San José State University  
College of Social Sciences, Department of History  
History 132, Sect. 2, Second World War, Fall 2018

Course and Contact Information

Instructor: George Vásquez  
Office Location: DMH-217  
Telephone: (408) 924-5528  
Email: George.vasquez@sjsu.edu  
Office Hours: Tuesdays and Thursdays, 12 noon to 1 p.m. or by appointment  
Class Days/Time: Tuesdays and Thursdays, 1:30 to 2:45 p.m.  
Classroom: DMH-167  
Prerequisites: Upper Division Status  
GE/SJSU Studies Category: 4 units

Course Description (Required)

This course will cover military, political, diplomatic, economic, social and other aspects of the great world conflict of the mid-20th century, popularly referred to as World War Two. Lectures and discussion sessions will be supplemented by the screening of videos dealing with different aspects of the war – ranging from the 1919 peace settlement in Paris to specific battles on land and sea as well as atrocities committed by the Japanese in Nanking, China, and the Holocaust in Eastern Europe perpetrated by the Nazi regime. We will also examine the argument for dropping atomic bombs in Hiroshima and Nagasaki.

Course Goals and Student Learning Objectives

Course Content Learning Outcomes

Upon successful completion of this course, students will be able to:

LO1 Develop a understanding of the ideological nature of the conflict in World War II: fascism versus democracy and Marxism. This learning outcome will be accomplished through classroom discussion, screening documentaries and by examination and quizzes.

LO2 Comprehend the impact of total war on civilian populations the world over. This learning outcome will be accomplished through classroom discussion, screening documentaries, writing an extended critical essay, and by examination and quizzes.
LO3  Come to terms with the military tactics and strategy of the opposing armies, which eventually would lead to the defeat of Axis Powers in both Europe and Asia. This learning outcome will be accomplished through classroom discussion, screening documentaries, by examination and quizzes.

LO4  Read, write, think, and speak critically about historical issues and events.

Student Learning Objectives

Upon successful completion of this course, students will be able to:

• Take an in-class midterm examination which will require students to identify a group of historical terms, names and events, & to write several essays discussing: [SLO #1]
  •Europe on the eve of 1939
  •Japan’s expansion into Manchuria and China during the 1930s
  •German Blitzkrieg and the Battle of Britain
  •the Phony war and the Battle of France
  •operation Barbarossa and the Soviet reaction

•Take an in-class final examination which will include questions through which students demonstrate mastery of the following topics: [SLO #2]
  •coming to terms with the ideological character of WW2
  •comprehending the “total war” nature of WW2, especially as it pertained to the impact on civilian societies in Europe, Asia, the Middle East, and North Africa
  •understanding the military tactics and strategy of the opposing armies.

•Write a critical essay on the wartime home front of three belligerent nations. [ SLO #3]
  This SLO will be met by analyzing the wartime experiences endured on the home front in Germany, France, and the Soviet Union. As World War Two was the first total war in modern European history, it will become apparent that the happenings at home were every bit as significant as what occurred on the battlefront. Students will use as their primary sources monographs written by Nicholas Stargardt (on Germany), Robert Gildea (on France) and Simmons and Perlina (on the Soviet Union).

•Make a Classroom presentation on a leading military commander [SLO #4]

Students will make ten-minute oral reports on a military leader of their choice
demonstrating the strengths and weaknesses of their respective figure and what contributions this person made to the overall war effort of his nation.

Required Texts/Readings (Required)

Textbook

1. Ian BURUMA
   *Year Zero. A History of 1945*
   Paperback

2. Robert GILDEA
   *Marianne in Chains*
   Paperback

3. Richard OVERY
   *Why the Allies Won*
   W. W. Norton & Co. (1997)
   Paperback

4. Andrew ROBERTS
   *The Storm of War. A New History of the Second World War*
   Harper Perennial (2012)
   Paperback

5. Cynthia SIMMONS and Nina PERLINA
   *Writing of the Siege of Leningrad*
   University of Pittsburgh Press (2002)
   Paperback

6. Nicholas Stargardt
   *The German War*
   Basic Books (2015)
   Paperback

7. A. J. P. TAYLOR
   *The Origins of the Second World War*
Other Readings

There are two Course Workbooks for this course: (1) Questions to accompany the reading of Robert’s *The Storm of War*, and (2) Questions to accompany the six monographs. These are mandatory and can only be purchased at Maple Press, located at 330 South 10\textsuperscript{th} St. (between San Carlos and San Salvador streets). All purchases must be made with cash or check as credit cards are not accepted.

