

JEFFREY T. LEIGH, Ph.D.

**HIST 209
THE WORLD WARS
Fall 2021**

Face covering requirement:

Under the [chancellor's order](#), and in an August 9, 2021 email sent by Chancellor Gibson that summarizes the order, “[A]ll students, employees and visitors to any UW-Stevens Point campus or facility will be required to wear face coverings when inside campus buildings and enclosed spaces with others outside of your household (e.g., in a UWSP vehicle). This policy is in effect until further notice.” All students will have to wear a mask covering their mouth and nose in order for us to hold class. Refusal to comply will have to result in the cancelation of class. All exemptions to the policy will be at the discretion of the Disability and Assistive Technology Center (DATC) and no exemptions can be recognized until I have been contacted by DATC with notification of an exemption. I am not allowed to deviate from this policy.

OBJECTIVES

The goal of this course is to construct an understanding of the world wars in all of their dimensions. We will begin with a study of the domestic and international setting that made large-scale, great power war more likely in the early 20th century. This will be followed by a study of WWI, in which we will address the causes, course, and consequences of the war, highlighting the reasons behind its advent and its denouement. We will study the interwar period in order to understand the rise of the totalitarian regimes as well as the pressures under which the new states of Eastern Europe and the western democracies operated. Thereafter, we will focus upon World War II, its causes, conduct, and consequences: politically, economically, socially, and culturally. In this, we will continue to discuss diplomatic issues, war planning, industrial, technological, and morale issues on the home front as well as military strategies, tactics, and the experiences of the troops in the field. In this, we will take special note of the character of the war, particularly in Europe, wherein every aspect was strongly influenced by the actions of the peoples in occupied countries as well. In Eastern and Southeastern Europe, in particular, the war was as much a matter of local civil wars as it was a world war. This is an essential topic that is often missed in treatments of the war that focus primarily upon the maneuvers of Allied and Axis politicians and generals. In this, we will pay important attention to concepts of race, ethnicity, and gender throughout the course. Not only will this course provide a detailed understanding of the world wars, but it will also provide insights into the contours of all the wars that have been fought since that time.

Because the course will consist of a thorough mixture of lecture and discussion, it is imperative that all assigned readings be completed prior to the beginning of each day's class meeting. **It is an obvious blunder to wait until just before an essay is due to begin reading the assignments.** This method of study will result neither in superior performance on these assignments nor allow for meaningful participation in the classroom.

Credits: 3

Prerequisite: None.

GEP: GA and HP

COURSE OUTCOMES

This course carries the following General Education Course Learning Outcomes: HP (Historical Perspectives) and GA (Global Awareness)

Historical Perspectives. With sufficient effort in this course, students will improve their ability to:

- Use primary sources such as memoirs, manifestos, letters, speeches as evidence to answer questions about historical change from 1500 C.E. to the present.
- Secondary sources will be used as the basis for discussions on differences among interpretations of the past regarding major developments in world history, such as questions regarding whether “turning points” in history were significant for all people.
- Analyze institutional and cultural changes in individual states and global institutions as peoples around the world sought to navigate the changes that occurred in their lives.

Global Awareness. With sufficient effort in this course, students will improve their ability to:

- Identify the key components found within one or more cultures that are distinct from those found in predominantly English-speaking cultures.
- Analyze key forces or processes that contribute to global interconnectedness, and their implications.
- Demonstrate curiosity and empathetic insight about diverse cultural perspectives.

READINGS

- Lyons, Michael J., World War II: A Short History, 5th ed, ISBN: 978-0-205-66056-8
- Karau, Mark. Germany’s Defeat in the First World War. ISBN 978-0313396199
- Deak, Istvan, Europe on Trial, ISBN: 978-0-8133-4789-9
- CANVAS. There are substantial readings posted on CANVAS. It is recommended that you print and bring these to class with you.

EVALUATIONS

	Points	Percentage of Final Grade
Essay 1	80	8%
Essay 2	80	8%
Essay 3	160	16%
Essay 4	240	24%
Final Essay	240	<u>24%</u>
5 Essays:		80%
Participation:	200	20%

ESSAYS. Each student will write 5 essays. The essays will treat major themes from the preceding weeks of the course. All essay due dates can be found in the semester schedule, below. Each of the first two essays should be 250-350 words long. The third essay should be 750-1050 words long. The fourth and final essays should each be 1250-1750 words.

