



UNIVERSITY OF  
CALGARY

Department of History



# HTST 485

## World War II

### Summer 2021

**Instructor:** Alexander Hill

**Email:** [hilla@ucalgary.ca](mailto:hilla@ucalgary.ca)

**Course Delivery:** Online, Asynchronous

**Office Hours and communication:** Drop-in Q+A Fridays from 9:00-9:30 and 14:30-15:00 on Zoom (link and password to be posted on D2L News each week) or by appointment.

\*\*\*\*From 9-9:30 for the first class (Friday 2 July), instead of the office period, I will do the introduction to the class 'live' – going through the course outline and fielding any questions you might have about the course.\*\*\*\* This session will be recorded and posted to D2L

**Class Time:** The lecture cycle will start on a Friday (2 July), where quizzes at the end of a week will run from 15:00 on a Friday through to 15:00 on a Saturday. Materials for the week will be posted on D2L by 15:00 every Friday. Class materials may take the form of recorded lecture material, ppt slides, notes to ppt slides and documents. There are also links to audio-visual materials and additional reading is provided.

**Location:** Online (D2L-based)

**TA:** Matthew Ruguwa

**TA email:** [mathew.ruguwa@ucalgary.ca](mailto:mathew.ruguwa@ucalgary.ca)

# COLOUR KEY: To DO; TO READ; TO WATCH

## COURSE DESCRIPTION:

This course is concerned with the road to and course of the Second World War. The lectures for this course will typically deal with subject matter in chronological sequence, stopping to focus on particular themes such as the war at sea or the war in the air. Although particular focus will be placed on the European theatre, the overall aim is to highlight the war as being a global war.

## COURSE OUTCOMES:

At the end of the course, students should:

Be able to identify key events and battles, individuals, groups and processes in the course and outcome of the Second World War

Have gained a broad understanding of cause and consequence, change and continuity and similarity and difference for the period of the Second World War

Be familiar with and critical towards a range of source materials used by historians in understanding the past and in particular the Second World War

Be able to construct a historical argument by analyzing and interpreting a variety of relevant secondary sources

Have gained a critical appreciation for the manner in which elements of the Second World War have been presented in selected movies

Be able to present their historical argument in a systematic and coherent manner in written form

## READING:

The course textbook is:

Gerhard L. Weinberg, *World War II: A Very Short Introduction* (Oxford: OUP, 2014)

If this book is not available to you through the bookstore, then it can be acquired directly from Oxford University Press, Chapters/Indigo, Amazon and other vendors.

For the purposes of the final test it is assumed that students **will have read the above textbook** and have **processed the lecture material – both reading and**

**watching/listening** as appropriate.

It is strongly recommended that you also **watch the documentary materials** provided as links and **do the additional reading** where possible. All journal articles listed in this outline as additional (optional) reading are available electronically through the library. The additional reading will not be specifically tested in the quizzes/final test. You may use both the textbook and journal articles in the outline in the written assessment for the course, but where the outline asks you to **find research materials** those research materials should be in addition to those in the course outline.

In addition to making use of the above, the library is well stocked with materials on military history, and perhaps particularly so for World War II. For your written work, for which you are being graded not only on what you write but your research, make good use of journal articles, many of which are available electronically. Their contents can be searched through a number of journal search engines, one of the best being *Historical Abstracts*, accessible through the library web pages under databases. Footnotes/endnotes in journal articles should prove useful in locating more detailed works, both journal articles and books.

**ASSESSMENT:**

<b>Weekly quiz</b> (weeks 2-5)	Starting 3:00 pm on Friday 9, 16, 23 and 30 July, available for 24 hours – quiz time 1 hour. Quiz to be delivered through D2L.	See page 6 of this outline	4x5% = 20% of final mark
<b>Movie critique 1 (compulsory)</b> The Battle of Britain (UK, 1969) - <a href="https://www.youtube.com/watch?v=svrMTq53fhM">https://www.youtube.com/watch?v=svrMTq53fhM</a>	Due Friday 16 July by 3:00 p.m. Submission to folder on D2L as Word file or pdf.	See page 4 of this outline	30% of final mark
<b>Movie critique 2 (optional)</b> The Enemy Below (US, 1957) - <a href="https://www.youtube.com/watch?v=nY6oZED1Hm8">https://www.youtube.com/watch?v=nY6oZED1Hm8</a>	Due Wednesday 11 August by 3:00 p.m. Submission to folder on D2L as Word		

