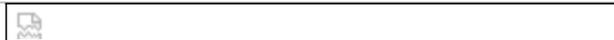


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## HIST 560 World War II in Context



### School of Arts and Humanities

#### **HIST 560** **World War II in Context**

**3 Credit Hours**  
**16 Week Course**

Graduate students are encouraged to take required or core courses prior to enrolling in the seminars, concentration courses or electives.

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## Instructor Information

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## Course Description (Catalog)

This course is a global history of the Second World War. Emphasis is on the theaters of war and related events in Europe, Africa, the Middle East, Southeast and Southwest Asia, and the Pacific, in relation to their impact on the national and military objectives. In this context, students compare and contrast the economies, industry, society, and culture of the United States, Great Britain, Japan, and Germany as major participants during the war. The role of diplomacy and strategy, the impact of war upon society, and the fighting on land, at sea, and in the air are also examined in terms of modern warfare.

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## Course Scope

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HIST560 explores the Second World War, its origins, duration, and consequences. The course will explore questions of diplomacy, war and society, industry and mobilization, as well as the scientific, technological, and psychological dimensions of total war and their impact on modern culture. HIST560 thus explores the whole experience of war, from those who declare war to those who fight in it. Indeed, the Second World War was the culmination of nearly 500 years of European conflict, and it left a wake of death and destruction unlike any other period in history.

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## Course Objectives

Upon successful completion of this course, students will be able to:

1. Discern the place of the Second World War in the context of modern history and warfare.
2. Master and summarize the major literature on the Second World War.
3. Compare and contrast the belligerents and neutral parties during the Second World War.
4. Evaluate the role of diplomacy and strategy during the Second World War.
5. Research, construct, and present persuasive, original papers on selected topics on the Second World War.

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## Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials (Resources) and access to the online learning management system (SAKAI) will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include discussion board questions (accomplished in Forums), examinations, and individual assignments submitted for review and evaluation by the Faculty Member. Assigned faculty will support the students throughout this 16-week course.

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<b>Course Materials</b>
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**Required Texts:**

Keegan, John. *The Battle for History: Re-Fighting World War II*. New York: Vintage Books, 1995.

Overy, Richard. *Why the Allies Won*. New York: W.W. Norton and Company, 1995.

Weinberg, Gerhard L. *A World At Arms: A Global History of World War II*. Cambridge: Cambridge University Press, 1994.

**Supplemental Texts: (not required for successful completion of the course but very helpful)**

Ferguson, Niall. *The War of the World: Twentieth-Century Conflict and the Descent of the West*. New York: The Penguin Press, 2006.

**Additional Resources:**

- *The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 6th Edition. Chicago: University of Chicago Press, 1996. *Purchase Optional*.
- Marius, Richard, and Melvin E. Page. *A Short Guide to Writing about History*, 6th ed. New York: Longman, 2007.

**Websites**

In addition to the required course texts the following public domain Websites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Site Name	Website URL/Address
<b>U.S. Army Center of Military History</b>	<a href="http://www.history.army.mil/index.html">http://www.history.army.mil/index.html</a>
<b>Naval History and Heritage Command</b>	<a href="http://www.history.navy.mil/index.html">http://www.history.navy.mil/index.html</a>
<b>Air Force Historical Research Agency</b>	<a href="http://www.afhra.af.mil/">http://www.afhra.af.mil/</a>
<b>United States Marine Corps History Division</b>	<a href="http://www.tecom.usmc.mil/HD/Home_Page.htm">http://www.tecom.usmc.mil/HD/Home_Page.htm</a>
<b>U.S. Department of State Office of the Historian</b>	<a href="http://history.state.gov/">http://history.state.gov/</a>
<b>National Archives</b>	<a href="http://www.archives.gov/">http://www.archives.gov/</a>

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<b>The World War One Document Archive (Brigham Young University)</b>	<a href="http://wwi.lib.byu.edu/index.php/Main_Page">http://wwi.lib.byu.edu/index.php/Main_Page</a>
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## World War II: Documents (Avalon Project)

[http://avalon.law.yale.edu/subject\\_menus/wwii.asp](http://avalon.law.yale.edu/subject_menus/wwii.asp)

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### Evaluation Procedures

Content, composition and documentation are the main components of all assignments. Everything from Forums to Final Research Papers should include accurate data and appropriate analysis, proper grammar, spelling and vocabulary (spell check is **not** enough) and footnoting whenever you have included a direct quote or used information or ideas from another author's works.

**Discussion Forums (24 total points):** Forum assignments are designed to promote interactivity among all students and the professor, in order to enhance the online learning experience. These discussions provide maximum flexibility for asynchronous exchanges between students and the professor. Discussion boards close at 11:59p.m. EST every Sunday, but it is expected that you will post your initial comments by Thursday. The sooner you begin a discussion, the more informative and lively it is.

