

Term Information

Effective Term Spring 2025
[Previous Value](#) [Spring 2024](#)

Course Change Information

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

Changing GE from HCS to Citizenship

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

This course is a better fit for the Citizenship Theme

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	A study of the causes, conduct, and consequences of World War II, with a particular emphasis on changing conceptions of citizenship. In many ways, the war was used as a tool to define what it was to be a nation and a citizen of that nation, and what that meant for each country's interests around the world when those ideals clashed.
Previous Value	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
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

Prerequisites and Exclusions

Prerequisites/Corequisites

Previous Value

Prereq or concur: English 1110.xx, or GE foundation writing and info literacy course, or permission of instructor.

Exclusions

Electronically Enforced

Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

54.0101

Subsidy Level

Baccalaureate Course

Intended Rank

Sophomore, Junior, Senior

Requirement/Elective Designation

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

General Education course:

Historical Study; Global Studies (International Issues successors); Historical and Cultural Studies

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
09/09/2024

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

Sought Concurrence

No

Attachments

- History 3570 GE Form Citizenship (Douglas).pdf: GE Form
(Other Supporting Documentation. Owner: Getson, Jennifer L.)
- History 3570 Syllabus Citizenship.docx: Syllabus
(Syllabus. Owner: Getson, Jennifer L.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	06/18/2024 04:04 PM	Submitted for Approval
Approved	Soland, Birgitte	06/24/2024 11:53 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/09/2024 02:51 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/09/2024 02:51 PM	ASCCAO Approval

Instructor: Dr. Sarah K Douglas

douglas.162@osu.edu

Include "History 3570" in email subject line

Office: Dulles Hall 173

Office Hours: Tuesdays 4-5PM ET by Zoom, or by appointment

Course #: XXXX

HISTORY 3570: World War II (ONLINE)



In this course, we will focus on the origins, course, and historical implications of the most destructive war in human history: World War II. Arguably a direct legacy of World War I, more than 70 nations took part in the war with every continent touched by the conflict in some way. Although the bulk of the fighting took place in the Atlantic Ocean, Europe, East Asia, and the Pacific, violence spilled over to the Northern and Southern American coasts, various regions of Africa,

Central and West Asia, South Asia, Oceania, Australia, and New Zealand. What's more, it saw the rise of destructive totalitarian regimes and various new technologies, both of which worked to catalyze not only genocide in both Europe and Asia, but the death of 85 million people worldwide, 3% of the total global population. To put it simply, one cannot understand the 20th century, or any of the countries involved in the conflict, without understanding World War II. It changed the world forever in a myriad of ways, and our goal in this course is to understand how.

Specifically, students will learn how the intense nationalism that catalyzed World War I, and adherence to ideals of citizenship that fueled its duration, stretched into the interwar era and fed the rise of totalitarian regimes in both Italy and Germany. Meanwhile, the combination of hyper-nationalism and militarism fueled Japan's desire to expand its imperial interests in East Asia, which led to its launch of the Second Sino-Japanese War and in turn, Japan's diplomatic and then military clash with the United States. Students will see how the concept of an "interwar" period is somewhat antiquated, as various conflicts continued around the world in the 1920s and 1930s, many of which fed into the violence of the Second World War. Students will explore military innovation in the interwar era and then through World War II itself, and how both nationalism and ideals of citizenship allowed states to marshal their populations to produce an incalculable amount of war material and other supplies to wage war around the globe for at least six years. Students will then learn about military operations in the various military theaters, how those conflicts impacted both military and civilian populations, and how the nations involved motivated their citizenry to maintain their war efforts (either through total war production or direct military service). Students will also learn how these ideals of nationalism and citizenry in the extreme, and when in conflict, fed into the radical violence on the Eastern front in Europe and in the Pacific, as well as genocide both in Europe and Asia. Students will then learn how the war around the world came to an end, and about the many ways the war impacted the entire world thereafter. In many ways, the war was used as a tool to define what it was to be a nation and a citizen of that nation, and what that meant for each country's interests around the world when those ideals clashed.

Overall, we will learn how and why World War II altered cultural attitudes and practices around the world; changed how different societies chose to define and exercise both nationalism and citizenship; elevated the role of women in some societies involved in the conflict; altered forever the global balance of power and power dynamics; realigned domestic and international political relationships all over the world; shifted imperial dynamics around the world and put this practice on a path toward dissolution; reformed basic economic relationships, and directly contributed to the conflict of the next 50 years: the Cold War. In toto, students will walk away from the course seeing how World War II was the paradigm-shifting conflict that defined the rest of the 20th century.

General Education (GE):
Citizenship for a Diverse and Just World
Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: 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.]
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.
3. 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.
4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2 Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 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.
- 3.1. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
- 3.2. Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.
- 4.1. Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.
- 4.2. 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 class, students will satisfy the ELOs of this theme in the following ways:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.

