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Class times: Monday/Wednesday 0900-1145
Classroom: ST 130
Office hours: Monday/Wednesday 1200-1300

Course Description

History 485: World War II examines the Second World War as the central global occurrence of the twentieth century, an event that involved nearly every nation on earth in an unprecedented and almost incomprehensible struggle of death and destruction. The war had several distinct phases and progressions, from the quick, decisive German victories in Poland and France, to the oppressive and onerous 'War of Annihilation' in Eastern Europe. Similar to Nazi visions of expansion across Europe east and west was the Japanese aspiration to dominance in the Pacific that entailed a clash with the emerging power of the United States. The conflict involved warfare at sea and in the air to an unprecedented extent. It also ushered in dramatic changes to the world map, ending the era of European dominance and colonial power, and fostering the emergence of new global powers. From the Canadian perspective, the declaration of war on Germany in 1939 was the first such act for the nation, and entailed a much different commitment than that of 1914. The nation faced a much greater rate of casualties, in the bloody encounters in Hong Kong and Dieppe, and later in the Italian campaigns and Normandy invasion.

In addition to a broad chronological survey of the course of the war, we will look at some thematic perspectives, such as the different dynamics of diplomacy and war planning within the 'Grand Alliance' of the US, UK, and USSR, and the Axis powers of Germany, Italy, and Japan. We will also explore the role of women in war, the importance of intelligence, and the impact of the war on millions of civilian lives, through the lens of occupation, collaboration, and resistance. Finally, we will examine the moral implications of events such as the Holocaust, strategic bombing, and the use of atomic bombs in terminating the Pacific War.

Course Textbook/reserve readings

The following textbook is required for the course and is available in the bookstore

Mawdsley, Evan. *World War II: a new history*. New York: Cambridge University Press, 2009.
Available in paperback.

The following books are on reserve in the library and contain recommended readings

Ferris, John, et. al., eds. *The Cambridge History of the Second World War*, 3 vols. New York: Cambridge University Press, 2015.

This very recently-published work is a comprehensive look at various aspects of the Second World War that are often not addressed in standard course textbooks. Certain entries will be strongly recommended reading. As well, each of the three volumes contains an **excellent bibliographical essay** for each article, and is an invaluable source of materials for research essays.

Classroom expectations

Students are expected to display courteous behavior to the instructor and their colleagues. During class time, please set all mobile phones to “silent” mode and refrain from using personal computers or other devices for any purpose other than those related to the course. If you need to leave the classroom for whatever reason, please do so with minimal disruption to the class. Students will be given regular breaks in each class day; please endeavour to return to the classroom punctually to minimize disruption. **Recording of lectures is prohibited without the instructor’s explicit consent.**

Grade components

Assignment	Grading weight	Due date
Paper Proposal/Bibliography	10 %	Aug. 3
Midterm exam	20 %	July 27
Research essay	40 %	Aug. 15
Final exam	30 %	To be scheduled by registrar

All assignments must be completed to pass this course

All term work must be submitted by the final day of classes (see academic calendar)

The midterm and final examinations will consist of identification (definition) questions and short answer, essay-style questions. Both examinations will be written in a closed book setting with a time limit

Grading scale



The following scale will be used to determine final grades. Grades will be reported to the registrar as letter grades only.

Letter grade	GPA	Percentage	Description
A+	4.0	90-100	Outstanding
A	4.0	85-89	Excellent – superior performance showing comprehensive understanding of subject matter
A-	3.7	80-84	
B+	3.3	77-79	
B	3.0	73-76	Good – clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-72	
C+	2.3	67-69	
C	2	63-66	Satisfactory – basic understanding of the subject matter
C-	1.7	60-62	Recipient of a grade point average of 1.70 may not be sufficient for promotion or graduation
D+	1.3	56-59	Minimal pass – marginal performance; generally insufficient preparation for subsequent courses in the same subject
D	1.0	50-55	
F	0	0-49	Fail – unsatisfactory performance or failure to meet course requirements