Each of essay writing prompts could generate a multi-volume analysis. It is your responsibility to write a concise, well-argued response within the limits of the assignment. Please feel free to see the tutoring center, Trio Center, or me concerning any difficulties you are having writing these essays. Contact me as soon as possible if there is a legitimate reason why you cannot complete an assignment on time. Otherwise, all assignments are due as per the syllabus. Grades on late essays will fall by 1/3 letter grade per day beginning at the end of the class period on the day they are due.

Remember that in every college class you can only be graded on material that was a part of that class. In other words, skipping reading assignments for shorter ones or notes that you might find online not only introduce the risk of plagiarizing those sources, but they also will not provide the material upon which your grade will be based. Outside research is encouraged, but only as an enrichment to—not a substitute for—assigned readings.

Essays will be entered into the Canvas grade book with the following percentage values:

Grade	%
A	95
A-	91
B+	88
B	85
B-	81
C+	78
C	75
C-	71
D+	68
D	65
F	55

PARTICIPATION. The third part of your grade will be based upon participation. The participation grade reflects attendance and performance in the classroom. All students will receive no lower than a C for their participation grade if they attend all class periods. There are, of course, instances when an absence is unavoidable. In such cases, the instructor must be informed of the nature of the unavoidable absence, preferably in advance. Excused absences will be granted on a case-by-case basis. Participation grades higher than a C will be based upon active involvement in classroom discussions. Active involvement is defined as verbal participation in the classroom. Each class period, individuals who verbally participate will receive either a plus or star based upon their verbal participation. Final participation grades will be based upon the sum of these marks relative to classroom averages. While the quality of participation is noted, student participation is not to be understood as an examination. It is not essential that you have a "polished" statement on the course materials or a "correct" answer to my questions in order to participate. Often your questions are of equal pedagogical benefit. Active involvement and interaction are the goals of this grading mechanism. The participation grade is designed for the purpose of recognizing the very important learning that goes on in the classroom, which might not fully appear in your written work.

Provisional participation grades and news report grades will be reported on your returned exams. Feel free to see me in my office at any time during the semester for an update on your progress.

HOW TO CONTACT THE PROFESSOR

Office Hours: Room CCC471, M, W 11:00-12:00 and by appointment.

Phone: 715-261-6276 (Wausau campus)

E-mail: jleigh@uwsp.edu

LAST DAY TO DROP THE CLASS

This semester's deadline to drop classes without a 'W' is September 14. Last day to drop with a 'W' is November 5. See your academic advisor for procedures.

CHANGES TO THE SYLLABUS

It is conceivable that necessary alterations to the syllabus will arise during the course of the semester. These will be communicated to the students with as much advance notice as possible.

SEMESTER SCHEDULE

Wk 1

No Class Due to Thursday Semester Start Date

Wk 2

Sept 8: **Orientation and Historiography of the World Wars**

*CANVAS: The Great War in History, A.J.P. Taylor and his Critics, Lyons
WWI Preface, Lyons WWII Preface.*

Wk 3

Sept 13: **Origins of the Great War**

Karau, Ch 1-2

CANVAS, Lyons, WWI, Ch 1 and pgs 46-47; Treitschke, Bernhardi, Massis and de Tarde, and Crowe

- Sept 15: **Stalemates, Breakthroughs, Stalemates, 1914-18**
CANVAS, Paxton, Ch 2-3; The Black Hand, Brooke

Wk 4

- Sept 20: **The Homefront**
CANVAS: Lyons, WWI, Ch 13-14
- Sept 22: **The Front Experience**
CANVAS: *Last Full Measure*, Owen, Remarque, Juenger
First Essay Due: 11:59 pm

Wk 5

- Sept 27: **Germany's Defeat in the First World War**
Karau, All
- Sept 29: **The Great War as World War**
CANVAS: Lyons, WWI, Ch 18; Bayly, 21-41; Balfour and Sykes-Picot

Wk 6

- Oct 4: **The Immediate Consequences of the War in Europe**
CANVAS: Lyons, WWI, Ch 15, 21; Brittain, Valery, von Salomon, and Freud
- Oct 6: **Europe in the 1920s and '30s: the Rise of Radicalism**
Lyons, Ch. 2, pg 21-22, Ch. 3, 27-40
CANVAS, Orwell, Kopelev, Yevtushenko, Schalamov, and Mussolini, Hitler, Freud, Ludecke
Second Essay Due: 11:59 pm

Wk 7

- Oct 11: **The Road to War in Europe**
Lyons, Ch. 4, pg 44, 47-58;
Deak, Foreword, Preface, Introduction, Ch. 1
CANVAS, Chamberlain
- Oct 13: **The Road to War in Asia**
Lyons, Ch. 2, pg 23-26; Ch 3, pg 40-43; Ch 4, pg 45-47
CANVAS, Tokutomi