Students will engage in critical and logical thinking about how each country involved in World War II both shaped and utilized concepts of nationalism and “proper” citizenship to raise armies for war. Students will also learn about how those same countries continued to employ and reinforce (through propaganda and censorship) “proper” expressions of nationalism and citizenship to maintain their war efforts for at least six years of deadly conflict. Students will also learn about the role women and racial minorities played in many countries’ war efforts, which in some cases led to increased rights and broadening political enfranchisement during and after the conflict. Students will explore the role imperialism played in the conflict globally, and how diverse national interests of countries around the world interplayed to catalyze the “world” war. At the same time, students will learn about the negative consequences of extremist, narrow, and/or racially-defined conceptions of citizenship by studying Japanese internment in the US, the Holocaust in Europe, and Japanese war crimes in East Asia (including but not limited to Unit 731 experimentation). Thus students will not only be encouraged to think critically about the causes, major events, major themes, major figures, and major developments of the largest war in human history, but also explore how different states involved in WWII conceptualized citizenship and the consequences of that definition, either for combat/wartime service motivation or to fuel extremist ideologies that led to equally extreme violence/genocide.

1.2 Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.

Students will understand the political, diplomatic, economic, cultural, and social dynamics that sparked World War II, and then interacted to continue it despite the high cost the conflict inflicted upon every society involved. Students will engage with numerous secondary sources written by leaders in the field of World War II history to explore these themes, and have the choice of selecting others for optional readings in line with their particular interests. Students will then engage in group discussion assignments that will require them to do what historians do every day: address a subjective question or issue about the past; support their opinion using historical events and primary source evidence; and then defend that stance in a discussion forum. In addition to this, students will complete a final research project, which will not only allow them to explore a WWII-related topic of their particular interest but require them to engage in the scholarly research exercise of picking a topic, identifying sources to explore that topic, and then presenting their findings in written form.

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

A key element of this course is that we will not just study World War II in Europe, a primary focus in historical studies of this massive conflict. Instead, we will examine the experience of numerous countries on numerous fronts around the world to ensure that students can understand how different cultures experienced and participated in

one of the most pivotal wars of the 20th century. This was a “world” war, meaning that different nations, societies, and peoples around the world engaged in the conflict, and were impacted by it, for a variety of reasons. Students will therefore reconsider the perhaps-outdated concept of an “interwar” era as conflicts related to (or had existed during) World War I continued throughout the interwar era. Students will in some weeks examine World War II from the East Asian perspective given that the Sino-Japanese War long predated World War II’s outbreak in Europe and thus casts the entire global conflict there in a very different light. Students will also read numerous first-hand accounts of those who experienced World War II, both the victors and the defeated, on all fronts of the conflict discussed. Thus learning about and understanding these diverse experiences, motivations, impacts, and outcomes, and then integrating them into a holistic understanding of this subject, is a key goal of the course.

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.

In numerous instances in this course, students will be given the option of reading about individuals, societies, and/or subjects that are of particular interest to them. This includes assigned videos, reading options in several weeks, and most of all, the subject they wish to pursue for their research project. This allows students to explore themselves as learners because they can engage in creative work that favors their own interests and historical curiosities. Personal interests are a life-long journey of exploration, thus when students make those choices, they are relying on prior life experience, current curiosities, and personal preferences. Yet they will also have to engage in historical research, which poses challenges to anyone engaging in it, especially if the topic in question produces unexpected results (which is nearly always the case in historical research). At the same time, in the course students will also engage in group discussions, which will require them to justify their own opinions on specific topics covered and then debate those stances with other students who might disagree with them. This critical thinking exercise necessarily requires wedding creativity, reliance on prior experience, and employment of course learning. All of these skills will be necessary to success on these assignments.

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

A fundamental reality of World War II is that it included many, many different political, cultural, national, and historical communities. As a result, by taking the course, students will be required to learn about and understand these numerous and diverse communities, and then how their political, cultural, social, economic, religious, and military interests impacted how they experienced, if not were directly involved in, the war. More than anything else, how each society engaged in World War II, or was impacted by World War II, was a function of their identity and role as citizens. Those who fought in the war did so to exercise their national support and fulfill their role as citizens, with those on the home front doing the same. Total war was the product of

propaganda, domestic resources, domestic production capability, and the embracing of both nationalism and the citizen ideal, and those societies that marshalled these resources most effectively found that contributed greatly to their success. Conversely, those who suffered marginalization, if not attack, during the war were defined by the same factors, ruled as “other” populations, and were treated accordingly. Those we will discuss include Jewish and so-called Untermenschen populations the Nazis persecuted at first legally and then through the genocidal crimes of the Holocaust; Japanese violence against Chinese, Mongolian, Korean, Vietnamese, and other Oceania societies through occupation, medical experimentation, the “comfort women” practice, or occupation violence; the complex and difficult dynamics in Eastern Europe for populations torn between the violence of the Soviet and Nazi regimes; African Americans in the United States who fought against racial segregation in the Armed Services to take up active combat roles; and the practice of Japanese internment in the United States that involved Japanese Americans, despite being citizens, being deemed “a threat to national security.” Thus a core element of studying World War II is analyzing a range of perspectives on what constitutes citizenship, identity, and self-determination across political, cultural, national, and global communities.

