

Term Information

Effective Term Autumn 2022
Previous Value Spring 2021

Course Change Information

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

Adding Citizenship in a Just and Diverse World new GE

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

Students will study how various leaders, governments, and nations used concepts such as nationalism, folk (people), Motherland, race, religion, culture, and historical community to bind people together for a common purpose, as well as to justify horrific atrocities in their name. Students will identify and reflect on cultural barriers (e.g., anti-Semitism), racial pseudoscience (e.g., Social Darwinism), ideology (e.g., Aryan supremacy), and other factors that inhibited intercultural understanding and led to the most catastrophic war in human history. They will also discover how leaders such as Franklin Roosevelt and Winston Churchill overcame these barriers by creating a blueprint for a more interconnected and peaceful world (e.g., the Atlantic Charter, the United Nations).

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

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|--|--|
| 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 |
| 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, Wooster |
| <i>Previous Value</i> | <i>Columbus, Lima, Mansfield, Marion, Newark</i> |

Prerequisites and Exclusions

| | |
|----------------------------|---|
| Prerequisites/Corequisites | Prereq: English 1110.xx, or permission of instructor. |
| Exclusions | |
| 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); Citizenship for a Diverse and Just World

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

Previous Value

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.

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

- History 3570 SyllabusNewGE.pdf: Syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- History 3570 (World War II) Citizenship.pdf: New GE document
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)

Comments

Workflow Information

| Status | User(s) | Date/Time | Step |
|------------------|-----------------------------------|---------------------|------------------------|
| Submitted | Heikes, Jacklyn Celeste | 11/17/2021 03:03 PM | Submitted for Approval |
| Approved | Soland, Birgitte | 11/17/2021 08:51 PM | Unit Approval |
| Pending Approval | Vankeerbergen, Bernadette Chantal | 11/17/2021 08:51 PM | College Approval |

HISTORY 3570

WORLD WAR II

Spring Semester, 2022

History 3570

W-F, 2:00–3:40 pm, Classroom TBD

Instructor

Professor Peter Mansoor

mansoor.1@osu.edu

Office Hours

Tuesday, 1:00-2:00 pm and by appointment

Dulles Hall 214

Course Description

World War II was the largest and most destructive war in human history. More than seventy-five years after it ended, the war continues to shape our world in profound ways. This course examines the causes, conduct, and consequences of this devastating conflict. Through primary and secondary source 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 the Holocaust; and other factors such as leadership, economics, military doctrine and effectiveness, technology, ideology, and racism that impacted the outcome of the war and set humanity on its current path.

Learning Goals and Objectives

GOAL 1: Citizenship: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

- In this course, students will study how various leaders, governments, and nations used concepts such as nationalism, volk (people), Motherland, race, religion, culture, and historical community to bind people together for a common purpose, as well as to justify horrific atrocities in their name.

1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

- In this course, students will identify and reflect on cultural barriers (e.g., anti-Semitism), racial pseudoscience (e.g., Social Darwinism), ideology (e.g., Aryan supremacy), and

other factors that inhibited intercultural understanding and led to the most catastrophic war in human history. They will also discover how leaders such as Franklin Roosevelt and Winston Churchill overcame these barriers by creating a blueprint for a more interconnected and peaceful world (e.g., the Atlantic Charter, the United Nations).

GOAL 2: Just and Diverse World: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.

- In this course, students will examine societies such as Nazi Germany and Imperial Japan which purposefully shunned diversity, equity, and inclusion, leading to massive crimes against humanity (e.g., the Holocaust, use of biological warfare in China). The course will also examine the ongoing struggles of the United States in this regard (e.g., segregation of the armed forces, internment of Japanese-Americans) as well as some successes (e.g., the Tuskegee Airmen, Navajo Code Talkers) that paved the way for the integration of the armed force in 1948.

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

- In this course, students will analyze and critique how the concepts of justice, difference, and citizenship in democracies (e.g., The Grand Alliance) differed from authoritarian states (e.g., the Axis Powers and the Soviet Union) and how citizens in the United States and Great Britain were able to use the wartime emergency to advocate for social change (e.g., the Double “V” campaign for civil rights, labor strikes to improve wages and working conditions, use of women in military roles).

Specific Course Goals – Successful students will:

- Think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.
- 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.
- Engage in critical and logical thinking about the nature of industrial age warfare in order to develop a foundation for comparative understanding of the wars of the 21st century.
- Exhibit an understanding of the political, economic, cultural, physical, and social factors that shaped warfare in the 20th century, and which continue to shape the world today.

