



HISTORY - 2008 TRIMESTER 2

History 120 – What is History Today? CRN 15522

Case study: The Second World War

Convener:	Dr Alexander Maxwell	Lecturer:	Professor Sekhar Bandyopadhyay
Room:	Old Kirk 422	Room:	Old Kirk 411
Phone:	463 6753	Phone:	463-6772
Email:	alexander.maxwell@vuw.ac.nz	Email:	sekhar.bandyopadhyay@vuw.ac.nz

Lectures: 10:00-10:50 Tuesday and Wednesday
Venue: Maclaurin (MC) LT 101
Tutors: To be announced.

COURSE AIMS AND CONTENT

This course introduces students to the diversity of theoretical approaches to history. To illustrate the different strategies of talking about history, the entire course will examine several different historians writing about different aspects of a single event. The course takes as its focus a truly gigantic event: the Second World War. Since this conflict had global and far-reaching consequences, historians writing about the war have adopted a wide variety of theoretical approaches.

Structure of the class: the class starts off with an overview of the war's events so as to provide students with a historical context. The course will then shift to a variety of thematic lectures, reflecting recent themes in modern historical writing, notably economic, intellectual, social, cultural and gender approaches. Tutorials will provide students with an opportunity to discuss the readings in greater depth.

COURSE OBJECTIVES

Students passing this course should be able to:

- (1) Understand how historians use a variety of sources to make their arguments.
- (2) Be aware of the diversity of theoretical approaches to understanding the past.
- (3) Be familiar with the main events of the Second World War.

These objectives are reflected in the assessment package. Since the focus of this course is on historiography, the most important piece of work is the historiographic essay. The book review and the final examination will also focus on the history of history writing on the Second World War.

REQUIRED TEXTS

- (1) John Keegan, *The Second World War* (London: Arrow, 1989)
- (2) HIST120 Book of Readings.
- (3) The History Programme's guidebook *Writing History Essays*

Textbooks available at Vicbooks; Books of Reading available at Student Notes. Both are in the Student Union Building on Kelburn Campus. Order textbooks and student notes online at www.vicbooks.co.nz; email orders or enquiries to enquiries@vicbooks.co.nz; phone: 463-5515

MANDATORY COURSE REQUIREMENTS

To pass this course, students must (1) Submit all written work specified for this course by the specified dates (subject to provisions for late submission of work), (2) Attend 6/10 tutorials (in case of illness, this requirement may be waived if a medical certificate is provided), (3) Sit the exam. A student who has obtained an overall mark of 50% or more, but failed to satisfy a mandatory requirement for a course, will receive a K grade for that course. A course mark less than 50% will result in the appropriate fail grade (D, E or F).

SCHEDULE OF LECTURES

All lectures: 10-10:50; MCLT 101

Week 1

July 8 Introduction to the class: different approaches to history. (Maxwell)

July 9 The Deep Origins of World War Two (Belich)

Readings: Start John Keegan, *The Second World War* **** Note: skip chapter 1, start on page 31! ****

Week 2

July 15 The War Turned Upside Down: New Zealand in World War Two (Belich)

July 16 Neo-Colonies at War: World War Two in New Zealand (Belich)

Readings: Continue John Keegan, *The Second World War* (London: Arrow, 1989)

Week 3

July 22 World War Two in Europe: Hitler's Bid for Glory (Maxwell)

July 23 World War Two in Europe: The Great Patriotic War (Maxwell)

Readings: Finish John Keegan, *The Second World War* (London: Arrow, 1989) (535 pages total, but many with illustrations)

Week 4

July 29 War and National Liberation in Southeast Asia (Bandyopadhyay)

July 30 The Collapse of European Hegemony (Bandyopadhyay)

Readings: Christopher Thorne, "Winning Friends and the Future: Japan and Asia," *Issues of War: States, Societies and the Far Eastern Conflict of 1941-45*, 144-76.

Week 5

Aug. 5 Writing Workshop (Bandyopadhyay)

Aug. 6 Oral History: War from below (Janiewski)

**** Book Reviews Due! ****

Readings: Studs Terkel, "*The Good War*" 163-184; 221-250

(Optional reading: for oral histories from New Zealand, see Tony Williams, *Anzacs: Stories from New Zealanders at War*)

Week 6

Aug. 12 Intellectual history: War and/or Revolution in China (Moloughney)

Aug. 13 History and Memory: Japanese Textbooks and American Museums (Bandyopadhyay)

Readings: Reading: Roger B. Jeans, "Victims or Victimizers? Museums, Textbooks and the War Debate in Contemporary Japan," *The Journal of Military History*, vol.69, No.1, (January 2005), pp.149-195.



