

# A Global History of World War II

## Ideology, Culture, Politics



**HIST 3096 (Honors)**  
Fall Semester 2013  
Mondays 3:35-5:25  
Swift Hall 708



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*Syllabus subject to  
revision at discretion  
of instructor.*



### I. COURSE OVERVIEW

**Its Content:** This course examines the Second World War in its global contexts. It emphasizes the comprehensive impact of warfare not only on the battlefield, but also on the intellectual, cultural, and political life of belligerent states, above all Germany, the Soviet Union, Japan, and the United States. It attends to everyday life during the war, to the experience of women and children, and to the “barbarization of warfare” that led to the enslavement, murder, and genocide of millions of noncombatants. It addresses, finally, developments that portended the division of Europe and the world after 1945.

**Its Importance:** World War II was the largest single event in human history. It mobilized seventy million people for military service and affected countless more through economic disruption, family separation, physical and emotional suffering, and grievous loss. Destroying some sixty million lives worldwide, it convulsed the symbolic and moral order so profoundly that its impact reverberated well past 1945 in Cold War animosities and “proxy war” conflicts, decolonization in Africa and Asia, international relations, international law, humanitarian intervention, and Postmodern intellectual, cultural, and artistic life, among many other facets of human experience. Its impact can still be felt today in manifold ways.

**Its Relevance to You:** Rarely does a topic of university study speak to all of who we are as integrated and inescapably embodied intellectual, feeling, and ethical human persons. World War II is such a topic. Its

violence was so terrible, its crimes so pitiless, its valor so breathtaking, that its history confronts us with disturbing and urgent questions about ourselves as selfsame members of the human family. Students with the courage to approach these questions have radically changed their minds about themselves and others, very often becoming more intently studious, humble, emotionally mature, and sensitive individuals. If “transformative education” is what you want, if this is what you expected to find when you enrolled in university, then this course is a good choice for you.

## II. FORMAT

This course is a seminar, which involves the intelligent discussion of texts and other authorities bearing upon the course’s themes in a highly interactive learning environment. It incorporates short formal presentations, film clips, documentaries, maps, slides, speeches, and both scholarly and primary source texts in mutually reinforcing pedagogies. It features book quizzes, film analysis, undergraduate research, and reflective essays. It engages students regularly in collaborative work. The course culminates with a study tour of museums and other relevant sites in London, England and the D-Day attack beaches in Normandy, France.

## III. ATTENDANCE

Class begins on time. Students who arrive late will be counted as absent. Absences themselves will be accepted only under medical, family, prior academic, or religious circumstances. If you have such an event falling on a Monday this term, please come see me about it the first week of class. *A student with more than one unexcused absence will automatically fail the course and will not be permitted to attend the study tour to Europe. In such a case, deposits cannot be refunded.* There are two purposes for such an attendance policy. First, the course meets on Mondays only; therefore, to miss even one day means missing vital course material. Second, the success of the study tour depends upon the creation of a flourishing learning community. Given the infrequency of our meetings, absences diminish the possibility of creating this community.

## IV. LEARNING OUTCOMES

To accumulate scientific knowledge of a topic is to experience higher education at the most superficial level. When a course of study also develops foundational learning competencies, when it cultivates intellectual and social virtues, and when it binds us to our times with enhanced responsibility for the knowledge we attain, then it may be said to possess transformative potential as well.

With this in mind, this course is structured to achieve learning outcomes that go beyond the successful communication of knowledge. You will have a chance to practice basic cognitive skills essential for the application of what you know in real-world settings. You will also practice intellectual and social virtues that lay the foundations for life-long learning, a key excellence in high demand in all professional environments. The overarching objective of the course, then, is to become knowledgeable, astute, and virtuous men and women capable of effective leadership in the world.

These tripartite objectives—transference of knowledge, refinement of learning skills, and the practice of virtue—break down as follows. Upon finishing this course, students will be able:

### **Knowledge**

- to grasp the magnitude, causes, course, and consequences of the Second World War as it unfolded in global contexts;
- to explain the enormous civilian death toll and understand the relationship between modern ways of war and genocide;
- to appreciate the value of an interdisciplinary approach to the study of warfare that considers history, ideas, culture, and politics;

### Cognitive Skills

- to comprehend an array of primary- and secondary-source texts through higher-order reading mastery;
- to analyze and interpret these texts in the creation of unique ideas and perspectives;
- to dispute these ideas and perspectives successfully with others;
- to conduct library research and ground a point of view in established authorities;
- to write convincingly with greater thematic control in narrative and analytical prose;

### Intellectual and Social Virtues

- to listen to complex rhetorical presentations with greater attentiveness and docility (teachableness);
- to create and sustain communities of learning with greater courage, humility, and charity toward others;
- to approach course material with greater time management and personal organization;
- to read texts more successfully as a result of greater comfort with silence and contemplation;
- to hone a hunger for the truth.

Baccalaureate Competency: Critical Thinking  
Breadth of Knowledge: Diversity & Culture and Historical Perspectives

## V. OFFICE HOURS

Office hours exist to clear up any misunderstandings about the course or its materials, to address a student's scholarship and, most importantly, to allow for one-on-one contact between students and their instructor. I cordially invite you to visit me.