- Gain an understanding of the influence of ideology on and the ethical dilemmas generated by war.
- Foster an understanding of the historically diverse nature of institutions, societies, and cultures across the world in order to help the student become an educated, productive, and principled citizen.

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)

Mark A Stoler and Molly C. Michelmore, eds., *The United States in World War II: A Documentary History* (978-1624667473)

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)

Assignments and Grading (1000 points total)

| | |
|-------------------|------------|
| Attendance | 100 points |
| Take Home Essay 1 | 100 points |
| Mid-term Exam | 150 points |
| Review #1 | 150 points |
| Review #2 | 150 points |
| Take Home Essay 2 | 100 points |
| Reflection Paper | 100 points |
| Final Exam | 150 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, graders will take attendance. 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.

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 the midterm examination and the final examination and submit both required book reviews 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. It is your responsibility to inform me of the reason for your absence. I will award a grade of “incomplete” only in truly exceptional circumstances.

Take Home Essays and Examinations

The take home essays, mid-term, and final examinations are designed to test your ability to organize, analyze, and explain critical concepts. Each take home essay will be a single essay question, while the mid-term and final exams will each consist of two essay questions that will require you to discuss and analyze 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.

Book Reviews

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 assignment 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. Outside sources are not required, but if used cite them in a footnote using Chicago style.]

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 somewhere 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 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, as well as a list of common mistakes students make when writing reviews.

Note: **Papers are due via Carmen at 10 am on the date specified in the course schedule below.** I will penalize any late papers delivered 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.

Reflection Paper

World War II continues to shape the world in profound ways. For this assignment, write an essay of not more than 750 words on a current issue in the world today that traces its roots to World War II. Alternatively, for those students whose families were impacted directly by World War II, write an essay discussing how the war impacted your relatives and how it has influenced the subsequent history of your family.

Grade Grievances and Other Academic Complaints

If you have a complaint about a grade or another academic matter, discuss it with your grader. If the issue is not resolved, set up an appointment to discuss the matter with me. I will regrade any assignment if requested, but whatever grade I assign – whether higher, the same, or lower – will be the grade of record. If you are still unsatisfied with the resolution you may take your complaint to the vice chair of the History Department, Dr. David Brakke (Brakke.2), who will investigate and attempt to resolve the matter. You may appeal further to the College of Arts and Sciences. Any student with a grievance may also seek advice from the department's grievance resource officer, Dr. Birgitte Soland (Soland.1). For additional information see the Office of Undergraduate Education (<https://ugeducation.osu.edu/complaint-grievance-and-appeal-procedures/>) and the Office of Student Life: Student Advocacy Center (<https://advocacy.osu.edu/academic-enrollment/grade-grievance/>).

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.

Self-advocacy is a critical life skill, and it is important that you reach out to SLDS and me to ensure your own success. For more information, go to <http://slds.osu.edu/>, call 614-292-3307, or e-mail slds@osu.edu.

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, difficulty concentrating and/or lack of motivation. These mental health concerns 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 are or someone you know is 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 <http://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.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24-hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at suicidepreventionlifeline.org.

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://studentlife.osu.edu/csc/>.

SYLLABUS

- Lesson 1** The Legacy of World War I
Jan. 12 Reading: Syllabus
- Lesson 2** Political Developments in the Interwar Period
Jan. 14 Reading: *A War to be Won*, “Origins of a Catastrophe,” 1-18; *The United States in World War II*, “The Yanks are Coming...Again,” 1-4; The Neutrality Acts, 5-7; President Franklin Roosevelt Proposes a “Quarantine” of Aggressors, 1937, 8-10; Franklin D. Roosevelt, Lend Lease and the Four Freedoms, Dec. 1940 and Jan. 1941, 14-19; Charles A. Lindberg opposes Lend Lease, Feb. 1941, 20-21; Americans Express their Opinions on Aid to Britain and Entry into the War, 1940-1941, 22-23
- Lesson 3** The Interwar Revolution in Military Affairs
Jan. 19 Reading: *A War to be Won*, “The Revolution in Military Operations, 1919-1939,” 18-43; “German Designs,” 44-58
- Lesson 4** The Fall of France
Jan. 21 Reading: *West Point History of World War II*, “The German Years of Victory,” 47-94
- Jan. 25-26** **Take Home Essay #1**
Essay prompt available (on Carmen) Jan. 25 at 11am; exam due (on Carmen) Jan. 26 not later than 5pm
- Lesson 5** Britain Alone
Jan. 28 Reading: *West Point History of World War II*, “Britain Stands Alone,” 95-136
- Lesson 6** Origins of the Asia-Pacific War
Feb. 2 Reading: *A War to be Won*, “The Origins of the Asia-Pacific War, 1919-1941,” 143-168; *The United States in World War II*, Secretary of State Cordell Hull responds to Japan’s Final Proposal, November 26, 1941, 24-26; Japan Terminates Negotiations and Hull responds, Dec. 7, 1941, 27-30; President Franklin D. Roosevelt asks Congress for a Declaration of War, Dec. 8, 1941, 31-32
- Lesson 7** Japan Ascendant: The Pacific War, December 1941 to June 1942
Feb. 4 Reading: *West Point History of World War II*, “Japan Strikes: From Pearl Harbor to Midway,” 179-232; *The United States in World War II*, “The War against Japan,” 129-131; Public Opinion Favors a Japan-first Strategy, 132; Military Plans for the Defeat of Japan, May 1943, 133-134; Army Nurse Juanita Redmond describes a Japanese air attack on Bataan, April 1942, 135-137; Navy Pilot George Gay survives the Battle of Midway, June 1942, 138-141