Week 7

Sept. 2 Legal History: The David Irving Scandal (Parry)
Sept. 3 Visual History: Bodies of War (Gigliotti)

Readings: Janina Struk, "Introduction," "Interpretations of the Evidence," from: *Photographing the Holocaust*, 194-210; Richard Evans, "History, Memory and the Law: The Historian as Expert Witness," *History and Theory*, 41/3 (2002), 326-45

(Optional reading: excerpts from the decision in the Irving-Lipstadt court case)

<http://www.hdot.org/trial/judgement/01.01>

<http://www.hdot.org/trial/judgement/02>

<http://www.hdot.org/trial/judgement/13.59>

<http://www.hdot.org/trial/judgement/13.69>

Week 8

Sept. 9 Image and Propaganda: Theory (Lichner)

Sept. 10 Image and Propaganda: Practice (Lichner)

**** Papers due this Friday! ****

Readings: David Culbert, "Why we Fight: Social Engineering for a Democratic Society at War," David Ellwood, "Italy, the Regime, the Nation and the Film Industry," K.R.M. Short, *Film and Radio Propaganda in World War Two*, 173-91; 201-219.

Week 9

Sept. 16 Environmental history: Mass Destruction and "Weapons of Mass Destruction" (Maxwell)

Sept. 17 Economic history: The USA as a Warfare State (Janiewski)

Readings: Ferencz Szasz, "The Impact of World War II on the Land: Gruinard Island, Scotland, and Trinity Site, New Mexico as Case Studies," *Environmental History Review*, 15-30; Mark Harrison "Resource Mobilization for World War II: The USA, UK, USSR and Germany, 1938-1945"

Week 10

Sept. 23 Gender history: War, Sexuality and Masculinities (Janiewski)

Sept. 24 Social History: Women and the home front (Roberts)

Readings: James Mark, "Remembering Rape: Divided Social Memory and the Red Army in Hungary 1944-1945" *Past and Present* 188 (2005): 133-161; Jose Harris, "War and Social History: Britain and the Home Front During the Second World War," in: Gordon Martel, ed., *The World War Two Reader* (London: Routledge, 2004), 317-35.

Week 11

Sept. 30 Biography: Hitler, Stalin and "the great man" approach. (Maxwell)

Oct. 1 Social forces as makers of history: structural explanations for allied success. (Janiewski)

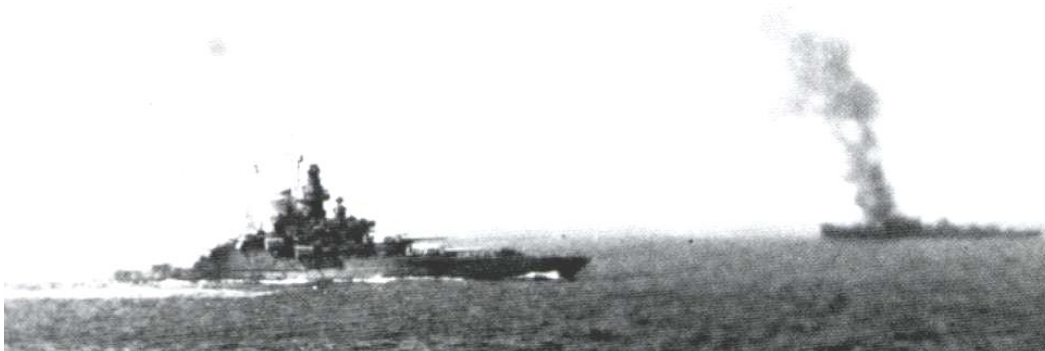
Alan Bullock, "Hitler's New Order (excerpt)" *Parallel Lives*, 766-815.

Week 12

Oct 7 Counterfactual history: What if...? (Belich)

Oct 8 Postcolonial history: World War Two as Provincial Event (Bandyopadhyay)

Readings: Ian McGibbon, "What is Japan had invaded New Zealand?" in: Stephen Levine, ed., *New Zealand as It Might Have Been: 15 Scenarios of Alternate History*, 131-46 Indivar Kamtekar, "The Shiver of 1942," in Kaushik Roy, (ed), *War and Society in Colonial India*, 330-57



WORKLOAD GUIDELINES

In accordance with Faculty of Humanities and Social Sciences Guidelines, this course assumes that students will devote 18 hours per week to HIST 120. This includes 2 x 50 minute lectures and 1 x 50 minute tutorial.

STUDENT ASSESSMENT:

Student assessment for this class is as follows:

Book Review	20 %
Historiographic Essay	50 %
Final Exam	30 %

For the **book review (maximum word limit: 1200 words; due on 6 August)**, students are required to read a book of their choosing (at least 100 pages) and review it as a work of history. Start your essay with (1) a summary of the evidence the historian cites, then explain (2) the argument that the historian wishes to make, ending with (3) your evaluation of how successful the historian has been in making his or her argument. Was the evidence appropriate to the argument? Could the evidence be interpreted in any other way? Would the argument be more convincing if other evidence were used?