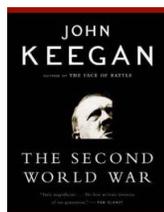
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Course Web Page:	Blackboard

## VI. READINGS

There are two books assigned for the course. Let me say a few words about them here, so that you will know how to approach and appreciate them.

### *Textbook*

John Keegan, *The Second World War* (1990, 2005)



Sir John Keegan, who passed away in early August of this year, was arguably England's greatest historian of warfare. His huge output of books, articles, and correspondence journalism earned him a professorship at the Royal Military Academy Sandhurst (England's West Point) and a knighthood from the Crown for his contributions to understanding war and society. I like to use his battle history of World War II for its crisp and accessible prose and its intelligent division of the global conflict into manageable thematic sections. You should read this book with great attention to detail, for it will be quizzed frequently.

### *Primary Source Book*

E. B. Sledge, *With the Old Breed: At Peleliu and Okinawa* (2007)

Eugene Sledge was a combat veteran of the Marine Corps during World War II. His memoir of action against the



Japanese in some of the most frightful battles of the Pacific Theater has harrowed historians and casual readers alike since its first appearance in 1981. Shockingly honest about modern war's brutality and its potential to destroy human character, it was featured in both Ken Burns's PBS documentary "The War" and the HBO miniseries "The Pacific." The book should be read with all seriousness of intellectual and moral purpose. It will be taught in conjunction with film support.

These two books, marked with an \* below, are available for purchase at the Bookstore. Here are the rest of the semester's readings, which may be found on the Blackboard site for this course.

#### **SURVEY TEXT**

\*John Keegan, *The Second World War* (1990)

#### **ORIGINS OF THE WAR IN EUROPE, 1919-1939. THEME: IDEOLOGY**

Ian Kershaw, "Nazi Foreign Policy: Hitler's 'Programme' or 'Expansion without Object?'" in *The Nazi Dictatorship: Problems and Perspectives of Interpretation*, 4th ed. (2000), pp. 134-60

Richard Overy, "The Darkness Descends: 1919-1937," in *Russia's War: A History of the Soviet War Effort, 1941-1945* (1997), pp. 1-33

Keith Eubank, "Appeasement and Appeasers" in *World War II: Roots and Causes* (1992), pp. 129-35

Gerhard L. Weinberg, "Munich Conference: War Postponed" in *World War II: Roots and Causes* (1992), pp. 154-67

Williamson Murray, "War over Czechoslovakia?" in *World War II: Roots and Causes* (1992), pp. 167-77

#### **WAR ERUPTS IN EAST & WEST, 1939-40. THEME: EVERYDAY LIFE UNDER BOMBING AND THE LASH**

Timothy Snyder, "Molotov-Ribbentrop Europe," in *Bloodlands: Europe between Hitler and Stalin* (2010), pp. 119-54

Richard C. Lukas, "The German Occupation of Poland" in *The Forgotten Holocaust: The Poles Under German Occupation, 1939-1944* (1997), pp. 1-39

Max Hastings, "Britain Alone" in *Inferno: The World at War, 1939-1945* (2011), 77-101

Hanna Diamond, "Physical Survival" in *Women and the Second World War in France, 1939-48: Choices and Constraints* (1999), pp. 49-70

Penelope Summerfield, "Women, Work and Welfare: A Study of Child Care and Shopping in Britain in the Second World War," *Journal of Social History* 17, 2 (1983): 249-69

#### **WAR IN THE EAST, 1941-43. THEME: THE "BARBARIZATION OF WARFARE"**

Richard Overy, "The Fight from Within: Collaboration, Terror and Resistance," in *Russia's War: A History of the Soviet War Effort, 1941-1945* (1997), pp. 125-53

Truman Anderson, "Incident at Baranivka: German Reprisals and the Soviet Partisan Movement in Ukraine, October-December 1941," *Journal of Modern History* 71, 3 (1999): 585-623

Christopher Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*, rev. ed. (1998), pp. 1-77

Wolfgang Sofsky, "Violence and Death," Part V of *The Order of Terror: The Concentration Camp* (1997), pp. 199-281

#### **ORIGINS OF THE WAR IN THE PACIFIC, 1931-41. THEME: CULTURE**

Jason G. Karlin, "The Gender of Nationalism: Competing Masculinities in Meiji Japan," *Journal of Japanese Studies* 28, 1 (2002): 41-77

J. A. Mangan and Takeshi Komagome, "Militarism, Sacrifice and Emperor Worship: The Expendable Male Body in Fascist Japanese Martial Culture," *The International Journal of the History of Sport* 16, 4 (1999): 181-204

Akira Iriye, ed., *Pearl Harbor and the Coming of the Pacific War: A Brief History with Documents and Essays* (1999), pp. 73-108

John Dower, Propaganda Cartoons, in *War without Mercy: Race and Power in the Pacific War* (1986), pp. 181-200