	file or pdf.		
<b>Campaign/battle analysis 1 (compulsory)</b>  Choose one of the following topics: From the Phoney War to the Battle of France, September 1939-June 1940 Operation 'Barbarossa' (including 'Operation 'Typhoon') The War in North Africa, 1940-1943 The War in the Pacific – The Period of Uninterrupted Japanese Victories	Due Monday 26 July by 3:00 pm. Submission <b>on the template provided</b> to folder on D2L as Word file or pdf.	See page 5 of this outline	40% of final mark
<b>Campaign/battle analysis 2 (optional)</b>  Choose one of the following topics: Allied Strategic bombing of Germany The Battle of the Atlantic D-Day and Beyond - Operation 'Overlord' to the fall of Paris	Due Friday 13 August by 3:00 pm (in the appropriate drop box on D2L) <b>on the template provided.</b>		40% of final mark (replaces the mark for Campaign/ battle analysis 1 if higher)
<b>Final test</b>	Available Friday 13 August from 3:00 pm until Saturday 14 August 3:00 p.m. Test time 1 hour. Delivered through D2L.	30 multiple-choice questions covering the whole course. See page 7 of this outline	10% of final mark

#### MOVIE CRITIQUE:

In order to score highly on your **movie critique – presented in the style of a movie review for an academic journal - you must:**

**\*Have watched** and engaged with the movie concerned.

**\* Have analysed the content of the movie** in the light of the historical literature – how is the movie accurate in its portrayal of events in the light of the historical literature, and how is it not?

**\*Support your argument with evidence/examples – both referencing the movie and the historical literature. For ANY major assertion relating to the accuracy of the movie portrayal of events you should provide at least one piece of evidence/illustrative material from the literature.**

**\*Provide evidence/illustrative material for a particular point that should, ideally in most cases, take the form of BOTH aggregate data from academic works (e.g. statistical information) and a piece of individual testimony (e.g. from a memoir, interview or opinion in an official source).**

**\*Acknowledge sources used in your footnotes, and all works in your footnotes should be in your bibliography.**

**\*Footnote and provide a bibliography in a format accepted in academic historical work (references should not be embedded in the text).**

**\*In addition to any reading provided, students are expected to have found **and used** AT LEAST **FOUR** academic article-length pieces of academic scholarship (here taken as having referenced sources). A book chapter or essay may be considered as equivalent to an academic journal article. If more than two chapters or essays are being used from a single book then the book is to count as one source for the purposes of the requirement to find four article-length pieces of academic scholarship.**

The compulsory movie critique (Critique 1) requires in particular, but not exclusively, that you examine the portrayal of the course of the Battle of Britain. The optional critique (Critique 2) requires in particular, but not exclusively, more engagement with the detail – in this case of submarine and anti-submarine warfare.

#### CAMPAIGN/BATTLE ANALYSIS:

You will be provided with a template (a Word document) for this piece of assessment on D2L. The analysis involves answering the following questions and providing references to your sources in the boxes provided:

Where did the campaign or battle take place? (3 marks available)

During what period did the campaign or battle take place? (Is there any debate over this in the historical literature?) (7 marks available)

What were the opposing sides (nationalities)? (5 marks available)

What were the strengths of the opposing forces (as a minimum at the beginning and end of your periodization above)? (10 marks available)

Who, if anyone, could be deemed to have ‘won’ the campaign/battle and why? (15 marks available)

What measurable outcomes were there for the campaign/battle? (15 marks available)

What other outcomes were there for the campaign/battle? (15 marks available)

What was the significance of the campaign for the wider war (and what debate is there over this in the historical literature)? (15 marks available)

Bibliography (15 marks available)

You will receive marks for the quality of your responses, including the quality, depth and breadth of the material you offer in your answers; **the quality of your sources**; and the quality and accuracy of your writing and referencing respectively.

**\*In addition to any reading provided, students are expected to have found and used AT LEAST SIX academic article-length pieces of academic scholarship (here taken as having referenced sources).** A book chapter or essay may be considered as equivalent to an academic journal article. If more than two chapters or essays are being used from a single book then the book is to count as one source for the purposes of the requirement to find six article-length pieces of academic scholarship or their equivalent.

**The maximum number of words per analysis is 1,600 excluding sources and bibliography.**

**In order to pass the course you must have completed BOTH Movie Critique 1 and Campaign/Battle Analysis 1**

Where applicable, a flat 5% will be deducted for exceeding word limits for a particular question/piece of work (by more than 5%), and you will not gain credit for that material beyond the word limit.

A flat 10% will be deducted for every complete week or part thereof during which work is overdue without prior agreement with the lecturer or due cause (as documented according to university requirements).

