

HIST A198: THE WORLD AT WAR

| Item | Value |
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| Curriculum Committee Approval Date | 11/01/2023 |
| Top Code | 220500 - History |
| Units | 3 Total Units |
| Hours | 54 Total Hours (Lecture Hours 54) |
| Total Outside of Class Hours | 0 |
| Course Credit Status | Credit: Degree Applicable (D) |
| Material Fee | No |
| Basic Skills | Not Basic Skills (N) |
| Repeatable | No |
| Open Entry/Open Exit | No |
| Grading Policy | Standard Letter (S), • Pass/No Pass (B) |
| Associate Arts Local General Education (GE) | • Area 4 Social and Behavioral Sciences 4B Social and Economic Institutions (OD2) |
| Associate Science Local General Education (GE) | • Area 4 Social and Behavioral Sciences (OSD) |
| California General Education Transfer Curriculum (Cal-GETC) | • Cal-GETC 4 Social & Behavioral Sciences (4) |
| Intersegmental General Education Transfer Curriculum (IGETC) | • IGETC 4 Social&Behavioral Sci (4) |
| California State University General Education Breadth (CSU GE-Breadth) | • CSU D6 History (D6) |

Course Description

Political, military, diplomatic, economic, social, and cultural developments of World War II. Emphasis on the role of the United States. Transfer Credit: CSU; UC.

Course Level Student Learning Outcome(s)

1. Upon the successful completion of this course, students will display the ability to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns that are relevant to the course geographic area and timeline of study.
2. Students will examine a broad range of historical, biographical and cultural sources on the experience of 20th century global conflict in an effort to develop a deep understanding of how nationalist factions form and bring their citizenry to war.
3. Students will explore the effects of war from multiple perspectives, including the personal, collective, and community levels. Analysis will encompass both the direct and indirect consequences of warfare, spanning land, sea, and air, as well as the experiences of those on the front lines and the home front.

4. Students will develop a knowledge of economic and military strategy in global war to understand how nations might "win" or "lose" such a conflict despite how they were poised at the start of hostilities.

Course Objectives

- 1. Detail the elements of conflict between Italy, Germany, Austria and France from the 1870's and into the early 20th Century, with a focus on state-building, military structure and territorial history.
- 2. Explore the early troop movements of WWI, with a focus upon the preparedness of France, Belgium and Germany, and the success of each in attaining offensive and defensive goals
- 3. Understand the formative events of WWI, including the advent of trench warfare, submarine blockades, air-surveillance and combat, the Lusitania and Zimmerman Telegram, American goals and transition to involvement and the American experience in the war.
- 4. Explain and give examples of the political and economic legacy of World War I, including the policy of Appeasement and the condition of German Reparations
- 5. Discuss several global events that suggested the rise of political and military aggression preceding WWII.
- 6. Give examples of Hitler's march of conquest in the late 1930s.
- 7. Explain why the German strategy to conquer England did not succeed.
- 8. Cite the major factors that led to Germany's defeat in its attempts to conquer Russia.
- 9. Analyze and give examples of the degree of military damage Japan inflicted on the U.S. in the attack on Pearl Harbor.
- 10. Describe the part that the resistance movements played in Europe during World War II.
- 11. Explain and give examples of the Holocaust and its aftermath.
- 12. Describe the major turning points in the battles in the South Pacific.
- 13. Explain how the allied bombing of Germany differed strategically from German bombing of England.
- 14. Explain the conditions that led to the outcome of the Warsaw Uprising.
- 15. Give examples that demonstrate the impact of mobilization of "The Home Front."
- 16. Discuss several pivotal military strategies that led to V-E Day.
- 17. Discuss the pivotal military strategies that led to V-J Day.
- 18. Describe and give examples of major political and economic global outcomes following World War II.

Lecture Content

I. Introduction and Overview of the Course II. Before WWI: A. The formation of Germany under Prussian leadership B The formation of Italy and the acquisition of Venice C. The Slavic footall, between Austria and Russia D. Deadly Factionalism in Serbia Arch Duke Ferdinand III. WWI A. The Declarations (who, when and why) B. The Schlieffen Plan and its success and failures C. The Belgium Defence and failure D. The French Defence and the new reality E. An overview of the major strategies of the war F. The Stale-Mate, American involvement and Conclusion. n bsp; G. Germany Punished. H. Rise of Dictators and Totalitarian Ideologies IV. The Road to War A. The Manchurian Incident B. Hitler s Plans for Europe C. Civil War in Spain D. The Rome-Berlin Axis VI. Germany s March of Conquest: Part I A. Poland - The First Blitzkrieg B. Scandinavian

