WORLD WAR II IN HISTORY AND MEMORY
HISTORY 293 / SECTION 001
MWF 8-8:50/ B032 JFSB
FALL 2010

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COURSE DESCRIPTION
This introductory-level course examines the history of the Second World War from a global perspective while placing emphasis on the experience of the United States and Japan.
Although strategy, tactics, and technology will not be neglected, we will spend much of the time looking at the war through the eyes of soldiers and civilians caught up in the conflict, the most total of all total wars. We will do this primarily through the close reading of primary sources. This course will not just examine just what happened during World War II (history), but historian’s interpretations of what happened (also history, or historiography) and how memory, both individual and collective, of what happened has been constructed over time. By the end of the semester, you will understand the global impact of the war, the ways in which it shaped the lives of participants, and how it is remembered and forgotten by individuals, groups, and nations.

Through this course you are expected to achieve a greater mastery of the department’s learning outcomes:

1. gain a historical consciousness by demonstrating a knowledge of major developments in American and world history, and understand key historical terms and theories.

2. acquire the ability to analyze historical questions and issues clearly, assess historical information accurately, and distinguish between questionable and valid historical assertions.

3. demonstrate proficiency in using the historical method of research effectively by skillfully and honestly using primary and secondary sources.

4. skillfully integrate data into a coherent argument expressed through a clear, well-written style and through oral communication.
NOTE I: It is recommended that students complete History 200 before taking this class.

NOTE II: History courses typically have heavy reading and writing loads. This class is no exception.

REQUIRED TEXTS


REQUIREMENTS/EXPECTATIONS

Attendance and Participation—Attendance is mandatory and participation is strongly encouraged. Please consult the university calendar before scheduling vacations, weddings, or other extra-curricular events that may keep you from your responsibilities in this class. You are responsible for the material and any assignments for the material and any assignments regardless of whether you were present during a given class session or not. Any extended absence (two or more consecutive sessions) must be reported to me via e-mail or phone as soon as possible.

Every student is expected to actively participate in the discussion of the assigned readings. [4% of total grade]

The next two items go without saying but …

Do not leave class early or arrive late. If you have a scheduling conflict, please find another course that better suits your schedule. This course is offered nearly every year. Walking into class late or leaving early will count as an absence and will be factored into your grade.

Please turn off all cell phones and pagers. Don’t set them to vibrate, don’t leave them on for text messaging, just turn them off. E-mailing or web-surfing via your laptop is also not appropriate. They interfere with your participation in class, and such distractions will affect your participation grade. Similarly, do not read newspapers during class.
**Source analyses papers**—You are to prepare a source analysis on the readings for eight different weeks. To receive credit, these must be posted on Blackboard by midnight on Thursday of those designated weeks. Each SAP will be worth 2 points and lowest score will be thrown out. [14% of total grade]

I may post questions for you to respond to, but either way, the format of these papers should be as follows:

1. Summarize the content of the reading selection in one well-crafted paragraph. This paragraph must include an informative topic sentence, two or three supporting statements, and a conclusion.

2. Answer the question “So what?” by intelligently discussing an implication (there will undoubtedly be more than one) or application of the concepts in the readings. In short, what does this reading selection tell us about the time, place, event, etc. under consideration?

3. Complete the sentence “I’m still not sure about…” or “I would like to discuss this/these question(s) in class …”

4. What percent of the readings did I complete this week?

**Pop Quizzes**—We will have at least six pop quizzes over the course of the semester based on the assigned readings and the previous lecture. Your lowest score will be thrown out. [10% of grade]

**Map Quiz**—One map quiz will be administered. [2% of grade]

**Primary Source Analysis Paper**—You are to complete a 5-6 page analysis of a primary source. More details and a list of collections will be distributed later. [15% of grade]

**Book dissection**—You will write a 3-page book dissection on *The Best War Ever*. Guidelines of how to complete this assignment will be made available within a few weeks. [5% of grade]

**Fiction or film essay**—You are required to write a 3-4 page essay analyzing a piece of fiction or two films about the Second World War. I will post more information about this assignment and a list of possible books and films. Any other selections must be approved by me. [10% of grade]

**Midterm exam**—You will take a midterm exam in the testing center, which will be multiple choice and short ID. [15% of grade]

**Final exam**—You will take a cumulative final exam on the scheduled date, Wednesday, 15 December, from 7-10 a.m. [25% of grade]

**Extra Credit**—There will be opportunities to earn extra points. Extra credit will be capped at 5 percent of all points possible.

You will primarily be evaluated on the “real world historian’s criteria” of ideas and expression of those in both oral and written form.
Guidelines for Writing Assignments

When crafting your papers, including the source analysis papers, you should pay attention to the following areas:

1. **Topic sentences** – The sentence or sentences that begin a paragraph should state clearly the argument of the paragraph. Make sure your first sentences are strong, active-verb statements of argument, not fact.

