

**Centre for Initiatives in Education, Carleton University
2015-16**

FYSM 1900J: World War II

Instructor: Mr. H. Goldman

Office Hours (452 Paterson): Monday/Wednesday 10:00-10:25 pm and by appointment

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Email: Harold.goldman@carleton.ca

Class: Monday; 11:35-2:25; Location: TB (Tory Building) 206

Mentors: Crystal Callaghan crystalcallaghan@email.carleton.ca

Derek Cushing derek.cushing@carleton.ca

Note: All information necessary for this course will be provided in class or on the cuLearn site for FYSM 1900J. Students seeking to make contact with me at times other than before or after class or during office hours should do so by email. It is the student's responsibility to monitor their Carleton email account on a regular basis since all out-of-class communication and notice of course updates will be transmitted via this email account.

In 1939 when World War II began, many nations still fielded horse-mounted cavalry. By the time it was over six years later, the first jet-powered fighters streaked through the air, the first ballistic missiles had entered space, and the first atomic bombs had been detonated over cities. Sixty million people had been killed and all the world had been changed.

This full-year course will take a comprehensive global history approach to this the greatest conflict in human history. We will examine the origins of the war in the failed post-World War I peace settlement and the rise of mass political movements in Italy, Germany, and Japan before moving on to the diplomatic and military run-up to the war. We will study the tactical, strategic, and diplomatic prosecution of the war in both the Pacific and European theatres from the perspectives of both the Allies and the Axis powers. We will focus in particular on the experience of the war for ordinary men and women—those on the front line, those fighting behind the lines as partisans and resistance fighters, those in the rear, and those who remained back home, including those who faced repression, internment, and genocide at the hands of their own and other governments. The course will end by examining the post-war settlement and ongoing controversies concerning the memorializing of the war and those who fought in it, including debates over the morality of dropping the atomic bomb, renewed controversy over allied bombing of German cities, and controversial exhibits at the Smithsonian's Air and Space Museum and the Canadian War Museum.

Students will study all this material through brief lectures, small and large group exercises, diverse reading assignments, film, poetry, photographs and other cultural sources. Coursework includes in-class activities, quizzes, and informal and formal writing assignments. First-year students completing the course will not only have a comprehensive understanding of one of the most important episodes in human history, they will also have an opportunity to develop strong reading, analysis, research, and writing skills applicable to all future university study.

Here are some questions you should be thinking about going forward:

- Why was Europe vulnerable to another world war following the end of World War I?
- What was behind the rise of totalitarian mass political movements in the Soviet Union, Italy, and Germany?
- How can Europe's cultural production in the 1920s and 30s (films, art, and architecture) help us understand contemporary social and political movements?
- Why and how did the Nazis use anti-semitism to help build their political movement and what was the effect of Nazi policies towards Germany's Jews during the 1930s?
- How was Japan's development in the later nineteenth and early twentieth century different from that of its Asian neighbours?
- How did Japan's development lead to rising tensions with China, Britain, and the US?
- How did Japan's culture help determine its attitude toward other peoples and how it fought its wars?
- Why did the United States seek to avoid the conflict in Europe?
- How did the war in Europe begin?

I encourage you to think about these larger questions as you absorb the information offered in lectures, group activities, assignments, and readings. This will help give you a larger perspective on the material so that rather than it being just "a bunch of stuff that happened," you can place it in a broader context allowing you to see the larger themes that run through history.

Required Texts for the Fall and Winter (Available in the university bookstore, new and used on-line, and as ebooks):

Erik Larson, *In the Garden of Beasts: Love, Terror, and an American Family in Hitler's Berlin* (New York: Crown Publishing, 2011).

Iris Chang, *The Rape of Nanking: The Forgotten Holocaust of World War II* (New York: Basic Books, 1997).

Rich Cohen, *The Avengers: A Jewish War Story* (New York: Vintage, 2001)

Peter Howarth, *We Die Alone: A WWII Epic of Escape and Endurance* (New York: MacMillan, 1955; Guilford, CT: Lyon's Press, 1999)

E.B. Sledge, *With the Old Breed: At Peleliu and Okinawa* (New York: Random House, 1981; Presidio Press, 2007)

Other readings for the fall and winter terms will be made available on-line through ARES, on cuLearn or handed out in class.

Evaluation

Your final grade for this course will be based on the following:

Fall Term (fifty (50) percent)

Map Assignment—Pre-WWII Europe (5 points)
Map Assignment—Pre-WWII Asia and Pacific (5 points)
Spot the Errors Assignment (5 points)
Triumph of the Will Writing Assignment (10 points)
Avoiding Plagiarism Writing Assignment (15 points)
Quizzes (10 points total)

Winter Term (fifty (50) percent)

Primary Source Research Activity (5 points)
Quizzes (10 points total)
Research Paper Project (35 points total):

--Choose Topic/Frame Research Question(s) (5 points)
--Bibliography (10 points)
--Outline (10 points)
--Research Paper (10 points)

Grading criteria for written work:

- “A” - Written work is well organized, well executed, addresses the matter at issue, and shows originality of thought.
- “B” - Written work is well organized, well executed, and addresses the matter at issue.
- “C” - Written work meets basic standards of university-level work, but contains errors of grammar, syntax or fact, and/or fails adequately to address the matter at issue.
- “D” - (or lower including no credit) -Written work falls below basic standards of university-level work because of numerous and egregious errors of grammar, syntax or fact and/or fails adequately to address the matter at issue except in the most fragmentary way or not at all.

