

COURSE IMPLEMENTATION DATE:	January 2004
COURSE REVISED IMPLEMENTATION DATE:	September 2007
COURSE TO BE REVIEWED:	September 2009
(Four years after implementation date)	(MONTH YEAR)

**OFFICIAL COURSE OUTLINE INFORMATION**

Students are advised to keep course outlines in personal files for future use.  
 Shaded headings are subject to change at the discretion of the department and the material will vary  
 - see course syllabus available from instructor

FACULTY/DEPARTMENT:	<b>History</b>	
<b>HIST 420</b>	<b>N/A</b>	<b>4</b>
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS
	<b>World War II</b>	
COURSE DESCRIPTIVE TITLE		

**CALENDAR DESCRIPTION:**

This course addresses selected topics in World War II history such as the soldier's experience, the myth and reality of resistance, the development of weapons systems capable of destroying entire societies, the war against civilians, the decision to use atomic bombs, the judgment or misjudgment at Nuremberg and Tokyo, why the Allies won, and the politics of remembrance. (Seminar)

PREREQUISITES: Nine credits of lower-level history, and HIST 315 or HIST 320.

Note: As of September 2008 the prerequisites will change to the following:  
 HIST 210 (formerly HIST 111) or the previously offered HIST 112, six additional credits of lower-level history, and HIST 315 or HIST 320.

COREQUISITES:

SYNONYMOUS COURSE(S)	<b>SERVICE COURSE TO:</b>
(a) Replaces: _____ (Course #)	_____
(b) Cannot take: _____ for further credit. (Course #)	_____

TOTAL HOURS PER TERM:	<b>60</b>	TRAINING DAY-BASED INSTRUCTION
<b>STRUCTURE OF HOURS:</b>		LENGTH OF COURSE: _____
Lectures: <b>30</b> Hrs		HOURS PER DAY: _____
Seminar: <b>30</b> Hrs		
Laboratory: Hrs		
Field Experience: Hrs		
Student Directed Learning: Hrs		
Other (Specify): Hrs		

MAXIMUM ENROLLMENT:	<b>20</b>
EXPECTED FREQUENCY OF COURSE OFFERINGS:	<b>Every second year</b>
<b>WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

**AUTHORIZATION SIGNATURES:**

Course Designer(s): _____ Bob Smith	Chairperson: _____ Raymond Welch ( <i>Curriculum Committee</i> )
Department Head: _____ Sylvie Murray	Dean: _____ Virginia Cooke
PAC Approval in Principle Date: _____	PAC Final Approval Date: Oct. 27, 2006

**LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:**

1. To encourage students to adopt a critical appreciation of historiographical problems.
2. To assess the official narrative of WWII and its critics and various debates concerning the way the war should be commemorated.
3. To develop students' presentation skills and foster a spirit of debate.

**METHODS:**

Lecture, discussion of readings, film, presentations, composition, and examination.

**PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

Credit can be awarded for this course through PLAR (Please check:)  Yes  No

**METHODS OF OBTAINING PLAR:**

Challenge exam.

**TEXTBOOKS, REFERENCES, MATERIALS:**

[Textbook selection varies by instructor. An example of texts for this course might be:]

Robert Cawley, ed., No End Save Victory (2002).

Robert Doughty et al., World War II (1996).

Paul Fussell, Wartime (1990).

Richard Hillary, The Last Enemy (2003).

John Keegan, The Second World War (2005).

E.B. Sledge, With the Old Breed (1996).

**SUPPLIES / MATERIALS:**

None.

**STUDENT EVALUATION:**

[An example of student evaluation for this course might be:]

Written Assignments: a journal or commentaries 40%

Seminar Participation 20%

Exam 40%

**COURSE CONTENT:**

[Course content varies by instructor. An example of course content might be:]

1. Introduction to course format and expectations of students re: readings, class participation, composition and final exam. Instruction re: use of maps, need for proficiency in basic data, authoritative reference works, lecture on the background to 1939 (war in Europe) and to 1941 (war in the Pacific), i.e. diplomatic alignments, foreign policies of the powers, balance of military power, rules of warfare and emerging technological developments affecting the conduct of war.

2. Discussion: who started WWII? When did WWII begin and end? Identification of primary reasons for the outcomes.

Consideration of counterfactual scenario – what ifs. Lecture: the official version or narrative of WWII.

Instructor summary, with suggestions for further readings.

3. Discussion of the battle – Operation Yellow, Stalingrad or Kursk, Overlord and Iwo Jima or Okinawa. Small group focus on each, assigned in advance. Q and A.

What were the strategic objectives, preparations, order of battle, turning points, last chances and results?

Short lecture: where and when the wars in Europe and the Pacific were decided.

4. War and Technology: small group remarks to the class on the previously assigned topics: ultra, radar, atomic bomb, the tank and the bomber. What scientific, technological and industrial developments produced these systems of waging war?

Short lecture: the emergence of the military – industrial – scientific combine.

5. WWII as war on civilians: class discussion of the non-combatant victims of this war, i.e. the Third Reich's war against racial and ideological enemies, Stalin's relocations of non-Russian minorities, the Allies' strategic bombing, Japan's assault on Asians such as the Korean comfort women and by its biological warfare unit (731), and expulsion of Germans from the east. Several readings of scholarly articles.

Instructor summary: how do historians explain the 90% of casualties in WWI (combatants) and the 60% of casualties in WWII (non-combatants)?

6. The soldier's experience: micro vs. macro history. Taking works such as Sledge's *With the Old Breed* and Hillary's *The Last Enemy*, which each student has studied, the class focuses on the background, training, motivation, technical skills displayed in the campaign, and comradeship. Why did they wage a war by the rules in the desert, then a war without mercy in the Pacific?

7. Summit diplomacy: review of the summits (Roosevelt, Churchill, and Stalin) and strategic decisions, e.g. second front, unconditional surrender, disposition of conquered territories, return of P.O.W's, the Soviet Union's entry into the Asian war and agreement on war crimes trials. Discussion, with instructor summary.

8. Resistance: myth and reality. The PR and scholarly conclusions, in lecture.

Film: *Casablanca*, the ultimate B or B+ movie of all films, in the case about resistance.

9. The Decision to Drop the Atomic Bombs – several scholarly articles – Japanese and American – are to be reviewed and debated. Introductory remarks: the atom bomb is more than a bomb, alternatives to and consequences of its use.

Film: *Atomic Café* or *Ground Zero*

10. Judgment or Misjudgment at Nuremberg and Tokyo. Review of the charges and their grounding in international law.

Film: *Judgment at Nuremberg* (1961)

11. Remembrance: the Enola Gay affair, Japanese school textbook suit, the German wehrmacht war crimes exhibit.

Film: *Nasty Girl*

12. Guests: a hidden child (Dr. Peter Suedfeld) and a four engine bomber pilot (Martin Garren). Open to interested faculty and students. Concluding social.