**WAR IN THE PACIFIC, 1941-43. THEME: WAR AND GENDER**

- “Army Nurse Lieutenant Juanita Redmond Describes a Japanese Air Attack on Bataan in the Philippines, April 1942” in Mark Stoler and Melanie Gustafson, *Major Problems in the History of World War II* (2003), pp. 176-8
- J. B. Litoff and David Smith, eds., “The Price of Victory” in *Since You Went Away: World War II Letters from American Women on the Homefront* (1991), pp. 235-52
- Haruko Taya Cook and Theodore F. Cook, eds., “Burdens of a Village Bride” in *Japan at War: An Oral History* (1992), pp. 181-4
- Yuki Tanaka, *Japan's Comfort Women: Sexual Slavery and Prostitution during World War II and the US Occupation* (2002): pp. 8-60

**WAR IN THE WEST, 1943-45. THEME: GIS TAKE ON THE WEHRMACHT**

- Richard Overy, “A Genius for Mass-Production: Economies at War” in *Why the Allies Won* (1995), pp. 180-207
- “Patton, General George S.” and “Biscari Massacres” in I. C. B. Dear, ed., *The Oxford Companion to World War II* (2001), pp. 104 and 677-78
- Antony Beevor, *D-Day: The Battle for Normandy* (2009), pp. 51-113

**WAR IN THE EAST, 1943-45. THEME: POLITICS**

- Norman Naimark, “Soviet Soldiers, German Women, and the Problem of Rape” in *The Russians in Germany: A History of the Soviet Zone of Occupation, 1945-1949* (1995), pp. 69-90 and 105-116
- Ralph B. Levering et al., *Debating the Origins of the Cold War: American and Russian Perspectives* (2002), pp. 11-34 and 85-114

**WAR IN THE PACIFIC, 1943-45. THEME: RACIAL CONFLICT AND “WAR WITHOUT MERCY”**

- John Dower, “War Hates and War Crimes” in *War without Mercy: Race and Power in the Pacific War* (1986), pp. 33-73
- Mark Stoler and Melanie Gustafson, eds., “How to Tell Your Friends from the Japs” in *Major Problems in the History of World War II* (2003), p. 216
- \*E. B. Sledge, *With the Old Breed* (1990)
- Haruko Taya Cook and Theodore F. Cook, eds., “Student Nurses of the ‘Lily Corps,’” in *Japan at War: An Oral History* (1992), pp. 354-63
- Mark Stoler and Melanie Gustafson, eds., “The Atomic Bomb and the End of World War II” in *Major Problems in the History of World War II* (2003), pp. 394-426

## **VII. ASSIGNMENTS AND GRADING**

### **A. Class Discussions**

Seminar discussions on assigned readings constitute the backbone of this course. They allow students to assimilate these readings in a friendly atmosphere, they bring students into conversation at a high intellectual level, and they encourage students to overcome personal barriers to public speech. Our discussions will be conducted in the tradition of *disputatio*, which involves the cogent expression and critical examination of ideas for their truth or falsehood in light of others’ opinions. You are invited to express your views with confidence. Be prepared to take a position, but lay yourself open to correction. This, after all, is what learning is all about. Discussion grades are based on faithful attendance, active participation, and quality of contribution.

### **B. Quizzes**

As an inducement to regular, careful, and comprehensive reading, there will be ten short quizzes during the course of the semester. Five of these quizzes will be on the Keegan text. See the course outline for their dates. The other five will be on the assigned readings. These quizzes will be of the “pop” variety; they will not be announced. All ten quizzes will consist of ten true/false and/or fill-in-the-blank questions.

### C. Papers

There will be two short papers. You may choose to write any two of the three options provided below. Both are to be submitted double-spaced with one-inch margins on all four sides. Use a standard font and font size (size 12). Numbered pages are appreciated. Please be sure to deliver your papers with your name typed at the top of the first page at least. Title pages are unnecessary. Papers should be stapled together; no paper clips, please. *The rules of grammar and spelling are in full force; intelligent papers that are mistake ridden will be graded poorly.* Late papers will suffer a one-grade-per-day penalty. Your choices are as follows:

1. A six-page analysis of a wartime film or documentary on a topic/event of choice. Please see Appendix A to this syllabus for a list of possible films. Answer the questions, “What is the film about and what is its value as a historical text?” The film must be chosen in consultation with the instructor. **Due at the beginning of class on Monday, September 23<sup>rd</sup>.**
2. A six-page research essay, with footnotes and a bibliography, on a topic/event of choice. The topic/event must be approved. Use *The Chicago Manual of Style*, 15<sup>th</sup> ed., throughout. Your paper should exploit at least ten printed sources. I do not accept websites as legitimate research data unless you can explain in a footnote why a website is more reliable than peer-reviewed and published research. **Due at the beginning of class on Monday, November 4<sup>th</sup>.**
3. A six-page reflective essay answering the question, “Should America have dropped the atomic bombs to end the war?” Students’ answers should attempt to integrate what they have learned over the course of the semester. **Due on Wednesday, December 11<sup>th</sup> before 4:00 PM in my office.**

### D. Website Paragraphs

The generosity of UC International Programs has made it possible for us to visit London and Normandy. A way to show our gratitude is through the completion of an outreach project that documents our trip and speaks to the great value of international education. Through the use of a shared Weebly account, students will build and publish a course website. The website’s main material will consist of written student responses to assigned prompts delivered over the course of the term. These prompts are in blue in the course outline provided below. Responses are due one week following the prompt date. They are to be no more than one paragraph in length (at least 8 sentences!) and students are required to submit six of them. Additionally, upon completion of the study tour, students will submit four more paragraph-long responses reflecting on their deeper learning experiences. Thus, students will write a total of ten paragraphs. More information regarding these responses and the website project may be found in Appendix B to this syllabus.