- Lesson 8** Barbarossa
Feb. 9 Reading: *West Point History of World War II*, “The Germans Turn East: Operation Barbarossa and the Beginnings of the Final Solution,” 137-178
- Feb. 10-11** **Mid-Term Examination (Lessons 1-8)**
Exam available (on Carmen) Feb. 10 at 11am; exam due (on Carmen) Feb. 11 not later than 5pm
- Lesson 9** Wartime Economies and Technology
Feb. 16 Reading: *West Point History of World War II*, “People and Economies at War,” 233-280; James Lacey, “World War II’s Real Victory Program,” *Journal of Military History* 75 (3), July 2011, 811-834 (available on Carmen); *The United States in World War II*, “Over Here: Mobilizing the American People for War,” 33-35; Congress Institutes the Draft, 1940, 36-38; Conscientious Objectors, 39-40; The WAAC Bill, 41-42; Jobs Performed by Whites and Blacks in the U.S. Army, 1942, 43; President Roosevelt’s Blueprint for Victory, Jan. 6, 1942, 44-45; World War II and the American Economy, 46-47; African Americans and the Double V Campaign, 48; Hollywood and the War Effort, 49-51; Rosie the Riveter, 52; Paying Taxes, 53-54
- Lesson 10** The Moral Dimension – The Holocaust, Resistance Movements, and Propaganda
Feb. 18 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>; *The United States in World War II*, President Roosevelt orders the relocation of Japanese civilians, 1942, 150-153; Mikiso Hane Remembers his Wartime Internment, 154-158; The United States and the Holocaust, 235-236; The National Origins Act restricts immigration, 1924, 237; American Anti-Semitism, 238-240; U.S. Supreme Court finds sterilization of “Defectives” constitutional, 241-243; American attitudes about Jews in Europe, Refugees, and Immigration, 1938-1945, 244-247; Eyewitness account of the Final Solution, 248-252; State Department suppresses news of the Final Solution, 1942, 253-256; Moscow Declaration on War Crimes, 1943, 257; Secretary of the Treasury Henry Morgenthau Jr. memo to President Franklin Roosevelt, 1944, 258-259; Clinton C. Gardner recalls the liberation of Buchenwald, 1945, 260-264
- Feb. 23** **No Class – Writing Period**
- Lesson 11** The World at War: “Genocide” (Documentary)
Feb. 25 ***Note: **Book Review #1 due on Carmen at 1pm*****
- Lesson 12** Battle of the Atlantic and the War at Sea
Mar. 2 Reading: *A War to be Won*, “The Battle of the Atlantic, 1939-1943,” 234-261; *The United States in World War II*, “The Intelligence War,” 213-214; Congressional Committee assesses blame for Pearl Harbor disaster, 215-217; How Enigma worked, 218-222; Colossus Code-breaking computer, 223; MAGIC,

224-225; the Navajo Code Talkers, 226-227; Allan Dulles and the OSS, 228-231; Contribution of Scholars to Intelligence, 232-234

Lesson 13 The Eastern Front, 1942-1943
Mar. 4 Reading: *A War to be Won*, “The Year of Decision for Germany, 1942,” 262-303

