

The University of Western Ontario

History 2179 *The Two World Wars*

Fall 2016 – Winter 2017

Dr. A. Iarocci

Lectures: Wed, 3:30 – 5:30, KB-K106

Office: Lawson Hall 2250

Office Hours: Wednesdays (mornings by appointment, or after 17:30)

aiarocc@uwo.ca

Course Objectives

History 2179 is a survey study of the First and Second World Wars. The course revolves around a series of key themes such as military operations and strategy, the social and cultural impact of modern warfare, leadership and command, technology and logistics, and the evolution of collective/public memory during and after the World Wars.

The fall term explores the First World War – known at the time simply as the Great War – a conflict that witnessed unlimited violence and social dislocation. The First World War incorporated modern machine technologies to an unprecedented degree, on the battlefields, and in supporting roles on the home fronts. Nations participated in the effort at great cost in lives and material wealth. The war destroyed four empires, and fostered several new nation states.

The winter term explores the Second World War, a conflict without parallel in modern history for its intensity of violence and geographic scope. Combat on the land, at sea, and in the air ranged from virtually every corner of Europe to the heart of the Soviet Union, and from the steaming jungles of Burma to the icy damp of the Aleutian Island chain in Alaska. Tens of millions of men and women served in uniform – many millions more supported their national war efforts on the home fronts. By the summer of 1945, military and civilian fatalities were counted in the tens of millions. Centuries of cultural heritage lay in ruins.

Learning Outcomes

By the end of the course, students will be able to:

- identify and explain the significance of key personalities, campaigns, and technologies from the First and Second World Wars
- analyze and compare national and military strategic decisions of various belligerent nations (and some neutral nations) in both World Wars
- identify and assess salient controversies and debates in the scholarship on the World Wars
- explain the global character of the World Wars, as well as their legacies

Lectures and Readings

We will meet for lectures each Wednesday afternoon. The first part of each lecture will run for approximately 45 to 50 minutes, followed by a brief pause for conversation, and perhaps a soda or other refreshment. The second part of the lecture will continue for another 45 minutes. Because this is a lecture course with an evaluation scheme based entirely on tests and examinations, it is crucially important that students attend every class, as Dr. Iarocci will explore issues and themes which are not fully assessed in the survey textbooks.

Students who truly wish to succeed in this course must be prepared to invest sufficient time reading and analyzing the course textbooks outside of the classroom – two to three hours per lecture, on average, would be a reasonable amount of time to budget. Students can take best advantage of the textbooks by reading each day's selections and actively drawing connections with themes and questions raised in the corresponding lecture. The textbooks are designed as surveys; they offer a wide range of information, but only in limited depth. As such, they must be used in conjunction with the lecture content.

Tests and examinations in this course are not based simply upon the knowledge of true/false facts. **Do not become tangled up in trivial details from the textbooks.** Instead, ask broad interpretational questions of the text. For example, rather than simply trying to memorize German war production statistics, ask larger questions, such as 'what do available production numbers reveal about the German war economy?' or 'was the German war economy operating at high efficiency?'

In sum, there is no substitute for regular attendance and diligent reading every day. Dr. Iarocci encourages students to ask questions in class, and to visit regularly during office hours.

The **required** course text for the fall term is:

Michael S. Neiberg, *Fighting the Great War: A Global History* (Cambridge: Harvard University Press, 2005).

The **required** course texts for the winter term are:

Williamson Murray and Allan Millett, *A War to Be Won: Fighting the Second World War* (Cambridge: Belknap, 2001).

Ronald Story, *Concise Historical Atlas of World War Two* (New York: Oxford University Press, 2006).

Students who care to read about the World Wars in greater depth may wish to consult the following titles, although these are not required reading for the course.

David Stevenson, *Cataclysm: The First World War as Political Tragedy* (New York: Basic Books, 2005).

Richard Overy, *Why the Allies Won* (Pimlico: London, 2006).

Examinations

There are four examinations in this course.

Fall Term:

Mid-term, 12 October: 15%

December Exam: 30% cumulative for fall term, date and location to be set by registrar

Winter Term:

Mid-term, 1 March: 25%

April Exam: 30% cumulative for winter term, date and location to be set by registrar

On each of examinations students will choose from a selection of essay and short-answer questions. The essay questions will test analytical skills, while the short-answers will test the ability to contextualize key persons, concepts, and events. Sample examination questions will be provided before each exam.

There are no multiple choice, true/false, or fill-in-the-blank examination questions in this course. The exams are not designed simply to test mastery of factual details or memory of trivia, but rather to encourage students to engage analytically with controversial historical questions that do not have simple answers. Success demands intellectual effort.

Students are encouraged to discuss any questions or concerns about the test/examination format and design with Dr. Iarocci before the first test.