Wk 8

- Oct 18: **The Opening Offensives in Europe**
Lyons, Ch. 5-6
Deak, Ch. 2

Oct 20: **France Falls**
Lyons, Ch. 7
Deak, Ch. 3, pg 41-61
CANVAS, Guderian, Bloch, Habe
Third Essay Due: 11:59 pm

Wk 9

Oct 25: **War over Britain, in the Mediterranean, and in the Balkans**
Lyons, Ch. 8-9
Deak, Ch. 3, pg. 61-66

Oct 27: **Operation Barbarossa**
Lyons, Ch. 10
Deak, Ch. 4
CANVAS, *The Indoctrination of the German Soldier*

Wk 10

Nov 1: **The New World Order and Germany's Allies**
Lyons, Ch. 11
Deak, Ch. 5

Nov 3: **The Holocaust**
CANVAS, Drumont, Chamberlain, Pearson, Ahlwardt, Nathorff,
Appel, Graebe, and Levi

Wk 11

Nov 8: **Japanese Victories in the Pacific War**
Lyons, Ch. 12-13

Nov 10: **U.S. Victories in the Pacific**
Lyons, Ch. 14-15
CANVAS, Tregaskis, *The Night of a Thousand Suicides*

Wk 12

Nov 15: **The Tide Turns in Eastern Europe**
Lyons, Ch. 16
CANVAS, Hoffman, Wieder

Nov 17: **The Allied Invasion of North Africa and Italy**
Lyons, Ch. 17-18
Fourth Essay Due: 11:50 pm

Wk 13

Nov 22: **The War at Sea and the Air War in the European Theater**
Lyons, Ch. 19-20

Nov 24: **From D-Day and Warsaw to the End**
Lyons, Ch. 22-23
CANVAS, Eisenhower, Neumann, Hitler

Wk 14

Nov 29: **War on the Periphery and the End of the Pacific War**
Lyons, Ch. 24-25

Dec 1: **Total War and the Home Front**
Lyons, Ch. 21
CANVAS, Overy, Ch. 6-7

Wk 15

Dec 6: **The Dilemma of Resistance**
Deak, Ch. 6-8
CANVAS, Keegan, Ch 26; Camus, Scholl

Dec 8: **The Aftermath of WWII**
Lyons, Aftermath
Deak, Ch 9-Epilogue

FINALS

Dec 14 (Tuesday): 4:45 pm **Final Essays Due**

TECHNOLOGY

Protecting your Data and Privacy

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, visit this website. <https://www.wisconsin.edu/dle/external-application-integration-requests/>

Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357.

Here are steps you can take to protect your data and privacy.

- Use different usernames and passwords for each service you use
- Do not use your UWSP username and password for any other services
- Use secure versions of websites whenever possible (HTTPS instead of HTTP)
- Have updated antivirus software installed on your devices

Course Technology Requirements

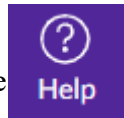
- View this website to see [minimum recommended computer and internet configurations for Canvas](#).

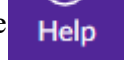
- You will also need access to the following tools to participate in this course.
 - a stable internet connection (don't rely on cellular)

UWSP Technology Support

- Visit with a [Student Technology Tutor](#)
- Seek assistance from the [IT Service Desk](#) (Formerly HELP Desk)
 - IT Service Desk Phone: 715-346-4357 (HELP)
 - IT Service Desk Email: techhelp@uwsp.edu

Canvas Support



Click on the  button in the global (left) navigation menu and note the options that appear:

Support Options	Explanations
Ask Your Instructor a Question Submit a question to your instructor	Use Ask Your Instructor a Question sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.
Chat with Canvas Support (Student) Live Chat with Canvas Support 24x7!	Chatting with Canvas Support (Student) will initiate <i>text chat</i> with Canvas support. Response can be quick with severity level.
Contact Canvas Support via email Canvas support will email a response	Contacting Canvas Support via email will allow you to explain in detail or even upload a screenshot to show your particular difficulty.
Contact Canvas Support via phone Find the phone number for your institution	Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7.
Search the Canvas Guides Find answers to common questions	Searching the Canvas guides connects you to documents that are searchable by issue. You may also look for Canvas video guides .
Submit a Feature Idea Have an idea to improve Canvas?	If you have an idea for Canvas that might make instructions or navigation easier, feel free to offer your thoughts through this Submit a Feature Idea avenue.