Lesson 14 North Africa, Sicily, and Italy
Mar. 9 Reading: *A War to be Won*, “The Killing Time: 1943-1944,” 374-410; *The United States in World War II*, “Creating a Global Allied Strategy to Defeat the Axis Powers,” 55-57; “Plan Dog,” 58-61; Arcadia Conference agreements, 62-65; Admiral Ernest J. King calls for a strategic focus on Japan, March 1942, 66-67; President Roosevelt and the Second Front in the West, 68-70; Churchill, Roosevelt, Marshall, King, and the Invasion of North Africa, July 1942, 71-73; Britain and the United States agree to a strategy for 1943 at the Casablanca Conference, Jan. 1943, 74-75; Stalin argues for a true second front in the West, June 1943, 76-77; Roosevelt, Churchill, and Stalin agree to an invasion of Northwest Europe at the Tehran Conference, Nov. 29-30, 1943, 78-82

Lesson 15 The Asia-Pacific War, 1942-1944
Mar. 11 Reading: *A War to be Won*, “The Asia-Pacific War, 1942-1944,” 196-233

Mar. 14-18 **Spring Break**

Lesson 16 The Central Pacific Campaign and the Return to the Philippines
Mar. 23 Reading: *A War to be Won*, “The Destruction of Japanese Naval Power, 1943-1944,” 336-373

Lesson 17 The World at War: “Pacific” (Documentary)
Mar. 25 ***Note: Book Review #2 due on Carmen at 1pm***

Lesson 18 The Combined Bomber Offensive
Mar. 30 Reading: *A War to be Won*, “The Combined Bomber Offensive, 1941-1945,” 304-335; *The United States in World War II*, “Fighting and Defeating Nazi Germany,” 83-84; The Victory Program, 85-87; A Mother questions the bombing of German cities and General Hap Arnold’s staff responds, 91-92; Tuskegee Airman Alexander Jefferson recalls his combat missions and internment, 112-118

Lesson 19 Normandy
Apr. 1 Reading: *A War to be Won*, “The Invasion of France, 1944,” 411-428); *The United States in World War II*, Original Plan for Operation OVERLORD, July 27, 1943, 93-96; Sergeant Bernard Belush recalls D-Day on Omaha Beach, 119-124

Apr. 5-6 **Take Home Essay #2**
Essay prompt available (on Carmen) Apr. 5 at 11am; exam due (on Carmen) Apr. 6 not later than 5pm

- Lesson 20** Breakout and Pursuit
Apr. 8 Reading: *A War to be Won*, “The Invasion of France, 1944,” 428-445; *The United States in World War II*, General Dwight Eisenhower and Field Marshall Bernard Law Montgomery debate broad versus narrow front strategy, 97-100
- Lesson 21** Armageddon: The Annihilation of Nazi Germany
Apr. 13 Reading: *West Point History of World War II*, “Victory in Europe,” 149-198; *The United States in World War II*, General Omar N. Bradley and Lt. Gen. George S. Patton Jr. express their anger at General Bernard Law Montgomery, 103-109; German generals and the key events leading to the defeat of Germany, September 1945, 110-112
- Lesson 22** Retribution: The Destruction of the Japanese Empire
Apr. 15 Reading: *West Point History of World War II*, “The Defeat of Japan,” 199-258; *The United States in World War II*, Japanese civilians live through the fire-bombing of Tokyo, March 1945, 145-147
- Lesson 23** The Bomb
Apr. 20 Reading: *A War to be Won*, “The End of the Asia-Pacific War, 1945,” 516-526; *The United States in World War II*, “The Manhattan Project and Beyond: The Role of Science, Medicine, and Technology in the American War Effort,” 189-212; “The Atomic Bomb and the End of World War II,” 327-342
*****Note: Reflection Paper due on Carmen at 1pm*****
- Lesson 24** Aftermath
Apr. 22 Reading: *West Point History of World War II*, “Occupation, Demobilization, and Assessing Victory,” 259-308; *The United States in World War II*, “Franklin D. Roosevelt and Allied Diplomacy for War and Peace,” 299-300; The Atlantic Charter, 301; Josef Stalin demands territorial settlements, 1941, 302-306; The Declaration of War Aims by the United Nations, 307; Unconditional Surrender Policy, 308; The Moscow and Cairo Declarations, 309-310; President Roosevelt’s Post-War Aims, 311-314; Dumbarton Oaks Agreements for the Post-War Period, 1944, 315-316; Churchill and Stalin divide Eastern Europe, 1944, 317; Post-War Agreements at Yalta, 1945, 318-323; President Roosevelt’s final messages to Stalin and Churchill, 324-326; Pankaj Mishra, “To Erase Militarist Past, Japan Must Re-Learn It,” April 14, 2013 (available on Carmen)

Final Exam (Lessons 9-28)

Exam available (on Carmen) Wednesday, April 27, 11am

Exam due (on Carmen) Friday, April 29, not later than 5pm

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. *(50-500 words)*

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

Specific Expectations of Courses in Citizenship

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)