Work submitted after Wednesday 11 August will not be accepted and a mark of 0 recorded for that piece of work unless the necessary indication of extenuating circumstances that is satisfactory to the university is provided. Failure to take the weekly quizzes during the allotted hours or final test during the time allotted from 3:00 pm on 13 August to 3:00 pm on 14 August will result in a score of 0 for the test without a deferral of term work due to extenuating circumstances.

**WEEKLY QUIZ (WEEKS 2-5) – SAMPLE QUESTIONS:**

On 22 June 1941 the German-led Axis launched an invasion of the Soviet Union under the codename \_\_\_\_\_ .

The correct answer is Barbarossa! Capitalizations have to be accurate to score the mark on these questions. There will only be one correct spelling for any words in the blanks with cases of capitalization being clear cut.

## FINAL QUIZ (WEEK 6) – MULTIPLE-CHOICE-SAMPLE QUESTION

'Barbarossa' was the codeword for the German invasion of

- a) France
- b) Norway
- c) The Soviet Union
- d) Poland
- e) None of the above

The correct answer here is c) The Soviet Union!

### COURSE SCHEDULE:

Week 1 – Friday 2 July-Thursday 8 July: **Introduction**

**Methodology** The methodology lecture is EXTREMELY important for successful completion of the assignments for those who are new to History courses in particular.

**The Road to War in Europe, Poland and the Phoney War** and **The Battle of France**

**Additional reading:** Talbot Charles Imlay, "A Reassessment of Anglo-French Strategy during the Phoney War", in *English Historical Review*, cxix, 481 (April 2004), pp.333-372.

Peter Jackson, "Returning to the Fall of France: Recent Work on the Causes and Consequences of the 'Strange Defeat' of 1940", in *Modern and Contemporary France*, Volume 12, Number 4 (2004), pp.513-536.

Eugenia C. Kiesling, "The Fall of France: Lessons from the 1940 Campaign", in *Defence Studies*, Volume 3, Number 1 (Spring 2003), pp.109-123.

**To watch:** <https://www.youtube.com/watch?v=0b4g4ZZNC1E&t=2982s> and <https://www.youtube.com/watch?v=zHmxmUfekdQ>

Week 2 – Friday 9 July-Thursday 15 July: **The Battle of Britain** and **The War in North Africa and the Mediterranean** and **Barbarossa**

**Additional reading:** M.P. Barley, "Contributing to its own Defeat: The Luftwaffe and the Battle of Britain", in *Defence Studies*, Volume 4, Number 3 (Autumn 2004), pp. 387-411. Samir Puri, "The Role of Intelligence in deciding the Battle of Britain", in *Intelligence & National Security*, Volume 21, Number 3 (June 2006), pp.416-439.

Lucio Ceva, "The North African Campaign 1940-1943: A Reconsideration", in *The Journal of Strategic Studies*, Volume 13, Number 1 (March 1990) pp.84-104.

**To watch:** <https://www.youtube.com/watch?v=o2zFMSbc18M> or (longer, but in many

senses better) [https://www.youtube.com/watch?v=52YOKT\\_O10U](https://www.youtube.com/watch?v=52YOKT_O10U)

<https://www.dailymotion.com/video/x68jmlr> [YOU NEED TO COPY DAILYMOTION LINKS INTO YOUR BROWSER) and

<https://www.youtube.com/watch?v=6CerdjvePsg&t=152s>. You might also want to watch <https://www.dailymotion.com/video/x68qudk> - a wider overview of the war on the Eastern Front from 1941-1943 (which can be watched instead of the individual documentaries on Barbarossa, Moscow, Stalingrad and Kursk if you are pushed for time! ☺ )

Week 3 – Friday 16 July-Thursday 22 July: **Pearl Harbour**, **The Battle of Midway** and **Moscow, Stalingrad and Kursk** (equivalent to two lectures)

**Additional reading:** Jonathan Parshall, “Reflecting on Fuchida, or “A Tale of Three Woppers”, in *Naval War College Review*, Volume 63, Number 2 (Spring 2010), pp.127-138.

Bernd Wegner, “The road to defeat: The German campaigns in Russia 1941–43”, in *The Journal of Strategic Studies*, Volume 13, Number 1 (1990), pp. 105-127.

