

# WORLD WAR II

## **Spring Semester, 2022**

History 3570

W-F, 2:00–3:40 pm, Classroom TBD

## **Instructor**

Professor Peter Mansoor

[mansoor.1@osu.edu](mailto:mansoor.1@osu.edu)

## **Office Hours**

Tuesday, 1:00-2:00 pm and by appointment

Dulles Hall 214

## **Important Dates**

First Day of Class	January 12
Take Home Essay #1	January 25-26
Mid-term Exam	February 10-11
Book Review #1 Due	February 25
Book Review #2 Due	March 25
Take Home Essay #2	April 5-6
Final Exam	April 27-29

## **Course Description**

World War II was the largest and most destructive war in human history. Nearly seventy-five years after it ended, the war continues to shape our world. This course examines the causes, conduct, and consequences of this devastating conflict. Through readings, lectures, and video, the class will study the politics that shaped the involvement of the major combatants; military leadership and the characteristics of major Allied and Axis armed services; the national and theater strategies of the various major combatants; the military operations that led to victory or defeat on battlefields spanning the globe; war crimes; and other factors such as leadership, economics, military doctrine and effectiveness, technology, ideology, and racism that impacted the outcome of the war.

## **Learning Goals and Objectives**

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves:

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Global studies courses strive to foster an understanding of the pluralistic nature of institutions, society, and culture across the world in order to help the student become an educated, productive, and principled citizen.

Beyond these general goals, this course is intended to achieve the following objectives:

1. To acquire a perspective on the history of World War II and to gain thereby an understanding of factors that continue to shape the world in the 21<sup>st</sup> century.
2. To acquire knowledge about the nature of industrial age warfare and to develop a foundation for comparative understanding of the wars of the 21<sup>st</sup> century.
3. To exhibit an understanding of the political, economic, cultural, physical, and social factors that shaped warfare in the 20<sup>th</sup> century.
4. To gain an understanding of the ethical dilemmas generated by total war.

### **Enrollment**

All students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course will be approved by the Chair of the Department after that time. Enrolling officially and on time is solely the responsibility of the student.

**Required Reading** [all books are available for purchase at the University Bookstore (Barnes & Noble) or online]

Williamson Murray and Allan R. Millett, *A War to be Won: Fighting the Second World War* (978-0674006805)

Mark A Stoler and Molly C. Michelmore, eds., *The United States in World War II: A Documentary History* (978-1624667473)

*West Point History of Warfare* – online only (see download instructions at end of syllabus)

Michael Lynch, *Hitler* (978-0415436465)

E. B. Sledge, *With the Old Breed: At Peleliu and Okinawa* (978-0891419068)

### **Assignments and Grading** (1000 points total)

Attendance	100 points
Take Home Essay 1	100 points
Mid-term Exam	200 points
Review #1	150 points
Review #2	150 points
Take Home Essay 2	100 points
Final Exam	200 points

## Grading Scale

A	93–100	B-	80–82.9	D+	67–69.9
A-	90–92.9	C+	77–79.9	D	60–66.9
B+	87–89.9	C	73–76.9	E	Below 60
B	83–86.9	C-	70–72.9		

## Class Attendance

Attendance in class is required. At five random class sessions during the semester, graders will take attendance. Attendance at each of these sessions is worth 20 points, or 2 percent of the course grade. Students who coordinate with the professor in advance to miss class for a valid reason will receive the points for that class.

Lectures may deviate from the assigned readings, and material presented in class is testable. All students are expected to read the assignments and come to class prepared to actively listen and participate. You must take both the midterm examination and the final examination and submit both required book reviews to receive course credit. Students who are unable to take an examination because of unavoidable circumstances must make arrangements to take a makeup examination. If you must be absent due to extenuating circumstances, explain the reason to me, preferably in advance. It is your responsibility to inform me of the reason for your absence. I will award a grade of “incomplete” only in truly exceptional circumstances.

## Take Home Essays and Examinations

The take home essays, mid-term, and final examinations are designed to test your ability to organize, analyze, and explain critical concepts. Each take home essay will be a single essay question, while the mid-term and final exams will each consist of two essay questions that will require you to discuss and analyze key issues involved in the history of World War II. The final examination is not cumulative; it only covers the second part of the course beginning after the mid-term examination.

## Book Reviews

One of the skills an educated person must develop is the ability to read a book critically. To assist in the development of this skill, students are required to submit two well-crafted book reviews, each consisting of no fewer than 2 full pages of text and no more than 3 full pages of text. **The first assignment is a review of Michael Lynch, *Hitler*. The second assignment is a review of E. B. Sledge, *With the Old Breed: At Peleliu and Okinawa*.** Learning how to express one’s ideas clearly is an important goal of any liberal arts education. For this reason, paper grades will be based not only on content, but also on grammar and correct use of formal writing style.

