



DEPARTMENT OF ARTS AND EDUCATION

COURSE OUTLINE: Winter 2014

HI3670A3: The Second World War 3 (3-0-0) 15 Weeks, 45 Hours

Credit/Contact Hours: 3 hours per week / 3 Credits

Delivery Modes: Lecture, Seminar Discussions, Audio-Visual, Video-Conference, Moodle.

Calendar Description: This course surveys the global history of the Second World War including causes, outcomes and the social memory of the war. Selected aspects of its military, political, social and economic effects of the war will be examined.

Thursdays, 7 Jan. to 28 Apr, 2014 Room: E303 Time: 18:00-20:50

Instructor: Dr. Duff Crerar, Ph.D.

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Office Hours: TBA

“If the Almighty wanted anyone killed, all He needed to do was arrange to have them born in the middle of the twentieth century”.

Resources:

Montsarrat, Nicholas. *The Cruel Sea*. (Bookstore)

Deighton, Len. *Bomber*. (Buy from Professor on his authorization)

Lyons, Michael. *World War II: A Short History*. 5th ed. Prentice Hall, 2010.

Zeiler, Thomas. *Annihilation: A Global Military History of World War II*. Oxford University Press, 2011.

NB: In addition, there will be readings placed on Reserve or on Moodle. Please be sure to read them before class, as we will use them!

Detailed description and Objectives:

The course consists of two lectures/discussions each night, accompanied by an audio-visual presentation to illustrate the major themes of the course. The lectures will identify and interpret the text readings. Discussions will cover the approaches taken and key ideas of the historians you will be reading as well as the issues, events, and personalities that have influenced the war. Therefore, you must come prepared. You cannot do well in this course if you do not have the reading done before each class, at least 75% of the time. The mid-terms will be short answer in

nature, while the final examination will include essay type questions. An attendance and participation mark will be given, which measures class appearances and preparedness

Essay: You have a research essay: this is your opportunity to become a specialist in an area of your own interest. You pick the topic, but all essays must be approved by me before you begin writing, so that I can lend my expertise to help you locate sources and avoid pitfalls. Late assignments will be penalized following the Duff Buck system. When all coupons are exhausted, an assignment loses 50% on day 1, and the rest of its worth on Day 2, unless you have previously made arrangements with me, in writing! I do not like surprises. Any students having difficulty with their assignments or with the course in general are encouraged to call or see me as soon as possible. Your essay should be at least ten (13) pages in length, with a clearly-identifiable thesis, using at least six sources; NONE are to be from the Internet. If you detect any bias in your sources or conflicting interpretations with others, evaluate it - try to understand it rather than omit or avoid it. Please discuss your interests at any time with me so I can help you with the wide variety of sources and approaches in this fast-moving field. Canadian content essays are welcome.

“But sir, how do we get the duff bucks?” Answer: You earn them. Each time you pass a quiz, you get two shiny new duff bucks! Collect all 4!

Reflection Paper: This paper is not a book review, nor a research essay. It is a personal response to the topic of the novel and how well it conveys the atmosphere and conditions of war and military life, and returning from the wars. I have chosen an award winning study of British sailors fighting for the convoys in the North Atlantic, and for those who already have written on the **Cruel Sea** in earlier courses, I have provided my own copies for purchase of Len Deighton’s hard-to-find classic, **Bomber**. Your reflection is not a summary of the novel, but an organized written response explaining specifically how aspects of the War were taught which might not be covered by historical non-fiction or textbooks. Length is minimum 10 double-spaced pages.

Marking Philosophy: I use a criterion grading system whereby students master the information, concepts and skills I expect them to master (after thirty-three years of undergraduate teaching, I have a fairly clear picture of what those are). I do not use a grade curve. I do, however, lend assistance and adapt instruction (if not standards) for students with special needs, difficult circumstances or injuries, or for unique and varied cognitive gifting. Each assignment will be graded and given a number, which over the term will accumulate to a total out of 70. The final Examination mark out of 30 will be added to make a total of one hundred. At that point I will track back over other assignments and re-calculate, as necessary, the percentages achieved to come to a percentage which represents all the assignments, so your complete class performance is fairly represented. That final percentage is converted to a grade on the GPRC system.

PS: Please ask me about any details you have questions concerning, and if any grade you receive is, in your perception, unfair.

TRANSFERABILITY: UA, UC, UL, AU, GMU, CUC, CUCA, KUC

** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability FAIL, withdrawal after the deadline

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A ⁺	4.0	90 – 100	EXCELLENT
A	4.0	85 – 89	
A ⁻	3.7	80 – 84	FIRST CLASS STANDING
B ⁺	3.3	77 – 79	
B	3.0	73 – 76	GOOD
B ⁻	2.7	70 – 72	
C ⁺	2.3	67 – 69	SATISFACTORY
C	2.0	63 – 66	
C ⁻	1.7	60 – 62	
D ⁺	1.3	55 – 59	MINIMAL PASS
D	1.0	50 – 54	
F	0.0	0 – 49	FAIL
WF	0.0	0	FAIL, withdrawal after the deadline

EVALUATION

- Mid-Term 20
- Reflection Paper 15
- Essay 25
- Attendance 10
- Final Exam 30
- +++++
- Total 100

Class Schedule:

Thursday 9 January: How We Got Into This Mess (or, Crawling from the Wreckage)

READ: Lyons, Chapters 1-4; Annihilation: Chapters 1-3.