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

Students will identify and reflect on the numerous different nations, cultures, societies, and religious interests involved in the war, and how these interests impacted their involvement in, and impact from, World War II. What’s more, the key to understanding any historical conflict is understanding it from the inter- and intra- cultural perspectives of those involved, doing so on their own terms, and then doing so in comparison to all other groups involved. This requires necessarily the development of intercultural competence, which by extensions helps one become a better critical thinker and thus a better global citizen.

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

4.2 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 World War II, marginalized societies were at times silenced or even persecuted for their marginalization, while at other times previously marginalized groups were enfranchised (conceptually or literally) through their support of their nation’s war efforts. For example, Jews and other marginalized populations in Europe were the target of genocide because the Nazi regime labeled them as populations to exterminate in order to make room for a future Aryan race. Meanwhile, female members of many societies, through their support of the war effort in their countries, gained wider rights and further enfranchisement once the war was concluded. Active combat service undertaken by some African Americans not only led to the full desegregation of the US military but further laid the groundwork for the Civil Rights movement. Meanwhile, populations who did not support their country’s war effort

were at times suppressed (if not arrested), while those who were wrongly perceived to be enemies of the state were marginalized or even imprisoned accordingly (e.g. Japanese internment in the US). The war caused a (temporary) halt in the Chinese Civil War, such that the communists and nationalists united to fight the Japanese. The war also served as a further catalyst for anti-imperial movements around the world, such as in Vietnam and Algeria or the various British colonies in Africa.

Students will further learn about World War II from various global perspectives and reconsider the dating of WWII given the many “interwar” global conflicts, including the long-standing tensions and violence between Japan and China going back to WWI. These differences are at their core conflicts and cross-cultural intersections of justice, difference, citizenship expression, cultural tradition, structures of power, and advocacy for social change. World War II included all of these things, and so to learn about and research World War II is to necessarily explore an extraordinarily wide variety of lived experiences, from the core to the margins of society all around the world.

Legacy GE

For students on the Legacy GE Plan, this course counts as Historical Studies and Diversity (Global Studies).

Mode of Delivery, Attendance, and Work Expectations:

This course is entirely online and asynchronous in nature. This means that students are not required to attend live lectures/discussions but rather will complete all course assignments on their own schedule during each assignment week. Students are therefore expected to keep pace with course assignments as outlined below. This is also a 3-credit-hour course, which means that students should expect 3 hours per week of time spent on direct instruction (i.e. recorded lectures and videos) and an additional 6 hours of work on homework such as reading and assignment preparation/completion.

A Note About Online Courses:

The key difference between a face-to-face class and an online class is the emphasis on reading and writing. In contrast to a face-to-face class where students listen to lectures and vocalize their responses, an asynchronous online class requires reading, watching videos, and completing quizzes or written work. Consequently, an online class sharpens students’ reading and writing skills with limited impacts on spoken skills. Your success also *hinges* upon your ability to read carefully and follow directions. The information in this syllabus and other course materials should help you decide whether this course will contribute to developing the skills you would like to possess. All of these skills are important for academic development but the online platform is not for everyone.

Our Commitment to Your Success and Grading Feedback:

I am sincerely committed to helping you succeed in the course. Online education is new to many students and those experienced with the format know that it is different in many ways to the in-class experience. To ensure your success, please consult me if you are

having difficulties and I will make every effort to accommodate your needs. **I will be sure to address all student questions and issues within 24 hours on school days** and I am happy to arrange Zoom meetings to discuss issues if desired. I will also provide detailed feedback on course assignments and return that feedback in time for students to integrate those comments into their efforts on subsequent assignments. Finally, you will find helpful hints on reading and writing strategies at the [Younkin Success Center](#).

Enrollment:

All students must be officially enrolled in the course by the end of the first week of the term. No requests to add the course will be approved by the History Department Chair after that time. Enrollment is solely the responsibility of the student.

Required Course Texts, Technology, and Digital Skills:

Your main course monograph will be [Alan Millett and Williamson Murray's *Fighting the Second World War*](#). This book is available for sale online either as a hardcopy book or as an e-book. Various platforms also have the book available as an audiobook. All other weekly readings are (1) PDFs on Carmen, (2) available online using the hyperlinks below/in the weekly modules, or (3) available digitally through the OSU Library. Videos will be accessed on Carmen using the provided YouTube links in each weekly module.

As to technology skills and requirements for this course, students will need to be able to successfully access digital materials on a PC/Mac and navigate both Carmen and YouTube. Students will also need: (1) regular access to the internet with any available web browser, (2) regular, unrestricted access to YouTube, and (3) the ability to view PDF files, and (4) Microsoft Word. Students can download Adobe for viewing PDFs [here](#) and as an OSU student, you can download a free version of Microsoft Office [here](#).

