American Public University System

The Ultimate Advantage is an Educated Mind

School of Arts and Humanities

MILH 551
World War II in Europe

3 Credit Hours
8 Weeks

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

Course Description (Catalog)

This course examines the major military elements of the Second World War in Europe, exclusive of the Eastern Front. These will include the German *blitzkrieg*, the U-Boat campaign in the Atlantic, the air

war, and the Allied invasions and offensive to liberate Europe. Doctrine, tactics, logistics and leadership will all be part of this study.

Course Scope

The Second World War was the most traumatic and devastating conflict in human history. Truly global in scope, the war resulted in the deaths of at least 50 million people, and wreaked untold devastation across Europe and Asia. Unlike the Great War of the previous generation, which arose from complex circumstances and misunderstandings, the Second World War can be laid clearly and completely at the feet of Adolph Hitler and Nazi Germany.

Hitler, having come to power with promises of restoring Germany's greatness and throwing of the "shackles" of the Versailles Treaty, originally did just that. He rearmed Germany, and began a quest to transform Germany from a regional into a global power. The early German blitzkrieg appeared as though it might do just that, smashing the enemies of Germany in brief, brilliant campaigns. But when Britain refused to ask for terms despite standing alone against Germany, and Hitler turned his gaze east to obtain *Lebensraum* and smash the threat of Bolshevism, it transformed the war from a series of lightning strikes into a hammering war of attrition, which shifted inevitably against Germany.

This war was waged in three dimensions – in the air and under the sea as well as on land. For the first time, entire battles and campaigns were fought in the air without any ground troops at all, and submarines attempted to destroy the merchant shipping of Britain and bring its economy to its knees.

We will be examining this colossal conflict, with a particular emphasis on the efforts of the American military. While much of the focus will be on the ground war, there will also be attention paid to the naval and aerial campaigns as well. The massive and bitter struggle between Germany and the Soviet Union will be given only brief consideration, despite the centrality of that struggle to the outcome of the overall war. This minimal attention is largely because the German-Soviet conflict is the subject of an additional AMU graduate course, which covers the subject in much greater detail.

This course will focus largely on the military aspects of the war, as other courses in this concentration deal with the political, diplomatic, human rights and economic aspects of the struggle. So an emphasis will be placed on battles and campaigns, on tactics and doctrine, and on the nature of the fighting itself.

Course Objectives

After successfully completing this course, you will be able to:

Examine the concept of Blitzkrieg and its impact on the early campaigns of the war.

Analyze the major military campaigns of the war in Europe and the Mediterranean.

Assess the relative strengths and weaknesses of the major combatant nations.

Evaluate the role of airpower on the war.

Critique the military leadership of senior generals and politicians of the various nations.

Examine the Battle of the Atlantic and its impact on the war.

Analyze various new technologies weapons and their affect on the war.

Deconstruct myths about the Second World War.

Examine a chosen subject from the World War II period in great detail, with an emphasis on its impact on the history of the period.

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials (Located in Resources in SAKAI) 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 except as otherwise noted and include discussion 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 course.

Course Materials

Required Course Textbooks

Frieser, Karl-Heinz *The Blitzkrieg Legend: The 1940 Campaign in the West* Naval Institute Press, 2013 978-1591142954   Soft cover

Hansen, Randall *Fire and Fury: The Allied Bombing of Germany, 1942 – 1945*
NAL Trade, 2010   0451230086   Soft cover

Milner, Marc *Battle of the Atlantic* History Press, 2003   9780752461878   Soft cover

Zaloga, Steven *Armored Thunderbolt: The US Army Sherman in World War II*
Stackpole Books, 2008 0811704246 (hard cover)

Battlefront Games   *Combat Mission* http://www.battlefront.com/
This is a tactical combat simulator that students will use for writing assignments. Students using Windows Vista or older (XP, 95) operating systems should purchases one of the First Generation games. Students using Windows 7 or more recent Windows systems, or a Mac OS/X, should purchase one of the Second Generation games. First generation games should probably work on Windows 7, no guarantees on more recent systems.