Conquests C. The Fall of France VII. Germany's March of Conquest: Part II A. The Desert War - North Africa B. The Balkan Campaigns C. The Battle of Britain ; 1. Defenses against the Luftwaffe 2. The German Failure VIII. The War Becomes Global A. Operation Barbarossa: Germany Invades Russia - 1941 1. Strengths, Weaknesses and Strategies 2. Unexpected Russian Ally: Winter Weather B. Japan Strikes 1. The Attack on Pearl Harbor 2. Expansion into Southeast Asia the Pacific 3. The U.S. Reaction C. Hitler's New Order in Europe 1. The Holocaust and Politics of Genocide ; 2. Resistance Movements IX. The Tide Turns A. American Battles in the Pacific: Coral Sea, Midway, and the Solomons B. The Long Struggle for Stalingrad C. The Battles of El Alamein D. The Allied Invasions of North Africa and Sicily X. The War in the Atlantic A. Power at Sea - The U-Boat B. The Sinking of the Bismarck C. War in the Arctic Ocean XI. The Allied Bombing Offensives A. Target Germany 1. British American Precision Bombing 2. Allies Regain Upper Hand XII. ; Toward Total Mobilization A. The Home Front: The Allies B. The Home Front: Germany, Japan C. The Soviets Rebound XIII. Triumph of the Allies A. Russia Moves West: 1943-44 1. Germans on the Defensive 2. The Warsaw Uprising 3. Soviet Successes B. D-day - The Invasion Begins 1. The Southern Invasion 2. The Push to Cross the Rhine 3. The Fall of Mussolini 4. An Attempt on Hitler's Life C. The Yalta Conference D. V-E Day - The Collapse of Germany XIV. The Pacific Theater of War: 1942-45 A. Japan on the Defensive B. U.S. Action in Central and Southwest Pacific 1. Costly Struggles on Land 2. The Pacific Submarine War C. V-J Day - The Collapse of Japan 1. Advent of a New Age: The Atomic Bomb XV. War on the Periphery A. Internal Instability: China, Burma, and India B. Allies Disagree on Strategies XVI. The Aftermath of World War II ; A. The Enormous Costs of War B. The Nuremberg Trials C. The Cold War D. The Fatal Weakening of Imperialism E. The Global Demand for Independence F. Goals of the Atlantic Charter Revisited

Method(s) of Instruction

- Lecture (02)

Instructional Techniques

In Class: Lectures (about 60%): will include PowerPoint, as well as, audio visual material. Source Analysis and discussion (about 20%) Exams, written responses to source analysis, general discussion (about 20%).

Out of Class: Weekly readings that will be assessed with in-class discussion and weekly Journal assignments on Canvas. Two formal essays and two partial written exams.

Reading Assignments

Daily Textbook readings, due in class, based upon the contextual timeline of WWI WWII. DBQ Primary Source reading prep for class. Reading of JSTOR, Military History and newspaper archives for projects outlined below. Students will spend 3-4 hours per week on reading assignments

Writing Assignments

Weekly Journal assignments (analysis of films and various sources). Two papers: One 4 page research topic essay, one group oral history review. Written portion of Midterm and Final Exams (about 50% of those tests). students will spend 1-2 hours per week on these writing assignments

Out-of-class Assignments

Readings from the Textbook, as outlined on the course Syllabus. Primary/Secondary/film analysis, as outlined on the course Syllabus. Answering assignments on Canvas, based upon the textbook and handouts, as scheduled on the Syllabus. Group assignment (oral history) Topical research Essay (four page, based upon JSTOR/Military History/

News-Paper archives housed via the Library. Students will spend 2-3 hours per week on assignments other than reading

Demonstration of Critical Thinking

Primary Source Analysis in class: Students will be presented with documents, maps, copies of original battle plans, radio sound files, and period newspaper clips to analyze in class and at home. These will require critical thinking skills, as they entail an understanding of a point of view, intended audience and the translation of terms/phrases that have fallen out of use. Secondary Source Analysis in class and at home: Students will be presented with a number of secondary sources, from their textbook to film clips, which will definitely have a bias in relation to the originator. Students will need to refer what they see/hear/read to the actual events and draw a conclusion as to what the truth of any given account or provided analysis might actually be. Exams in class: Students will take two exams, both requiring the comprehension of materials covered in classes, to the point that they can answer analytical questions correctly. These exams will involve maps, DBQ's, terms, and written questions.

Required Writing, Problem Solving, Skills Demonstration

Students will write one analysis paper of four pages on a specific range of topics given by the professor. This paper will require the ability to find and analyze college appropriate sources on the OCC Library archival database, form an argumentative thesis, defend that thesis, and cite their sources properly. Student group Assignment: Student groups will conduct an oral interview of a WWII Veteran, immediate family of a veteran, Holocaust survivor (etc) or public or academic historian that interprets WWI or WWII resources. This can be done via phone, Skype, or in person. Suggested locations will include the Battleship Iowa Museum in San Pedro, the Holocaust Museum in Los Angeles, any U.S. War Museum, and the like. This assignment will result in a two-page short essay discussing the questions, method of contact, answers, and a short analysis of the findings. Skills taught in this segment are simply that of finding and talking to persons with relevant information through the use of specific questions and followup. Presentations: Student groups will present their findings through their interview in class, which will close the loop on the assignment and re-enforce student teamwork and communication skills.

Source analysis in class and at home will be accompanied by analysis sheets which the students will fill out, for further discussion in class (and use for the exams). These will be additionally assessed by Canvas journal responses each week. Two Exams will also require writing for at least 50% of the exam grade.

Eligible Disciplines

History: Master's degree in history OR bachelor's degree in history AND master's degree in political science, humanities, geography, area studies, women's studies, social science, or ethnic studies OR the equivalent. Master's degree required. History: Master's degree in history OR bachelor's degree in history AND master's degree in political science, humanities, geography, area studies, women's studies, social science, or ethnic studies OR the equivalent. Master's degree required.

Textbooks Resources

1. Required Lyons, Michael J. . World War II: A Short History, 5th ed. New York: Routledge, 2016 Rationale: .

Other Resources

1. Narrative Clips from Dan Carlon's Podcasted WWI Series. Clips from films for visual aids to written sources, such as: All Quiet on the Western Front (2023) Dunkirk Conspiracy Shindler's List The Pacific Lusitania

(silent reel) Boy in the Stripped Pajamas DBQ Written Collaborative
Discovery Assignments covering: American journalistic views of the
German army as it marched to war French letters regarding the first
contact with German forces in WWI American editorials of German
military strategy at sea The Propaganda Wars Anti-Semitism as a factor
of blame in Central Europe The German Holocaust Machine (orders, use
of camps and methods of forced labor, genocide and evidence). Soldier
Perspectives (WWI WWII) (More as designed)