

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
11/14/2024

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 (REVISED).docx: Syllabus - revised 11.14.2024
(Syllabus. Owner: Getson, Jennifer L.)
- History 3570 Syllabus Cover Letter.docx: Cover Letter
(Cover Letter. Owner: Getson, Jennifer L.)

Comments

- Please see Subcommittee feedback email sent 10/2/24. *(by Neff, Jennifer on 10/02/2024 04:28 PM)*

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 |
| Revision Requested | Neff, Jennifer | 10/02/2024 04:28 PM | ASCCAO Approval |
| Submitted | Getson, Jennifer L. | 11/14/2024 03:31 PM | Submitted for Approval |
| Approved | Reed, Christopher Alexander | 11/14/2024 04:20 PM | Unit Approval |
| Approved | Vankeerbergen, Bernadette Chantal | 11/14/2024 04:24 PM | College Approval |
| Pending Approval | Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea | 11/14/2024 04:24 PM | ASCCAO Approval |

History 3570 Updates

Thank you for the feedback on the GE Submission for History 3552. The following changes have been highlighted in the syllabus,

The following changes were made to the History 3570 syllabus:

Contingency: The reviewing faculty would like to see concrete examples in the syllabus of how the Theme is integrated into the quizzes and discussion boards to foster deeper engagement—for example, asking students to reflect on the implications of living under occupation or how the concepts of citizenship during WWII compare to those seen today. [Syllabus p. 8]

Changes: The specific requirements for the Content Quizzes and the Group Discussion have been updated in the assignment requirements, and the themes/topics, focuses of each quiz and discussion have been elaborated upon in each week's content description [Syllabus pp.9-10, 16-26]. The goal of these updates was to ensure that concrete examples of how each assignment would relate to, and integrate, the theme was clear. Students will be asked to reflect upon life under occupation during the war in various theaters and across various cultures; they will often be required to reflect upon each culture's conceptions of citizenship, and how those evolved throughout the war; and then reflect at the end of the course in both the final Group Discussion and the Research Essay on the relationship between warfare and citizenship both across the course and into the modern era.

Contingency: The reviewing faculty note that the guidelines for the research essay assignments *encourage* students to explore citizenship and nationalism and ask that the department make this a *required* element of the assignments to ensure engagement with the Theme. Additionally, the reviewing faculty suggest that the department consider incorporating competencies related to justice and diversity, equity, and inclusion as they align with the Theme. [Syllabus p. 9]

Changes: The terms of the Research Essay have been elaborated upon to ensure that students must choose a topic of research that relates to citizenship and nationalism as they relate to World War II in some context. This has been spelled out in the assignment description [Syllabus p.10-11] reiterated in the Week 16 content description [Syllabus p.26], and will be included as an assignment requirement in the supplementary Research Essay Guidelines.

Contingency: The reviewing faculty are unsure whether the assignments are sufficiently advanced and scholarly, particularly in their engagement with the Theme. For example, the reviewing faculty struggle to see how the current design of the quizzes will engage students

on a deep intellectual level in order to meet the ELOs. They would like to see the quiz content grapple with the Theme rather than focusing primarily on the facts. The department might consider including example questions and prompts that illustrate how student will do this in the quizzes. [Syllabus p. 8]

Changes: Weekly Content Quizzes for the course do not deal strictly with factual memorization and the syllabus has been updated to reflect this. The Weekly Content Quizzes summary [Syllabus p.9] has been updated and expanded to discuss the various themes and topics the students will consider when completing these assignments. Each week's content summary in the course Assignment Schedule has also been augmented to include a brief discussion of what each week's Content Quiz will address in various question formats [Syllabus pp.16-26].

Contingency: The reviewing faculty would like to see explicit integration of the concept of citizenship throughout the course. While war certainly is a condition that heavily influences citizenship, this connection may not apply in every aspect (i.e., this connection should not be assumed). Therefore, the reviewing faculty ask that the department clarify the connection of war and occupation to citizenship and incorporate exploration of the nuances of citizenship in the course, including perspectives that challenge the assumption that war is inherently relevant to the Theme.

