UNIVERSITY COLLEGE of the FRASER VALLEY

COURSE IMPLEMENTATION DATE: January 2004
COURSE REVISED IMPLEMENTATION DATE: September 2008
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: **History**

HIST 420	**N/A**	**4**
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS

World War II
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: 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)
(a) Replaces: _____ *(Course #)*
(b) Cannot take: _____ *(Course #)* for further credit.

SERVICE COURSE TO:
_____ *(Department/Program)*
_____ *(Department/Program)*

TOTAL HOURS PER TERM: **60**

STRUCTURE OF HOURS:

Lectures:	**30**	Hrs
Seminar:	**30**	Hrs
Laboratory:		Hrs
Field Experience:		Hrs
Student Directed Learning:		Hrs
Other (Specify):		Hrs

TRAINING DAY-BASED INSTRUCTION
LENGTH OF COURSE: _____
HOURS PER DAY: _____

MAXIMUM ENROLLMENT: **20**
EXPECTED FREQUENCY OF COURSE OFFERINGS: **Every second year**

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☐ Yes	☒ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☒ No

AUTHORIZATION SIGNATURES:

Course Designer(s): Bob Smith
Chairperson: Raymond Welch *(Curriculum Committee)*
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.