WORLD WAR II IN HISTORY AND MEMORY
HISTORY 293 / SECTION 001
MWF 11-11:50/ 250 MAESER
FALL 2011

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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 (or at least what we think happened) during World War II (history), but historian's interpretations of what happened (also history, or historiography) and how memory or, more aptly, memories, both individual and collective, of the war have 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.

COURSE-SPECIFIC LEARNING OUTCOMES

- **Historical Knowledge of WWII**
  Students will be able to explain and analyze the history of the global conflict of 1939 to 1945.

- **Research Literature**
  Students will be able to analyze and interpret primary source documents.

- **Critical Interpretation**
  Students will be able to interpret and discuss the meanings and history and memory.

- **Critical Analysis**
  Students will be able to formulate historical arguments based on primary sources and place them in a historiographical context.
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**

**Office Visit**—Sometime before the end of September, drop by my office, either during my office hours or at another scheduled time, and visit with me for a few minutes and you get 1 percentage point.

**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. [3% 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 10 p.m. on Thursday (except for one, which will be by Sunday at 10) 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**—A map quiz will be administered on 12 September. See BB for study guides. [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, Tuesday, 13 December, from 3-6 p.m. [25% of grade]

Extra Credit—There may be opportunities to earn extra points. Extra credit will be capped at 4 percent of all points possible. In other words, you may raise your final grade by 1/3 (say from a B- to a B). Each extra credit opportunity will generally be worth 1 point. To receive credit, you are expected to attend the designated event and submit by email to the TA a one-page, single-spaced summary and analysis (tying it to what you have learned in the class is one way to go about this). A few extra credit opportunities are listed below, though I may announce others.

- International Cinema: “Sophie Scholl,” 9/2-3; and three films the week of 10/4-8, which are more or less related to the war: “Murders Among Us,” “The Miracle of Bern,” and “The Wave.

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.

Enhancing Student Learning Policy: I strongly discourage using laptop computers to take notes in this class. If you have to use a laptop, you must use it ONLY for note-taking. That means that you turn off email notifications, instant messaging, or anything similar and keep only one window open—your note-taking document. Violations of this policy will result in loss of participation points. The reason for this policy is to create a positive learning environment for all students. Research has shown that students who multitask, or go back and forth between note-taking, Facebook, Youtube, email, solitaire, and other windows have a significantly decreased ability to retain information conveyed in class or to understand concepts beyond a surface level. More importantly, the negative effects of multitasking—distraction and reduced retention—extend to students within viewing range of other students’ laptop computer screens. See http://news.stanford.edu/news/2009/august24/multitask-research-study-082409.html
Tentative Schedule

Week One: Introduction
August 29 (M) – Introduction to the Course

August 31 (W) – A Word about Sources, Primary and Secondary, and History and Historiography
  *Preface and Introduction of Mawdsley, 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 2 (F) – Memory: The Past in the Present
  *Introduction of Terkel
  **”Part Four” introduction (pages 383-387) of WWII Reader
  *Introduction to Bodnar’s The “Good War” in American Memory (on BB)

Week Two: Origins
September 5 (M) – Labor Day: No Class

September 7 (W) – Europe (from Spain to the USSR)
  *M, 1 and 3
  *C, 4-16, 22-29

September 9 (F) – Asia
  *M, 2
  *C, 16-21
  *Japan at War, 21-46

Week Three: Total War and Total Empire
September 12 (M) – Total Empire
  *Japan at War, 47-68, 145-168
  *map quiz

September 14 (W) – America Mobilizing for War
  *M, 4
  *C, 102-116
  -Introduce Book Dissection Assignment
  #Start reading The Best War Ever

SAP #2 due
September 16 (F) – Total War
  **“Mobilization for Total War in Germany, 1939-1941,” WWII Reader
  *C, 117-119

Week Four: The War in Europe
September 19 (M) – The Collapse of France
  *C, 30-35, 38-48, 53-54
“The Fall of France, 1940,” *WWII Reader* (read for argument, don’t get bogged down in the details French politics)

**September 21 (W) – Italy and Fascism(s)**
*C*, 87-90

**September 23 (F) – Hitler Turns East**
*M*, 5
*C*, 91-93, 96-99

**Week Five: Shoah**
**September 26 (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 28 (W) – No Class**
*Z*, 224-241

**SAP #3 due**
**September 30 (F) – How?**
*C*, 349-353
**“Ordinary Men’ or ‘Ideological Soldiers’?” *WWII Reader*, chapter 8

**Week Six: The Asian-Pacific War**
**October 3 (M) – Pearl Harbor in American Memory**
*M*, 7
*C*, 68-79
*T*, 19-28
*Japan at War*, 69-95

**October 5 (W) – Turning the Tide: Midway and Guadalcanal**
*M*, 8
*C*, 151-158
*T*, 59-97
*Japan at War*, 121-145

**October 7 (F) – MIDTERM**

**Week Seven: Homefronts**
**October 10 (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 12 (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,” WWII Reader  
*“Women in Combat,” WWII Reader  
*T, 108-134

Week Eight: Internal and External “Others”  
October 17 (M) – Japanese Internment: Topaz  
*C, 243-248  
*T, 28-35

October 19 (W) – Japanese Internment: Multiple Primary Perspectives  
-Introduce Primary Source Analysis Assignment  
*Read assigned source for the day (on BB)

October 21 (F) – No class (today instead of next Wednesday)

SAP #5 due  
October 24 (M) – “So while I fight/Wrong over there/See that my folks/Are treated fair”  
*C, 249-256, 260-262  
*“This is the Army,” 145-179 (on BB)  
*T, 135-262

The Western European Front (Again!)  
October 26 (W) – Operation Overlord  
*M, 9  
*C, 199-203  
*T, 254-293

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

SAP #6 due  
October 28 (F) – “The Greatest Generation”?  
*“Saving Private Ryan and Postwar Memory in America,” WWII Reader  
*C, 389-397

Week Ten: Empire and Power Relations  
October 31 (M) – Collaboration and Resistance: France and Korea I  
*C, 66-67, 218-223  
*“Partisans and Gender Politics in Vichy France,” WWII Reader

November 2 (W) – Collaboration and Resistance: France and Korea II  
*M, 10

November 4 (F) – Indigènes: North African and Korean  
Film/Fiction Essay due
Week Eleven: Wars without Mercy—East(ern) Europe and East (Asian)
November 7 (M) – The Eastern Front
*M, 6
*T, 444-458

November 9 (W) – War without Mercy I
*M, 11
*T, 59-93
*Japan at War,
.“Know Your Enemy”

SAP #7 due
November 11 (F) – War without Mercy II
**“You Cannot Hate the Bastard who is Trying to Kill You…,” WWII Reader
**“Race, Language, and War in Two Cultures,” WWII Reader
* Finish reading With the Old Breed

Week Twelve: At What Lengths?
November 14 (M) – Strategic Bombing
*C, 167-173
*T, 198-224
*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 16 (W) – No class

November 18 (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 28 (M) – The Fall of the Third Reich
*M, 12
*T, 387-443
.“Downfall”

November 30 (W) – Hiroshima—The Historical Debate
*M, 13
**SAP #8 due**
December 2 (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 5 (M) – Nuremberg and Tokyo and the Cold War in Asia and Europe
*Japan at War*, 401-411, 416-427, 441-453, 458-479
*M*, 14
*C*, 346-348, 355-361, 367-377

December 7 (W) – The Costs of War
*Primary Source Analysis Paper Final Draft Due*

**Finals Week**
December 13 (T) – Final Exam, 3-6 p.m. in the classroom