### E. Exams

There are no exams.

### F. Grading

Relative weight to each of the course assignments is as follows:

Class Discussion:	35%
Quizzes:	25%
Paper #1:	15%
Paper #2:	15%
Website Paragraphs	10%

\*Please note that Pass/Fail, Audit, and Withdrawal options are governed by the Office of the Registrar.

### VIII. STUDY TOUR IN EUROPE

The experiential dimension of the course’s learning will occur during a week-long study tour of London and the Normandy Beaches. In London, we will visit the Imperial War Museum, the Churchill War Cabinet Rooms, and the HMS Belfast, one of the most battle-tested vessels of the war. From London we will take the Eurostar train to Paris via the “Chunnel,” entraining from there to Caen on the Normandy coast. We will visit the D-Day Museum at the Caen-Normandy Memorial Centre for History & Peace and take a guided tour of the Normandy Beaches. We will also visit the American cemetery at Coleville-sur-Mer, located near Omaha Beach, the site of the invasion’s greatest sacrifices. This trip will occur from 13-20 December. More information regarding the study tour may be found in Appendices C & D to this syllabus.

### IX. SPECIAL NEEDS

If you have any special needs related to your participation in this course, including identified visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability that may influence your performance in this course, you should meet with the instructor to arrange for reasonable provisions to ensure an equitable opportunity to meet all course requirements. At the discretion of the instructor, some accommodations may require prior approval by Disability Services.

### X. ELECTRONICS POLICY

Computers and other devices may be used for taking notes and for all other legitimate learning purposes in the classroom, such as consulting readings assigned for the course. They may not be used for any non-class-related activities. Please remember to turn off your cell phones.

### XI. RELIGIOUS OBSERVANCES

Students who are unable to attend class because of their religious commitments will be given the opportunity to make up what they have missed. Please consult the course outline and assignment due dates (below) and inform the instructor of any observance conflicts in a timely fashion.

### XII. COURSE OUTLINE AND ASSIGNMENTS

#### *ORIGINS OF THE WAR IN EUROPE, 1918-1939. THEME: IDEOLOGY*

<b>WEEK 1</b>	<b><i>Keegan Readings: pp. 10-44</i></b>
Monday, August 26	Introduction to the Course of Study Discussion: “Are You Sure You Know What Nazism Was All About?” Paragraph Topic: <i>Strategic Designs, Strategic Dilemmas: Leaders</i> “What moral principle did Hitler’s ideology most offend?”
<b>WEEK 2</b>	<b><i>Keegan Readings: pp. 10-44</i></b>
Monday, September 2	<b>No Class: Labor Day</b>
<b>WEEK 3</b>	<b><i>Keegan Readings: pp. 10-44</i></b>
Monday, September 9	Discussion 1: Kershaw, “Nazi Foreign Policy” Overy, “The Darkness Descends” Discussion 2: Eubank, “Appeasement and Appeasers” Weinberg, “Munich Conference: War Postponed” Murray, “War over Czechoslovakia?” Audio: Selection of Churchill’s Pre-War Speeches

	Paragraph Topic: <i>Strategic Designs, Strategic Dilemmas: Leaders</i> “What moral principle did appeasers most offend?”
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**WAR ERUPTS IN EAST & WEST, 1939-40. THEME: EVERYDAY LIFE UNDER BOMBING & THE LASH**

<b>WEEK 4</b>	<b>Keegan Readings: pp. 44-123</b>
Monday, September 16	<p><b>Quiz on Keegan, pp. 44-123</b></p> <p>Discussion 1: Lukas, “The German Occupation of Poland” Video: Selection from “The Wild East”</p> <p>Discussion 2: Snyder, “Molotov-Ribbentrop Europe” Video: Selection from “Katyn”</p> <p>Paragraph Topic: <i>Targets of Terroristic Power: Unwanted Communities</i> “What is lost when a people suffers communal destruction?”</p> <p>Paragraph Topic: <i>The Pity of War: Combatants</i> “Is ‘The Wild East’ an appropriate title of a film on Poland under German occupation?”</p>
<b>WEEK 5</b>	<b>Keegan Readings: pp. 44-123</b>
Monday, September 23	<p><b>Film Analysis Due at the Beginning of Class</b></p> <p>Discussion 1: Hastings, “Britain Alone” Audio: Churchill Speech, “Every Man to His Post”</p> <p>Discussion 2: Diamond, “Physical Survival” Summerfield, “Women, Work and Welfare”</p> <p>Paragraph Topic: <i>Britain Alone: London</i> “Would you have been motivated to fight by Churchill’s rhetoric?”</p> <p>Paragraph Topic: <i>Britain Alone: London</i> “Is the saying, ‘Keep Calm and Carry On’ an apt description of the British during World War II? If yes, how so?”</p> <p>Paragraph Topic: <i>Fighters, Riveters, Criminals, Victims: Women</i> “Would you say that mothers in France and Britain were victims of the war?”</p> <p>Paragraph Topic: <i>No Remorse for the Helpless Ones: Children</i> “Wartime suffering is adult suffering: true or false?”</p>