Technology Course Assistance:

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. 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

Assignment Breakdown:

1	Course Requirements Quiz	25 pts
13	Weekly Quizzes	325 pts
4	Group Discussions	400 pts
1	Research Proposal & Bibliography	25 pts
1	Research Essay	<u>225 pts</u>
		1000 pts

Weekly Course Modules:

On the course Carmen page, you will see a tab on the left side of the screen that is labeled “Modules”. If you click on that tab, you will see that each week’s announcement, readings, video links, and assignments are listed. Please note that each week’s module will unlock when the assignment week has arrived; in online instruction students working together in sequence is incredibly important so without instructor permission, students are not permitted to access modules before an assignment week.

Weekly Announcement:

On the first day of each assignment week, an announcement will be posted on the Carmen course home page. This announcement will detail the week’s content and various assignment. The announcement will also provide any feedback on previous weeks’ assignments or tips/reminders for future work. **You should read each announcement carefully to understand weekly assignments and requirements.**

Course Requirements Quiz (25pts):

This quiz consists of 25 questions at 1pt/question. You will have 30 minutes and two chances to take it. It is designed to make sure that you are aware of course parameters and requirements, meaning that you are as prepared as possible for our class together. The quiz is due **on Sunday (1/13) by 11:59PM ET.**

Weekly Content Quizzes (13 quizzes, 25pts/quiz, 325pts total):

These quizzes consist of 25 questions at 1pt/question. You will have 30 minutes to take each quiz and two attempts to take it with the highest score counting toward your final grade. Using a variety of question formats, these quizzes will test your knowledge of the historical content covered in the assigned reading and viewing each given week. These quizzes are due each week **on Sunday at 11:59PM ET.**

Weekly Group Discussions (4 discussions, 100 pts/discussion, 400pts total):

Students will use readings and videos from the relevant weeks to address posted Discussion prompts. The discussions are meant to challenge students to assimilate the historical content they have learned in order to make cohesive, coherent arguments about historical events. Specifically, students will draft a written response to each prompt of **750 words (or more)** and then post three (or more) discussion comments in response to their fellow students’ posts. Consult the [Group Discussion Guidelines](#) and the [Group Discussion How-To](#) video for more details about how to complete these assignments. Initial prompt responses will be due each given **Saturday at 11:59PM ET** and the required discussion comments will be due each **Sunday at 11:59PM ET.**

The Second World War Research Essay (250pts):

In this course, students will research a topic of their choosing related to some aspect of World War II. The project should touch upon in some manner conceptions of nationalism and/or citizenship in a country or countries involved in the conflict, although this is not a required aspect of the assignment. Once a topic is chosen, students will explore that topic using related secondary sources and primary source records located through various online databases. Students will first present their project idea and bibliography in Week 7 of the course (25pts). They will then write a **5-7-page essay** about their given topic, which will be completed in Week 16 (225pts). Consult the Research Essay Guidelines for more specific details about completing this assignment **due on Sunday, April 28th at 11:59PM ET.**

Extra Credit Historical Media Analysis (50pts max):

To earn extra credit, students can choose a historical film, TV series, or video game related to a theme or topic discussed in the class (options have been provided in the Extra Credit Guidelines). The student will then research the chosen media and write a 2-3-page paper discussing its historical accuracies and inaccuracies. You will upload this Extra Credit essay to Carmen **by Sunday, April 28th at 11:59PM ET.**

Late Assignment Policy:

As noted above, students CANNOT complete quizzes or post discussion responses/comments after established deadlines unless specific extensions are arranged with the professor. Assignments also cannot be submitted via email if Carmen submission windows lock before work is completed. As such, should unexpected conflicts or personal emergencies occur, please contact the professor **BEFORE** the assignment week is complete to organize an assignment extension. Carmen at times will move slowly due to heavy student traffic on Sunday evening so it is **HIGHLY** recommended that you complete your weekly assignment before this can interfere with your ability to post your work for the week.

Grading Scale (in %):

A = 92.5* – 100.0	B- = 79.5 – 82.49	D+ = 67.5 – 69.49
A- = 89.5 – 92.49	C+ = 77.5 – 79.49	D = 59.5 – 67.49
B+ = 87.5 – 89.49	C = 72.5 – 77.49	E = 59.49 and below
B = 82.5 – 87.49	C- = 69.5 – 72.49	

In the event that the student is 0.5% away from the next available letter grade, the student's score will be rounded up. **No rounding will occur below this point.*

Contacting Your Instructor:

If you wish to contact Dr. Douglas or the course TA, please do so via email and please include "History 3570" in the subject line. Instructors will respond to all emails within 24 hours on week days and will do their best to address all issues and concerns when they are raised.

Academic Integrity and 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/>.