2. **Logical Flow of Sentences** – Make sure that each sentence follows logically from the previous one. In other words, make it clear to the reader why you are moving from one topic to the next. If your sentences do not flow logically, we will write “Logical Gap” between the sentences.

3. **Word Choice** – Make sure to choose the words that best capture what you are trying to say. Use specific nouns, verbs, and adjectives. Don’t write, “Christopher Columbus went sailing to look for money.” Instead, write, “Christopher Columbus sailed out into the Atlantic Ocean in search of fame and fortune, both for himself and his patrons.” If all or part of your sentence is in need of better word choices, we will indicate so with the words “Word Choice.”

4. **“So what?”** – In your papers, always be sure to answer this question by discussing the implication(s) or application of the concepts in the source. In short, what does this reading selection tell us about the time, place, event, etc. under consideration?

Other grading considerations

Remember to properly format all writing assignments: i.e., typed, 1 inch margins, double spaced, 10-12 font, title at top, name on paper, and spell-checked.

Space is limited so be concise in thought and precise in word to be compelling in argument. Entries that appear rushed, thoughtless, and/or “thrown together at the last minute” will not be graded favorably.

Is the paper thoughtful and well-written? Are the ideas clearly expressed, concise (there is no room in this assignment for rambling and off-topic comments)? Good ideas presented in poor English (i.e., grammatical and spelling errors, sentence fragments, bullet-point lists, heavy passive voice, poor word selection, etc.) will not receive good scores.
Other Important Matters

Assistance: Please take advantage of my office hours; I am here to help. If you have questions or concerns, please come see me during those hours or schedule another time to visit. There are other people besides me who are getting paid to help you succeed in this course. In addition to other writing centers on campus, the College of Family, Home, and Social Sciences in 1051 JFSB operates a writing lab where you can receive personal help on how to improve your prose and ability to craft an argument.

Honor Code: BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating, and other academic misconduct. Students are responsible not only to adhere to the Honor Code requirement to be honest but also to assist other students in fulfilling their commitment to be honest. (a complete version of the Academic Honesty Policy is available at honorcode.byu.edu)

Preventing sexual harassment: Sexual discrimination or harassment is prohibited both by Title IX of the Education Amendments of 1972 and Brigham Young University. BYU’s policy against sexual harassment extends not only to employees of the university but to students as well. If you believe you are being subjected to such behavior, bring your concerns to me. Alternatively, you may lodge a complaint with the Equal Employment Office at 422-5895 or 367-5689 (available 24 hours) or contact the Honor Code Office at 422-2847.

Students with disabilities: If you have a learning disability or physical limitations that may affect your performance in this course, you should get in touch with the office of Services for Students with Disabilities, which can evaluate your disability and assist in arranging reasonable accommodations.

Grading policy: While I do not grade on a strict curve, I am bound by History Department standards of grade distribution. Final grades are non-negotiable, and no amount of grubbing after the grades have been posted will result in a grade change, unless, of course, an error has been committed by me in the calculation or submission of the final grade. Finally, I believe that every student is “average” [C] until he/she proves otherwise (i.e., exceptional [A], above average [B], below average [D], or failing [E]).

Your responsibility: Students are responsible for all information contained in this syllabus and schedule, as well as any amendments or changes announced by the professor or Teaching Assistant(s) in class or by e-mail. It is your responsibility to see that your e-mail account is current through Route Y/AIM and that your settings are properly configured to receive mail.
Tentative Schedule

Week One: Introduction
August 30 (M) – Introduction to the Course

September 1 (W) – A Word about Sources, Primary and Secondary, and History and Historiography
*Preface and Introduction of Zeiler, Introduction of Coetzee, and Introduction to Japan at War
**“What is a Document?” and “How to Read a Document,” vi-ix (reading on BB)

SAP #1 due (on discussion board on BB)
September 3 (F) – Memory: The Past in the Present
*Chapter 4, “Collective Memory,” of Whitehead’s Memory, 123-154 (on BB)

Week Two: Origins
September 6 (M) – Labor Day: No Class

September 8 (W) – Europe (from Spain to the USSR)
*Z, 9-36
*C, 4-16, 22-29

September 10 (F) – Asia
* Z, 37-52
*C, 16-21
*Japan at War, 21-46

Week Three: Total War and Total Empire

September 13 (M) – Total Empire
*Japan at War, 47-68, 145-168
*map quiz

September 15 (W) – America Mobilizing for War
*Z, 100-116
*C, 102-116
-Introduce Book Dissection Assignment
  #Start reading The Best War Ever

SAP #2 due
September 17(F) – Total War
**“Mobilization for Total War in Germany, 1939-1941,” 40-64 (on BB)
*C, 117-119

Week Four: The War in Europe
September 20 (M) – The Collapse of France
*Z, 53-99
*C, 30-35, 38-48, 53-54
**“The Fall of France, 1940,” 7-39 (supplementary reading)
September 22 (W) – Italy and Fascism(s)
  *Z, 117-134, 204-223
  *C, 87-90