**THE WAR IN THE EAST, 1941-43. THEME: THE “BARBARIZATION OF WARFARE”**

<b>WEEK 6</b>	<b>Keegan Readings: pp. 127-237</b>
Monday, September 30	<p><b>Quiz on Keegan, pp. 127-237</b></p> <p>Lecture and Slide Presentation 1: “War &amp; Genocide in the Balkans” Film Clip from “WWII in HD”</p> <p>Lecture and Slide Presentation 2: “Barbarossa” with Film Clips from “Defiance,” “Stalingrad,” &amp; “Enemy at the Gates” Readings for Lecture: Overy, “The Fight from Within” Anderson, “Incident at Baranivka”</p> <p>Paragraph Topic: <i>The Pity of War: Combatants</i> “A noted historian has said, ‘In the twentieth century, war is hatred by other means.’ Does his remark apply to the Balkans and the Eastern Front during World War II?”</p> <p>Paragraph Topic: <i>Strategic Designs, Strategic Dilemmas: Leaders</i> “Both Hitler and Stalin committed their countries to wars of annihilation. What was the morality of these decisions?”</p>
<b>WEEK 7</b>	<b>Keegan Readings: pp. 127-237</b>
<b>Wednesday, October 9</b>	Discussion 1: Browning, “Ordinary Men”

	<p>Discussion 2: Sofsky, <i>The Order of Terror</i>  Film Clips from “Schindler’s List”</p> <p>Paragraph Topic: <i>Targets of Terroristic Power: Unwanted Communities</i>  “Several prominent survivors referred to Holocaust suffering as ‘useless.’ What do you think they meant?”</p> <p>Paragraph Topic: <i>No Remorse for the Helpless Ones: Children</i>  “Elie Wiesel has called the children of the Holocaust, ‘The first to suffer, the first to die.’ What does this statement declare about Nazi cruelty?”</p> <p>Paragraph Topic: “Fighters, Riveters, Criminals, Victims: Women”  In the novel <i>The Reader</i>, a female Holocaust perpetrator claims that it was her state-authorized duty to kill Jews in order to prevent disorder among prisoners as they marched back to Germany at the end of the war. Of what, if anything, is she guilty?”</p>
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**ORIGINS OF THE WAR IN THE PACIFIC, 1931-41. THEME: CULTURE**

<b>WEEK 8</b>	
	<b>Keegan Readings: pp. 240-56</b>
Monday, October 14	<p>Discussion 1: Karlin, “The Gender of Nationalism”  Mangan &amp; Komagome, “Militarism, Sacrifice”  Iriye, <i>Pearl Harbor and the Coming of the Pacific War</i>  Film Clip from Pearl Harbor</p> <p>Discussion 2: Dower, Propaganda Cartoons</p> <p>Paragraph Topic: <i>Strategic Designs, Strategic Dilemmas: Leaders</i>  “Few in the Japanese high command shared Admiral Yamamoto’s concern that the attack on Pearl Harbor would be disastrous for the Japanese. What does this say about the mentalities of Japanese commanders?”</p> <p>Paragraph Topic: <i>The Pity of War: Combatants</i>  “Japanese military propaganda defined the male body as ‘expendable.’ What philosophy of the human person underlies this definition?”</p>

**WAR IN THE PACIFIC, 1941-43. THEME: WAR & GENDER**

<b>WEEK 9</b>	
	<b>Keegan Readings: pp. 256-307</b>
Monday, October 21	<p><b>Quiz on Keegan, pp. *240-307</b></p> <p>Discussion 1: “Army Nurse Lieutenant Juanita Redmond Describes”  Litoff &amp; Smith, “The Price of Victory”  Cook &amp; Cook, “Burdens”</p> <p>Discussion 2: Tanaka, <i>Japan’s Comfort Women</i></p> <p>Paragraph Topic: <i>Fighters, Riveters, Criminals, Victims: Women</i>  “‘What was the nature of American women’s grief?’”</p> <p>Paragraph Topic: <i>Fighters, Riveters, Criminals, Victims: Women</i>  “‘Did American women’s attitudes towards the Japanese differ from those of American men?’”</p> <p>Paragraph Topic: <i>Fighters, Riveters, Criminals, Victims: Women</i>  <i>For men in the class:</i> “How does the Japanese ‘Comfort Women’ system make you feel about your gender?”  <i>For women in the class:</i> “What must Japan do today to satisfy your sense of justice?”</p>