Students <u>must</u> purchase <u>*one*</u> of the following games.

First Generation games
Combat Mission: Beyond Overlord (France and Germany, 1944-45)
Combat Mission: Afrika Korps (Africa and the Med)

Second Generation games
Combat Mission: Battle for Normandy
Combat Mission: Fortress Italy
Combat Mission: Final Blitzkrieg (Battle of the Bulge)

Second generation games may have one or more expansions, which students may purchase as well, although they are not required to do so.

Optional Extra Credit Reading

Hall, Roger *You're Stepping on My Cloak and Dagger* Naval Institute Press 2004
1591143535 Soft cover

Recommended World War II Surveys

Davies Norman *No Simple Victory: World War II in Europe, 1939-1945* Penguin, 2006
9780143114093 (soft cover)

Murray, Williamson & Alan R. Millet   *A War to be Won: Fighting the Second World War*
Belknap Press, 2001   0674006801 (soft cover)

Weinberge, Gerhard L. *A World at Arms: A Global History of World War II* Cambridge
University Press, 2005   0521618266 (soft cover)

Willmott, H.P., Charles Messenger & Robin Cross *Word War II*   DK Adult, 2007 0756629683
(soft cover)

Since this is a graduate level course on the Second World War, it is assumed that the students have at least a working knowledge of the basic facts and events of that conflict. This course will focus in more detail on specific aspects of the war. If you are not familiar with at least the basic elements of the war, it is strongly urged that you obtain and read one or more of the above books, prior to or at least concurrent with the assigned reading.

Other Recommended Books

Atkinson, Rick *The Liberation Trilogy: An Army at Dawn, The Day of Battle, The Guns at Last Light* These three books chronicle the US Army in Europe. The first covers operations in North Africa, the second in Sicily and Italy, and the third in France and Germany.

Blair, Clay *Hitler's U-Boat War: The Hunters, The Hunted* This massive two volume work chronicles the entire U-Boat campaign, every single patrol of every German submarine, as well as analyzing the larger issues and concepts of the campaign.

Bull, Stephen   *Second World War Infantry Tactics: The European Theatre* Pen & Sword, 2012   978-1848840706

Corum, James *Luftwaffe: Creating the Operational Air War, 1918-1940* University of Kansas Press, 1997 0700609628 (soft cover)

Germany and the Second World War Clarendon Press, 2015 This is the ten volume German official history of the Second World War. This edition is the softcover English translation of the original German work, and vastly less expensive than the original hardcover English edition. This is probably the ultimate source for the German side of the war in English

Kershaw, Ian *Fateful Choices: Ten Decisions that Changed the World, 1940-1941* Penguin Press, 2008   978-0143113720   Analyzes such decisions as Britain's choice to remain in the war, the Italian choice to enter it, FDR's choice to support Britain, and Hitler's choices to invade the USSR and declare war on the US

Kershaw, Ian   *Hitler*   A very comprehensive biography of the man who, more than anyone, was responsible for World War II. The original edition is a two volume series, and there is also a condensed single volume.

McKinstry, Leo   *Operation Sea Lion: The Failed Nazi Invasion that Turned the Tide of the War*   Overlook Press, 2014   978-1468301496

Murray, Williamson   *Strategy for Defeat: Luftwaffe, 1939-1945*   University Press of the Pacific, 2002   0898757975 (soft cover) This book is also available as a free PDF download from Air University Press – with all the charts and figures, but minus the photos. It can also be found used for a much lower price than the new version

Murray, Williamson & Alan R. Millet   *A War to be Won: Fighting the Second World War* Belknap Press, 2001   0674006801 (soft cover)