Changes: How the theme of citizenship relates to all aspects of the course has been further elaborated upon throughout the syllabus. Each course assignment summary has been augmented to further emphasize the role of citizenship, and student reflections on citizenship, that will be required through the completion of those assignments. Each week's content summary in the course Assignment Schedule has also been augmented to include more detailed discussions of the role of citizenship and nationalism in the Second World War, and in particular each topic and events covered in each week of the course (as well as the theme integration into each week's readings, viewings, and assignments) [Syllabus pp.16-26].

Contingency: The reviewing faculty agree with the feedback of the TAG regarding requiring interaction with Theme as an element of the essay assignments. [Syllabus p. 9]

Changes: The terms of the Research Essay have been elaborated upon to ensure that students must choose a topic of research that relates to citizenship and nationalism as they relate to World War II in some context. This has been spelled out in the assignment description [Syllabus p.10-11] reiterated in the Week 16 content description [Syllabus p.26], and will be included as an assignment requirement in the supplementary Research Essay Guidelines.

The syllabus has also integrated the updated language of the Student Life Disability Services Statement, the mental health statement, removed references to former Ohio State Title IX Coordinator Kellie Brennan, and employed the most recent version of the Disability statement and the Religious Observance statement.

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 WWII altered cultural attitudes and practices around the world; changed how societies chose to define and exercise both nationalism and citizenship; elevated the role of women in some societies involved; 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. Students will learn how the war impacted marginalized societies around the world, in both unoccupied and occupied territories, and learn how the conflict affected these peoples both during and after the war. In toto, students will walk away from the course seeing how WWII was the paradigm-shifting conflict that defined the rest of the 20th century, continues to do so into the 21st.

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).

COURSE REQUIREMENTS AND PARAMETERS CONTINUE ON THE FOLLOWING PAGE

COURSE REQUIREMENTS & PARAMETERS

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 <i>Essay</i> | <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 and historiographical content covered in the assigned reading and viewing each given week. Quizzes will require students to reflect upon the definitions and conceptions of citizenship prior to and during WWII within different belligerent cultures involved in the conflict; combat motivations of different populations involved in the war, and how conceptualization of citizenship played into that motivation; the impact of the war upon marginalized populations across the world, and how citizenship created these “other” populations that were then heavily impacted by the war; and how the historiography of World War II has changed across time into the modern era. For example, students will be asked to identify the catalysts for the origins of totalitarianism in the interwar era; how different countries involved in WWI narrowed and intensified their conceptions of a “citizen,” and what populations were marginalized by this conception (e.g. Jewish populations in Germany, Slavic populations in German-conquered territories, Chinese, Korean, and Vietnamese populations in Japanese-occupied East Asia, and/or Japanese-Americans in the United States); what were the various origins and catalysts for the Holocaust; the expansion of imperial powers in the interwar era and the impact of imperialism upon indigenous populations before and during WWII; what the role was of noncombatant populations in the countries involved in the war; and how historians during the Cold War, and into the modern era, changed their opinions of various aspects of WWII across time and dependent upon their own origins and identities. These quizzes are due each week **by 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. Discussion prompts will require students to reflect upon historical and historiographical debates about the origins, course, and outcomes of World War II on all peoples, societies, cultures, and states involved. Specifically, students will be asked to contemplate the origins of World War II in the interwar era, such as how WWI shaped post-Great War conceptions of nationalism and citizenship, and the various political philosophies that emerged as a result. They will be asked to contemplate these emergent philosophies, and how they restricted citizenry ideals to such an extent that the societal position of marginalized populations were exacerbated, leading to internment (such as with Japanese Americans), harsh occupation standards

(such as with the Japanese in East Asia), and genocide (with the Holocaust). They will be asked to contemplate the life of populations during the war, such as those who contributed to the war effort, those who were considered “out” groups and marginalized by society, and those populations who lived in harsh conditions due to the suppressive methods of occupying forces. Students will be asked to consider what they feel are the most important events of the war, how these events catalyzed success or failure both on and off the battlefield, and what they feel the most important events, movements, technological developments, ideologies, and motivations were that contributed to that success. Students will be asked to contemplate the role of women in the war effort in the different countries involved, both in combatant and non-combatant roles, and the various nationalist/patriotic imagery and symbolism that was used to motivate populations to participate in the conflict. Students will be asked to contemplate the various outcomes of World War II, such as the aftermath of the incalculable destruction of war theaters, the shifting conceptions of nationalism and citizenship of each country involved, how global populations emerged from either harsh occupation or genocide, the emergence of the Cold War, and the post-war collapse of global European imperialism. Students will be asked to explore how World War II impacts the world today, and in particular be encouraged to contemplate the various ways that their own lived experiences have been impacted by, if not in part shaped by, the legacy of World War II, its ties to citizenship and its various outcomes. Finally, students will be asked to reflect upon the overall course theme—that citizenship was an integral part of World War II—and discuss with their fellow students whether this contention is supported or undercut by the origins, course, and outcomes of World War II.