Students are expected to complete all course assignments based upon individual effort and independent work. Specifically, you must complete weekly quizzes, which are a way to ensure you are learning the major topics and themes covered each week, without any external help or communication. Your discussions responses should also be your own original work. You should follow the citation style discussed in the relevant assignment guidelines to properly cite the ideas and words of your assigned sources. You are welcome to ask either myself or your TA for feedback on a rough draft but your work should ultimately be your own original creation. To ensure academic integrity is maintained, course discussions will be checked for plagiarism via TurnItIn uploads. As such, to avoid issues with academic integrity, don’t cheat! Dishonest academic practices are taken **very seriously** in this course so if plagiarism is detected, it will be reported. Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the **Committee on Academic Misconduct (COAM)** expect that all students have read and understand the university’s Code of Student Conduct (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university’s Code of Student Conduct and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the university or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university’s Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, **I am obligated to report my suspicions to the Committee on Academic Misconduct**. If COAM determines that you have violated the university’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

ChatGPT and AI Generation:

All course assignments will also be scanned by several available scanners that can detect whether text has been generated by AI technology. While this is a trial-and-error process, if

AI-generated text is detected with high scanner confidence, the professor and the student will engage in a dialogue to discuss the issue further. That said, the likely outcome will be that the student's assignment cannot be accepted, although a rewrite opportunity will be provided so that the student can redo the assignment and avoid a zero score. As such, make sure to write your answers yourself and cite ONLY course-assigned sources to avoid zero scores on assignments.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

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 maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Commitment to a Diverse and Inclusive Learning Environment

OSU affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgment

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land. More information on OSU's land acknowledgement can be found here: <https://mcc.osu.edu/about-us/land-acknowledgement>

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. OSU 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 suicidepreventionlifeline.org.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the

first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

[Policy: Religious Holidays, Holy Days and Observances](#)

***See the assignment schedule
on the following page***

ASSIGNMENT SCHEDULE

WEEK 1 (1/7 – 1/13): The Great War, The Lost Generation, and the Rise of Totalitarianism

In Week 1, students will trace the start of World War II to the causes, course, and outcomes of World War I. World War I was a destructive conflict that heavily impacted many countries around the world, and the social, cultural, economic, and political disruption it caused contributed to the rise of totalitarian regimes in various countries around the world. Students will then examine the rise of totalitarianism in Italy, Germany, and Japan specifically, and how extremist conceptions of nationality and citizenship fed into a perpetuated the rise and popularity of those ideas. The weekly assignments will test students' knowledge of course requirements and assignments, as well as test knowledge of the week's reading and viewing content.

Readings: Millett and Murray, *A War to be Won*, Ch. 1

[The Paris Peace Conference](#)

[The Rise of Fascism](#)

["What is Fascism?"](#)

Videos: Week 1 YouTube Playlist

Assignments: Course Introduction Quiz

Week 1 Quiz

WEEK 2 (1/14 – 1/21): The So-Called "Interwar Era" and Global Military Innovation

In Week 2, students will learn about various conflicts that occurred during the 1920s and 1930s in an effort to reconsider the traditional conception of this "interwar" period. Students will also study the various military innovations—tactical, theoretical, and technological—in order to understand the tools of war employed during World War II. These innovations are essential to understand as totalitarian ideologies, when employing such technology, contributed to the grand scale and destruction inflicted during World War II. The quiz assignment this week tests students' knowledge of the main course themes, events, and figures covered this week.

Readings: Millett and Murray, *A War to be Won*, Chs. 2,3

[Military Lessons of the First World War](#)

Videos: Week 2 YouTube Playlist

Assignments: Week 2 Quiz

Due to the Martin Luther King Jr. Day holiday, Week 2 will end on Monday, January 21st and Week 3 will begin on Tuesday, January 22nd

WEEK 3 (1/22 – 1/27): Hitler's First Steps and the Fall of France

In Weeks 3, students will learn about Adolf Hitler's political maneuvers to solidify his power in Germany in the late 1930s. Students will learn about how the Anschluss and the Nazi-Soviet Non-Aggression Pact set the stage for the Nazi and Soviet invasion of Poland, which formally began World War II in Europe. Students will then learn about Germany's focus on France and their conquest of their World War I enemy, as well as German expansion in Scandinavia. These efforts left Germany in control of most of the European continent with Britain remaining the only Allied country facing German aggression across the Channel. Students will also learn about the ramping up of industrial production in the United States and elsewhere, an essential aspect of total war, and the gradual shifting of US domestic opinions about the war into 1941. The quiz

assignment this week tests students' knowledge of the main course themes, events, and figures covered this week.

Readings: Millett and Murray, *A War to be Won*, Chs. 3,4
[First-Hand Accounts, Germany's Invasion of Poland](#)
[The Franco-German Armistice](#)
[Churchill Speech, June 1940](#)

Videos: Week 3 YouTube Playlist

Assignments: Week 3 Quiz

WEEK 4 (1/28 – 2/3): The Asian-Pacific War: Origins and Catalysts at Pearl and Beyond

In Week 4, students will shift their attention to the origins of the Pacific War. The conflict there finds its origins in the pre-World War I era, arguably with the First Sino-Japanese War and the Russo-Japanese War. Students will examine Japanese imperial expansion through these conflicts, as well as their efforts to dominate the Chinese state during World War I. Students will learn about how these events put the Japanese in conflict with the United States in particular, a conflict that escalated with diplomatic wrangling and economic sanctions into the interwar era. As students will learn, these issues intensified into the 1930s with the launching of the Second Sino-Japanese War, which brought about Japan intense suppression of Chinese populations and their government, including the Nanjing Massacre. and Japan's planning of a war against the United States to force US interests out of the Pacific. Failure to resolve these various diplomatic and economic conflicts led directly to the Pearl Harbor attacks, and thus American intervention in World War II. Students will then learn about how the US government interned Japanese civilians in the aftermath, labeling them a "threat to national security." The quiz assignment for this week will test students' knowledge of the main course topics, themes, events, and figures covered this week. Students will then complete the first Group Discussion assignment, which will require students to assimilate their reading and viewing to address a given discussion prompt. The goal is for students to engage in a common historical practice: use historical events to support a given opinion, present that opinion in written form, and then defend the stance(s) taken in discussion with fellow students. This will not only reinforce course learning thus far, but help students practice critical thinking and argument formulation.