In addition, students submitting written work are *required* to obey all the style requirements contained in the *Rules for Paper Writing* handed out in class and also available at the cuLearn site for FYSM 1900. Failure to follow the *Rules* may result in a reduction in your paper grade.

Late Policy—Unless otherwise indicated or unless other arrangements are made, all work is due in class on the date indicated on the syllabus. Without a valid excuse late work will be penalized one full letter grade for each day it is late until an F is obtained at which point zero credit will be awarded. *If it looks like you might have trouble getting an assignment in on time do not suffer in silence. You should always let me know asap so I can try and help you minimize the damage.*

Unannounced Quizzes—quizzes will be multiple choice and will be administered in-class. They will be based on material from the lecture and outside readings. If you do the reading and take decent lecture notes, the quizzes should not be terribly taxing since they will focus on concepts and facts we have stressed in class. Although they are administered in class, you may take as much time as you need on the quizzes.

Attendance—You are expected to attend all classes and participate fully in same. Attendance will be taken and reported on a weekly basis to the CIE office. CIE collects your attendance so that you can be considered for our CIE student awards and so that advisors can offer support if we see attendance decline.

Expression of Opinion—No political, religious, economic, cultural, or other opinion is privileged in this course. Students are free to hold and express opinions on the material that are different from those of the instructor, the authors of texts and those contained in other sources utilized in this course. Indeed, I welcome diverse opinions (civilly expressed of course) and students will never be evaluated based on them. However, bear in mind that there is a difference between personal opinion and historical analysis. Written work in this course requires historical *analysis* supported by reference to historical *facts* rather than *opinion*. The two are quite different. For example, telling me the Americans were “fools” for not anticipating the Japanese attack on Pearl Harbor in 1941 is not historically valid analysis because it does not help us understand what happened and why. Indeed, such an opinionated approach forecloses further understanding of the event. However, an analysis of the political and cultural conditions in the US in the early 1940s that caused Americans to ignore the many warning signs that pre-dated the attack *is* an entirely appropriate exercise. Written work especially is *not* the time to express your personal opinion about the people being studied unless the assignment *specifically* asks you to do so. If you have questions about these matters please ask me.

Contacting the Instructor—I will be available to speak with you before and after class, during breaks, during office hours, by appointment, and by email. Please do not hesitate to contact me if you ever have questions about the course material. Helping you understand the material is why I am here. I hope you enjoy the course.

Student Services & Resources in the Enriched Support Program (available for you)

Peer Mentoring: Peer mentors are former ESP students who attend every First Year Seminar. They are here to help orient you to campus, connect with campus activities and resources, organize community events and they will always be around for a chat.

Workshops: weekly three-hour workshops based on your two elective courses; attendance is mandatory. Experienced facilitators who have taken the courses before help you excel with the course material in your elective courses! It's like a study group, but with expert organization - bring your notes from class and your readings and be prepared to work with other students.

Academic Coaching: sign up for one-on-one meetings setting and tracking academic deadlines; managing time and juggling priorities; getting help with specific readings and assignments for ANY of your courses. The coach assigned to this class is Kurt Montgomery. Kurt is a former

student of mine and has served as a coach for this class before. So he knows all the answers and all the shortcuts. You would do well to seek him out for help on assignments!

Advising: for planning ahead into next year and dealing with administrative tasks this year; what averages you need for specific programs, what to do if you have a family emergency or serious illness, how to calculate your grade point average, making sure you have the right prerequisites, help with registering or withdrawing from courses, etc. Your advisor is Stephanie Wagar. However you can also seek help from other advisors.

Coaching and Advising appointments can be booked online at: www.carleton.ca/esp

Fall Course Schedule

Week 1 Introduction and WWII Origins

Reading: Course Syllabus and Rules for Paper Writing

9/04 (Friday) Introductions; Introductory Discussion and Lecture: Studying History and the World After World War I; Activity: How to Take Notes; Primary Source Activity on Kellogg-Briand Pact

Week 2

9/07 Labour Day No Class

Week 3

Reading: None due this week, but get started on reading assignments for next week
Due in Class: Map Assignment—Pre-WWII Europe (available on cuLearn website)

9/14 Advising Presentation; Coaching Presentation; Scavenger Hunt; Mentor Presentation; Demo of cuLearn; Artefact exercise

Week 4 Rise of the Soviet Union

Reading: Portion of Soviet Textbook on Stalin's Purges; Yevgeny Yevtushenko on the Stalin Cult; Anna Akhmatova's *Requiem* (available on cuLearn)