**WAR IN THE WEST, 1943-45. THEME: GIS TAKE ON THE WEHRMACHT**

<b>WEEK 10</b>	<b>Keegan Readings: pp. 310-447</b>
Monday, October 28	<p><b>Quiz on Keegan, pp. 310-447</b></p> <p><i>Mini-Lecture: "Hitler's Gamble: Declaring War on the United States"</i></p> <p>Reading for Lecture: Overy, "A Genius for Mass-Production"</p> <p>Discussion 1: "Patton, George S." and "Biscari Massacres" with Film Clips from "Patton"</p> <p>Discussion 2: Beevor, <i>D-Day: The Battle for Normandy</i> with Film Clip from "Saving Private Ryan"</p> <p>Paragraph Topic: <i>Fighters, Riveters, Criminals, Victims: Women</i> "To what extent do you agree that Soviet women won the war?"</p> <p>Paragraph Topic: <i>Strategic Designs, Strategic Dilemmas: Leaders</i> "Would you have wanted to serve under General Patton's Command?"</p> <p>Paragraph Topic: <i>The Costs of Victory: Normandy</i> "Was Stalin right in challenging the Allies' courage and resolve?"</p> <p>Paragraph Topic: <i>The Costs of Victory: Normandy</i> "Was the D-Day invasion worth the costs?"</p>

**WAR IN THE EAST, 1943-45. THEME: POLITICS**

<b>WEEK 11</b>	<b>Keegan Readings: pp. 450-533</b>
Monday, November 4	<p><b>Research Paper Due at the Beginning of Class</b></p> <p><i>Lecture: The Killing Time in the East</i></p> <p>Discussion: Naimark, "Soviet Soldiers, German Women" Levering, <i>Debating the Origins of the Cold War</i></p> <p>Paragraph Topic: <i>Fighters, Riveters, Criminals, Victims: Women</i> "How do you account for the mass rape of German women by Red Army soldiers?"</p> <p>Paragraph Topic: <i>Strategic Designs, Strategic Dilemmas: Leaders</i> "What was the role of fear in the end-of-war foreign policies of America and the Soviet Union?"</p>
<b>WEEK 12</b>	<b>No Keegan Readings!</b>
Monday, November 11	<b>No Class. Veterans' Day.</b>

**WAR IN THE PACIFIC, 1943-45. THEME: RACIAL CONFLICT & "WAR WITHOUT MERCY"**

<b>WEEK 13</b>	<b>Keegan Readings: pp. 536-95</b>
Monday, November 18	<p><b>Quiz on Keegan, pp. 536-95</b></p> <p>Discussion 1: Dower, "War Hates and War Crimes" Stoler &amp; Gustafson, "How to Tell Your Friends from the Japs"</p> <p>Discussion 2: Sledge, <i>With the Old Breed</i>, pp. 5-84 with film clip from "The Pacific"</p> <p>Paragraph Topic: <i>The Pity of War: Combatants</i> "How do Sledge's attitudes and feelings about war change from the time he lived in Alabama to the end of the Peleliu campaign? What accounts for the change?"</p> <p>Paragraph Topic: <i>The Pity of War: Combatants</i> "Sledge calls war a 'self-defeating, organized madness' and a 'waste.' What do you think he means?"</p>
<b>WEEK 14</b>	<b>Keegan Readings: pp. 536-95</b>

Monday, November 25	<p>Discussion 1: Sledge, <i>With the Old Breed</i>, pp. 85-158 with film clip from “The Pacific”</p> <p>Discussion 2: Sledge, <i>With the Old Breed</i>, pp. 163-315 with film clip from “The Pacific”</p> <p>Cook &amp; Cook, “Student Nurses of the ‘Lily Corps’”</p> <p>Paragraph Topic: <i>The Pity of War: Combatants</i>  “Are you proud of Sledge?”</p>
<b>WEEK 15</b>	<b><i>Keegan Readings: pp. 536-95</i></b>
Monday, December 2	<p>Mini-Lecture: “<i>The Annihilation of Imperial Japan</i>”</p> <p>Discussion: Stoler and Gustafson, “The Atomic Bomb and the End...”</p> <p>Course Evaluations</p> <p>Paragraph Topic: <i>No Remorse for the Helpless Ones: Children</i>  “If you could speak to a Japanese child suffering from genetic damage resulting from the release of the atomic weapons, what would you say?”</p>

**\*Final Paper due on Wednesday, December 11<sup>th</sup> before 4:00 PM in my office.**

## Appendix A

### Some World War II Films

\*To learn about these films, consult the Internet Movie Database at [www.imdb.com](http://www.imdb.com)