Reading: Millett and Murray, *A War to be Won*, Chs. 7,8

[The Nanking Massacre](#)

[US Note to Japan, November 1941 \(#1\)](#)

[The Japanese Message to the United States, Dec. 6th, 1941 \(#3\)](#)

[The US Declares War on Japan](#)

Videos: Week 4 YouTube Playlist

Assignments: Week 4 Quiz

Week 4 Group Discussion

WEEK 5 (2/4 – 2/10): The War in the Pacific Phase I: December 1941 – June 1942

In Weeks 5, students will learn about the first phase of World War II in the Pacific, which involved the Japanese attempting to meet their war plan of controlling all of South and Southeast Asia by June of 1942. Students will learn about this military expansion, as well as how these operations impacted local populations in the regions conquered. This includes the Japanese seizure of the Philippines, the Bataan Death March, and the rise of anti-Japanese guerrilla efforts in the Philippines and French Indochina (primarily by the Viet Minh in Vietnam). Conflicting conceptions of national identity, when combined with intense citizenship fueling military service, led to increasing violence in this and all theaters around the world. Students will

thus learn about the war's physical, economic, and psychological toll on those impacted in the Asian theater, and how the Japanese ultimately failed to force the United States into negotiated surrender by June of 1942. The quiz assignment this week tests students' knowledge of the main course themes, events, and figures covered this week.

Reading: Millett and Murray, *A War to be Won*, Ch. 8

[The Fall of Singapore](#) (PDF link at bottom of page)

[The War in Burma](#)

Videos: Week 5 YouTube Playlist

Assignments: Week 5 Quiz

WEEK 6 (2/11 – 2/17): Ideology over Strategy: Barbarossa and Hitler's Overreach

In Week 6, students will shift their attention back to Europe and examine what is often considered one of Hitler's major wartime mistakes: the invasion of the Soviet Union, Operation Barbarossa. This invasion ultimately grinded into stagnation, contrary to the German war plan for this endeavor. The result was stalemate on the Eastern Front in Europe, and one of the bloodiest fronts in the entire war. It involved conflicting totalitarian ideologies fueled by equally conflicting conceptions of national identity and perpetuated by an intensely dedicated citizenry on both sides. Students will learn about the military operation and its impact upon the soldiers and populations who lived through it and witnessed some of the bloodiest warfare in the entire war. The quiz assignment this week tests students' knowledge of the main course themes, events, and figures covered this week.

Reading: Millett and Murray, *A War to be Won*, Ch. 6

[German Statement on the Invasion of the Soviet Union](#)

[Molotov's Statement on the Invasion of the Soviet Union](#)

Videos: Week 6 YouTube Playlist

Assignments: Week 6 Quiz

WEEK 7 (2/18 – 2/24): The Horror of Genocide: The Holocaust and Violence in the Pacific

In Week 7, students will explore the impact of extremist totalitarian ideology in various countries involved in the war. Specifically, students will learn about the origins and course of the Holocaust, one of the violent genocides in history that targeted Jewish populations, as well as other groups deemed "*Untermenschen*" by Nazi ideology. Students will also learn about the Japanese massacre of Chinese civilians in Asia, as well as about the Japanese experiments perpetrated by the so-called Unit 731. Other war crimes, such as the forced starvation of populations in Vietnam and the comfort women practice will be explored in order to understand the violent consequences of extremist, totalitarian nationalist ideologies and the most extreme expression of citizenship through punishing the perceived "other". The quiz assignment this week tests students' knowledge of the main course themes, events, and figures covered this week. Students will also submit their Research Proposal & Bibliography explaining their intended topic of study for the final research paper, as well as listing their likely primary and secondary sources.