**To watch:** <https://www.dailymotion.com/video/x68jmjg> and <https://www.youtube.com/watch?v=fWj5Roi-Dxg>  
<https://www.youtube.com/watch?v=1w30FkSXYTE> and <https://www.youtube.com/watch?v=csaCO3DzhQ0> and [https://www.youtube.com/watch?v=y\\_bjuREfUbU](https://www.youtube.com/watch?v=y_bjuREfUbU)

Week 4 – Friday 23 July-Thursday 29 July: **The War in the Air** and **The Battle of the Atlantic** and **The Italian Campaign**

**Additional reading:** Kenneth P. Werrell, “The Strategic Bombing of Germany in World War II: Costs and Accomplishments”, in *The Journal of American History*, Volume 73, Number 3 (December 1986), pp.702-713.

Marc Milner, “The Battle of the Atlantic”, in *The Journal of Strategic Studies*, Volume 13, Number 1 (March 1990), pp.45-66.

Brian Holden Reid, “The Italian Campaign, 1943-45: A Reappraisal of Allied Generalship”, in *The Journal of Strategic Studies*, Volume 13, Number 1 (March 1990), pp.128-161.

**To watch:** [https://www.youtube.com/watch?v=7P8Xu3nDAdw&list=PL3H6z037pboHQz8AfHE1qI\\_9s4VK55prX&index=7](https://www.youtube.com/watch?v=7P8Xu3nDAdw&list=PL3H6z037pboHQz8AfHE1qI_9s4VK55prX&index=7)  
and <https://www.dailymotion.com/video/x68qud0> ; [https://www.youtube.com/watch?v=5LTBUtm87rU&list=PL3H6z037pboHQz8AfHE1qI\\_9s4VK55prX&index=8](https://www.youtube.com/watch?v=5LTBUtm87rU&list=PL3H6z037pboHQz8AfHE1qI_9s4VK55prX&index=8)



Week 5 – Friday 30 July-Thursdays 5 August: **D-Day and the Second Front, The Holocaust and From the Dnepr to Warsaw and The Defeat of Nazi Germany – Autumn 1944 – May 1945**

**Additional reading:** Stephen T. Powers, “The Battle of Normandy: The Lingering Controversy”, in *Journal of Military History*, Volume 56, Number 3 (July 1992), pp.455-471.

David Cesarani, ‘Introduction’ to David Cesarani (ed.), *The Final Solution: Origin and Implementation* (Abingdon: Routledge, 1994), pp.1-29. This is available as an ebook through the library. Focus on the first half of this piece.

Martin Watts, “Operation Market Garden: Strategic Masterstroke or Battle of the Egos?”, in *History*, Volume 98, Issue 330 (April 2013), pp.191-201.

Evan Mawdsley, “Stalin: Victors are not Judged”, in the *Journal of Slavic Military Studies*, Volume 19, Number 4 (2006), pp.705-725.

Philips O’Brien, “East versus West in the Defeat of Nazi Germany”, in *The Journal of Strategic Studies*, Volume 23, Number 2 (June 2000), pp.89-113.

**To watch:** <https://www.dailymotion.com/video/x68yzix>  
and <https://www.dailymotion.com/video/x695nly>;  
<https://www.youtube.com/watch?v=rJAEdLnZsgI>;  
<https://www.dailymotion.com/video/x3p7c0I>;  
[https://www.youtube.com/watch?v=eiEK\\_1Rqww8&t=1886s](https://www.youtube.com/watch?v=eiEK_1Rqww8&t=1886s)

Week 6 – Friday 6 August-Wednesday 11 August: **Island Hopping-The Road to the Japanese Home Islands and The Bomb**

**Additional reading:** Louis Allen, “The Campaigns in Asia and the Pacific”, in *The Journal of Strategic Studies*, Volume 13, Number 1 (March 1990), pp.162-192.

**To watch:** <https://www.dailymotion.com/video/x69bwnz>  
and <https://www.dailymotion.com/video/x69jdnd>

Please note that the above lecture outline is provisional and may be subject to modification.

## **THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF HISTORY COURSE OUTLINES**

### **Departmental Grading System**

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

### Program Advising and Student Information Resources

- For program advising in the Faculty of Arts, contact the [Arts Students Centre \(ASC\)](#).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your time table. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

**Attention history majors:** *History 300 is a required course for all history majors. You should normally take it in your second year.*

### Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

## **Plagiarism**

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes.

Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*, [Section K: Integrity and Conduct](#).

## **Academic Accommodations**

Students needing an accommodation because of a disability or medical condition should contact [Student Accessibility Services](#) in accordance with the Procedure for Accommodations for Students with Disabilities in the [Student Accommodation Policy](#).

Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course instructor.

## **Copyright**

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

## **Sexual Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the [sexual violence policy](#).

## **Other Useful Information**

Please see the Registrar's [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk
- Campus Security (220-5333)

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*SpSu 2021*