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, as they will explain in detail how to draft, submit, and participate in, these Group Discussion 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. In particular, students should explore one of the above-enumerated course themes and topics as the project must touch upon in some manner conceptions of nationalism and/or citizenship in a country or countries involved in the conflict. Suggested topics include specific or comparative ideals of nationalism and citizenship in the interwar era; how these conflicting ideals catalyzed World War II in any theater; how ideals of citizenship in different countries shaped combat motivation of one or numerous countries involved in World War II; the impact of the World War II upon occupied populations in one or comparative countries; how narrow and at times racialized conceptions of citizenship contributed to either internment of populations, harsh occupation treatment of others, or genocide (the Holocaust broadly defined); the role of women in World War II, either in combat or non-combat roles; the role of nationalism,

citizenship, and nation-specific ideology in the formation of, and effectiveness of, wartime propaganda; the impact of World War II on the rise of nationalism in European colonies and Cold War decolonization; or how World War II historiography related to a specific topic or theme of the course has changed from the end of World War II to the present day.

Once a topic is chosen, students will explore that topic using related secondary sources and primary source records located either through obtaining printed collections, printed/digital memoirs, personal interviews (written or audio-visual), or via numerous available online databases (either written or audio-visual). Students will first present their project idea and bibliography in Week 7 of the course (25pts) for professor review to ensure that the given project fits course themes, the project is manageable in the course context, and the chosen sources adhere to course requirements. 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 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 ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request 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

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. (To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit: <https://odi.osu.edu/> or <https://cbsc.osu.edu>)

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. The Ohio State University offers services to assist

you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

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](#)

ASSIGNMENT SCHEDULE

WEEK 1 (1/7 – 1/13): The Great War, a 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. It was both catalyzed by and continued for as long as it was by intense feelings of nationalism and citizenship that emerged in the late 19th century, and students will learn how those conceptions were utilized to catalyze and continue the Great War for the length that it lasted. Students will then examine the rise of totalitarianism in Italy, Germany, and Japan in the interwar era and how extremist conceptions of nationality and citizenship fed into a perpetuated the rise and popularity of those ideas. Students will see how these conceptions increasingly marginalized many populations across the world, and in some cases catalyzed further imperial and/or military expansion that preceded the outbreak of World War II. The readings and posted course lecture will provide a narrative and historiographical consideration of this time while various supplementary videos will expose students to WWI propaganda ideology and first-hand accounts of those who experienced WWI and the rise of totalitarianism. The Course Introduction Quiz will test students' knowledge of course requirements and assignments to ensure each student is aware of all course parameters and deadlines. The Week 1 Quiz will require students to demonstrate their understanding of the roles of nationalism and citizenship in World War I, the various totalitarian ideologies that emerged in the interwar era, and consider the impact of these ideologies in marginalizing populations in various cultures, such as Jewish populations in Germany and civilians in the various regions placed under Japanese occupation.

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 study the various military innovations—tactical, theoretical, and technological—in order to understand the tools of war employed during World War II. Students will learn about the role of citizenship in these innovations, diplomatic alliances, and military expansions as states marshalled their civilian populations and domestic resources to fuel these innovations. Students will also learn how extremist versions of this nationalist sentiment fueled the continued rise and aggressive military expansion of totalitarian regimes, which further marginalized domestic populations, or populations in occupied territories, that were perceived as external to radical, often racially-framed, conceptions of a citizenry. 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 course readings and posted course lecture will provide a discussion of these themes and topics with supplementary videos providing first-hand accounts of interwar events like the

Fascist march on Rome (and the establishment of the Mussolini government) in the 1920s, Jewish perspectives on the rise of Nazism in the 1930s, and Chinese perspectives on the Nanjing Massacre in 1937. Quiz questions will require students to present their knowledge of these various topics, and in particular contemplate how different conceptions of nationalism and citizenship motivated populations to either support, participate in, or conversely resist the various movements and events that emerged and took place during this period in history.