I do not want a summary of the readings by any means, although a modest degree of review can be helpful to your discussion. The ultimate goal is for you to address the readings in a critical way (positive or negative). Cite a key phrase, analyze intent, sources, structure, thesis, and apply this to your own ideas about the subject. For this course's discussions, this means including a citation for any section of the text or another source used for developing ideas and including a full reference citation for all sources below the post.

Posts will be reviewed for accuracy, rigor of argument, and clarity of expression. A minimum of three (3) posts are required for each forum though I hope you will post "early and often." Generally - although this will doubtless vary in accordance with the particular topic - initial posts should be about 350 words in length, while responses to other student's replies should be about 100 words in length. Keep in mind that, when responding to other students, it is not enough to simply state "I agree." Respond to their post in a way that moves the discussion forward, and demonstrates your knowledge or unique perspective on the topic. As a rule, if, for any number of reasons, I feel that there is a problem with your postings - normally this might be insufficient or inappropriate responses - I will contact you directly, by private email, to pursue the issue, as I prefer not to discuss matters of this nature in the public forum.

**Literature Review (20 total points):** An important aspect of historical scholarship is a deep understanding of the literature. One way to gain facility with our secondary sources is by compiling literature reviews, sometimes called bibliographic essays.

This assignment is the first step toward construction of our final research paper. You will pick a topic on World War II which interests you and prepare a review of the available literature. For our purposes, a literature review is an essay in which we include the author(s) and titles of ten sources which are important to our topic, discuss the thesis and main points of each work, and let the reader know how, if at all, the work impacted other scholarship. The essay should discuss six to eight monographs or scholarly articles. This is not a list, but a well composed narrative in which a paragraph—perhaps two—is devoted to each monograph or journal article. Transition between paragraphs is important, as is grammar and composition. The attached bibliography (*Chicago Manual of Style* format) should include all of the sources discussed in the

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essay as well as other material which you may have used. Each essay should be between six and nine pages long.

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**Biographical Study (20 total points):** This is the second step in the construction of your final research paper. Students will select an individual who played a role in one of aspect of World War II which you investigated in your Literature Review, and prepare a six to eight page study which includes brief biographical data on the individual's early life and career, and focuses on his/her participation in the events under examination. The study will include an annotated bibliography with a minimum of eight (8) sources. No more than half of the sources covered in the Literature Review may be used in this assignment.

**Book Review (6 total points):** This assignment should only be two to three pages long. It is a straightforward book review of one of the important monographs which you used in the research for your paper. In a book review we discuss the author's main thesis, interpretations, new approaches, new evidence, and place in the current literature. This is *not* a book report which simply tells the reader what is included in the volume. It is an analysis of the book. There is a sample book review in the Resources section of our classroom for your review.

**Research Paper (30 total points):**

Building on you Literature Review, Biographical Study, and Outline you will write a 15-page research paper on your topic. It will contain a clear thesis statement, a well-reasoned discussion and a sound conclusion. You may use either footnotes or end notes but they must follow the *Chicago Manual of Style* format. The paper must have a bibliography (not considered part of the 15 pages) which also follows the *Chicago Manual of Style*. Again, grammar and composition count. Smooth transitions, accurate spelling, appropriate vocabulary and so forth are all part of a good research paper. If you cannot present your data and arguments to colleagues clearly and concisely, what good was all the research?

**SAMPLE**

Grade Instruments	Points
Discussion Forums 1-8	24
Literature Review	20
Biographical Study	20
Book Review	6
Final Research Paper	30
<b>Total</b>	<b>100</b>

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**Weekly Course Outline**

Please see the [Student Handbook](#) to reference the University's [grading scale](#)

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Week	Topic	Learning Objectives	Readings	Assignments
				-

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1	From One War to Another	<b>LO-1:</b> Examine the place of the Second World War	Weinberg, Gerhard L. <i>A World At Arms:</i>	Complete Virtual Introduction and Reply to Forum
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		<p>in the context of modern history and warfare. (CO-1)</p> <p><b>LO-2:</b> Evaluate the role of diplomacy and strategy prior to the Second World War. (CO-4)</p>	<p><i>A Global History of World War II.</i> Cambridge: Cambridge University Press, 1994. (Preface, Intro.&amp; Ch. 1)</p> <p>Ferguson, Niall. <i>The War of the World: Twentieth-Century Conflict and the Descent of the West.</i> New York: The Penguin Press, 2006. (Intro., Pts. 1 &amp; 2)</p>	Question #1
2			<p>Weinberg, Gerhard L. <i>A World At Arms: A Global History of World War II.</i> Cambridge: Cambridge University Press, 1994. (Ch. 2&amp;3)</p> <p>Ferguson, Niall. <i>The War of the World: Twentieth-Century Conflict and the Descent of the West.</i> New York: The Penguin Press, 2006. (Ch. 11 &amp; 12[to pg. 432])</p>	Continue to discuss Forum Question #1