Muth, Jörg *Command Culture: Officer Education in the US Army and the German Armed Forces, 1901 - 1940, and the Consequences for World War II* University of North Texas Press, 2011   978*1574413038

Porch, Douglas   *The Path to Victory: The Mediterranean Theater in World War II*   Konecky & Konecky, 2004   9781568526591

Price, Alfred *The Last Year of the Luftwaffe: May 1944-1945* Greenhill Books, 2001   1853674400 (soft cover)

Stone, David *Hitler's Army: The Men, Machines, and Organization, 1939-1945* Zenith Press, 2009

Tooze, Adam   *The Wages of Destruction: The Making and Breaking of the Nazi Economy* Penguin Books, 2006 9780143113201   (soft cover)

Willmott, H.P., Charles Messenger & Robin Cross   *Word War II*   DK Adult, 2007   0756629683 (soft cover)

Zaloga, Steven   *Armored Champion: The Top Tanks of World War II* Stackpole Books, 2015   978-0811714372

Optional Resources (Recommended)

- Marius, Richard. *A Short Guide to Writing about History.* NY: Longmans, 1999.
- *The Chicago Manual of Style*, 16th ed. Chicago: University of Chicago Press, 2010.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 7th Edition. Chicago: University of Chicago Press, 1997. *Purchase is highly recommended*.
- Turabian Citation Guide Online
  http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

IMPORTANT NOTE: The Department of History and Military History requires conformity with the traditional University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional endnote or footnote attribution. Do not use parenthetical (MLA) variation.

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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
Achtung Panzer	http://www.achtungpanzer.com/achtung-panzer-home
Feldgrau – German military	http://www.feldgrau.com/
Military History Links	http://vlib.iue.it/history/mil/
Olive Drab – US Army	http://www.olive-drab.com/
Panzer Museum (in German)	http://www.panzermuseum-munster.de/
Tank Photos, US Army Ordnance Museum	http://www.peachmountain.com/5star/us_army_ordnance_museum.aspx
U-Boats	http://www.uboat.net/
US Army WWII Manuals	http://www.ibiblio.org/hyperwar/USA/ref/FM/index.html
West Point Atlases, WWII	http://www.usma.edu/history/SitePages/WWII%20European%20Theater.aspx

World War II Airplanes	http://www.world-war-2-planes.com/
World War II Infantry Weapons	http://www.bayonetstrength.150m.com/Weapons/infantry_weapons_of_world_war_tw.htm
World War II Links	http://www.americanhistoryprojects.com/downloads/mil-2012.html#K.
World War II Ships	http://www.acepilots.com/ships/main.html
World War II Tanks	http://www.wwiitanks.co.uk/

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Evaluation Procedures

There will be three types of graded activities in this course – Forum discussion group postings, Combat Mission After-Action Reports, and a research paper with a proposal. The breakdown of each activity, in terms of point and percentage of the overall course grade, is given in the table at the end of this section. A brief description of each of these activities follows. For more complete information on the work, see the **Assignments** section as well as the folder in the **Resources** section of the course site. The **Assignments** section will have due dates and point values for the assignments, and the **Resources** section will have folders with instructions and samples of the assignments for viewing. All of the various assignments are intended to promote and provoke critical and analytical thinking on the part of the students, not simply to regurgitate facts. Assignments may be turned in before the required due date.

The Forum postings are the most frequent of the graded assignments. There will be a total of seven different group topics, one every other week, following the Virtual Introduction of the first week. See the **Course Outline** section of this syllabus, as well as the **Calendar** and **Forums** sections of the class site for the due dates. The first topic will begin the second week of the term, and will continue until the due date listed in this syllabus, when the next topic will begin. Participation in the discussion topics will be graded on both the number and the quality of a student's postings. Students will be expected to post both a primary response to the instructor's original subject/question, as well as a minimum of **two** responses to other student's posts. The Initial Post for a given topic will be due the first Sunday of the two week period, while the Responses will be due the following Sunday. For example, for the first topic, the Initial Post will be due at the end of Week # 2, and the Responses for that topic due at the end of Week # 3. The topics will be developed in part to encourage the students to do the assigned reading, but also to provoke further investigation, research and thought about the subjects. For further information on the discussion groups and the expectations for them, see the **Instructions** in the Discussion folder in

the **Resources** portion of the class site. Initial Posts are required to be a minimum of 500 words, and each Response post is to be a minimum of 250 words, although longer posts are allowed and even expected.