## **Book Review Format**

Papers will be typed, at least 2 full but not more than 3 full pages in length, in Times New Roman font, 12 pitch, left justified, with lines double-spaced, and with 1-inch margins. Students will put their name at the top of the first page on the right margin. Two spaces underneath the student's name and left justified, list the author's name, the title of the book, and in parenthesis, the place of publication, the publisher, and the date of publication. The review begins two spaces underneath the bibliographical citation.

Example:

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Brutus A. Buckeye

Peter R. Mansoor, *The GI Offensive in Europe: The Triumph of American Infantry Divisions, 1941-1945* (Lawrence: University Press of Kansas, 1999)

[The review begins on this line, double-spaced. "Page references, only necessary for direct quotes, will be placed in parentheses after the end of a sentence." (p. 24) There is no need to cite page numbers except for direct quotes. Outside sources are not required, but if used cite them in a footnote using Chicago style.]

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A review should accomplish two basic things:

- Summarize the book's major points
- Present the reviewer's assessment of the book's merit on the basis of his own critical reading

To review a book, a reader should consider five basic questions:

1. Who is the author? What are his/her qualifications for writing this particular work? What is his/her background? What is the author's purpose in writing this book? This information is usually summarized quickly in a line or two somewhere in the introduction.
2. What are the book's major themes and principal conclusions? Spend a good portion of the review answering this question.
3. What is the author's evidence? Where did he/she get his/her information – from personal experience, interviews, manuscripts and documents, or from the works of others? How reliable are the sources? Do his/her conclusions and interpretations logically follow from the evidence or does he/she distort or misinterpret the facts to suit his/her thesis?

4. Is the book readable and well organized?
5. What, if anything, did the book contribute to your knowledge and understanding of the subject matter? What audiences would you recommend read the book – academic scholars, professional personnel, interested lay persons?

Take notes as you read and jot down your ideas. Some information may be quickly summarized: other information, particularly the book's major themes and principal conclusions, should receive the bulk of your attention. Identify the book's central theme and the author's point of view. Write a draft review. Then revise your review for clarity, syntax, and organization. The important goal of a book reviewer is to tell what is in a book and why it should be read. Deal primarily with ideas, concepts, and interpretations rather than data and facts.

To get an idea of how to write a review, I have posted some sample reviews on Carmen, as well as a list of common mistakes students make when writing reviews.

Note: **Papers are due via Carmen at 10 am on the date specified in the course schedule below.** I will penalize any late papers delivered by half of a grade. Paper grades will drop by an additional half grade for each additional day (beginning at midnight) that they are late. Papers under the minimum page limit will be penalized a full grade. Papers over the maximum page limit will be penalized a half grade for each additional page or portion thereof.

### **Grade Grievances and Other Academic Complaints**

If you have a complaint about a grade or another academic matter, discuss it with your grader. If the issue is not resolved, set up an appointment to discuss the matter with me. I will regrade any assignment if requested, but whatever grade I assign – whether higher, the same, or lower – will be the grade of record. If you are still unsatisfied with the resolution you may take your complaint to the vice chair of the History Department, Dr. David Brakke (Brakke.2), who will investigate and attempt to resolve the matter. You may appeal further to the College of Arts and Sciences. Any student with a grievance may also seek advice from the department's grievance resource officer, Dr. Birgitte Soland (Soland.1). For additional information see the Office of Undergraduate Education (<https://ugeducation.osu.edu/complaint-grievance-and-appeal-procedures/>) and the Office of Student Life: Student Advocacy Center (<https://advocacy.osu.edu/academic-enrollment/grade-grievance/>).

### **Students with Disabilities**

If you have a mental or physical condition that impacts your ability to succeed in the classroom, please register with the Student Life Disabilities Services (SLDS) in Baker Hall 098. Once registered, you can receive services that will level the playing field with your peers. Examples include but not limited to a peer note-taker, extended time or distraction-free space for exams, and flexible attendance and deadlines. The SLDS will provide a letter listing only the services you need; you have the right to keep your health conditions private from me. Send me that letter and we can discuss the ways I can help you. You are more than welcome to set up a Zoom appointment with me to discuss this matter privately.

Self-advocacy is a critical life skill, and it is important that you reach out to SLDS and me to ensure your own success. For more information, go to <http://slds.osu.edu/>, call 614-292-3307, or e-mail [slds@osu.edu](mailto:slds@osu.edu).

