This course examines the history of the Second World War, focusing on the war's causes, its major themes and outcomes, the many ethical questions it raised, and the conflict's continuing significance for today's world.

**Required texts**


The course requires a subscription to Netflix, so that students can watch these documentaries:

*Greatest Events of World War II in Colour* (2019)

*The War* (2007)

*World War II in Colour* (2009)

The cost for a Netflix subscription is $9 per month (for a total of $36 for the course). When you buy the course books, you are, of course, welcome to shop at the campus bookstore. Another option is to buy the books from an online bookseller. The lowest online prices I have found are currently $11 for *Unwomanly Face of War*, $15 for an e-version of *Choices under Fire*, and $9 for an e-version of *With the Old Breed*. The total cost of material for the course will therefore be $71. I realize that the cost is substantial, and I encourage you to consider different ways you might lower it, including sharing books.

Assigned readings and other work will be posted at www.cti280.wordpress.com. For the course website, I use wordpress, rather than Moodle, because it allows prospective students who are considering attending Jewell to easily access the course site and gain an idea of the type of work we do in the History department.

**Class format**

This is a hybrid course, in which the equivalent of half of the class sessions take place online. With a few exceptions (such as the first week of class), on Tuesdays we do **not** meet as a class, and on Thursdays we **do** meet as class. In place of the one hour and forty minutes you would usually spend physically in class on Tuesdays (if the course were organized along traditional lines), I will assign you to watch roughly an hour and forty minutes’ worth of selections from documentaries relevant to the topics for that week’s class sessions.

On the days we meet in class, the class will operate as a seminar in which we discuss your writing assignments, the discussion questions, and other questions you want to bring up. To help ensure that class discussion is valuable, it is vital (and required) that you watch the documentaries and complete the assigned readings. I will regularly call on each of you to share your thoughts. If, when I call on you, you are unable to answer a question, your course grade will be reduced. Be prepared for class and committed to participating in meaningful ways.

**Learning objectives**

This course is designed to improve students’

[1] knowledge of major issues in the military, political, and social history of the Second World War.

[2] critical thinking skills, especially their ability to evaluate significant ideas, arguments, and points of view relevant to the history of the Second World War.
understanding of theories of ethical reasoning and ability to use them to evaluate issues such as the rise of fascist dictatorships in Germany and Japan; targeting civilian populations during a "total war"; the Holocaust; Japanese war crimes in Asia; Japanese internment in the United States; racism in the Pacific War; the firebombing of German and Japanese cities and the use of atomic bombs; and the Nuremberg and Tokyo trials.

[4] ability to write correctly, clearly, and persuasively.

[5] historical research skills, in both primary and secondary sources.

[6] understanding of how ideas of race and nationality influenced the ways that Germans, Japanese, Americans, Soviets and other combatant peoples exercised their power over minority groups both within their countries and in occupied territories, and how dominant groups justified their actions towards groups that lacked power.

[7] understanding of how Allied leaders sought to use war crimes tribunals at Nuremberg and Tokyo to achieve justice for the countless victims of Nazi and Japanese brutality, and to consider German and Japanese claims that those trials had nothing to do with justice, and everything to do with power.

[8] understanding of how different societies have constructed historical memories of the war and come to terms (or failed to come to terms) with honest accounts of how the war was fought, with special attention to German and Japanese constructions of historical memory in educational textbooks.

[9] understanding of the Second World War’s many legacies and how they continue to shape our world in the twenty-first century.

**Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of final grade</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical thinking &amp; writing assignment</td>
<td>1%</td>
<td>January 23</td>
</tr>
<tr>
<td>Introductory memo</td>
<td>.5%</td>
<td>January 28</td>
</tr>
<tr>
<td>Introductory meeting</td>
<td>.5%</td>
<td>no later than Feb. 20</td>
</tr>
<tr>
<td>Weekly writing assignments (7 total)</td>
<td>10.5% (1.5% per)</td>
<td>Jan. 30; Feb. 6, 13, 20, 27; April 2, 9, 21</td>
</tr>
<tr>
<td>First book review essay</td>
<td>5%</td>
<td>March 5</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>20%</td>
<td>March 10</td>
</tr>
<tr>
<td>Second book review essay</td>
<td>5%</td>
<td>March 26</td>
</tr>
<tr>
<td>First draft (5 pages) of ethical reasoning essay</td>
<td>12%</td>
<td>April 16</td>
</tr>
<tr>
<td>Essay presentation</td>
<td>2%</td>
<td>April 28, 30; May 5</td>
</tr>
<tr>
<td>Vote for best student presentation</td>
<td>.5%</td>
<td>May 5</td>
</tr>
<tr>
<td>Concluding thoughts</td>
<td>.5%</td>
<td>May 7</td>
</tr>
<tr>
<td>Final exam</td>
<td>22.5%</td>
<td>May 12</td>
</tr>
<tr>
<td>Final version (9 pages) of ethical reasoning essay</td>
<td>20%</td>
<td>May 14</td>
</tr>
</tbody>
</table>

Schedule

*Green highlighting* indicates days on which we will meet in class; *yellow highlighting* and NC (‘no class meeting’) indicate days on which there is no class meeting and you will complete work online.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 21, Tuesday</td>
<td>Introduction &amp; expectations</td>
</tr>
<tr>
<td>*January 23, Thursday, [NC]</td>
<td>Legacies of the Great War; History as a discipline; Writing well</td>
</tr>
<tr>
<td></td>
<td><em>Historical thinking &amp; writing well assignment due by 10 AM</em></td>
</tr>
<tr>
<td>*January 28, Tuesday, [NC]</td>
<td>Rise of the Nazis</td>
</tr>
<tr>
<td></td>
<td><em>Introductory memo due by 10 AM</em></td>
</tr>
<tr>
<td>*January 30, Thursday</td>
<td>Constructing the Third Reich &amp; its opponents</td>
</tr>
<tr>
<td></td>
<td><em>Writing assignment due by 10 AM</em></td>
</tr>
<tr>
<td>February 4, Tuesday, [NC]</td>
<td>Road to War</td>
</tr>
<tr>
<td>*February 6, Thursday</td>
<td>Wars in Europe – East and North</td>
</tr>
<tr>
<td></td>
<td><em>Writing assignment due by 10 AM</em></td>
</tr>
<tr>
<td>February 11, Tuesday, [NC]</td>
<td>Fall of France; Battle of Britain</td>
</tr>
<tr>
<td>February 13, Thursday</td>
<td>U.S. Interventionism &amp; its opponents, ’35-’41</td>
</tr>
<tr>
<td></td>
<td><em>Writing assignment due by 10 AM</em></td>
</tr>
<tr>
<td>February 18, Tuesday, [NC]</td>
<td>Rise of Fascism in Japan; Imperial Japan at War, ’31-’41</td>
</tr>
<tr>
<td>February 20, Thursday</td>
<td>Japanese victories; American counter-offensives</td>
</tr>
<tr>
<td></td>
<td><em>Writing assignment due by 10 AM</em></td>
</tr>
<tr>
<td></td>
<td><em>Introductory meeting must completed by the end of the day</em></td>
</tr>
<tr>
<td>February 25, Tuesday, [NC]</td>
<td>Operation Barbarossa</td>
</tr>
<tr>
<td>February 27, Thursday</td>
<td>The Holocaust, part I</td>
</tr>
<tr>
<td></td>
<td><em>Writing assignment due by 10 AM</em></td>
</tr>
<tr>
<td>March 3, Tuesday, [NC]</td>
<td>The Great Patriotic War</td>
</tr>
<tr>
<td>*March 5, Thursday</td>
<td>Americans at War</td>
</tr>
<tr>
<td></td>
<td><em>First book review essay due by 10 AM</em></td>
</tr>
<tr>
<td>*March 10, Tuesday</td>
<td><em>Midterm exam</em></td>
</tr>
<tr>
<td>March 12, Thursday</td>
<td>Japanese Internment &amp; the 442nd Regiment</td>
</tr>
</tbody>
</table>
March 24. Tuesday. [NC] The Mediterranean; Strategic Bombing