All other texts can be purchased at the Spartan Bookstore or through Amazon.com

Library Liaison (Optional)

Nyle Monday, nyle.Monday@sjsu.edu, (408) 808-2041

Course Requirements and Assignments (Required)

1. **Examinations**: There will be two examinations – a mid term (Oct. 9) and a final (Dec. 13). Each exam will consist of short answer questions and fill-in, identification terms and essay questions. Materials to be tested will include lecture discussions, assigned readings and documentaries screened in the classroom. Each exam will be worth 20\% of the final grade.

2. **Quizzes**: There will be five quizzes, one each on the five monographs assigned in the course. These will occur after the class has had the opportunity to discuss each work at some length. The quiz schedule will be as follows: #1 on Taylor’s *The Origins of the Second World War* on August 26; Quiz #2 on Stargardt’s The German War on Oct. 18; Quiz #3 on Simmons & Perlina’s *Writing the Siege of Leningrad* on Nov. 6; Quiz #4 on Overy’s *Why the Allies Won* on December 2; and Quiz #5 on Buruma’s *Year Zero* on December 7. Each quiz will count for 5\% of the final grade (for a total of 25\%).

3. **Written Assignment**: Each student is required to write an eight-to-ten-page essay comparing and contrasting the home front conditions and tribulations in Germany, France, and the Soviet Union based respectively on the monographs by Stargardt, Gildea, and Simmons & Perlina. You must comply with the format established in Kate Turabian’s *A Manual for the Writing of Term Papers, Theses, and Dissertations* (8\textsuperscript{th} ed.). This paper is due at the beginning of the class hour on Nov. 29. (Additional instructions will be circulated at a later date.) *No late papers will be accepted.* This essay will count for 25\% of the final grade.

4. **Oral Presentations**: Each student will make a ten-minute oral presentation on one of the leading generals of World War Two on one of the last two days of the semester. This
exercise will require you to reflect on the role your subjects played in the war and what long-term influence, if any, they had on the winning or losing of the war. You will find a list of military biographies as well as memoirs in Appendix One of the Syllabus to assist you with the selection of your two military figures. This assignment will be worth 10% of the final grade.

**Grading Information**

**Grade computation**

<table>
<thead>
<tr>
<th>Grading Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Mid Term Exam</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
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<tr>
<td>Quizzes (5)</td>
<td>25%</td>
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<tr>
<td>Essay</td>
<td>25%</td>
</tr>
<tr>
<td>Oral Report</td>
<td>10%</td>
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</tbody>
</table>

Total: 100%

• Grades will be computed on the following standard scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
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<tr>
<td>A</td>
<td>94-96</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
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<td>B-</td>
<td>80-83</td>
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<td>C+</td>
<td>77-79</td>
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<td>D+</td>
<td>67-69</td>
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<td>D</td>
<td>64-66</td>
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<td>D-</td>
<td>60-63</td>
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</tbody>
</table>

A grade of “F” will be given to work which receives a 59 or lower.

(Please note: there will be no extra credit opportunities.)

To do well on the paper and essay questions on the exams, you will have to display good writing skills. You must begin with an introductory paragraph, which sets forth a central argument. This argument should reflect your insights into the material. The rest of the paper or essay should include facts supporting this argument. Finally, you must end with a conclusion, which summarizes the argument and adds, hopefully, something provocative. Excellent grammar, perfect spelling, and clarity are essential for success.

**Qualities of an A Assignment**

Content and Organization
- fulfills all the requirements of the assignment
- presents a recognizable, strong thesis or argument
- contains unified paragraphs that support recognizable topic sentences
- makes sure that the topic sentence of each paragraph relates to the thesis or argument in some way
- presents accurate information, with generalizations supported by facts, examples, or analysis
- displays original thought
- defines terms if necessary
- is clearly organized with an appropriate essay structure
- has an effective introduction and conclusion
- contains effective transitions between sentences and between paragraphs

Clarity and Correctness
- uses sentences that are easy to understand on a first reading
- includes a variety of sentence constructions
- uses document design to enhance readability
- has no serious errors of diction, syntax, grammar, punctuation, or spelling
- shows evidence of careful editing