September 24 (F) – Hitler Turns East
  *Z, 135-150, 191-203
  *C, 91-93, 96-99

**Week Five: Shoah**

September 27 (M) – The Racial War
  *C, 94-95, 308-345, 398-400

T or W from 7 p.m.: Film screening—“Schindler’s List” (edited)—location to be announced

September 29 (W) – No Class
  *Z, 224-241

**SAP #3 due**

October 1 (F) – How?
  *C, 349-353
  **“Ordinary Men’ or ‘Ideological Soldiers’?” 200-225 (on BB)**

**Week Six: The Asian-Pacific War**

October 4 (M) – Pearl Harbor in American Memory
  *Z, 151-168
  *C, 68-79
  *Japan at War, 69-95

October 6 (W) – Turning the Tide: Midway and Guadalcanal
  *Z, 169-190, 242-253
  *C, 151-158
  *Japan at War, 121-145

October 8 (F) – MIDTERM

**Week Seven: Homefronts**

October 11 (M) – “The Best War Ever”?
  *Book Dissection on The Best War Ever due
  - Introduce Film/Fiction Essay Assignment
    #Start reading With the Old Breed

October 13 (W) – Mobilizing All Creatures Great and Small—Linking Homefront and Battlefront
  *Japan at War, 169-176, 181-192, 208-257
**SAP # 4 due**
October 14 (F) – Gendering War
  *“Female Desires,” 359-376 (on BB)
  *“Women in Combat,” 250-269 (on BB)

**Week Eight: Internal and External “Others”**
October 18 (M) – Japanese Internment: Topaz
  *Z, 274-281
  *C, 243-248

October 20 (W) – Japanese Internment: Multiple Primary Perspectives
  - Introduce Primary Source Analysis Assignment

**SAP #5 due**
October 22 (F) – “So while I fight/Wrong over there/See that my folks/Are treated fair”
  *C, 249-256
  *“This is the Army,” 145-179 (on BB)
  *C, 260-262

**Week Nine: The Western European Front (Again!)**
October 25 (M) – Operation Overlord
  *Z, 294-314
  *C, 199-203

T or W from 7: Movie viewing: *Saving Private Ryan* (edited) – location to be announced

October 27 (W) – No class

**SAP #6 due**
October 29 (F) – “The Greatest Generation”?
  *“Saving Private Ryan and Postwar Memory in America,” 435-448
  *C, 389-397

**Week Ten: Empire and Power Relations**
November 1 (M) – Collaboration and Resistance: France and Korea I
  *C, 66-67, 218-223
  *“Partisans” and Gender Politics in Vichy France,” 296-316

November 3 (W) – Collaboration and Resistance: France and Korea II

November 5 (F) – *Indigènes*: North African and Korean
  Film/Fiction Essay due

**Week Eleven: Wars without Mercy—East(ern) Europe and East (Asian)**
November 8 (M) – The Eastern Front
  *Z, 282-292, 327-360, 378-385
November 10 (W) – War without Mercy I
  *Japan at War,
  -“Know Your Enemy”

SAP #7 due
November 12 (F) – War without Mercy II
  **“You Cannot Hate the Bastard who is Trying to Kill You…,” 180-199
  **“Race, Language, and War in Two Cultures,” 226-249
  * Finish reading With the Old Breed

Week Twelve: At What Lengths?
November 15 (M) – Strategic Bombing
  * C, 167-173
  * Japan at War, 177-181, 373-382
  *Start reading Hiroshima
  -“The Fog of War”

T or W from 7: Movie viewing: Letters from Iwo Jima (edited) – location to be announced

November 17 (W) – No class
  *Z, 315-326, 361-377

November 19 (F) – Who is the Enemy? Who is the Kamikaze?
  *C, 226-227
  *Japan at War, 305-313, 319-336
  -“Wings of Defeat”
  *Primary Source Analysis Paper First Draft Due

Week Thirteen: Thanksgiving Week—No class
  #Read Hiroshima during the break

Week Fourteen: Ending the War
November 29 (M) – The Fall of the Third Reich
  * Z, 327-360, 378-385
  -“Downfall”

December 1 (W) – Hiroshima—The Historical Debate
  *Z, 386-406

SAP #8 due
December 3 (F) – Hiroshima in (Trans)National Memory
  *C, 405-409
  **“Exotic Resonances” Hiroshima in American Memory” (on BB)
  **“For Transformative Knowledge and Postnationalist Public Spheres: The Smithsonian Enola Gay Controversy,” 449-469 (on BB)
Week Fifteen: Aftermaths

December 6 (M) – Nuremberg and Tokyo and the Cold War in Asia and Europe
*Japan at War, 401-411, 416-427, 441-453, 458-479
*Z, 407-418
*C, 346-348, 355-361, 367-377

December 8 (W) – The Costs of War
*Primary Source Analysis Paper Final Draft Due

Finals Week

December 15 (W) – Final Exam, 7-10 a.m. in the classroom