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, radicalizing German conceptions of, and expressions of, nationalism and citizenship. Students will not only learn how this mounting extremism set the stage for the Holocaust (with benchmarks like the opening of Dachau, the creation of the T4 Program, and the passing of the Nuremberg Laws) but how German occupied populations, outside the Nazis' racialized conception of a Germanic citizenry, fared under German occupation. Students will therefore 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. These victories were used by the Nazi regime to justify both their conceptualization of nationalism and citizenship, but also motivated the German population to continue to support the German war effort. Conversely, students will explore the deep break that occurred within France in 1940 with the exile of the Free French government to Britain alongside the emergence of the Vichy government in southern France, leaving the French population to choose whether their loyalty as citizens was to one or the other (while living under German occupation in the north). In Britain, the government embraced liberal democratic ideology and its ties to a free citizenry in an effort to maintain resistance to the Germans, and motivate the population to continue to support the war effort despite the numerous German successes on the Continent. Students will also learn about the ramping up of industrial production in the United States and elsewhere, an essential aspect of total war and only successful when civilian populations are encouraged to participate in such production in their role as citizens of their nation. The weekly readings and posted lecture will explore these topics with assigned videos and primary sources focusing on first-hand accounts of these events. In the Weekly Quiz students will be asked to reflect upon these topics and overall consider how competing conceptions of nationalism and "proper" citizenship fueled German expansion, characterized the civilian experience under German occupation, split the French population, and was utilized by the British to motivate the population to continue their efforts to resist the German military effort.

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 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 the rise of Japanese imperial ideology and how a more radical conception of nationalism emerged after the Meiji Restoration. This in turn created a highly militarized conception of citizenship within Japan that not only fueled the rapid modernization of the Japanese military but also fueled the frequent violence perpetrated by the Japanese against occupied populations (including the establishment of Unit 731). Students will learn about how this imperial expansion, side by side with the United States' own economic and imperial interests in the Pacific, put the two countries in conflict, 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 intense Japan 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 learn about how this attack tapped into American nationalism to an extreme degree, and so supporting the war effort became an essential expression of ideal citizenship with US society. At the same time, this rise of intense citizenship and nationalist identity led the US government to marginalize those views as external to that identity, and so students will learn about how the government interned Japanese civilians in the aftermath, labeling them a "threat to national security." The weekly readings and posted lecture will explore these topics with posted videos and primary sources allowing students to read/view first-hand accounts of these events. The weekly quiz will require students to compare and contrast these various conceptions of nationalism and citizenship, and what role it played in the events as they unfolded. 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 prompt will require that students explore the origins of World War II, critically analyze the various historiographical arguments regarding its causes, and contemplate the role of citizenship in those origins within the various countries involved in the conflict. Students will also be encouraged to question whether citizenship played an important part in those origins and debate that issue with their fellow students in an effort to question the overall course theme regarding their own prior knowledge and experiences. In so doing, students will 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 \(Dec. 6th, 1941\)](#)
[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. 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, and students will focus on the Pacific Theater this week. Specifically, students will learn about this military expansion, as well as how these operations impacted local populations in the regions conquered. Japanese nationalism and “proper” citizen identity was both highly militarized and racially defined, which meant that populations in occupied territories were harshly treated by the Japanese in all conquered regions (often resulting in mass executions, starvation of local populations, and forced enslavement either in industrial production or through the Comfort Women program). This includes the Japanese seizure of the Philippines and the Bataan Death march; and Japanese expansion across Southeast Asia. The harsh treatment of domestic populations in these regions, as students will learn, often led to the rise of guerrilla movements, such as with the rise of the Viet Minh in French Indochina and the US-backed guerrilla movement in the Philippines. 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 weekly readings and posted lecture will explore these topics and themes, while the primary source readings and supplementary videos will allow students to read, hear, and see the first-hand impact of these events upon the people who experienced them. The weekly quiz will also explore these themes, and ask students to contrast the nature and motivations of Japanese expansion with US/Allied resistance and the experience of occupied populations during this time.