**Qualities of a ABC Assignment**

Content and Organization
- fulfills most of the requirements of assignment
  - presents accurate information, with generalizations supported by facts, examples, or analysis
- argues logically
- defines terms if necessary
- has a recognizable thesis or subject line
- has appropriate organization
- contains unified paragraphs that support recognizable topic sentences
- has appropriate introduction and conclusion

- contains transitions

Clarity and Organization
- uses sentences that are easy to understand on a first reading
- includes a variety of sentence constructions
- uses some document design elements
- has very few errors of diction, syntax, grammar, punctuation, or spelling. The errors do not prevent comprehension.
-shows evidence of editing.

**Qualities of a AC© Assignment**

Content and Organization
- fulfills the main parts of the assignment
- supports generalizations with some detail
- defines terms if necessary
- has a recognizable thesis or subject line
- uses appropriate organization
- contains unified paragraphs with topic sentences
- has an introduction and conclusion

Clarity and Correctness
- uses understandable sentences
- shows some variety in sentence construction
- has some elements of document design
- has a few errors of diction, syntax, grammar, punctuation, or spelling. Errors occasionally prevent comprehension
- shows an understanding of the conventions of written English

**Qualities of a AD© or AF© Assignment**

Content and Organization
- fails to fulfill main parts of the assignment
- provides scant information and little support
- has a barely recognizable thesis or subject line
- has poor organization
- contains some paragraphs with topic sentences

Clarity and Correctness
- many sentences are not understandable upon first reading
- shows little variety in sentence construction
  - has many errors of diction, syntax, grammar, punctuation, or spelling. The errors often prevent comprehension

(8) Incompletes: A grade of “incomplete’ is given only if the student has completed in a satisfactory manner at least two thirds of the course requirements and cannot finish the course because of illness, an accident, or some event beyond his or her control.

(9) Extra Credit Assignments: There are no extra credit assignments in this course.

**Late Papers and Missed Quizzes and Exams**

1. There will be no make up of quizzes under any circumstance.
2. The mid-term exam may be made up if the student has a legitimate excuse and if the instructor is notified of the reason for the absence in a timely fashion.
3. All students are expected to be present on the final exam day.
4. Incompletes will be given only for extraordinary reasons and then only if the student has completed a substantial portion of the course work (at least two thirds).
5. No late papers will be accepted. (The only exception is severe illness, and then only if the student presents a medical report signed by the attending physician.)

More guidelines on grading information and class attendance can be found from the following two university policies:

- [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf)
- [University Attendance and Participation policy F15-12](http://www.sjsu.edu/senate/docs/F15-12.pdf)

Important Dates

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz #1</td>
<td>Aug. 26</td>
</tr>
<tr>
<td>Mid Term</td>
<td>Oct. 9</td>
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<tr>
<td>Quiz #2</td>
<td>Oct. 18</td>
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<tr>
<td>Quiz #3</td>
<td>Nov. 6</td>
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<td>Quiz #4</td>
<td>Nov. 27</td>
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<tr>
<td>Quiz #5</td>
<td>Nov. 29</td>
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<tr>
<td>Paper is Due</td>
<td>Nov. 29</td>
</tr>
<tr>
<td>Oral Reports</td>
<td>Dec. 4 &amp; 6</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Dec. 13</td>
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“This course must be passed with a C or better as an SJSU graduation requirement.”

Course Workload

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with one of the hours used for lecture) for instruction or preparation/studying or course related activities. Other course structures will have equivalent workload expectations as described in the syllabus. (See SJSU Academic Senate Policy S12-3.)

Because this is a 4-unit course, students can expect to spend a minimum of twelve hours per week preparing for and attending classes and completing course assignments. Careful time management will be required to keep up with readings and assignments in an intensive course such as this one.