Reading: [Introduction to the Holocaust](#)

[The Wannsee Conference Transcript](#)

[Japan's Unit 731](#)

Assignments: Week 7 Quiz

Research Essay Proposal & Bibliography

WEEK 8 (2/25 – 3/3): The Homefront: Propaganda, Women, and Galvanizing Society

In Week 8, students will learn about how states reinforced established structures of power and galvanized patriotic populations utilizing their internalized, culturally reinforced definitions of nationalism and citizenship. Populations supported the war efforts in question because governments exploited familiar images that were meant to appeal to popular historical traditions and ingrained national identities. Students will then tie this sentiment to the demands of industrialization and war production during the largest total war in history. Waging such a war involved the mass marshalling of the citizenry, predominantly women, on the home front, and so women were “drafted” to serve in a variety of roles to support their war efforts. Students will also explore how other marginalized populations were further enfranchised due to their military service, such as the combat involvement of African Americans, which after the war led to the desegregation of the US Military. Students will also explore the involvement of Japanese Americans and Native Americans in the US war effort and how this involvement contributed to greater enfranchisement after the war. The quiz assignment for this week will test students’ knowledge of the main course topics, themes, events, and figures covered this week. Students will then complete the second Group Discussion assignment, which will require students to assimilate their reading and viewing to address a given discussion prompt. The goal is for students to engage in a common historical practice: use historical events to support a given opinion, present that opinion in written form, and then defend the stance(s) taken in discussion with fellow students. This will not only reinforce course learning thus far, but help students practice critical thinking and argument formulation.

Reading: Millett and Murray, *A War to be Won*, Ch. 19

[America, the Arsenal of Democracy](#)

[“A Call for Sacrifice”](#)

[German War Production, A First-Hand Account](#)

Videos: Week 8 YouTube Playlist

Assignments: Week 8 Quiz

Week 8 Discussion

WEEK 9 (3/4 – 3/10): The Battle of the Atlantic and the Combined Bomber Offensive

In Week 9, students will turn their attention to what one major WWII leader considered the most important theater of the war: the Battle of the Atlantic. Over 5000 ships and 13 million tons were sunk during the war with over 65,000 Allied sailors/civilians killed, and yet the supply and transportation network across the Atlantic was essential to the Allied war effort in Europe. Students will learn about this theater of the war, as well as what role Allied codebreaking played in the unfolding of those events. Students will also learn about the war in the air over Europe, and the formation of the British-American bombing campaign over Europe called the Combined Bomber Offensive. This air effort remained heavily debated by historians to this day, both in terms of its argued effectiveness and the moral implications of its execution. Students will contemplate both issues, what impact it had and how these bombings impacted civilian populations in the areas bombed. Students will therefore contemplate the laws of war as they existed at the time, as well as modern conceptions of this debated aspect of the Allied war effort. In so doing, students will contemplate the line between soldier and civilian, and where that line exists when a citizenry is engaged in domestic total war arms production. The quiz assignment for this week will test students’ knowledge of the main course topics, themes, events, and figures covered this week.

Reading: Millett and Murray, *A War to be Won*, Chs. 10, 12

[The Battle of the Atlantic, Eyewitness Account](#)

[U-Boat Survivor Account](#)

[Spitfire Pilots Discuss Air Combat](#)

Videos: Week 9 YouTube Playlist
Assignments: Week 9 Quiz

WEEK 10 (3/11 – 3/17): SPRING BREAK—NO ASSIGNMENTS

WEEK 11 (3/18 – 3/24): North Africa, Sicily, Italy, and the Eastern Front Continues

In Week 11, students will explore the continuation of the Allied war effort in North Africa, Sicily, Italy, and the Eastern Front. Not only will students explore the opening of a second, although distant, front against the Germans in North Africa to relieve pressure upon the Soviets, students will also explore two of the most important battles of the entire war: the Battle of Stalingrad, which led to the surrender of over 90,000 German soldiers and the end of an entire German army group; and the Battle of Kursk, another massive Soviet victory that is seen as a major turning point of the war on the Eastern Front (if not the wider war). Students will not only understand the military operations themselves but also explore the ideologically-motivated violence on the front, and how civilian populations responded to the violence around them. The battles weakened civilian national support in Germany while strengthening patriotic will in the Soviet Union, thus displaying the interplay between radical nationalism, active citizenship, and military success/failure. The quiz assignment for this week will test students' knowledge of the main course topics, themes, events, and figures covered this week.

Reading: Millett and Murray, *A War to be Won*, Chs. 11,14

[What Was Operation Mincemeat?](#)
[Accounts, The Battle of Stalingrad](#)

Videos: Week 11 YouTube Playlist

Assignments: Week 11 Quiz

WEEK 12: (3/25 – 3/31): The War in the Pacific Phase II: June 1942 – Spring 1944

In Week 12, students will learn about the second phase of the Allied war in the Pacific, the period in which the Japanese war plan had failed and they were forced to attempt new methods of achieving Allied negotiated surrender. The Allies—primarily the US with British and Australian support—used successful intelligence and increasing numerical superiority, combined with effective operational decision-making, to turn the tide of the war in the Pacific. This period is hallmarked at sea by major battles like Coral Sea, Midway, Guadalcanal, Tarawa, the Philippine Sea, Leyte Gulf, Saipan, Guam, and Iwo Jima, all of which will be discussed to explore how the Allies took initiative along two fronts in the Pacific. At the same time, students will explore the role that race played in the Pacific War because as the conflict escalated, conflicting nationalist ideologies and racial identities clashed to escalate violence throughout the campaign. Students will also learn about the Allied war effort in China and Southeast Asia, forgotten theaters of World War II, to explore both Allied military operations there but also the violence inflicted upon civilian populations. It is estimated that 7.5 million Chinese civilians and soldiers were killed in WWII, with an additional 1 million or more Southeast Asian civilians, mostly due to starvation. Students will learn about the conflicting visions held by the Chinese communists and nationalists, and how this differing vision for Chinese civilians was set aside in order to further the Allied war effort against the Japanese. Students will also learn about the Viet Minh war effort in French Indochina against both the imperial Japanese and Vichy French, and how the US supported those efforts unknowing of their Cold War implications.