Course assignments

Research essay

On **Wednesday, August 15** students will submit an essay of approximately 3,000 words (12-14 typed, double-spaced pages using 12-point font, preferably Times New Roman, Calibri, or Garamond). Students must write about a **battle or campaign** (Dieppe, Battle of Britain, Midway, Stalingrad etc) **or else a major diplomatic/strategic conference** (Moscow, Casablanca, Yalta, Tehran, Wannsee etc.). Students may write on other topics provided the instructor approves the topic **prior to the submission date for the paper proposal/annotated bibliography**. If you are seeking to write on a subject outside of the aforementioned topical guidelines, it is strongly advised you have five or more sources prepared for your bibliography to convince me you are properly equipped to address this topic.

As a rough guide, students should use one source per page of the essay (a source being a book or journal article); this is to ensure adequate depth of research in order to sufficiently examine a topic. The Mawdsley textbook, if cited at all, should be used sparingly, though the Cambridge History of the Second World War is an excellent source. Further, **the internet is replete with inaccurate, biased, and misleading material. As such, ALL internet sources must be approved by the instructor prior to inclusion in an essay (not including online academic journals); any internet sources cited without instructor approval will not be considered for grading.**

The essay requires students to become familiar with the secondary source material that has been written on a topic; this is known as **historiography**. Students are expected to **defend** a position on their research topic, not simply restate the historiographical debate (where two or more historians take divergent viewpoints on the subject at hand). Students should frame their writing in an argumentative style (which historian(s) argue their case(s) most persuasively). Use direct statements (avoid 'I think' or 'I feel') and convince your reader why you believe what you believe about your topic.

Papers will be graded based on a well-identified thesis, identification of the primary historical arguments surrounding the subject, an analysis of those arguments and an attempt to synthesize the writer's own views, and accurate description of names, dates, events, and places. Students should note that the essay is not a simple chronology of events (also referred to as "narrative" – though a chronological structure must be a component), but primarily an analytical work.

Essays must be properly cited and footnoted, according to **The History Student's Handbook: a short guide to writing essays** available on the History Department website (hist.ucalgary.ca). Students are encouraged to seek assistance from the instructor for any aspect of the writing process that they do not understand, including technical matters such as style, formatting, and citations.

Further, as there are no prerequisites, this course attracts students that have not taken other history courses. These students, unfamiliar with writing history papers, can sometimes find rules about citing sources confusing; therefore, a brief in-class tutorial on writing history essays will be provided well in advance of the paper due date.

Essays are to be submitted at the start of class on the due date. For late submissions, in the absence of documentation, a late penalty of 5% per day of the final essay grade (including weekends) will apply for the research essay. As the essays will be due in class, I require a hard copy to grade. However, if submitting late you may submit a PDF copy by email. Please be advised that computer emergencies are not a valid reason for late submission – back up your work regularly. **Please see the information at the end of this outline for the History Department 'Red Box' policy.**

Paper proposal/bibliography

To ensure the critical step of adequate research is being properly addressed, on **Wednesday, August 3**, students will submit a one-page summary of (1) their research subject and (2) an annotated bibliography of **three** sources to be used in the research essay.

The annotated bibliography will identify the source and summarize in 4-5 sentences the main argument of the book and how it contributes to the topic being addressed. It is not necessary to read a book from cover to cover; reading the introduction and a quick scan of the chapters that are relevant to your essay will be adequate to provide a short paragraph summing up the book and how it contributes to your essay topic.

Sample annotated bibliography entry

Roberts, Andrew. *Masters and Commanders: the military geniuses who led the West to victory in WWII*. London: Penguin, 2008.

Roberts attempts to reframe the standard historical view of the working relationships between the two wartime political leaders of the Western allies – American President Franklin D. Roosevelt and British Prime Minister Winston Churchill, and their top military commanders (Field Marshal Alan Brooke and General George Marshall). This relationship has been depicted as regularly fractious and combative, with British and US leaders frequently at odds over grand strategy in Western Europe and the Mediterranean. Using newly-uncovered sources, Roberts depicts a relationship that featured more fluid and changing relations that sometimes crossed national lines. Further, while there were noteworthy conflicts and clashes, there were also several instances of accord and agreement, as well as an unwavering principal goal – the defeat of Hitler’s Germany.