How Not to End a War

The Roaring Twenties and Dirty Thirties: Outcomes

Rise of the Dictators

Japanese Imperialism

Spain

READ: *Lessons of Munich for Mackenzie King* *Moodle*

Thursday 16 January: "Sitz to Blitz"

READ: Lyons, 5-8; Annihilation, 4-6.

Sitzkrieg

Blitzkrieg: Poland, Norway, France

Their Finest Hour: Britain, 1940

Canada: BCATP

READ: *Mackenzie King and Commonwealth Air Plan* *Moodle*

Thursday 23 January: A Planetary War

READ: Lyons, 10, 12; Annihilation, 7, 9.

Eastern Front: Barbarossa

FDR's Dilemma

Pearl Harbour

Canada: Dieppe

READ: *Villa on Dieppe and Mountbatten* *Moodle*

Thursday 30 January: Nippon Ascendant

READ: Lyons, 13-14; Annihilation, 10-11.

Philippines, Malaya, Indonesia, Burma

Canada: Hong Kong

READ: *Kent Fedorowich Hong Kong* *Moodle*

Thursday 6 February: Turning the Pacific Tide

READ: Lyons, 14-17; Annihilation, 12-13, 15, 20

Victory at Sea: Coral Sea, Midway

The Solomons

Bloody Buna

Island Hopping

Canada: *Birchall and the Raid on Columbo* *Moodle*

Thursday 13 February: The Cruel Sea

READ: Lyons, 19, Annihilation, 14.

Sea Power Strategy in World War II

Protecting the Convoys: Western Approaches and Murmansk

Surface Warfare and its Limits

Submarine Triumph in the Pacific

Canada: The Long War of the RCN Sheepdog Navy
READ: *Mayne, Protestors or Traitors?*

YIPEEEEE!! READING WEEK: (Write that Essay!!)

Thursday 27 February: Bolts from the Blue

READ: Lyons, 20, Annihilation, 14.

Strategic Bombing: Doctrine

Britain by Night, USA by Day

Limits

Controversies

The Reckoning

Canada: RCAF and Strategic Bombing

READ: *Martin: The Great Canadian Air Battle*

Moodle

Thursday 6 March: Home Fronts

READ: Lyons, 21

Axis Powers, Lost opportunities

Allies: Entrepreneurial Success, Capitalism under Fire

Canada: Man and Womanpower, Minorities, Pride, Sorrow and Shame

READ: *Peter Ward British Columbia and the Japanese Evacuation* OR

Patricia Roy The Soldiers Canada Didn't Want

Moodle

Thursday 13 March: The Mediterranean War

READ: Lyons, 17-18; Annihilation, 8, 17.

North Africa: Rommel and the British

The coming of the Yanks

Sicily and its deceptions

Italy and its Attritions

Canada: The D-Day Dodgers; Sicily, Ortona, the Liri, and Rimini

READ: *McAndrew, Fire or Movement?*

Moodle

Thursday 20 March: Western Front Finale

READ: Lyons, 22-23; Annihilation, 18-19, 21-22

Normandy: beaches to breakout

A Bridge too Far: Market Garden

The Russians Strike West

Rhineland

Endgame Berlin

Canada: Normandy, Netherlands and into Germany

READ: *Leidtke: Canadian Offensive Operation in Normandy Revisited*

Copp: The 5ths Brigade at Verrieres Ridge

Moodle

Perrun: Best Laid Plans: Simmonds and Operation Totalize

Thursday 27 March: Endgame in the Pacific

READ: Lyons, 24-25; Annihilation, 23

India

China

Burma

Breaking the Inner Ring: Iwo and Okinawa

Using the Bomb

RESEARCH ESSAY DUE!!!!

Thursday 3 April: False Dawn

READ: Lyons, 26, Annihilation, 25

Body Counts and War Criminals

Fiscal and Material Costs

Cold War in Europe

Allies and Enemies: China, Korea and Indochina

Thursday 10 April: Review: A World Transformed (or, Climbing from the Wreckage of the Wreckage)

Final Exam: tba

Special Note: Essays Will NOT be accepted on the following topics (for example):

Biographical surveys of Hitler or Mussolini, Stalin or Churchill, or FDR.
Studies of Technology: Bombers, Fighters, Ships, U-Boats, Tanks, Airplanes, Uniforms, Inventions, vehicles, etc.
Studies of entire countries at war: e.g. France in World War II, USA at War.
“-----: the untold Story”
Secret Weapons (or Super Weapons, for that matter).
General This or General that, as a Great Commander -----
Gestapo, SS, Hitler Youth, Commandos, Airborne, etc.
Why the Germans Lost, or Why (or if) Anybody Won.

Essays that WILL be welcomed (for example), will involve areas such as the following:

War and Society (Labour, Demography, Morality, Economics, Political changes)
Strategy and Diplomacy
Propaganda
Total War: How Societies fail or succeed managing the test of Total War
Organizing for War
Mobilization
Morale, Military Medicine
Women or social groups, Minorities in wartime, etc.
Mythologies or Stereotypes which mislead historians and succeeding generations.
Post-War Controversies (e.g. Strategic Bombing, Unconditional Surrender, Strategic decisions or blunders, etc.)
Totalitarian States at War
Democratic States at War
Sea Power: Amphibious Operations
Air Power: War Winning Weapon
Media and the military.
Civil-Military relations.
Intelligence in war and peace.
The value of pre-emptive wars.
Children and war.
Aboriginal peoples and war.
The phenomenon of total war.
Sex in wartime.
Small wars, savage wars?
Statesmen and Generals: War is too serious a business for soldiers.
The Psychic costs of war.
War: Morality and Justice in conflict.

NBB: Be sure to have your topic cleared with me before running off and beginning!!