*March 26. Thursday.* The Pacific War, 1943-1945
*Second book review essay due by 10 AM*

March 31. Tuesday. [NC] The Holocaust, part II

*April 2. Thursday.* Anti-Nazi resistance
*Writing assignment due by 10 AM*

April 7. Tuesday. [NC] D-Day & the Battle of the Bulge

*April 9. Thursday.* Operation Bagration
*Writing assignment due by 10 AM*

April 14. Tuesday. [NC] Endgame in the war in Europe

*April 16. Thursday.* Nuclear warfare & Endgame in the Pacific War
*5-page ethical reasoning essay due*

*April 21. Tuesday.* Nuremberg
*Writing assignment due by 10 AM*

*April 28. Tuesday.* Student presentations

*April 30. Thursday.* Student presentations

*May 5. Tuesday.* Student presentations
*Extra credit vote due by 10 AM*

*May 7. Thursday.* Concluding the course
*Concluding thoughts assignment due by 10 AM*

*May 12. Tuesday.* Final exam (11 AM to 1 PM)

*May 14. Thursday.* Final ethical reasoning essay due by 10 AM

An asterisk beside a date indicates that an assignment is due that day. Assignments are in bold text and italicized.
Course policies

Completing assignments and following instructions

To succeed in this course, you must complete all the assignments and precisely follow the instructions for each assignment. If you do not understand the instructions, it is your responsibility to seek guidance from me prior to the assignment’s due date. A lack of understanding of instructions does not provide a valid reason for failing to meet the terms of the assignment.

Professionalism in the classroom

Be civil, constructive, and professional in class discussion. Listen respectfully to your classmates. Avoid side conversations while someone else is speaking. If you demonstrate a lack of respect for your classmates or me, I will deduct a substantial percentage of your final grade and reserve the right to remove you from class that day. If this problem happens repeatedly, we will discuss your withdrawal from the course.

Asking for help and meeting with me

If you have questions or would like guidance on an assignment, I strongly encourage you to seek additional assistance from me in class, via email, or in a meeting during office hours. My standards for this course are high. To help you meet them, I will do as much as I can to assist students who are responsible, professional, and willing to work hard to succeed. However, you should note that I will not read and offer advice for essay drafts sent to me via email; you must schedule an appointment to meet with me during my office hours. To sign up for a meeting, go to the course website, select the 'office hours' page, and follow the instructions provided there.

Submission of assignments

There are a few key points that you should be aware of regarding the submission of assignments:

-All assignments should be emailed to me at wilkins5@gmail.com by the assigned deadline. Once your email with the assignment attached has reached me, I will respond to you very soon after the deadline (usually by 10:15) with an email confirming that I have received or have not received your assignment. If I have not received it by 10, your assignment is late, and you will receive no credit.

-Deadlines will be strictly enforced. For example, when your writing assignment is due at 10 AM (as they all are), if I receive it at 10:01, I will email you to inform you that it is late, and that you will receive no credit for it. The reason is that in order for me to read all students’ writing assignments by 12:45 on Thursday, they must all be in by 10 AM. To repeat, you must submit your work on time.

-In the past several years, in a few cases, when I did not receive an assignment from a student, and contacted the student to let him/her know, I have had students tell me (often considerably later) ‘But I sent it, the email must not have gone through! So I deserve credit for the assignment because it isn’t actually late.’ That is not acceptable. Check your email at 10:15 on the day an assignment is due, and if you do not have a confirmation email from me by then, it is your responsibility to immediately follow up with me.
Another thing that has happened recently is that a student has sent me one version of an essay by the deadline, and then several hours later sent me another version, informing me that they had accidently sent the wrong (less refined) version earlier and asking me to grade the latter version. This is also not acceptable. For the essays, I will grade the work I receive by the deadline, and I will not grade anything I receive after the deadline.