### **Mental Health**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, difficulty concentrating and/or lack of motivation. These mental health concerns may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting <http://ccs.osu.edu> or calling (614) 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24-hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

### **Academic Misconduct**

You may not claim others' work as your own; to do is plagiarism, a serious offense which I am required to report to the Committee on Academic Misconduct. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

# SYLLABUS

- Lesson 1** The Legacy of World War I  
**Jan. 12** Reading: Syllabus
- Lesson 2** Political Developments in the Interwar Period  
**Jan. 14** Reading: *A War to be Won*, Chapter 1; *The United States in World War II*, 1-23
- Lesson 3** The Interwar Revolution in Military Affairs  
**Jan. 19** Reading: *A War to be Won*, Chapters 2 and 3 (to p. 58)
- Lesson 4** The Fall of France  
**Jan. 21** Reading: *West Point History of World War II*, Chapter 1
- Jan. 25-26** **Take Home Essay #1**  
**Essay prompt available (on Carmen) Jan. 25 at 11am; exam due (on Carmen) Jan. 26 not later than 5pm**
- Lesson 5** Britain Alone  
**Jan. 28** Reading: *West Point History of World War II*, Chapter 2
- Lesson 6** Origins of the Asia-Pacific War  
**Feb. 2** Reading: *A War to be Won*, Chapter 7, *The United States in World War II*, 24-32
- Lesson 7** Japan Ascendant: The Pacific War, December 1941 to June 1942  
**Feb. 4** Reading: *West Point History of World War II*, Chapter 4; *The United States in World War II*, 129-141
- Lesson 8** Barbarossa  
**Feb. 9** Reading: *West Point History of World War II*, Chapter 3
- Feb. 10-11** **Mid-Term Examination (Lessons 1-8)**  
**Exam available (on Carmen) Feb. 10 at 11am; exam due (on Carmen) Feb. 11 not later than 5pm**
- Lesson 9** Wartime Economies and Technology  
**Feb. 16** Reading: *West Point History of World War II*, Chapter 5; James Lacey, "World War II's Real Victory Program," *Journal of Military History* 75 (3), July 2011, 811-834 (available on Carmen); *The United States in World War II*, Chapter 2
- Lesson 10** The Moral Dimension – The Holocaust, Resistance Movements, and Propaganda  
**Feb. 18** Reading: *A War to be Won*, pp. 405-409; "History of the Holocaust: An Overview," available online at <http://www.ushmm.org/m/pdfs/20010322-historyofholocaust.pdf>; *The United States in World War II*, 150-158 and Chapter 9

- Feb. 23**      **No Class – Writing Period**
- Lesson 11**      “Genocide” (Movie)  
**Feb. 25**      \*\*\*Note: **Book Review #1 due on Carmen at 1pm\*\*\***
- Lesson 12**      Battle of the Atlantic and the War at Sea  
**Mar. 2**      Reading: *A War to be Won*, Chapter 10; *The United States in World War II*, Chapter 8
- Lesson 13**      The Eastern Front, 1942-1943  
**Mar. 4**      Reading: *A War to be Won*, Chapter 11
- Lesson 14**      North Africa, Sicily, and Italy  
**Mar. 9**      Reading: *A War to be Won*, Chapter 14; *The United States in World War II*, Chapter 3
- Lesson 15**      The Asia-Pacific War, 1942-1944  
**Mar. 11**      Reading: *A War to be Won*, Chapter 9
- Mar. 14-18**      **Spring Break**
- Lesson 16**      The Central Pacific Campaign and the Return to the Philippines  
**Mar. 23**      Reading: *A War to be Won*, Chapter 13
- Lesson 17**      “Pacific” (Movie)  
**Mar. 25**      \*\*\*Note: **Book Review #2 due on Carmen at 1pm\*\*\***
- Lesson 18**      The Combined Bomber Offensive  
**Mar. 30**      Reading: *A War to be Won*, Chapter 12; *The United States in World War II*, 83-88, 91-93, 112-119
- Lesson 19**      Normandy  
**Apr. 1**      Reading: *A War to be Won*, Chapter 15 (to p. 428); *The United States in World War II*, 93-97, 119-125
- Apr. 5-6**      **Take Home Essay #2**  
**Essay prompt available (on Carmen) Apr. 5 at 11am; exam due (on Carmen) Apr. 6 not later than 5pm**
- Lesson 20**      Breakout and Pursuit  
**Apr. 8**      Reading: *A War to be Won*, Chapter 15 (p. 428 to end of chapter); *The United States in World War II*, 97-101
- Lesson 21**      Armageddon: The Annihilation of Nazi Germany  
**Apr. 13**      Reading: *West Point History of World War II*, Chapter 6; *The United States in World War II*, 103-112



**Lesson 22**      Retribution: The Destruction of the Japanese Empire  
**Apr. 15**        Reading: *West Point History of World War II*, Chapter 7; *The United States in World War II*, 145-148

**Lesson 23**      The Bomb  
**Apr. 20**        Reading: *A War to be Won*, Chapter 18 (p. 516 to end of chapter); *The United States in World War II*, Chapter 7 and Chapter 12

**Lesson 24**      Aftermath  
**Apr. 22**        Reading: *West Point History of World War II*, Chapter 8; *The United States in World War II*, Chapter 11; Pankaj Mishra, "To Erase Militarist Past, Japan Must Re-Learn It," April 14, 2013, (available on Carmen)

**Final Exam (Lessons 9-28)**

**Exam available (on Carmen) Wednesday, April 27, 11am**

**Exam due (on Carmen) Friday, April 29, not later than 5pm**