WORLD WAR II IN HISTORY AND MEMORY
HISTORY 293 / SECTION 001
MWF 11-11:50/ 3712 HBLL
FALL 2012

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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 history majors 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


All of these books are on reserve and can be checked out for up to 2 hours at the HBLL circulation desk.

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 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 emailed to your respective TA by Thursday at 9 p.m. (except for two, which will be due by Tuesday and Sunday at 9) of those designated weeks. Students with the last name A-N should send their email to Jackson Snyder, jacksnyderww2@gmail.com, and students with the last name O-Z should send their email to Joseph Seeley, josephseeleyww2@gmail.com. Please send your response not as a file attachment but in the body of the email. 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 whether I do so or not, 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. In another substantive paragraph, 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 Monday, 10 September. See Learning Suite (LS) for study guides. [2% 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]
**Primary Source Analysis Paper**—You are to complete a 5-6 page analysis of a primary source. More details and a list of possible sources will be distributed later. [15% of grade]

**Midterm exam**—On Friday, October 12 during class, you will take a midterm exam, 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, 12 December, from 2:30-5:30 p.m. [25% of grade]

**Extra Credit**—There will 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. Please inform me of any opportunities you hear about so I can share them with the class.

- Topaz Museum (Eccles Gallary, Covey Center for the Arts, 425 W. Center Street), 7 September-28 October

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**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 27 (M) – Introduction to the Course

August 29 (W) – A Word about Sources, Primary and Secondary, and History and Historiography
*CAREFULLY READ THIS ENTIRE SYLLABUS (your grade might depend on it!)
 *Introduction of Mawdsley, Introduction of Coetzee, and Introduction to Japan at War (all the readings from the first week are on Learning Suite under Course Documents in case don’t yet have the books)
 **“What is a Document?” and “How to Read a Document,” vi-ix

SAP #1 due via email by Thursday at 9 p.m.
August 31 (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

Week Two: Origins
September 3 (M) – Labor Day: No Class

September 5 (W) – Europe (from Spain to the USSR)
 *M, 1 and 3
 *C, 4-16, 22-29

September 7 (F) – Asia
 *M, 2
 *C, 16-21
 *Japan at War, 21-46

Week Three: Total War and Total Empire
September 10 (M) – Total Empire
 *Japan at War, 47-68, 145-168
 *map quiz

September 12 (W) – America Mobilizing for War
 *M, 4
 *C, 102-116
 -Introduce Book Dissection Assignment
 #Start reading The Best War Ever

SAP #2 due
September 14 (F) – Total War
 **“Mobilization for Total War in Germany, 1939-1941,” WWII Reader
Week Four: The War in Europe
September 17 (M) – The Collapse of France
*C, 30-35, 38-48, 52-54
**“The Fall of France, 1940,” WWII Reader (read for argument, don’t get bogged down in the details French politics)

September 19 (W) – Italy and Fascism(s)
*C, 9-11 (review), 87-90, 179-181

September 21 (F) – Hitler Turns East
*M, 5
*C, 91-95, 96-99, 395-397

Week Five: Shoah
September 24 (M) – The Racial War
*C, 308-345, 398-400

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

September 26 (W) – No Class

SAP #3 due
September 28 (F) – How?
*C, 349-353
**“Ordinary Men’ or ‘Ideological Soldiers’?” WWII Reader, chapter 8

Week Six: The Asian-Pacific War
October 1 (M) – Pearl Harbor in American Memory
*M, 7
*C, 68-79
*T, 19-28
*Japan at War, 69-95

October 3 (W) – Turning the Tide: Midway and Guadalcanal
*M, 8
*C, 151-158
*T, 59-97
*Japan at War, 121-145

Week Seven: Homefronts
October 5 (F) – “The Best War Ever”?
*Book Dissection on The Best War Ever due
-Introduce Film/Fiction Essay Assignment

#Start reading With the Old Breed
October 8 (M) – Mobilizing All Creatures Great and Small—Linking Homefront and Battlefront
* _Japan at War_, 169-176, 181-192, 208-257

**SAP # 4 due**

October 10 (W) – Gendering War
**“Female Desires,” WWII Reader**
**“Women in Combat,” WWII Reader**
*T, 108-134

October 12 (F) – **MIDTERM** in class

**Week Eight: Internal and External “Others”**

October 15 (M) – Japanese Internment: Topaz
*C, 243-248
*T, 28-35

October 17 (W) – Japanese Internment: Multiple Primary Perspectives
- Introduce Primary Source Analysis Assignment
*Read assigned source for the day (on LS)

October 19 (F) – No class (today instead of next Wednesday)

**SAP #5 due**

October 22 (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
*T, 135-262

**The Western European Front (Again!)**

October 24 (W) – Operation Overlord
*M, 9
*C, 199-203
*T, 254-293

**T and W from 7:** Movie viewing: _Saving Private Ryan_ (edited) – location to be announced

**SAP #6 due**

October 26 (F) – “The Greatest Generation”?
**“Saving Private Ryan and Postwar Memory in America,” WWII Reader**
*C, 389-397

**Week Ten: Empire and Power Relations**

October 29 (M) – Collaboration and Resistance: France and Korea I
*C, 66-67, 218-223
**“Partisans and Gender Politics in Vichy France,” WWII Reader

October 31 (W) – Collaboration and Resistance: France and Korea II
*M, 10
November 2 (F) – *Indigènes*: North African and Korean Film/Fiction Essay due

**Week Eleven:** Wars without Mercy—East(ern) Europe and East (Asian)
November 5 (M) – The Eastern Front
  *M, 6
  *T, 444-458

November 7 (W) – War without Mercy I
  *M, pages 346-363 of chapter 11
  “Know Your Enemy”

  **SAP #7 due**

November 9 (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 12 (M) – Strategic Bombing
  *M, 322-345 of chapter 11
  *C, 164-173
  *T, 198-224
  *Japan at War, 177-181, 343-353
  *Start reading *Hiroshima*
  “The Fog of War”

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

November 14 (W) – No class

November 16 (F) – Who is the Enemy?
  *C, 226-227
  *Japan at War, 305-313, 319-336

**Week Thirteen: Thanksgiving Week**
November 19 (M) –
  **Primary Source Analysis Paper First Draft Due**

  #Read *Hiroshima* during the break

**Week Fourteen: Ending the War**
November 26 (M) – The Fall of the Third Reich
  * M, 12
  *T, 387-443
  “Downfall”
November 28 (W) – Hiroshima—The Historical Debate
*M, 13

SAP #8 due

November 30 (F) – Hiroshima in (Trans)National Memory
*C, 405-409
**“Exotic Resonances” Hiroshima in American Memory” (on LS)
**“For Transformative Knowledge and Postnationalist Public Spheres: The Smithsonian Enola Gay
Controversy,” 449-469

Week Fifteen: Aftermaths

December 3 (M) – Nuremberg and Tokyo and the Cold War in Asia and Europe
*Japan at War, 401-406, 420-427, 441-453, 462-479
*M, 14
*C, 346-348, 359-361, 367-373, 376-377

December 5 (W) – The Costs of War
*Primary Source Analysis Paper Final Draft Due

Finals Week

December 12 (W) – Final Exam, 2:30-5:30 p.m. in the classroom