For the **historiographic essay (maximum word limit: 2500 words; due on 12 September)**, students build on the book review experience. Students must read at least *four* scholars on a coherent theme, including at least *two* full length books (at least 100 pages). Students are encouraged to make their themes small and specific, and should ask their tutor for approval. Sample themes might be: “Australia’s war in Papua New Guinea,” “Weapons production in the UK,” “War Widows and the State,” “Sport and the Home Front,” “The Battle of Kursk,” “Refugees and the Red Cross” or “War and decolonization in Asia”. Student essays must summarize the argument made by each of the scholars in turn. Ask: (1) what argument do they wish to make? (2) where do they differ from each other? (3) what evidence do they cite? (4) how successful have they been? Students should then summarize the broader themes in the scholarly literature as a whole, or at least as represented by their four scholars discussed.

Students are required to submit *both* a paper version *and* an electronic version of all their papers. Deposit paper versions at the History office, Old Kirk 405 with a History coversheet, available at the History office or on Blackboard. The electronic version can be submitted via blackboard.

The **final exam (3 hour final exam to be held between 17 October – 8 November 2008)** will ask questions drawn from both the lectures and the course readings. Students will be required to answer 6 short questions out of a total of eleven questions drawn from the readings for the eleven weeks of tutorial. The questions will not be on factual details, but on points of interpretation raised in those readings. While answering these questions, students may also draw materials from the lectures they have attended.

PENALTIES FOR LATE WORK

History Programme policy stipulates that Students will be penalized for late submission of essays—a deduction of: 5% for the first day late and, 2% thereafter for a maximum of 8 days; thereafter work can be accepted for mandatory course requirements but will not be marked. Penalties may be waived if there are valid grounds, e.g. illness or similar other contingencies. A medical certificate or other documentation will be necessary. Contact the course coordinator as soon as a potential problem emerges. Extension forms are available in the History Programme office. If granted an extension, students must agree to a new due date.

STATEMENT ON THE USE OF TURNITIN.COM

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <<http://www.turnitin.com>>. Turnitin is an online plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. At the discretion of the Head of School, handwritten work may be copy typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be available to any other party.

TUTORIALS

Tutorials meet once a week so that students can discuss the readings with the tutor and each other (except for week 2, which will be a writing workshop). Starting on week 3, students will be expected to fill in a response paper about that week's readings. The response form is designed to ensure that students are prepared to participate in class discussion. Participation is mandatory starting in week 3, and students are required to participate in at least 6 tutorials to pass the course.

Credit for participating in tutorials will only be given to students who (1) are present during the tutorial (2) with a completed response form. **No credit will be given for response forms if students are not present in tutorial.** Response sheets do not need to be word-processed: students may scribble in their messiest handwriting. Response forms will not be graded for content or style: students can feel free to react to sources without fear of getting the "wrong answer." Students must simply demonstrate that they have done the readings.

To make a response form:

- (a) Take an ordinary sheet of blank paper
- (b) Write your name in the top right-hand corner
- (c) Draw a horizontal line across the middle of the page, halfway between top and bottom
- (d) On the top half of the page, discuss the evidence that the author cites.
- (e) On the bottom half, explain what the author argues on the basis of that evidence. Does the author succeed? Does the evidence support other interpretations?

ADDITIONAL INFORMATION

Information about any changes to the programme or timetable will be announced in lectures and posted on the History notice board (fourth floor of Old Kirk) and on the HIST 120 Blackboard site. This course will use S-Cubed for tutorial registration. Use your internet browser to go to: <https://signups.vuw.ac.nz>, use your normal login to sign into S-Cubed. Click on the course you are enrolled in from the list. You will see information about your course and the different tutorial sessions. Sign up to your preferred session by clicking on the "sign up" button.

AEGROTATS

Please note that under the revised Examination Statute (Sections 6-10) students may now apply for an aegrotat pass in respect of any item of assessment falling within the last three weeks before the day on which lectures cease. For second trimester courses in 2008, the starting point for this period is **Monday 22 September 2008**. The following rules apply:

- (1) Where a student is not able to sit a test falling within these last three weeks because of illness or injury etc., an alternative test will be arranged where possible. If the student has completed in the view of the course-supervisor, sufficient marked assessment relevant to the objectives of the course, an average mark may be offered.
- (2) Where a student has an essay or other piece of assessment due in the last three weeks, and has a medical certificate or other appropriate documentation, the student will be given an extension.

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity is about honesty – put simply it means no cheating. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were ones own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff. It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct. All cases will be recorded on a central database and severe penalties may be imposed. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

www.victoria.ac.nz/home/study/plagiarism.aspx

GENERAL UNIVERSITY STATUTES AND POLICIES

The University requires that certain information be communicated to students, either in the course outline or electronically (ref. Assessment Handbook 3.3). The current version of this information (adapted for FHSS courses) is below, and has also been saved as a separate document in the Common Folder (M:\Common\Course Administration\Course Outlines). This may be appended to your course outline without alteration.

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hardcopy or under "about Victoria" on the Victoria homepage at:

http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html

Information on the following topics is available electronically under "Course Outline General Information" at:

<http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general>

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support