Perhaps the most unusual element of the course assignments involves the use of the World War II tactical combat simulator **Combat Mission**. The readings and discussions will generally deal with large issues of strategy and decision-making. The combat simulator will take you to the other end of the knowledge spectrum, the down-in-the-weeds tactical element of World War II ground combat. For this part of the course work, students are required to purchase and install **one** of the following Combat Mission games: *Beyond Overlord* (CMBO) **or** *Afrika Korps* (CMAK) **or** *Battle for Normandy* (CM:N) **or** *Fortress Italy* (CM:FI). Note that the last two of these games are second generation games and also have expansion modules that may be used as well.

These simulators deal with tactical level World War II ground combat, on a scale using infantry squads and individual vehicles, and with unit size ranging up to about that of a regiment or brigade. As the names imply, CMBO deals with combat in France, Germany, and northern Europe in the period following the D-Day invasions in June of 1944 to the end of the war. CMAK deals with combat in North Africa and the Mediterranean theater, in the period from about 1941 through the end of the war. CMBO is the original incarnation of this system, while CMAK is the last of the first generation games (CMx1), and includes some refinements not found in the original version of the simulator. Normandy deals with exactly that – combat in the Normandy area following the D-Day landings, and Fortress Italy, as the name implies, deals with combat in the Italian theater. Fortress Italy itself deals with the fighting in Sicily, while its first expansion, Gustav Line, covers combat in Italy up to the summer of 1944. Normandy and Fortress Italy are second generation games (CMx2).

One thing that needs to be emphasized about all of these games; these are not "Video Games" in the way that most people would think of such. That is, they are not the sort of frantic, run around and blast things that one often sees with things like Nintendo or Playstation game systems. These games are in fact highly detailed, sophisticated, historically accurate tactical combat simulators. Playing these games is not about the "high score", but instead about learning the same things that actual World War II combat leaders dealt with – how to read terrain, how to plan a battle, how to organize and control your forces, the importance of combined arms tactics, how to improvise and react to unexpected events on the battlefield, and how to make the most efficient use of your forces. Mastering the game is NOT about who can push the right button the fastest, but rather learning about the capabilities of your troops and weapons, and learning how to issue orders that will make the most effective use of them.

CMx2 games are the latest in the Combat Mission family of games. The game code has been totally rewritten, the graphics and AI are cutting edge 3D. As a result of the differences between the two games, CMx2 games are considerably more expensive than CMx1 games, currently about $60 versus $15 to $25 for the other two. Before deciding which to purchase, there are some issues besides cost to consider.

One of the most important is that the CMx1 game code was written more than a dozen years ago, to be used on computers that were far less powerful than those of today, with far less memory and graphics capacity. The other big change since then is that the Windows operating system has gone through nearly half a dozen new versions since these early games were written. While the older games do in fact work remarkably well on new computers, considering their age, they do occasionally have issues with the more recent versions of Windows – 7 and 8, especially on laptops, due to the wider variety of

graphics chipsets used in laptops as opposed to the bigger cards used in desktops. CMx2 games are designed to work on the latest versions of Windows, and should be far less likely to cause problems with newer computers.