Reading: Millett and Murray, *A War to be Won*, Chs. 9,13

[Eyewitness Account, the Bataan Death March](#)

[Eyewitness Account, Kamikaze Attack](#)

Excerpt, *With the Old Breed* (Carmen)

Videos: Week 12 YouTube Playlist

Assignments: Week 12 Quiz
Week 12 Group Discussion

WEEK 13 (4/1 – 4/7): Fortress Europa: D-Day, a Breakout, and Germany’s Last Gasp

In Week 13, students will shift back to the war in Europe to first understand the largest amphibious operation in history: the Normandy Landings. Students will learn about the role of various non-combat intelligence officers and civilian in planning the landings, and then study the operation itself. Students will then learn about Allied breakout into the late summer and fall months with an Allied failure at Market Garden followed by a last German offensive known as the Battle of the Bulge. Not only will students study the military operations but also learn about Allied liberation of concentration camps as they advanced toward German territory. Other war crimes committed by the Germans will be discussed, as well as some alleged to have been committed by the Allies. In so doing, students will explore further the concept of laws of war, how different nations conceptualize those laws, how different citizenries treat those crimes, and what role extremist ideologies play in that process.

Reading: Millett and Murray, *A War to be Won*, Ch. 15

[The D-Day Deception Plan](#)

[D-Day, Five First-Hand Accounts](#)

[D-Day from the People Who Were There](#)

[Eyewitness Accounts, The Battle of the Bulge](#)

Videos: Week 13 YouTube Playlist

Assignments: Week 13 Quiz

WEEK 14 (4/8 – 4/14): Armageddon: The Annihilation of Nazi Germany on Land, Sea and Air

In Week 14, students will learn about how the Soviets from the East and the Allies from the West and South advanced upon Germany into the spring of 1945. Students will continue to learn about the operational advance, but also the liberation of concentration camps, how global news organizations reacted to these accounts, treatment of occupation zone civilians, and how German unconditional surrender finally came about. The Battle of Berlin will also be discussed, as the Soviet destruction of the city, and the violence perpetrated against German civilians in Berlin, displays the apex of clashing totalitarian ideologies.

Reading: Millett and Murray, *A War to be Won*, Chs. 16

[Eyewitness Account, The Battle of Berlin](#)

[German Articles of Surrender](#)

Videos: Week 14 YouTube Playlist

Assignments: Week 14 Quiz

WEEK 15 (4/15 – 4/21): The War in the Pacific Phase III: Fortress Japan and the Aftermath of a Global Cataclysm

In Week 15, students will learn about the end of the war in the Pacific Theater. Students will learn about the Battle of Okinawa and plans for Operation Downfall, the proposed invasion of the Japanese mainland. Students will learn more about the Manhattan Project as well, and explore the various motivations the United States had for deploying nuclear weapons in Japan rather than conducting Operation Downfall. Students will also learn about the historical arguments

surrounding this choice, as well as the debate over what exactly ended World War II. Students will learn about final Japanese surrender, and then the tense settlement of the region after Japanese imperial control ceased. This sparked a major debate between European imperial powers and the United States, as well as between the United States and the Soviet Union, thus contributing to the emergence of the Cold War. Students will learn about this process, and then conclude the course by contemplating the longer-term consequences and impacts of history's largest and most destructive global military conflict.

Reading: Millett and Murray, *A War to be Won*, Chs. 17,18

[Marie Adams, Japanese Internment Account](#)

[The Bombing of Hiroshima](#)

[The Japanese Instrument of Surrender](#)

Videos: Week 15 YouTube Playlist

Assignments: Week 15 Group Discussion

WEEK 16 (4/22 – 4/28): The Second World War Research Essay

In Week 16, students will focus on researching and writing their final Research Essay. The first goal of this assignment is to allow students to explore a topic related to World War II that interests them, but was also one that we did not explore in detail in the main course narrative. The topic is entirely up to the student to choose, although the student should attempt to address the main course themes of citizenship and nationalism's role in the wider war. Whatever topic the student chooses, the project is intended to allow for a rich diversity in topics and focus explored. The second goal of the assignment is to have students practice historical research, which involves picking a historical topic to explore and then locating primary and secondary sources relevant to that topic. The final goal is for students to use that research to create a work of historical argument, thereby practicing university-level essay writing, formatting, and citation methodology. All told, through this assignment, students will learn more about the largest war in human history while practicing important research and composition skills.

Assignments: The Second World War Research Essay

EXTRA CREDIT HISTORICAL MEDIA ANALYSIS DUE: Sunday, April 28th at 11:59PM ET

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)