Due in Class: Spot the Errors Assignment

9/21 Lecture: The Rise of the Soviet Union and Stalinism; Discussion: Socialist Realism (Art); Group Activity: Stalin-era Poetry; Review Spot the Errors Assignment

Week 5 Life in Germany in the 1920s and early 1930s

Reading: Heinrich Hauser, "With the Unemployed in Germany" You might also want to get started on *In the Garden of Beasts*

9/28 Lecture: Weimar Germany: Culture; Art, Politics; View Film: *The Cabinet of Dr. Caligari*

Week 6 Rise of Nazism

Reading: *In the Garden of Beasts*, Introduction and all of Parts I and II; Selection from *Mein Kampf* on Propaganda

10/05 Group Activity: Interpreting Weimar-era Art; Lecture: The Rise of Nazism; Watch Selections from *Triumph of the Will*; Discussion of *In the Garden of Beasts*

Week 7 Thanksgiving

Reading: Keep reading *In the Garden of Beasts*

10/12 No Class Happy Thanksgiving. Work on *Triumph of the Will* writing assignment

Week 8 The War Against the Jews Begins

Reading: *In the Garden of Beasts*, Parts III and IV

Due in Class: *Triumph of the Will* writing assignment

10/19 Advisor Presentation; Lecture: The War Against the Jews Begins; Group Activity on Selection from *Mein Kampf* on the Jews and Racial Theory and the Nuremberg Decrees; Discuss *In the Garden of Beasts*; Discuss *Triumph of the Will* Assignment

Week 9 Reading Week

Reading: Continue Reading *In the Garden of Beasts*

10/26 Fall Reading Period. No Class.

Week 10 European Society on the Eve of War

Reading: *In the Garden of Beasts*, Parts V, VI, and VII

11/02 Lecture: European Society on the Eve of War; Group Activity: Interpreting *Guernica*; Group Activity: How to Read a History Book (**Make sure to bring your copy of Iris Chang's *The Rape of Nanking***)

Week 11 The Rise of Japan

Reading: *The Rape of Nanking*, Introduction, Chapters 1 and 2

Due in Class: Map Assignment—Pre-World War II Asia

11/09 Lecture: The Rise of Japan; Review Map Assignment; Group Activity: Images of Meiji Japan; What is Plagiarism?; Mentor Roundtable Discussion

Week 12 Rising Tensions: Asia

Reading: *Rape of Nanking*, Chapters 3-5

11/16 Lecture: Japanese Imperialism in Asia; Group Activity: Analyzing Japanese Wood Block Prints of First Sino-Japanese War; Discuss *Rape of Nanking*; View newsreel footage of attack on the USS Panay, In-class writing assignment

Week 13 American Society on the Eve of War

Reading: *Rape of Nanking*, Chapters 6-9

11/23 Lecture: American Society on the Eve of War; Discuss *Rape of Nanking*; Group Activity: Isolationism v. Engagement

Week 14 War Begins in Europe

Reading: *Rape of Nanking*, Chapter 10 and Epilogue

11/30 Lecture: War Begins in Europe; Discuss *Rape of Nanking*; Group Activity: Objective and Subjective History: Critiquing *The Rape of Nanking*
Due in Class: Avoiding Plagiarism Writing Assignment

Week 15

12/07 Individual Meetings with Students (Mandatory)

REGULATIONS COMMON TO ALL FASS COURSES

COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

PLAGIARISM

The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.”

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

STATEMENT ON CLASS CONDUCT The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and
- preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Carleton University Equity Services states that "every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment". [In May of 2001 Carleton University's Senate and Board of Governors approved the Carleton University Human Rights Policies and Procedures. The establishment of these policies and procedures was the culmination of the efforts of the Presidential Advisory Committee on Human Rights and a Human Rights Implementation Committee.]

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12) B = 73-76 (8) C - = 60-62 (4)

A = 85-89 (11) B - = 70-72 (7) D+ = 57-59 (3)

A - = 80-84 (10) C+ = 67-69 (6) D = 53-56 (2)

B+ = 77-79 (9) C = 63-66 (5) D - = 50-52 (1)

F Failure. No academic credit WDN Withdrawn from the course

ABS Absent from the final examination

DEF Official deferral (see "Petitions to Defer")

FND Failure with no deferred exam allowed -- assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

The last date to withdraw from Fall term courses is **December 7, 2015**. The last date to withdraw from Fall/Winter and Winter term courses is **April 8, 2016**.

REQUESTS FOR ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but are not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608,

every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by **November 6, 2015** for the fall term and **March 6, 2016** for the winter term. You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at

<http://carleton.ca/equity/accommodation> **2**

PETITIONS TO DEFER

Students unable to complete a final term paper or write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to extend a term paper deadline or to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

ADDRESSES

(613-520-2600, phone ext.)

ESP, Dunton Tower 15th Floor (2804)

Registrar's Office (3500) 300 Tory

Paul Menton Centre (6608) 500 Unicentre