No electronic devices are permitted in examinations.

For all medical and non-medical issues that might warrant accommodation with regard to examinations or lecture attendance, please report to academic counselling (see below p. 7).

Fall Term: First World War

(Note: all readings are from Neiberg's *Fighting the Great War*)

| Date | Lecture Topics | Reading Selections |
|------------------------|--|---|
| Week 1 14 September | 1. Course Introduction; Studying the Wars 2. Causes of War; Outbreak of War | Neiberg's Introduction |
| Week 2 21 September | 1. Indecision in 1914 2. Armies at War | Neiberg, Chapters 1, 2 |
| Week 3 28 September | 1. Static Operations 2. Global War | Chapter 3 Chapters 4, 11 (pp. 293-305)* |
| Week 4 5 October | 1. The War at Sea 2. Attrition in 1916: Verdun | Chapters 5, 11 (pp. 288-293)† Chapter 6 (except 151-158) |
| Week 5 12 October | Mid-term | Written in K-106 during normal class hours |
| Week 6 19 October | 1. Technology and Warfare 2. The Art of War | |
| Week 7 26 October | 1. Attrition in 1916: Somme 2. Industry and Finance in Wartime | Chapter 7 |
| Week 8 2 November | 1. Nivelle's Offensive 2. Air War | Chapter 9 |
| Week 9 9 November | 1. Leadership and Command 2. The War in Italy | Chapter 11 (pp. 280-288)‡ Chapter 6 (pp. 151-158)§ |
| Week 10 16 November | 1. Third Ypres 2. War Horses | Chapter 10 |
| Week 11 23 November | 1. Sexuality in Wartime 2. German Victory in the East | Chapter 8 |
| Week 12 30 November | 1. The United States at War 2. German Spring Offensives, 1918 | Chapter 12 |
| Week 13 7 December | 1. Open Warfare, July-November 1918 2. Peace and Legacies of War | Chapter 13 Conclusion |

* This section of Chapter 11 concerns the impact of the war in Ireland, and the war in Africa.

† This section of Chapter 11 concerns the later phases of the war at sea.

‡ The section of Chapter 11 concerns senior Allied political leadership.

§ This section of Chapter 6 concerns the war in Italy.

Winter Term: Second World War

(Note: all readings are from Murray and Millet's *A War to be Won* and Story's atlas.)

| Date | Lecture Topics | Readings |
|-----------------------|---|--|
| Week 1 11 January | 1. Interwar Period; Origins of the War(s) 2. Armies at War | M & M, 1-43, 143-168, 579-605 Story, 1-17, 72-79 |
| Week 2 18 January | 1. Blitzkrieg (?), 1939-40 2. The Battle of Britain | M & M, 44-63, 64-90 Story, 18-25 |
| Week 3 25 January | 1. The Mediterranean, 1940-42 2. Unternehmen Barbarossa | M & M, 91-109, 110-142, 262-273 Story, 28-29, 34-37 |
| Week 4 1 February | 1. War in China and the Pacific, 1937-42 2. The Battle of the Atlantic | M & M, 169-195, 234-261, Story, 26-27, 80-85 |
| Week 5 8 February | 1. The Strategic Air War 2. Life and Death in Fortress Europe | M & M, 304-335, 405-410 Story, 46-47, 48-49, 98-99 |
| Week 6 15 February | 1. Victory in North Africa 2. Stalingrad to Kursk | M & M, 273-303 Story, 30-33, 38-43 |
| Week 7 22 February | Reading Week | |
| Week 8 1 March | Mid-term | Written in K-106 during normal class hours |
| Week 9 8 March | 1. Total Mobilization? 2. Engines of War | M & M, 527-553 |
| Week 10 15 March | 1. The Italian Campaign 2. The Asia-Pacific War, 1942-44 | M & M, 196-233, 336-373, 374-387 Story, 50-51, 86-91, 96-97, |
| Week 11 22 March | 1. Operation Overlord 2. The Battle of Normandy | M & M, 411-445 Story, 52-55 |
| Week 12 29 March | 1. Northwest Europe, 1944-45 2. Holocaust | M & M, 456-471, Story, 58-61, 66-67 |
| Week 13 5 April | 1. The End of the Third Reich and Imperial Japan 2. Legacies of Total War | M & M, 387-405, 446-456, 471- 483, 484-508, 509-526, 554-576 Story, 44-45, 56-57, 62-65, 68- 71, 92-95, 100-105 |

Prerequisites and Antirequisites:

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

Academic Offences:

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot

avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

Medical Issues:

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf to read about the University's policy on medical accommodation. This site provides links the necessary forms. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

SUPPORT SERVICES:

Students who are in emotional/mental distress should refer to Mental Health@Western, <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or rdashfo@uwo.ca