A Woman in Berlin (2008)	Fighting Sullivans, The (1944)	PT 109 (1963)
Age of Heroes (2011)	Flags of Our Fathers (2006)	Purple Heart, The (1944)
Americanization of Emily (1964)	Flying Tigers (1942)	Ramparts We Watch (1940)
Amen (2002)	Foreign Correspondent (1940)	Red Rose of Normandy (2011)
Anzio (1968)	Fortress (2012)	Red Tails (2012)
Attack on Leningrad (2009)	Fortress of War (2010)	Sahara (1943 or 1995)
Back to Bataan (1945)	Gathering Storm, The (2002)	Saints and Soldiers (2003)
Band of Brothers (2001)	Grace and Danger (2013)	Sands of Iwo Jima, The (1949)
Battle Cry (1955)	Ghetto (2006)	Sarah's Key (2010)
Battle of Britain (1969)	Glenn Miller Story, The (1954)	Saving Private Ryan (1998)
Battle of Midway (1942)	Great Raid, The (2005)	Schindler's List (1993)
Battle of the Bulge (1965)	Grey Zone, The (2001)	Since You Went Away (1944)
Best Years of Our Lives, The (1946)	Habermann (2010)	So Proudly We Hail (1943)
Beyond Enemy Lines (2004)	Hart's War (2002)	Tender Comrade (1943)
Big Red One, The (1980)	Ike: Countdown to D-Day (2004)	They Were Expendable (1945)
Black Book (2006)	Inglorious Basterds (2009)	Thin Red Line, The (1999)
Bridge at Remagen, The (1969)	Into the Storm (2009)	Tobruk (1967 or 2008)
Bridge on the River Kwai (1957)	Johnny the Partisan (2000)	To End All Wars (2001)
Bridge Too Far (1977)	John Rabe (2009)	To Hell and Back (1955)
Brother's War (2009)	Judgment at Nuremberg (1961)	Tomorrow the World (1944)
Brylcreem Boys (1996)	Katyn (2007)	Triumph of the Will (1934)
Captain Corelli's Mandolin (2001)	King's Speech, The (2010)	Truman (1995)
Casablanca (1942)	Know Your Enemy—Japan (1945)	Truth or Treason (2010)
Caterpillar (2010)	Kokoda (2006)	U-571 (2000)
Charlotte Gray (2001)	La Rafle (2010)	USS Seaviper (2012)
Children of Huang Shi, The (2008)	Last Days, The (2005)	Uprising (2001)
City of Life and Death (2009)	Last Drop, The (2006)	Valkyrie (2008)
Conspiracy (2001)	Last Emperor, The (1987)	Victory at Sea (1952ff)
Dark Blue World (2001)	Letters from Iwo Jima (2006)	Wake Island (1942)
Das Boot (1981)	Liberation of Auschwitz, The (1945)	War and Remembrance (1985)
Day after Trinity (1980)	Lidice (2011)	Why We Fight (1942-45)
Days of Glory (2006)	Life is Beautiful (1998)	Winds of War (1981)
December 7 (1943)	Longest Day, The (1962)	Windtalkers (2002)
Defiance (2008)	MacArthur (1977)	Wonderful, Horrible Life of Leni Riefenstahl (1993)
Desert Rats, The (1953)	March of Time: Ins. Nazi Germ. (1938)	World at War (1974)
Destination Tokyo (1943)	Memory of the Camps (1945)	World War II: When Lions Roared (1994)
Downfall (2004)	Memphis Belle, The (1943)	Zelary (2003)
El Alamein: The Line of Fire (2012)	Midway (1976)	
Emperor (2013)	Miracle at Santa Anna (2008)	
English Patient, The (1996)	Mrs. Miniver (1942)	
Enemy at the Gates (2001)	The Nazis: A Warn. from Hist. (1997)	
Enigma (2001)	Negro Soldier (1944)	
Escape from Sobibor (1987)	Night and Fog (1955)	
Everyman's War (2009)	Nuremberg (2000)	
Eye of Vichy, The (1993)	Only the Brave (2006)	
Fallen, The (2004)	Pathfinders (2011)	
Fat Man and Little Boy (1989)	Patton (1970)	
Female Agents (2008)	Pearl Harbor (2001)	
Fighting Seabees, The (1944)	Pianist, The (2002)	

## Appendix B

### Website Paragraphs & the Website Project

#### **General**

Students and instructors will create a course website for submission to UC International, the University Honors Program, and academic leaders on campus. The primary purpose of the website is to demonstrate our gratitude for the funding given to us to undertake our study tour, although the website will also record our course memories for you to share with your family and friends. It shall be organized using a shared Weebly account, thereby creating a learning portfolio showcasing our experiences together. I have sole editorial control of the website, although design and technical management responsibilities belong to Ms. King. Great possibilities exist to register our written reactions to course material and embed film clips and photographs taken during our tour!

#### **Six Paragraphs on Course Material**

In order to collect website material, students will write six paragraph-length responses to the prompts in blue listed in the course schedule. Students may choose their assignments, but they may not write on the same theme twice. All paragraphs are to be submitted as e-mail attachments. I may edit them for content (grammar, length, etc.) for inclusion on the website. Although every effort will be made to include the work of each student, the composition of the website is ultimately a matter of scholarly excellence and reflective depth. Please write your responses carefully. As you can tell from the course schedule, you may write your six paragraphs from among the following options:

- *Strategic Designs, Strategic Dilemmas: Leaders*
- *The Pity of War: Combatants*
- *Fighters, Riveters, Criminals, Victims: Women*
- *No Remorse for the Helpless Ones: Children*
- *Targets of Terroristic Power: Unwanted Communities*
- *Britain Alone: London*
- *The Costs of Victory: Normandy*

#### **Four Paragraphs on Personal Reactions**

When we return from our study tour, students will submit four additional reflective paragraphs on their deeper and more personal reactions to the course. These, too, will appear on the website, and they are consistent with the emphasis that the University Honors Program places on the ability of its students to reflect meaningfully on their learning experiences. Here are the topics for these four paragraphs:

- *“Remembrance and a Better World”* (What ought we remember from the war in order to make the world a better place?)
- *“Friendship”* (How did I experience the connection between love of learning and love of my teachers and classmates?)
- *“What You Get Out of International Education”* (What would you tell other students thinking about learning abroad?)
- *“How This Course Changed Me as a Person”* (Are you more learned? Are you a more effective writer? Did you overcome personal barriers to speaking in public? Did you become more attentive? More studious? Did you become more virtuous? More moral? More compassionate towards those who suffer? Have you dedicated yourself more fully to building up the common good?)