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. Yet these conceptions were in stark contrast to one another as they were fueled by, at least arguably, very contradictory political ideologies. This intensified national identity and adherence to that identity by a radicalized citizenry fueled a level of violence on this front that was rarely seen on other fronts of the war. 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, while also being exposed to the civilian experience of these events, in particular the impact of the invasion upon the Russian population (either through mass executions, starvation, disease, exposure, or bystander violence). The weekly readings and posted lecture will explore these themes, and supplementary videos will allow students to not only see these events as they unfolded but hear the account of both soldiers and civilians who participated in them. The weekly quiz will enforce this learning and in particular focus on the competing, contradictory views of nationalism and citizenship, and how these differences fueled the extreme destruction and violence that emerged on the Eastern Front.

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): Horrors 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 most violent genocides in history that targeted Jewish populations, as well as other groups deemed “*Untermenschen*” by Nazi ideology. Students will learn about how radical, racialized conceptions of nationalism and citizenship created these “other” populations, and how Nazi ideology argued for first the marginalization and then the elimination of these populations in the name of German nationalism. Students will also learn more 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 French Indochina 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 weekly reading and posted lecture will explore these topics, while the primary sources and posted videos will deal with experiences of the early days of the Holocaust in Germany and the Comfort Woman experience in East Asia. In the weekly quiz, students will demonstrate their knowledge of these topics and consider how integral nationalism and expressions of citizenship were to the rise of antisemitism and the Holocaust in Germany and the violence against occupied populations in East Asia. Students will also complete their Research Essay & Bibliography assignment, in which they will summarize their proposed research project, and present their chosen primary and secondary sources for instructor approval.

Reading: [Introduction to the Holocaust](#)
[The Wansee Conference Transcript](#) [Japan's Unit 731](#)

Assignments: Week 7 Quiz
Research Essay Proposal & Bibliography

WEEK 8 (2/25 – 3/3): 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 assigned reading and posted lecture will explore these topics, and the assigned primary sources and posted videos will expose students to first-hand accounts from those who experienced these events (and hear how nationalism and citizenship as themes were woven into their lived experiences). The students will then complete their second course discussion, in which will ask them to reflect upon the events and themes covered from Week 5 to Week 8. Specifically, students will consider what role citizenship continued to play in the events of the war, and how competing conceptions of both nationalism and “proper” citizenship motivated soldiers to fight in the conflict, caused escalated violence along some fronts, pushed domestic populations to support their war efforts (including previously marginalized groups like women in some countries, African Americans, and Asian Americans), occupying militaries to suppress (if not perpetrate violence against) domestic populations, and/or nations to perpetrate genocides against “othered” segments of their societies.

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 Group Discussion

WEEK 9 (3/4 – 3/10): 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, fueled by an Allied citizenry that was dedicated to the war effort (both in terms of naval personnel and domestic populations creating the material being transported). 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, and how the Allied leadership justified bombing the Continent, including non-combatant civilians who, through adhering to their own country’s conceptions of an involved and war-effort-supporting citizenry, were working to support their own nation’s military production. 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 patriotic citizenry is marshalled to engaged in domestic total war arms production. The weekly quiz will examine student learning on these

topics, and ask them to contemplate the line between combatant and non-combatant in a total war context when domestic populations, in order to express ideal national sentiment and adhere to “proper” citizen behavior, directly or indirectly support their nation’s war effort. Students will also be asked to reflect on the role and importance of both the Combined Bomber Offensive and the Battle of the Atlantic in the overall Allied war effort, and how the Allies marshalled their civilian populations to continue these fronts.

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 Playlists

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 how competing conceptions of nationalism and citizenship on the Eastern Front in particular led to extreme violence against both military and civilian populations alike. Soldiers in their accounts regurgitated extremist nationalist ideologies while engaged in this theater of the conflict, with not only fueled the violence on the front, but motivated Russian civilians to embrace their national identity and resist the German war effort more than even the Soviet government anticipated. Indeed, the pivotal battles on the Eastern Front weakened civilian national support in Germany while strengthening patriotic will of citizens in the Soviet Union, thus displaying the interplay between radical nationalism, active citizenship, and military success/failure during WWII. The weekly reading and posted lecture will explore these topics, while the assigned primary readings and videos will allow students to read and hear personal accounts of these events (and in the case of Stalingrad, how civilians were impacted by the battle, and were motivated to resist German occupation). In the weekly quiz, students will explore these themes, and in particular contemplate the consequences when extreme conceptions of nationalism and citizenship across a warfront can contribute to brutal escalations of violence. Students will also be asked to consider whether this historiographical contention is an accurate one given their acquired knowledge of fighting on the Eastern front where these extreme ideologies clashed versus other theaters of the war (and the experience of civilians within these various theaters).