If you can run the games on a desktop computer with an older version of Windows, such as XP, as the operating system, any of them should work well. But if you have a newer system, especially a laptop with Windows 7 or 8, consider second generation games as being far less likely to cause problems. CMx2 games are also available in Mac versions, which the CMx1 games are not. The fact that these newer games look incredibly cooler might also be a factor… If you want to see a bit of what the CMx2 games look like, check out this YouTube trailer for Fortress Italy - http://www.youtube.com/watch?v=tnk-eWLr28Y

Regardless of which version of the simulator is chosen, the student will be required to first work through a tutorial scenario, which will introduce them to the various concepts used to maneuver and fight the troops in the simulator in a relatively basic situation. More complete instructions for these tutorials, as well as other information, can be found in the **Combat Mission** folder in the **Resources** section of the class site. Following the tutorial, each student will be required to choose two additional scenarios from the list available in the startup screen. One of these scenarios must be done from the German side, and one from the Allied side. At least one of them must be at least "Medium" in size.

As the student works through these scenarios, they will be expected to take notes on the actions and results developed during the course of the battle. The student will also be asked to create a number of screen captures, or screen shots, that will be used to illustrate significant actions during the course of the battle. These notes and images will be combined to create an **After Action Report** that will not only present an account of the battle, but will also provide an analysis of both the simulator and the lessons that were learned from it. One very important note on the use of this simulator – whether a student wins or loses the battle has **NO** impact on their grade for assignment. The grade will be based solely on how well the student chronicled the events and analyzed the action. Sample After Action Reports will be available in a folder in the **Resources** section, to give students an idea of how the simulators work, as well as how to structure their reports.

Also in the **Combat Mission** folder will be the **AAR Template**, which will provide students with a structure around which they can construct the report. The combination of the Template and Sample Reports should provide the student with information on what is expected from these assignments. If you have any questions about these assignments, please ask. They are rather untraditional, and it is understood that they may be a bit intimidating at first. But with a bit of practice, most students find the game and the report to be one of the most enjoyable and challenging aspects of the course.

The research proposal and paper constitutes the largest single portion of the graded assigned work. The proposal will be due at the end of Week 4, and the paper will be due at the end of the course. The paper will be a minimum of **20** pages of text, **exclusive** of title page, notes, or bibliography. The paper must be about some aspect of the Second World War, on the ground, in the air, at sea. Instructions for the proposal and an example of the format for the proposal can be found in the **Research Paper** folder in the **Resources** section of the class site. The only portion of the conflict off limits for a paper topic is the Eastern Front – if you want to study and write about that, you may take one of the three courses available on the subject. The bibliography in the **Bibliography** folder in the **Resources** section and in the course texts can serve as a starting point for the research for these papers. The paper should follow the appropriate guidelines for form and style listed in the Policies section of this syllabus. There is also a

folder in the **Resources** section containing a PDF file of the US Army's Center for Military History's official Writing Manual – an excellent resource for working on the paper.

Graded Activities	Total Number	Points Each	Total Points
Virtual Introduction	1	15	15
Discussion Forum Topics: Initial Post	7	25	175
Discussion Forum Topics: Responses	14	15	210
Research Paper Proposal	1	25	25
Research Paper	1	300	300
Combat Mission Tutorial AAR	1	75	75
Combat Mission AAR # 1	1	100	100
Combat Mission AAR # 2	1	100	100
Optional Extra Credit Essay	1	(50)	(50)
Total Points			1000 / (1050)

Weekly Course Outline

Please see the Student Handbook to reference the University's grading scale

Week	Topic	Learning Objectives	Readings	Assignment

1	Hitler's War: The Great War Part II	The origins of World War II in Europe, original expectations	**Text Reading** Frieser, *Blitzkrieg Legend*, Chapters 1 – 3 Tooze, *Wages of Destruction* chapter, Resources section, Assigned Reading folder **Optional Recommended Reading** Kershaw, *Hitler* **Website** West Point Atlases, World War II in Europe http://www.westpoint.edu/history/SitePages/WWII%20European%20Theater.aspx	**Forum** Virtual Introduction
2	The Balance of Forces	Goals and strategies of the various original belligerents; the power and structure of their militaries; relative strengths	**Text Reading** Frieser, *Blitzkrieg Legend*, Chapters 4 – 5 **Optional Recommended Reading** Tooze, *The Wages of Destruction*, entire book **Website** Feldgrau http://www.feldgrau.com/	**Forum** Discussion Topic # 1 – Initial Post