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3	The Expanding Conflict	<b>LO-1:</b> Compare and contrast the	Weinberg, Gerhard L. A	Reply to Forum Question #2
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		<p>belligerents and neutral parties in the early stages of the Second World War. (CO-3)</p> <p><b>LO-2:</b> Evaluate the role of diplomacy and strategy at the beginning of the Second World War. (CO-4)</p>	<p><i>World At Arms: A Global History of World War II.</i> Cambridge: Cambridge University Press, 1994. (Ch. 4)</p> <p>Ferguson, Niall. <i>The War of the World: Twentieth-Century Conflict and the Descent of the West.</i> New York: The Penguin Press, 2006. (Ch. 14)</p>	
4			<p>Weinberg, Gerhard L. <i>A World At Arms: A Global History of World War II.</i> Cambridge: Cambridge University Press, 1994. (Ch. 5)</p> <p>Ferguson, Niall. <i>The War of the World: Twentieth-Century Conflict and the Descent of the West.</i> New York: The Penguin Press, 2006. (Ch. 12 [from pg. 432] and 13)</p>	Continue to discuss Forum Question #2

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5	The War at Sea and at Home	<b>LO-1:</b> Compare and contrast the belligerent's	Weinberg, Gerhard L. <i>A World At Arms:</i>	Reply to Forum Question #3 <b>Literature</b>
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		<p>technical innovations and approach to the conduct of the war.(CO-3)</p> <p><b>LO-2:</b> Evaluate the role of diplomacy and strategy in the Battle of the Atlantic. (CO-4)</p>	<p><i>A Global History of World War II.</i> Cambridge: Cambridge University Press, 1994. (Ch. 7)</p> <p>Overy, Richard. <i>Why the Allies Won.</i> New York: W.W. Norton and Company, 1995. (Ch. 2)</p>	<p>Review due at the end of this week</p>
6			<p>Weinberg, Gerhard L. <i>A World At Arms: A Global History of World War II.</i> Cambridge: Cambridge University Press, 1994. (Ch. 9)</p>	<p>Continue to discuss Forum Question #3</p>

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7	Halting Germany and Japan	<p><b>LO-1:</b> Determine the pivotal points in the war in Europe. (CO-1)</p> <p><b>LO-2:</b> Evaluate the role of diplomacy and strategy in the period leading to the halt of the Axis advances. (CO-4)</p>	<p>Weinberg, Gerhard L. <i>A World At Arms: A Global History of World War II.</i> Cambridge: Cambridge University Press, 1994. (Ch. 6)</p> <p>Ferguson, Niall. <i>The War of the World: Twentieth-Century Conflict and the Descent of the West.</i> New York: The Penguin Press, 2006. (Ch. 15)</p>	Reply to Forum Question #4
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8			<p>Weinberg, Gerhard L. <i>A World At Arms: A Global History of World War II</i>. Cambridge: Cambridge University Press, 1994. (Ch. 8)</p> <p>Overy, Richard. <i>Why the Allies Won</i>. New York: W.W. Norton and Company, 1995. (Ch. 3 [pp. 63-85])</p>	Continue to discuss Forum Question # 4
9	Means of Warfare	<p><b>LO-1:</b> Compare and contrast the belligerent's technical innovations and approach to the conduct of the war.(CO-3)</p> <p><b>LO-2:</b> Evaluate the role of diplomacy and strategy in the formulation of the air war. (CO-4)</p>	<p>Weinberg, Gerhard L. <i>A World At Arms: A Global History of World War II</i>. Cambridge: Cambridge University Press, 1994. (Ch. 10)</p>	Reply to Forum Question #5
10			<p>Overy, Richard. <i>Why the Allies Won</i>. New York: W.W. Norton and Company, 1995. (Ch. 4, 6, 7)</p>	<p>Continue to discuss Forum Question #5</p> <p><b>Biographical Study due at the end of this week</b></p>