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 continue to explore the role that racialized nationalism and citizenship played in the Pacific War because as the conflict escalated, conflicting nationalist ideologies and racial identities of the enemy citizenries clashed to escalate violence throughout the campaign (not unlike what was seen on the Eastern Front). 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 by Japanese occupiers. 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 national visions held by the Chinese communists and nationalists, and how this differing vision for the Chinese citizenry 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 burgeoning Vietnamese nationalism and independent, anti-imperial citizenship motivated Vietnamese communists and nationalists to align in order to resist Japanese occupation. The weekly reading and posted lecture will explore these themes, and the assigned primary source readings and videos will expose students to first-hand accounts and events that helped motivate citizens on both sides of the conflict to continue their war efforts, as well as further radicalize those involved. The weekly quiz will test student knowledge on these topics and themes, and require students to identify the various factors that contributed to, and were the consequences of, the escalation of violence on the discussed fronts. Students will then complete the Week 12 Group Discussion, which will require them to critically analyze the continued role of nationalism and citizenship in the events as they unfolded during the content from Week 9 to Week 12. In particular, students will be asked to discuss how citizens were encouraged to embrace increasingly conflicting and radical versions of their national goals and ideologies, which motivated both military and civilian populations to escalate their involvement and support on land, sea, and air. Students will explore how these factors contributed to the extreme violence on multiple fronts, changing conceptions of laws of war, and how the war in various theaters affected civilian populations under occupation.

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, Breakout, and Germany's Last Gasps

In Week 13, students will shift back to the war in Europe to first understand the largest

amphibious operation in history: the Normandy Landings. Such an effort was only possible through the massive mobilization of both combatants and non-combatants, all supported by the production and participation of pro-war citizens of the nations involved. Students will learn about the role of various non-combat intelligence officers and civilians in planning the landings, study the operation itself, contemplate the impact of its success upon occupied populations in France, and consider its wider impact on the overall European war effort. 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. Students will explore how the discovery of these camps fueled anti-German sentiment amongst Allied soldiers on the western front and escalated the occurrence of alleged (or proven) Allied war crimes. Other war crimes committed by the Germans will also be discussed, pushing students to grapple with conceptions of justified acts in war vs. war crimes, and how these realities can conflict with modern and/or nationally idealized memories of the war. Students will explore further the concept of laws of war, how different nations conceptualize those laws, how different citizenries treat those war crimes (by either punishing them or looking the other way, given the context), and what role extremist nationalist ideologies play in that process. In the course readings and posted lecture, students will learn about these themes and events, and in the supplementary videos read and hear personal accounts of these events. In particular, students will hear how events unfolded from the perspective of soldiers who landed on June 6th, the reaction of occupied populations to liberation, German retaliation against civilian populations along their path of retreat, and both the Allied and internee experience of liberating Nazi concentration camps along their path of advance. The weekly quiz will ask students to contemplate these themes, and require that students to consider the role that nationalism and intense citizenship played in the combat motivation of those involved in the landings, the escalation of war crimes along the Allied advance/German retreat, and experience of liberation along the western front.

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 continued liberation of concentration camps, how global news organizations and civilian populations in both Allied and Axis areas reacted to these accounts, treatment of occupation zone civilians as they were liberated, how collaborators were treated by those populations (in France and the Netherlands in particular), 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. All told, the war in Europe reached an extreme apex in 1945 where fighting between soldiers, the strategic bombing campaign, and treatment of German civilians (either during Allied

soldier advance on the Eastern and Western fronts) became more extreme than it had previously. This was particularly the case on the Soviet front of advance where German civilians were abused and executed in enormous numbers. This escalating violence on all fronts was in part of product of the intersection of nationalist ideologies supported by both combatant and non-combatant citizens, and the technologies developed at the time. Indeed, the war was never more total than it was in 1945, and the escalation from limited war to total war that was seen in World War II required the marshalling of civilians, either into production or into military service, who were motivated by their role as citizens to support their given war efforts. This in turn escalated into the violence against both enemy soldiers and civilians as was seen in 1945, and students will explore the roles of citizenship and national identity in the military and civilian violence that was seen as Germany fell in 1945. The assigned course reading and posted lecture will explore these topics and themes, and the assigned primary source readings and videos will allow students to see how soldiers, in support of their citizenry, justified the violence of 1945 in an effort to end the war unconditionally. The weekly quiz will ask students to further contemplate these themes, identify the most important catalyst for the end of World War II in Europe, and make an argument for what role competing conceptions of citizenship played in these events.