3	Blitzkrieg: Daring New German Strategy or Lucky Coincidence?	Blitzkrieg: what was it, how did it work, why was it so effective, and why couldn't other nations match it?	**Text Reading** Frieser, *Blitzkrieg Legend*, Chapters 6 – 7 **Optional Recommended Reading** Corum, *The Roots of Blitzkrieg* **Website** World War II Infantry Weapons http://www.bayonetstrength.150m.com/Weapons/infantry_weapons_of_world_war_tw.htm	**Forum** Discussion Topic # 1 – Responses
4	Britain Stands Alone	The stunning totality of the early German victories; German domination of Europe; the Battle of Britain	**Text Reading** Frieser, *Blitzkrieg Legend*, Chapters 8 – 11 **Optional Recommended Reading** Bungay, *The Most Dangerous Enemy* **Website** Achtung Panzer http://www.achtungpanzer.com/achtung-panzer-home	**Forum** Discussion Topic # 2 – Initial Post **Assignment** Research Paper Proposal

5	No More Jutlands – Naval Surface Warfare in the ETO	The reasons for the lack of a German battle fleet; the implications for surface naval warfare, German warships as commerce raiders	**Text Reading** Milner, *Battle of the Atlantic* Chapters 1 – 3 **Optional Recommended Reading** Van der Vat, *The Atlantic Campaign* **Website** World War II Ships http://www.acepilots.com/ships/main.html	**Forum** Discussion Topic # 2 – Response **Assignment** Combat Mission Tutorial AAR
6	Gray Wolves – the U-Boats and the Battle of the Atlantic	The nature of submarines and submarine warfare; England's vulnerability; German tactics and strategy	**Text Reading** Milner, *Battle of the Atlantic* Chapters 4 – 6 **Optional Recommended Reading** Blair, *Hitler's U-Boat War: The Hunters* **Website** U-Boats http://www.uboat.net/	**Forum** Discussion Topic # 3 – Initial Post
7	The Wolves Tamed – Allied Victory in the Battle of the Atlantic	Allied responses to German U-Boat operations – convoy, Ultra, HFDF, sonar, air power; German responses – the schnorkel and the electro-boat, too little, too late	**Text Reading** Milner, *Battle of the Atlantic* Chapters 7 – 10 **Optional Recommended Reading** Blair, *Hitler's U-Boat War: The Hunted*	**Forum** Discussion Topic # 3 – Responses

8	The War Expands	A late belligerent, Italy, and the fighting in the Balkans and Africa; Germany, the Balkans and the decision to invade Russia	**Text Reading** Hansen, *Fire and Fury*, Chapters 1 – 12 **Optional Recommended Reading** Kitchen, *Rommel's Desert War* **Website** Panzer Museum http://www.panzermuseum-munster.de/	**Forum** Discussion Topic # 4 – Initial Post
9	The High Tide – Germany on the Edge of Victory	German triumphs in Russia and Africa, England's continued defeats	**Text Reading** Hansen, *Fire and Fury*, Chapters 13 – 21 **Optional Recommended Reading** Porch, *The Path To Victory*	**Forum** Discussion Topic # 4 – Responses
10	The Turning of the Tide – German efforts fall short and the Allies begin to advance	Why did Germany, despite the most impressive operational victories in the history of warfare, fail to defeat the USSR? Could the Germans have won the war? How did the Allies reverse nearly three years of continuous defeats? Key turning points – Stalingrad, Kursk, Alamein.	**Text Reading** Hansen, *Fire and Fury*, Chapters 22 – 29 **Optional Recommended Reading** Barr, *The Pendulum of War* **Website** Olive Drab http://www.olive-drab.com/	**Forum** Discussion Topic # 5 – Initial Post **Assignment** Combat Mission AAR #1

