

HI 355 World War II Sheffer, Debra

Mission Statement: The mission of Park University, an entrepreneurial institution of learning, is to provide access to academic excellence, which will prepare learners to think critically, communicate effectively and engage in lifelong learning while serving a global community.

Vision Statement: Park University will be a renowned international leader in providing innovative educational opportunities for learners within the global society.

Course	HI 355 World War II
Semester	Portfolio
Faculty	Debra Sheffer
Title	Assistant Professor
Degrees/Certificates	BSE, Central Missouri State University, 1981 MA English, Central Missouri State University, 1986 PhD History, University of Kansas, 2008
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Office Location	Commerce Tower, 911 Main, Suite 800, Rm. 813
Office Hours	MWR 9:00 a.m. – 4:00 p.m.
Class Days	TBA
Class Time	TBA
Credit Hours	3

Textbooks:

- Miller, Donald L. *The Story of World War II*. Touchstone. ISBN: 0-743-227-182
- Frank, Richard B. *Downfall: The End of the Imperial Japanese Empire*. Penguin. ISBN: 0-14-100146-1
- Howard, Michael. *The Invention of Peace*. Yale University Press. ISBN: 0-300-08866-3

Course Description:

World War II is often considered to be the most influential event of the twentieth century. More than 57 million people died, over half of those civilians; it involved every continent, and more than 60 countries; it included the Holocaust and the development of the world's most destructive weapon. In this course, we will study the causes of the war (about which historians disagree), the major battles, technology, the who's who, prisoners-of-war, the Holocaust and other atrocities, the atomic bomb, civilian involvement, politics, economics, and the post-war world. 3:0:3

Instructor Learning Outcomes

1. Analyze the causes of WWII
2. Analyze the impact of technology on the war - using specific examples
3. Trace the major events of the war
4. Examine personal experiences of the people involved - soldiers, civilians, prisoners
5. Describe the post-war world and the legacies of World War II

Class Assessment:

Class assessment will be through discussion, a historiographical paper, and a book review.

Grading:

Each student is responsible for completing:

- Weekly Homework Discussion
- Book Review over the Howard book
- Historiographical Paper

GRADING PHILOSOPHY:

A is exceptional and an uncommon achievement. B is above the average performance of a 1st or 2nd year college student and is earned by exceeding the standard. C is the average expected of a 1st or 2nd year student and is earned by meeting the standard. D is below average and marginally meets the course standard. F is obviously failing to meet the course standard and is usually only given to a student wanting an F.

Course Topic/Dates/Assignments:

A book review on the Howard book is due in week 3.

Historiographical Paper assignment:

Analyze the decision to use atomic weapons, the immediate effects and consequences of their use, and the lasting legacies resulting from their use. How did cultural differences between combatants in the Pacific Theater play a role in the decision? How did use of atomic weapons affect the outcome of the war and the immediate post-war world? Identify and explain the lasting political and diplomatic legacies of the use of atomic weapons in this war. Use Howard, Miller, and Frank in your answer. Cite your sources. Include a Works Cited. Proofread, proofread, proofread!

Requirement: A historiographical paper is a focused study on a humanistic and/or critical problem or issue. Papers will be evaluated for both content (evidence and argument) and style of presentation. The instructor will identify a particular problem or issue, and the student will access the secondary literature (writings) on this problem. Students need to extrapolate arguments from the various writers that prove relevant to the problem or issue of the review. It is critical that students begin the writing process early. Students need to present their own argument but not stray from the original problem or issue. The review should be typed, double-spaced, font size of 10-12, Times Roman typeset, with citations in proper MLA Style, including a properly formatted Works Cited page (does not count toward the total word count required), use margins of one-inch on four sides, contain a proper MLA Style header and page header and page numbered, include eight sources, and be 1,000 to 1,500 words. The student is held responsible for fully understanding what constitutes plagiarism and Park University's and the instructor's regulations regarding consequences of plagiarism detection and fabrication.

The other course assignments and dates are listed under Grading Plan. The course reading schedule is listed below.

Weekly reading assignments

Week 1: Miller: Preface, chapters 1, 2, 3, 4, 5, and 6

Week 2: Miller: chapters 7, 8, 9, 10, and 11

Week 3: Miller: chapters 12, 13, 14, 15, and Michael Howard's *The Invention of Peace*. Book Review is due.

Week 4: Miller: chapters 16, 17, 18, 19, 20, and 21.

Week 5: Frank: Introduction and chapters 1, 2, 3, 4, 5, 6, and 7.

Week 6: Frank: chapters 8, 9, 10, 11, 12, 13, 14, and 15. Historiographical paper is due.

Week 7: Frank: chapters 16, 17, 18, 19, 20, and 21.

Week 8: Miller: chapter 22.

Academic Honesty:

Academic integrity is the foundation of the academic community. Because each student has the primary responsibility for being academically honest, students are advised to read and understand all sections of this policy relating to standards of conduct and academic life. [Park University 2005-2006 Undergraduate Catalog](#) Page 85-87

Plagiarism:

Plagiarism involves the use of quotations without quotation marks, the use of quotations without indication of the source, the use of another's idea without acknowledging the source, the submission of a paper, laboratory report, project, or class assignment (any portion of such) prepared by another person, or incorrect paraphrasing. [Park University 2005-2006 Undergraduate Catalog](#) Page 85-87

Attendance Policy:

Instructors are required to maintain attendance records and to report absences via the online attendance reporting system.

1. The instructor may excuse absences for valid reasons, but missed work must be made up within the semester/term of enrollment.
2. Work missed through unexcused absences must also be made up within the semester/term of enrollment, but unexcused absences may carry further penalties.
3. In the event of two consecutive weeks of unexcused absences in a semester/term of enrollment, the student will be administratively withdrawn, resulting in a grade of "WH".
4. A "Contract for Incomplete" will not be issued to a student who has unexcused or excessive absences recorded for a course.
5. Students receiving Military Tuition Assistance or Veterans Administration educational benefits must not exceed three unexcused absences in the semester/term of enrollment. Excessive absences will be reported to the appropriate agency and may result in a monetary penalty to the student.
6. Report of a "F" grade (attendance or academic) resulting from excessive absence for those students who are receiving financial assistance from agencies not mentioned in item 5 above will be reported to the appropriate agency.

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Disability Guidelines:

Park University is committed to meeting the needs of all students that meet the criteria for special assistance. These guidelines are designed to supply directions to students concerning the information necessary to accomplish this goal. It is Park University's policy to comply fully with federal and state law, including Section 504 of the Rehabilitation Act of 1973 and the

Americans with Disabilities Act of 1990, regarding students with disabilities. In the case of any inconsistency between these guidelines and federal and/or state law, the provisions of the law will apply. Park University is committed to meeting the needs of all learners that meet the criteria for special assistance. These guidelines are designed to supply directions to learners concerning the information necessary to accomplish this goal. It is Park University's policy to comply fully with federal and state law, including Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990, regarding learners with disabilities and, to the extent of any inconsistency between these guidelines and federal and/or state law, the provisions of the law will apply. Additional information concerning Park University's policies and procedures related to disability can be found on the Park University web page: <http://www.park.edu/disability> .