For this class, students will complete an in-class midterm as well as a final examination. Students will also be required to be examined on five monographs assigned as required reading for the course. In addition, students will be asked to write an eight-to-ten-page essay comparing and contrasting the wartime home fronts in Germany, France, and the Soviet Union.
University Policies (Required)
Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/”

History 132 – World War Two
[Note: All weekly assigned readings are from Roberts’ The Storm of War]

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug. 21</td>
<td><strong>Origins of the War</strong>&lt;br&gt;Reading: None&lt;br&gt;Video: The World at War: Episode 1 – “A New Germany” [52 mins.]</td>
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<td>2</td>
<td>Aug. 23</td>
<td><strong>Origins of the War</strong>&lt;br&gt;Reading/Discussion: Taylor’s The Origins of the Second World War&lt;br&gt;Quiz #1 on Taylor’s The Origins of the Second World War</td>
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<tr>
<td>3</td>
<td>Aug. 28</td>
<td><strong>Hitler attacks Poland &amp; The Phony War</strong>&lt;br&gt;Video: The World at War: Episode 2 – “Distant War” [52 mins.]</td>
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<td>4</td>
<td>Aug. 30</td>
<td><strong>Hitler attacks Poland &amp; The Phony War</strong>&lt;br&gt;Reading: Roberts, “Prelude” &amp; ch 1: “Four Invasions”&lt;br&gt;Workbook Assignment #1</td>
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<td>5</td>
<td>Sept. 4</td>
<td><strong>The Battle of France</strong>&lt;br&gt;Video: The World at War: Episode 3 – “France Falls” [52 mins.]&lt;br&gt;Discussion</td>
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<td>6</td>
<td>Sept. 6</td>
<td><strong>The Battle of France</strong>&lt;br&gt;Reading: Roberts, ch. 2: “Führer Imperator: May-June 1940”&lt;br&gt;Workbook Assignment #2</td>
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<td>7</td>
<td>Sept. 11</td>
<td><strong>The Battle of Britain</strong>&lt;br&gt;Video: The World at War: Episode 4 – “Alone: The Battle of Britain” [52 mins.]&lt;br&gt;Discussion</td>
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<td>8</td>
<td>Sept. 13</td>
<td><strong>The Battle of Britain</strong>&lt;br&gt;Reading: Roberts, ch. 3: “Last Hope Island”&lt;br&gt;Workbook Assignment #3</td>
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<td>9</td>
<td>Sept. 18</td>
<td><strong>The Battle of Al-Alamein</strong>&lt;br&gt;Video: The World at War: Episode 8 – “Desert: The War in North Africa” [52 mins.]&lt;br&gt;Discussion</td>
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<td>10</td>
<td>Sept. 20</td>
<td><strong>The Battle of Al-Alamein</strong>&lt;br&gt;Reading: Roberts, chs. 4 &amp; 5: “Contesting the Littoral” &amp; “Kicking in the Door”</td>
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<td>Day</td>
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<td>Topics, Readings, Assignments, Deadlines</td>
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<td>Workbook Assignment #4</td>
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<tr>
<td>11</td>
<td>Sept. 25</td>
<td><strong>The Japanese Empire Strikes</strong></td>
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<td>Video: The World at War: Episode 6 – “Banzai: Japan Strikes” [52 mins.]</td>
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<td>Discussion</td>
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<td>12</td>
<td>Sept. 27</td>
<td><strong>The Japanese Empire Strikes</strong></td>
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<td>Reading: Roberts, ch. 6: “Tokyo Typhoon”</td>
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<td>Workbook Assignment #5</td>
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<td>13</td>
<td>Oct. 2</td>
<td><strong>Nazi Extermination of Jews and Others &amp; Naval Warfare in the Pacific</strong></td>
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<td>Video: The World at War: Episode 20 – “Genocide” [52 mins.]</td>
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<td></td>
<td>Discussion</td>
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<tr>
<td>14</td>
<td>Oct. 4</td>
<td><strong>Nazi Extermination of Jews and Others &amp; Naval Warfare in the Pacific</strong></td>
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<td>Reading: Roberts, chs. 7 &amp; 8: “The Everlasting Shame of Mankind” &amp; “5 Minutes at Midway”</td>
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<td></td>
<td>Workbook Assignments #6 &amp; #7</td>
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<tr>
<td>15</td>
<td>Oct. 9</td>
<td><strong>Mid Term Exam</strong></td>
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<tr>
<td>16</td>
<td>Oct. 11</td>
<td><strong>The Burma Campaign</strong></td>
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<tr>
<td></td>
<td></td>
<td>Reading: Stargardt’s <em>The German War</em></td>
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<td></td>
<td>Video: The World at War, Episode 14 – “It’s a lovely day tomorrow: Burma, 1942-1943” [52 mins.]</td>
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<tr>