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 about the violent nature of these final months of the war in the Pacific, and how Japanese hyper-nationalist propaganda impacted the reaction of civilians in occupied territories to American expansion. Students will learn more about the Manhattan Project, and how the US government marshalled its citizenry to further this massive undertaking (both in terms of intellectual capacity marshalled and industrial capability brought to bear). Students will explore the various motivations the United States had for deploying nuclear weapons in Japan, and what impact the nuclear strikes had upon American global power, its diplomatic alliances, and the post-war world. Students will also explore the historical arguments surrounding this choice, and how the historiography surrounding this issue has changed across time. Students will learn about final Japanese surrender, and then the tense settlement of East Asia 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 how the final events of World War II, and its ultimate outcome, shaped national identities of all countries involved in its wake. Indeed, both victory and defeat shaped the post-war culture of the countries that engaged in the war, and in many ways changed forever how each country's population conceptualized themselves as citizens. In some countries, victory through national marshalling, military involvement, and the sacrifice of the citizenry were cemented as cornerstones of national identity: in Russia to this day, for example, it is still a custom for newly married couples to visit local WWII monuments and thank their ancestors for their sacrifice. In the US, military diplomatic power

not only became a cornerstone of national identity, and military service an even more idealized expression of citizenship, but previously marginalized populations leveraged their wartime involvement to become further enfranchised as American citizens. In other countries that were defeated unconditionally in the war, the citizenry overwhelmingly embraced anti-war sentiment, as the rise of pacificism in Japan in the wake of World War II still shapes the country's ideals of citizenship to this day. Still in other cases, World War II intensified anti-colonial sentiments in European imperial holdings, and movements led by indigenous populations seeking to establish an independent citizenry either emerged or gained momentum, bringing about the collapse of European imperialism during the Cold War. Students will explore these events and themes in the assigned readings and post lecture, and both read and watch primary source accounts of the end of World War II for both combatants and non-combatants. The weekly quiz will ask students to synthesize this learning, analyze the end of World War II, and think critically about the various catalysts and impacts of this ending. Students will then complete their final discussion of the course, in which they will be asked to think critically about the various causes for the end of, and consequences of, World War II, and the ultimate role of citizenship and national identity in this conflict. Students will reflect upon how these ideas contributed to and shaped the violence that occurred during the war, and the various ways in which they feel World War II still impacts the world today. In particular, they will be encouraged to contemplate how the war, either directly or indirectly, has impacted their lived experience, and will be able to think critically about the role of citizenship in war more generally.

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

This week, students will complete their final assignment in the course, the Second World War Research Essay. In particular, students should explore one of the above-enumerated course themes and topics as the project must touch upon in some manner conceptions of nationalism and/or citizenship in a country or countries involved in the conflict. Suggested topics include specific or comparative ideals of nationalism and citizenship in the interwar era; how these conflicting ideals catalyzed World War II in any theater; how ideals of citizenship in different countries shaped combat motivation of one or numerous countries involved in World War II; the impact of the World War II upon occupied populations in one or comparative countries; how narrow and at times racialized conceptions of citizenship contributed to either internment of populations, harsh occupation treatment of others, or genocide (the Holocaust broadly defined); the role of women in World War II, either in combat or non-combat roles; the role of nationalism, citizenship, and nation-specific ideology in the formation of, and effectiveness of, wartime propaganda; the impact of World War II on the rise of nationalism in European colonies and Cold War decolonization; or how World War II historiography related to a specific topic or theme of the course has changed from the end of World War II to the present day. With a topic approved by Dr. Douglas in Week 7, students this week will write a **5-7-page essay**, which is **due by Sunday, April 28th at 11:59PM ET**. Make sure to consult the Research Essay Guidelines to ensure you are adhering to all assignment requirements.

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)