All options are available 24/7; however, if you opt to email your instructor, s/he may not be available immediately.

- Self-train on Canvas through the [Self-enrolling/paced Canvas training course](#)

PLAGIARISM AND CITATIONS

Cheating, Plagiarism, and Academic Misconduct

The University of Wisconsin is recognized around the world as one of the finest public university systems. To ensure that our graduates are capable of operating at the highest levels of business, government, and non-profit institutions, we enforce the highest ethical standards through our Academic Misconduct Policy, which can be found at: <http://folio.legis.state.wi.us>

Please note that all work in this class is to be in your own words. If you quote someone else's work, you are expected to cite the source.

Do not ask for or provide your fellow students assistance with their written work. It is a great idea to study with other students, but when it comes to writing your discussion and exam assignments, do not collaborate. Remember that either receiving or providing unapproved assistance is considered cheating. In the case that two essays are substantially alike, both students will be punished.

Do *not* go to an online encyclopedia or any other website and "cut and paste" your discussion or examination answers (or portions of your answers). This is plagiarism and will be punished on the first occasion.

All acts of cheating will result in a 0 for that assignment. Note that this is far more detrimental to your course grade than would be an F on that assignment (See the grading scales above). Multiple cases of cheating will involve greater penalties up to and including expulsion.

There are two simple rules of thumb for correct paraphrasing. The first is that you need to be careful not to claim someone else's words and ideas as your own. The second, however, is that there is no need to cite information that is widely known and should be considered to be common knowledge. Sometimes, it can be difficult to discern what should and should not be considered common knowledge. In general, a safe rule of thumb is that while general information may be considered common knowledge, judgments about the meaning of that information are the property of the original writer.

STUDENT HANDBOOK TOPICS

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An

incomplete will only be assigned if the issue faced by the student fits within the conditions determined by university policy.

Inform Your Instructor of Any Accommodations Needed

If you have a documented disability and verification from the [Disability and Assistive Technology Center](#) and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.

The Disability and Assistive Technology Center is located in 609 Albertson Hall and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at datctr@uwsp.edu.

Statement of Policy:

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center in 609 ALB, or (715) 346-3365.

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

UWSP Academic Honesty Policy & Procedures

Student Academic Disciplinary Procedures

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.
- (2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a essay or assignment as one's own work when a part or all of the essay or assignment is the work of another; submitting a essay or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Religious Beliefs

Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class.

How to write an essay

The Thesis Statement: The most important part of any essay is the thesis statement. The thesis statement usually consists of a single sentence at the end of the first paragraph. Its objective is to tell the reader the purpose of the essay. In the case of an essay exam, it answers the exam question. When beginning an essay, make certain that you have a simple, clear thesis statement. Not only will this guide the reader through the essay, but it will also help you to organize your writing.

Organization and Clarity: The entire essay must be organized to support the thesis statement. The purpose of the first paragraph, the introduction, is to introduce your reader to the subject. The main body of your essay (often three paragraphs for an exam question) illustrates the thesis statement. In these paragraphs you develop the idea(s) that you introduced in the thesis sentence. Each paragraph must be clearly relevant to the thesis statement. This is most easily accomplished by including a topic sentence in each paragraph. The topic sentence functions in much the same way as the thesis sentence. It defines the paragraph and should make the connection between the paragraph and the thesis statement clear. Do not include material that is irrelevant to the thesis. Such material 'muddies' the paragraph with unnecessary information and takes the reader's attention away from your purpose. Concentrate on clarity. Spelling, grammatical and syntactical mistakes also make the essay difficult to comprehend and therefore detract from its quality.

Evidence: Evidence is the information you present to support your thesis. Each paragraph must include sufficient evidence to show that you have a solid understanding of the assigned material and can relate it to the question. Factual mistakes and vague statements detract from an essay, but not nearly so detrimentally as analytical errors. Make certain that the evidence you present supports your thesis. As mentioned above, the inclusion of irrelevant details does not improve the essay.

The grading of all essays will be based on the criteria mentioned above. The essay must have a thesis statement, be logically and clearly organized and include sufficient information to support the thesis. The assignment of a letter grade will be based on how well you have fulfilled these requirements. In answering an essay question, the most important task is to answer the question. Do not make the mistake of 'data dumping,' simply throwing down all the information you know related to the topic. All information must be shown to be relevant. Spend a couple of minutes thinking about the question, write an outline, and then construct your essay with the question in mind. Refer to the question after you have written the essay so that you are certain that you have answered it.