HIST 3213  Baker
World War II

Spring 2013

Dr. James F. Baker
Office Hours: Tues./Thurs 7:30-8:00AM;
9:15-10:15AM

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1. Department: History

I. REQUIREMENTS (some variation according to the instructor)

A. Weekly quizzes based on assignments from the textbook (Stokesbury) and/or the supplement (Fussell). The average on these quizzes will constitute ¼ of your final grade. Makeups: Students who missed a quiz must write a one page summary of the major points of each chapter assigned and turn it in one week from the original quiz. Students who fail to do this will receive an “F” for the quiz.

B. Two comprehensive examinations, including the final, consisting of both multiple choice questions and essay questions. The two exams will constitute ¼ each of your final grade. Makeups: Students should schedule a makeup immediately. Students must take the final exam or fail the course. The first comprehensive exam will be given around midterm (March 6). The specific date will be announced before the exam. Content determines when a major exam is given, not a calendar.

C. An interpretive essay concerning the everyday life of a combat soldier. This paper will be due Thursday, April 25 or Thursday, May 2, along with an assignment in the Fussell book. Late work will definitely be penalized. We will discuss in class the possible formats and nature of the essay. The essay and Fussell assignment must be typed. Your grade will constitute ¼ of your final grade.

II. CORE AREAS OF TRANSFORMATIVE LEARNING

A. Discipline Knowledge
B. Problem Solving
C. Service Learning
III. COURSE OBJECTIVES ALIGNED WITH THE CORE AREAS (CA)

A. By studying the causes, nature, and consequences of World War II, the student should develop an understanding of major contemporary problems. CA 1-5.

B. By studying the suffering experienced and sacrifices made by the people involved in World War II, the student should develop a respect and tolerance for all nationalities and races. CA 1-6.

C. By studying the nature of the totalitarian regimes in Japan, Italy, and Germany, the student should develop a sixth sense that will help him recognize dangerous political movements in the present. CA 1-5.

D. By studying the horrible destruction of World War II, the student should learn the potential destruction capabilities of the human race. CA 1-6.

E. By learning vicariously what it was like to experience combat, the student should develop a mature attitude toward war. CA 1-6.

F. Students should be able to reach balanced judgments in regard to controversial historical interpretations of World War II. CA 1-2.

G. Students should develop the ability to think, express those thoughts, and understand the thoughts of others. CA 1-2.

IV. COURSE OUTLINE. Emphasis is placed on the diplomatic background, the major battles in both the European and Pacific theatres, the home fronts, and the defeat of Germany and Japan. Students will also learn about soldiering in WWII so as to empathize with the combat soldier.

A. World War I and the Versailles Treaty

B. Road to War: Europe 1919-1939

1. Germany and the Rise of Hitler
2. England and Appeasement
3. Russia
4. France
5. Italy
6. Major Crises, 1933-1939

C. America and Isolationism
D. Road to Pearl Harbor
   1. Manchuria
   2. "China Incident"
   3. Pearl Harbor

MIDTERM EXAM

E. The World War II combat soldier
   1. Who?
   2. The evolution of a soldier
   3. Coping or not

F. Major European Battles
   1. Poland
   2. Russo-Finnish War
   3. Norway and Denmark
   4. Fall of France
   5. Battle of Britain
   6. Battle of the Atlantic
   7. North Africa
   8. The Russian Campaigns
   9. Sicilian and Italian Campaigns
   10. D-Day
   11. Battle of the Bulge
   12. World War II Diplomacy

G. Pacific War
   1. Philippines
   2. Malaya and Singapore
   3. Midway
   4. Guadalcanal
   5. Island-Hopping
   6. Reconquest of the Philippines
   7. Burma
   8. Atomic Bomb

H. Holocaust

I. Cold War
   1. World War II Diplomacy
   2. Atomic Diplomacy

FINAL EXAM

V. METHODS OF INSTRUCTION
   Class consists primarily of lectures, frequently
supplemented by the use of films and filmstrips. Class discussion of the subject is encouraged.

VI. SELECTED BIBLIOGRAPHY

There is an excellent annotated bibliography in the text which is quite adequate for the course.

VII. STUDENT RESPONSIBILITY AND ATTENDANCE TO ACCOMPLISH THE GOALS OF TRANSFORMATIVE LEARNING.

Students should follow a three-step procedure to be successful in this course which requires regular attendance. They should read the textbook before coming to class to listen to lectures. Chapter assignments will be made in class. This first reading can be done quickly, but will acquaint you with the basic knowledge you need to understand the lectures which are interpretive in nature.

Step two requires the student to attend class and be attentive in order to take the best class notes as possible. Students must bring a serious attitude to class in order to listen and learn. Distractive behavior is not just rude; it is also a sure prescription to failure. On the other hand, this class is not church, and the professor enjoys student participation and hopes for student responses to questions asked.

Step three is the most important of all. Because the exams are based on the lectures, it is vital that students re-write their notes using their own expression and using the text to fill in vague factual material. The object is to produce thorough, readable notes to study for the exams. Students should re-write their notes weekly while their memories are fresh and so that they can ask the professor questions in class to clarify vague points.

To accomplish these three steps, students should schedule at least nine hours per week.

These three steps will not only lead to success in this class, but will make you successful in whichever career you might choose. All careers require preparation, the willingness to listen and learn, and the ability to express your ideas in a readable style. Student centered educational theories like transformative education require that students conscientiously work at learning and follow the above steps.

VIII. GRADE POINTS ON QUIZZES, MAJOR EXAMS, SEMESTER ESSAY AND FINAL AVERAGE.

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PLAGIARISM

Turnitin.com Plagiarism Syllabus Statement: UCO subscribes to the Turnitin.com plagiarism prevention service. Students agree that by taking this course, all required assignments may be subject to submission for textual similarity review to Turnitin.com for the detection of Plagiarism.

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