<td>17</td>
<td>Oct. 16</td>
<td><strong>More North African Campaign</strong></td>
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<td></td>
<td></td>
<td>Reading: Roberts, ch. 9 “Midnight in the Devil’s Gardens”</td>
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<td>Workbook Assignment #8</td>
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<tr>
<td>18</td>
<td>Oct. 18</td>
<td><strong>Operation Barbarossa</strong></td>
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<tr>
<td></td>
<td></td>
<td>Reading: Stargardt’s <em>The German War</em></td>
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<td>Quiz #2: Stargardt’s <em>The German War</em></td>
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<td>Video: The World at War: Episode 5 – “Barbarossa”</td>
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<td>19</td>
<td>Oct. 23</td>
<td><strong>Operation Barbarossa</strong></td>
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<td>Reading: Roberts, ch. 10: “The Motherland Overwhelms the Fatherland”</td>
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<td>Workbook Assignment #9</td>
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<tr>
<td>20</td>
<td>Oct. 25</td>
<td><strong>Warfare in the Atlantic</strong></td>
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<td>Reading: Roberts, ch. 11: “The Waves of Air and Sea”</td>
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<td>Workbook Assignment #10</td>
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<tr>
<td>21</td>
<td>Oct. 30</td>
<td><strong>The Italian Campaign</strong></td>
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<tr>
<td>Day</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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|     |        | Video: The World at War: Episode 13 – “Italy” [52 mins.]  
Reading: Roberts, ch. 12: “Up the Wasp-Waist Peninsula”  
Workbook Assignment 11                                                                                      |
| 22  | Nov. 1 | **Battle of Kursk**  
Reading: Simmons & Perlina  
| 23  | Nov. 6 | **Battle of Kursk**  
Quiz #3 on Simmons and Perlina’s *Writing the Siege of Leningrad*  
Workbook Assignment 12                                                                                     |
| 24  | Nov. 8 | **The Second Front**  
Video: The World at War, Episode 17 – “Morning: Normandy Invasion” [52 mins.]  
Reading: Roberts, ch. 15: “Norman Conquest”  
Workbook Assignment #13                                                                                      |
| 25  | Nov. 13| **The Push to Berlin**  
Reading: Roberts, chs. 16 & 17: “Western Approaches” & “Eastern Approaches”  
Workbook Assignment #14                                                                                     |
| 26  | Nov. 15| **Defeat of Japan**  
Video: The World at War, Episode 24 – “The Atomic Bomb”  
Discussion                                                                                                    |
| 27  | Nov. 20| **Defeat of Japan**  
Reading: Roberts, ch. 18 & “Conclusion”: “The Land of the Setting Sun” & “Why did the Axis Lose the Second World War?”  
Workbook Assignment #15                                                                                     |
| 28  | Nov. 27| **The Legacy of Total War**  
Reading: Overy’s *Why the Allies Won*  
Quiz #4 on Overy’s *Why the Allies Won*                                                                        |
| 29  | Nov. 29| **WW2’s Aftermath**  
Video: The World at War, Episode 26 – “Remember”  
Reading: Buruma’s *Year Zero*  
Quiz #5 on Buruma’s *Year Zero*                                                                                  |
| 30  | Dec. 4 | **Oral Presentations I**                                                                                                                                            |
| 31  | Dec. 6 | **Oral Presentations II**                                                                                                                                            |
| Final Exam | Dec. 13 | 12:15 to 14:30                                                                                                                        |
Second World War Leaders’ Quotes

"Never in the field of human conflict, has so much, been owed by so many, to so few!"
Winston Churchill - September 1940

"This war is not an ordinary war. It is the war of the entire Russian people. Not only to eliminate the danger hanging over our heads, but to aid all people groaning under the yoke of Fascism"
Josef Stalin - 22 June 1941

“Whoever lights the torch of war in Europe can wish for nothing but chaos.”
Adolph Hitler – Mein Kampf, 1925

"The world has never seen greater devotion, determination, and self-sacrifice than have been displayed by the Russian people...under the leadership of Marshal Joseph Stalin. With a nation that in saving itself is thereby helping to save all the world from the Nazi menace, this country of ours should always be glad to be a good neighbor and a sincere friend to the world of the future."
Franklin D. Roosevelt during a Fireside Chat - July 28, 1943