11	War in the Third Dimension – The Air War	Advances in military aviation since the Great War; airpower theories and tactics; air forces of the belligerents before the war; German application of air power in the early years	**Text Reading** Zaloga, *Armored Thunderbolt*, Chapters 1 – 3 **Additional Reading** Dunnigan and Nofi, "Electronic Warfare" **Optional Recommended Reading** Corum, *The Luftwaffe*	**Forum** Discussion Topic # 5 - Responses
12	Air Power as War Winner – Strategic Bombing	The origins and evolution of strategic bombing theory; theory vs. practice – the Combined Bombing Offensive; the demise of the Luftwaffe.	**Text Reading** Zaloga, *Armored Thunderbolt*, Chapters 4 – 5 **Optional Recommended Reading** Price, *The Last Year of the Luftwaffe* **Website** World War II Airplanes http://www.world-war-2-planes.com/index.html	**Forum** Discussion Topic # 6 – Initial Post
13	Amateurs Go To War – America Enters the Conflict	American traditions of isolationism and suspicion of the military; FDR evaluates the Nazi threat; Hitler's gift of a declaration of war	**Text Reading** Zaloga, *Armored Thunderbolt*, Chapters 6 – 8 **Optional Recommended Reading** Atkinson, *An Army at Dawn*	**Forum** Discussion Topic # 6 - Responses

14	War on the Periphery – the campaigns in North Africa and the Mediterranean	American and British disagreement on strategic goals; Operations Torch and Husky; the impact of the Mediterranean / Italian strategy on the plans to invade France	**Text Reading** Zaloga, **Armored Thunderbolt**, Chapters 9 – 12 **Optional Recommended Reading** Atkinson, **The Day of Battle** **Website** Tank Photos http://www.peachmountain.com/5star/us_army_ordnance_museum.aspx	**Forum** Discussion Topic # 7 – Initial Post
15	The Amateurs vs. the Pros – the US in Combat Against German Forces	American combat effectiveness against the Germans; US policies and doctrine and how they affected combat capabilities; D-Day, the Normandy campaign, and the breakout across France	**Optional Recommended Reading** Wilbeck, **Sledgehammers** **Website** World War II Tanks http://www.wwiitanks.co.uk/	**Forum** Discussion Topic # 7 – Responses **Assignment** Combat Mission AAR #2
16	To the Bitter End – the Destruction of Nazi Germany	The German decision to fight to the very end, beyond all hope; the final battles – Market Garden, the Huertgenwald, the Bulge, the Rhine Crossing; the collapse of Germany and the discovery of the Holocaust	**Optional Recommended Reading** Buckingham, **Arnhem 1944**; Atkinson, **The Guns at Last Light**; Kershaw, **The End** **Additional Reading** Barnes, "Operation Market Garden: Campaign Analysis"	**Assignment** Research Paper

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,* 7th 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 normally collective and at the end of quotations, paraphrased sentences, or paragraphs for collected references. Note numbers:
    - May be in-line, but preferably set in raised <u>superscript.</u>[1]
    - 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.
    - 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: ;-), :), ☺

Disclaimer Statement

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

Online Library

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**.

- **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

Selected Bibliography

There is an annotated bibliography file in a folder titled **Bibliography** in the Resources section. This listing is just a tiny sampling of the vast amount of literature on the Second World War, and should be taken as a starting point. This list is broken down into various categories, such as the Air War, Campaigns, Weapons, etc.

There is also a file listing the complete titles published by Ballantine in the 1970s, most of which deal with World War II. Many of these books were written by experts in their field, and remain surprisingly good sources. The series is out of print, but most titles can be obtained used from eBay quite inexpensively.