To get an idea of how to write a review, I have posted some sample reviews on Carmen. You may also want to read some book reviews in the *Journal of Military History*, which may be found online via the library website.

Note: **Graders will collect papers at the beginning of class period on which they are due before the lecture begins.** I will penalize any papers delivered after the lecture begins by half of a grade. Paper grades will drop by an additional half grade for each additional day (beginning at midnight) that they are late. Papers under the minimum page limit will be penalized a full grade. Papers over the maximum page limit will be penalized a half grade for each additional page or portion thereof.

Students with Disabilities

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Academic Misconduct

You may not claim others' work as your own; to do so is plagiarism, a serious offense which I am required to report to the Committee on Academic Misconduct. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (<http://sja.osu.edu/page.asp?id=1>).

SYLLABUS

- Lesson 1** The Legacy of World War I
Jan. 10 Reading: Syllabus
- Lesson 2** Political Developments in the Interwar Period
Jan. 12 Reading: *A War to be Won*, Chapter 1
- Lesson 3** The Interwar Revolution in Military Affairs
Jan. 17 Reading: *A War to be Won*, Chapters 2 and 3 (to p. 58)
- Lesson 4** The Fall of France
Jan. 19 Reading: *West Point History of World War II*, Chapter 1
- Lesson 5** Britain Alone
Jan. 24 Reading: *West Point History of World War II*, Chapter 2
- Lesson 6** Origins of the Asia-Pacific War
Jan. 26 Reading: *A War to be Won*, Chapter 7
Map Quiz #1
- Lesson 7** Japan Ascendant: The Pacific War, December 1941 to August 1942
Jan. 31 Reading: *West Point History of World War II*, Chapter 4
- Lesson 8** Writing Period (work on Book Review #1)
Feb. 2
- Lesson 9** Barbarossa
Feb. 7 Reading: *West Point History of World War II*, Chapter 3
*****Note: Book Review #1 due at beginning of class*****
- Lesson 10** Wartime Economies and Technology
Feb. 9 Reading: *West Point History of World War II*, Chapter 5; James Lacey, "World War II's Real Victory Program," *Journal of Military History* 75 (3), July 2011, 811-834 (available on Carmen)
- Lesson 11** **Mid-Term Examination (Lessons 1-10)**
Feb. 14
- Lesson 12** The Moral Dimension – the Holocaust, Resistance Movements, and Propaganda
Feb. 16 Reading: *A War to be Won*, pp. 405-409; "History of the Holocaust: An Overview," available online at
<http://www.ushmm.org/m/pdfs/20010322-historyofholocaust.pdf>
- Lesson 13** "Genocide" (Movie)
Feb. 21

- Lesson 14** Battle of the Atlantic and the War at Sea
Feb. 23 Reading: *A War to be Won*, Chapter 10
- Lesson 15** The Eastern Front, 1942-1943
Feb. 28 Reading: *A War to be Won*, Chapter 11
Map Quiz #2
- Lesson 16** Writing Period (work on Book Review #2)
Mar. 2
- Lesson 17** The Asia-Pacific War, 1942-1944
Mar. 7 Reading: *A War to be Won*, Chapter 9
- Lesson 18** The Central Pacific Campaign and the Return to the Philippines
Mar. 9 Reading: *A War to be Won*, Chapter 13
*****Note: Book Review #2 due at beginning of class*****
- Lesson 19** North Africa, Sicily, and Italy
Mar. 21 Reading: *A War to be Won*, Chapter 14
- Lesson 20** The Combined Bomber Offensive
Mar. 23 Reading: *A War to be Won*, Chapter 12
- Lesson 21** Normandy
Mar. 28 Reading: *A War to be Won*, Chapter 15 (to p. 428)
- Lesson 22** “Pacific” (Movie)
Mar. 30
- Lesson 23** Breakout and Pursuit
Apr. 4 Reading: *A War to be Won*, Chapter 15 (p. 428 to end of chapter)
- Lesson 24** Occupation: Holland, 1940-1944 (Movie)
Apr. 6
- Lesson 25** Armageddon: The Annihilation of Nazi Germany
Apr. 11 Reading: *West Point History of World War II*, Chapter 6
- Lesson 26** Retribution: The Destruction of the Japanese Empire
Apr. 13 Reading: *West Point History of World War II*, Chapter 7
- Lesson 27** The Bomb
Apr. 18 Reading: *A War to be Won*, Chapter 18 (p. 516 to end of chapter)