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11	Communication and Coordination	<b>LO-1:</b> Examine and evaluate the different approach to coalition warfare taken by	Weinberg, Gerhard L. <i>A World At Arms: A Global History of World War II.</i>	Reply to Forum Question #6
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		political and military leaders during the war. (CO-1)	<p>Cambridge: Cambridge University Press, 1994. (Ch. 11)</p> <p>Overy, Richard. <i>Why the Allies Won</i>. New York: W.W. Norton and Company, 1995. (Ch. 3 [pp. 86-100])</p>	
12			<p>Weinberg, Gerhard L. <i>A World At Arms: A Global History of World War II</i>. Cambridge: Cambridge University Press, 1994. (Ch. 14, 15)</p> <p>Overy, Richard. <i>Why the Allies Won</i>. New York: W.W. Norton and Company, 1995. (Ch. 9)</p> <p>Ferguson, Niall. <i>The War of the World: Twentieth-Century Conflict and the Descent of the West</i>. New York: The Penguin Press, 2006. (Ch. 16)</p>	Continue to discuss Forum Question #6

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13	The Pacific	<b>LO-1:</b> Compare and contrast the approaches of the belligerents in the Pacific Theater.	Weinberg, Gerhard L. <i>A World At Arms: A Global History of World War II.</i>	Reply to Forum Question #7 <b>Book Review due at the end of this week</b>
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		(CO-3) <b>LO-2:</b> Evaluate the role of diplomacy and strategy during the Pacific Campaigns. (CO-2)	Cambridge: Cambridge University Press, 1994. (Ch. 13)  Overy, Richard. <i>Why the Allies Won</i> . New York: W.W. Norton and Company, 1995. (Ch. 8)	
14			Weinberg, Gerhard L. <i>A World At Arms: A Global History of World War II</i> . Cambridge: Cambridge University Press, 1994. (Ch. 16)	Continue to discuss Forum Question #7
15	Victory	<b>LO-1:</b> Evaluate the role of diplomacy and strategy at the close of the Second World War. (CO-4)	Keegan, John. <i>The Battle for History: Re-Fighting World War II</i> . New York: Vintage Books, 1995.	Reply to Forum Question #8

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16			Weinberg, Gerhard L. <i>A World At Arms: A Global History of World War II.</i> Cambridge: Cambridge University Press, 1994. (Conclusion)  Overy, Richard. <i>Why the Allies Won.</i> New York: W.W. Norton	Continue to reply to Forum Question #8  Final Research paper due at the end of this week
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			and Company, 1995. (Ch. 1, 10)	
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## **Policies**

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

## **Writing Expectations**

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will require students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6<sup>th</sup> ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the *Chicago Manual*. See [Chicago Style Manual](#)

The *Chicago Style Manual* for book-length works and its *Turabian* offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut--including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design/designation.

1. Front matter--e.g., [title page](#), copyright statement, dedication, table of contents, lists of illustrations or tables, acknowledgements, [abstract](#).
2. Narrative with [scholarly attributions](#).
3. Back matter--[bibliography](#), appendices.

## **Citation and Reference Style**

History papers are distinguished by standardized notational schema. These display the primary and secondary sources being quoted or used in the construction. Your professors will certainly call for footnotes or endnotes, but also may request a formal bibliography:

- Endnotes/Footnotes**, the primary focus in Turabian, are used to indicate the source of a quotation, paraphrase, or resources--as well as to add explanations or digressions outside the flow of the main narrative.
- Bibliography** is an optional device at the end of the paper, which highlights the materials cited as a separate, alphabetized list in addition to the endnotes or footnotes.
-

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☐ *Turabian* and the *Chicago Manual* use sequential Arabic numbers. The numbers are

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normally collective and at the end of quotations, paraphrased sentences, or paragraphs for collected references. Note numbers:

- o May be in-line, but preferably set in raised [superscript](#).<sup>1</sup>
- o Should come at the end of the paragraph and collectively account for the resources used. Do not insert for each sentence. The exception is if a short quotation is used within a paragraph. Then cite as appropriate for the information preceding the quotation, the quotation itself (after commas, quotations marks, periods, or other final diacritics), and at the end of the paragraph if needed for subsequent information.
- o Must follow one another in numerical order, beginning with 1 and running continuously throughout the paper.

For a full explanation go to: <http://www.apus.edu/Online-Library/tutorials/chicago.htm#notation>

### **Late Assignments**

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

### **Netiquette**

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), : ), J

### **Disclaimer Statement**

Course content may vary from the outline to meet the needs of this particular group.

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## **Online Library**

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The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to [librarian@apus.edu](mailto:librarian@apus.edu).

- **Inter Library Loans:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Smarthinking:** Students have access to ten free hours of tutoring service per year through [Smarthinking](#). Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. From the Online Library home page, click on either the "Writing Center" or "Tutoring Center" and then click "Smarthinking." All login information is available.

### Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. These are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., HIST500) or class name.

If a guide you need isn't available yet, let us know by emailing the APUS Library:

[librarian@apus.edu](mailto:librarian@apus.edu)

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