Lecture schedule

This is a day-to-day breakdown of lecture topics, readings, and due dates.

CHSWW=*Cambridge History of the Second World War*, volumes I, II, III (on reserve in TFDL)

Date and topic	Mawdsley, <i>World War II</i>	Suggested readings
Wednesday, July 6 <ul style="list-style-type: none"> • Course introduction • World War I – implications • Interwar period 	pp. 1-9	
Monday, July 11 <ul style="list-style-type: none"> • Military evolution 1919-39 • Immediate origins: 1938-39 • War during the 1930s 	pp. 10-103	Jackson, Peter. “Europe: the failure of diplomacy, 1933-1940” <i>CHSWW</i> v. II, 217-252 Taylor, Jay. “China’s Long War with Japan” <i>CHSWW</i> v. I, 51-77.
Wednesday, July 13 <ul style="list-style-type: none"> • First invasion – Poland 1939 • Fall of France and Dunkirk • Alone: Great Britain, 1940-41 	pp. 104-133	
Monday, July 18 <ul style="list-style-type: none"> • The Battle of Britain & The Blitz • Pearl Harbor • War in N. Africa to 1942 	pp. 188-213; pp. 284-306	Ball, Simon. “The Mediterranean and North Africa, 1940-1944” <i>CHSWW</i> v. I, 358-388.
Wednesday, July 20 <ul style="list-style-type: none"> • Hitler’s choices – 1941 • Barbarossa • War of Annihilation/Great Patriotic War 	pp. 134-163	Stone, David R. “Operations on the Eastern Front, 1941-1944” <i>CHSWW</i> v. I, 331-357.
Monday, July 25 <ul style="list-style-type: none"> • Stalingrad • Dieppe • Battle of the Atlantic 	pp. 164-187; pp. 248-283	Milner, Marc. “The Atlantic War, 1939-1945” <i>CHSWW</i> v. I, 455-484.
Wednesday, July 27 <ul style="list-style-type: none"> • Midterm exam • Dynamics of alliances – Grand Alliance • Dynamics of alliances – Axis powers 		Goda, Norman J.W. “The Diplomacy of the Axis, 1940-1945” <i>CHSWW</i> v. II, 276-300. Reynolds, David. “The Diplomacy of the Grand Alliance” <i>CHSWW</i> v. II, 301-323.
Wednesday, August 3 <ul style="list-style-type: none"> • Pacific war to 1944 • The Bombing War • Intelligence in World War II • Paper proposal/bibliography due 	pp. 214-247; pp. 320-345	Kuehn, John T. “The War in the Pacific, 1941-1945” <i>CHSWW</i> v. I, 420-454. Biddle, Tami Davis. “Anglo-American Strategic Bombing, 1941-1945” <i>CHSWW</i> v. I, 485-526. Ferris, John. “Intelligence” <i>CHSWW</i> v. I, 637-663.
Monday, August 8 <ul style="list-style-type: none"> • ‘The end of the beginning’ – Africa 1942-43 • Invasions of Sicily and Italy • Eastern Front 1943-44 	pp. 306-319	
Wednesday, August 10 <ul style="list-style-type: none"> • Women in World War II • Resistance to/collaboration with Nazi Germany • ‘Engineers of Victory’ 	pp. 345-363	Any of chapters 15-18 dealing with occupation, resistance, collaboration, and liberation in <i>CHSWW</i> , v. II
Monday, August 15 <ul style="list-style-type: none"> • Atlantic to 1944 • Overlord • Eastern Front to 1945 • Term paper due 	pp. 364-405	
Wednesday, August 17 <ul style="list-style-type: none"> • Endings – West, East, Pacific • The shame of mankind • Into the Cold War 	pp. 406-451	Matthäus, Jürgen. “Nazi Genocides” <i>CHSWW</i> v. II, 162-180. Any of chapters 23, 24, or 26 on the aftermath of WWII in <i>CHSWW</i> v. III