Lesson 28 Aftermath and Review for Final Exam
Apr. 20 Reading: *West Point History of World War II*, Chapter 8; Pankaj Mishra, “To Erase Militarist Past, Japan Must Re-Learn It,” April 14, 2013, <http://www.bloomberg.com/news/2013-04-14/to-erase-militarist-past-japan-must-re-learn-it.html?alcmpid=view> (available on Carmen)

Final Exam (Lessons 12-28)
Thursday, April 27, 2:00 - 3:45pm

The West Point History of Warfare – download instructions

The West Point History of Warfare web reader features a fully interactive multimedia experience. It can be accessed on any internet-connected device with a browser.

To gain access to the course's interactive textbook for the first time, follow the following steps:

1. Register for your Rucksack:

- Visit https://rucksack.rowan.nyc/users/sign_up and register, using your .edu email address.
- You will receive an email from no-reply@rowan.nyc with subject "Confirmation instructions." Click the yellow "Confirm my account" button in that email, and you will be taken to the login page, where you can log in with your .edu email address and the password that you just set.
- You will be asked whether to authorize the reader to use your account. Click the green "Authorize" button.
- You will be taken to your Rucksack bookshelf page, which will be blank because you don't have any books yet.

2. To add the course book to your Rucksack (purchase or rent):

- Click on the "Store" link in the top left corner of your Rucksack page.
- In the store, click on "The Ohio State University - History of World War II (HI3570)"
- To rent for 6 months, select "Rent (\$17.99)" (the green button). If you choose, you can purchase lifetime access for \$35.92 by selecting "Add to Cart" (the yellow button).
- Follow the prompts to check out; your receipt will be mailed to you.

3. Ongoing Access - once you have completed your purchase, you can access the book in two ways:

- Via this direct link: <https://reader.rowan.nyc/#/read/230/>
- Through your [Rucksack](#)

4. Support - feel free to email ltrowan@rowan.nyc with any questions or issues.

GE ASSESSMENT PLAN

A. Historical Studies

ELO 1: Students construct an integrated perspective on history and the factors that shape human activity.

Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: There will be a short paper (5-7 pages) to assess students' ability to construct an integrated perspective on history and the factors that shape human activity.

Sample: Write an essay in which you discuss the economic motivations/factors that drove Germany, Italy, and Japan to desire the start of another global war. What aspects of the economies of each of the Axis countries produced an incentive for war? What were the economic goals of the imagined war to come? To what extent were economic motives *decisive* in each country deciding to provoke a major war?

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust, critical, integrated and self-aware understanding of history and the factors that shape human activity.	Demonstrates adequate and integrated understanding of history and the factors that shape human activity.	Demonstrates modest understanding of history and the factors that shape human activity.	Demonstrates little or no understanding of history and the factors that shape human activity.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to ensure that the proposed course adequately articulates these goals, teaches toward them, tests for them, and helps students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

ELO 2: Students describe and analyze the origins and nature of contemporary issues.

Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: a question will appear on the midterm or final to assess students' ability to describe and analyze the origins and nature of contemporary issues.

Sample question: The two dominant Axis powers (Germany and Japan) had clearly outlined strategies for dominating those people they had already conquered or expected to conquer. Write an essay in which you discuss the policies developed by Germany and Japan with regard to their treatment of conquered people. What were the similarities and the differences?