## Appendix C

### The Study Tour to London & Normandy

#### **General**

Information regarding the study tour will emanate from the University Honors Program office throughout the term. No doubt it will be a frequent topic of discussion among us as well. For my part, I can tell you that rarely have I been more excited to undertake a learning experience with my students!

#### **Relationships**

The sites we will visit in London and Normandy are compelling enough, but the quality of the learning experience in Europe will depend significantly upon the quality of the relationships we establish with one another in Cincinnati. I love joining in relationship with my students. It is a hallmark of my teaching. I try to get to know each student on personal level and I take care to build a thriving learning community. You may expect me to invite you individually to my office hours and I hope to organize a dinner at my home, so that you can meet my family.

I also invite you to get to know your classmates. Students hardly need to be told how to make friends. And yet, given the unique nature of the course, you all have special incentives to bind together. If you do so, this surely will be one of the most memorable and rewarding experiences you will have during your undergraduate careers!

#### **Leadership**

I am responsible for all aspects of the study tour and I will attend faithfully to you, as individuals and as a group. I am grateful that Ms. Jessica King has agreed to share this responsibility with me. We have a passion for undergraduate learning, we speak the same language when it comes to group leadership, and our strengths complement one another. You may trust the two of us to distribute tasks in a way that ensures you are well informed, properly cared for, and satisfied in your learning.

#### **Student Behavior**

I wish to reiterate the language used by the University Honors Program office, which also appears on the study tour application: *“Students are expected to meet the instructor's academic and behavioral expectations during the class time leading up to the travel component and during the travel component. Students who do not meet academic and/or behavioral expectations prior to departure will not be permitted to travel. Students in this situation will not receive a refund. Students who do not meet academic and/or behavioral expectations during the travel component can be held accountable academically (via the final grade) and/or judicially (through UC Judicial Affairs).”*

I ask you to think about these words. The study tour abroad is a collective exercise whose success depends upon the satisfaction of mutual responsibilities we bear to one another. If we fail individually, the entire group suffers. As the tour leader, I cannot allow this to happen! I will be very clear about expectations for your personal conduct. Meet them and we will all be able to get the most out of this special trip! Students are invited to come to me with their concerns at all times.

Please let me remind you: *“A student with more than one unexcused absence will automatically fail the course and will not be permitted to attend the study tour to Europe. In such a case, deposits cannot be refunded.”*

## Appendix D

### Tentative Study Tour Itinerary

#### Friday, December 13<sup>th</sup>

- Flight from Cincinnati to London Heathrow (via Chicago)
  1. Arrive at CVG @ 9:30 AM
  2. United Flight #5706 departs @ 12:41 PM. Arrives Chicago @ 1:01 PM
  3. United Flight #958 departs @ 4:00 PM. Arrives London @ 5:55 AM

#### Saturday, December 14<sup>th</sup>

- Tube transportation from Heathrow to the St. Giles Hotel, Central London. Deposit bags and eat breakfast.
- Visitors choice of either the British Museum or the National Maritime Museum
- Check-in to hotel rooms

#### Sunday, December 15<sup>th</sup>

- Visit the Imperial War Museum

#### Monday, December 16<sup>th</sup>

- AM: Visit the HMS Belfast
- PM: Visit the Churchill War Cabinet Rooms

#### Tuesday, December 17<sup>th</sup>

- Chunnel train transportation from London/St. Pancras Station to Caen, France
  1. Arrive at St. Pancras Station @ 7:00 AM
  2. Depart St. Pancras Station @ 9:17 AM. Arrives Paris/Gare du Nord @ 12:47 PM
  3. Lunch in Paris
  4. Report to St. Lazare Station by 2:00 PM
  5. Depart St. Lazare Station @ 3:06 PM. Arrives Caen @ 5:04 PM
  6. Hotel shuttle from Caen Station to Novotel Hotel

#### Wednesday, December 18<sup>th</sup>

- Visit the Caen Memorial Museum for the History of Peace & Tour the D-Day attack beaches
  1. Arrive Museum @ 9:30 AM
  2. Lunch at Museum @ 12:00 PM
  3. Guided Tour: Pointe du Huc, Omaha Beach, American Cemetery at Coleville sur Mer, Longues sur Mer German Battery, and the Artificial Harbour at Arromanches

#### Thursday, December 19<sup>th</sup>

- AM: Group discussion: "What have we seen and heard?"
- Self-guided tours of Normandy Beaches and surrounding areas
- Final group dinner

#### Friday, December 20<sup>th</sup>

- Flight from Paris/Charles de Gaulle to Cincinnati (via Chicago)
  1. Depart Caen @ 7:00 AM and take shuttle to Paris/Charles de Gaulle Airport
  2. United Flight # 986 departs Paris @ 12:40 PM. Arrives Chicago @ 3:05 PM
  3. United Flight #3666 departs Chicago @ 6:30 PM. Arrives Cincinnati @ 8:42 PM