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust, critical, and self-aware analysis of the origins and nature of contemporary issues.	Demonstrates adequate and critical understanding of the origins and nature of contemporary issues.	Demonstrates modest understanding of the origins and nature of contemporary issues.	Demonstrates little or no understanding of the origins and nature of contemporary issues.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how

strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to ensure that the proposed course adequately articulates these goals, teaches toward them, tests for them, and helps students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

ELO 3: Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: Students will write a short paper (5-7 pages) to assess students' ability to speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Sample question: Using primary sources as well as the assigned readings write an essay in which you compare and contrast Germany's and Japan's planned treatment of the people and territories that fell under their control. To what extent can it be argued that the Holocaust was an essential and integral part of Germany's war objectives in Europe? How real was Japan's claim be the liberator of Asians through the Greater East Asia Co-Prosperity Sphere? What role did slave labor play in Germany's and Japan's wartime economy?

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust and critical ability to speak and write about primary and secondary	Demonstrates adequate and critical ability to speak and write about primary and secondary	Demonstrates modest ability to speak and write about primary and secondary	Demonstrates little or no ability to speak and write about primary and secondary

historical sources.	historical sources.	historical sources.	historical sources.
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2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to ensure that the proposed course adequately articulates these goals, teaches toward them, tests for them, and helps students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

B. Diversity- Global Studies

ELO 1: Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.

1. Direct Measure:

Specific Question/Assignment: a question will appear on the midterm or final to assess students' ability to understand the economic, political, cultural, and social dimensions of the past and present societies of the mid-20th century world and will learn to weigh the various aspects of these dimensions in their understanding of the past and present.

Sample: World War II can be described as two wars fought at the same time. One was conducted by the leaders of the major powers and the other was fought by everyday people. Each pursued different goals and visions for the post-war world. Write an essay in which you discuss those visions and assess the degree to which each achieved their goals in the end?

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates an excellent understanding of the varied aspects of the cultures and communities of the mid-20 th century world.	Demonstrates adequate understanding of the varied aspects of the cultures and communities of the mid-20 th century world.	Demonstrates modest understanding of the varied aspects of the cultures and communities of the mid-20 th century world.	Demonstrates little or no understanding of the varied aspects of the cultures and communities of the mid-20 th century world.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students’ input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department's Undergraduate Teaching Committee. Assessments will be summarized and used to alter the course for the next teaching.

ELO 2: Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

1. Direct Measure:

Specific Question/Assignment: a question will appear on the midterm or final to assess students' ability to be able to situate local events in their global contexts and their ability to understand their own place in this economic context both as US and as global citizens.

Sample: World War II began in Asia with the China War (1937) and in Europe with Germany's invasion of Poland (1939). Once the wars began both Germany and Japan intentionally expanded the conflict to achieve their global ambitions. Write an essay in which you discuss the ways the wars began in Europe and Asia as well as the steps taken by the aggressors to make the war into a world conflict?

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates an excellent understanding of the role of national and international diversity in shaping their worlds.	Demonstrates adequate understanding of the role of national and international diversity in shaping their worlds	Demonstrates modest understanding of the role of national and international diversity in shaping their worlds.	Demonstrates little or no understanding of the role of national and international diversity in shaping their worlds.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department's Undergraduate Teaching Committee. Assessments will be summarized and used to alter the course for the next teaching.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: History 3570
Instructor: Jim Genova
Summary: World War II

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> • Carmen • Office 365
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> • CarmenWiki • Carmen Message Boards • Zoom
6.3 Technologies required in the course are readily obtainable.	X			All are available for free
6.4 The course technologies are current.	X			All are updated regularly
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			OSU accessibility policy is included
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			OSU policy on obtaining these materials is included
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.				All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

Reviewer Information

- Date reviewed: 6/16/20
- Reviewed by: Ian Anderson

Notes: Good to go!

^aThe following statement about disability services (recommended 16 point font):
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.