Writing

Being able to write well is a valuable life skill. Your book review essays and ethical reasoning essays will be evaluated, in part, on your adherence to the rules of proper grammar and the care you demonstrate in your writing. I will hold you accountable for meeting my writing standards by reducing your grade if your essays contain an excessive number of grammatical mistakes and/or typos. During class time and through assigned readings, I will explain clearly the rules I expect you to follow while writing. I recommend reading the following websites (and I encourage you to review them whenever you have writing questions):

Purdue Online Writing Lab
https://owl.english.purdue.edu/owl/section/1/5/

Andrea Lunford, “The Everyday Writer”
http://bcs.bedfordstmartins.com/everyday_writer/20errors/default.asp

Patrick Rael, “Reading, Writing, and Researching for History”
http://www.bowdoin.edu/writing-guides/

Hamilton College Guide to Writing a Good History Paper

When we meet to discuss your essay(s), I will explain thoroughly and precisely what you have done well and what you need to correct in your writing in the future. You will be required to take notes during our discussion, and then email those notes to me to ensure that I can see what key points you have taken away from our discussion. You will be responsible for applying my constructive criticism to your writing in future assignments, and if you do not do so, your grade will be reduced.

As mentioned above, work that includes considerable typographical errors, misspellings, or sentence fragments will be penalized. For every page of an essay that contains more than three grammatical errors, misused words, or other typos, your essay grade will be reduced by 1/3rd of a letter grade. We all make mistakes, but make an effort to correct them. Edit carefully.

For citations in your work, use footnotes, not in-text citation.

For formatting your essays, the text should be 12-point type. Margins should be one inch on each side. The body of the essay should be double-spaced. Avoid large block quotes, and if you do use them, they must be single-spaced. Footnotes should be single-spaced. Include page numbers. If you send me an essay in which you appear to be using adjustments to the margins or excessive spacing to artificially lengthen your essay (rather than writing the required amount of pages), I will correct the margins and
excessive spacing and judge your essay by that corrected length. If your essay does not follow these guidelines, the essay grade will be reduced by 1/3rd of a letter grade.

-Meet the required essay length: if the essay requires at least 4 pages, write 4 full pages. If you submit an essay that does not reach the required length, your essay grade will be reduced by the percentage of the essay you have not written (if your essay is 15% short, your maximum grade drops by 15%). Again, as noted above, if you have widened the margins beyond the required amount (or double-spaced footnotes or block quotations), I will set the margins at one inch on a side and single-space the footnotes and/or block quotations to identify the actual length of the essay.

-Include a bibliography for both versions of your ethical reasoning essay. If you do not do so, your grade will be reduced by 1/3 of a letter grade.

**Student presentations**

In late April and early May, each student will make a ten-minute presentation on the subject of his/her ethical reasoning essay. Being able to speak persuasively in a public setting and answer questions from an audience are valuable life skills, and, in my view, all Jewell students should hone these skills during their education. This course assignment reflects my view. This presentation, and developing those skills, are central parts of the course. If you believe that requiring students to make presentations is unfair, I encourage you to enroll in a course more in line with your interests.

**Feedback & grading for assignments**

-I will send you a five-week grade update and then another one in late March/early April. If you would like more frequent updates, contact me.

-For your first writing assignment, on historical thinking and writing well, you will receive general feedback in class, and will simply receive credit if you have followed the instructions.

-For the weekly writing assignments, you will receive brief feedback twice, once around the first week of March and another in the last week of April. If you would like more frequent feedback, contact me.

-For the first version of the ethical reasoning essay, each of you will be required to meet with me one-on-one to discuss your work on either Thursday April 16 or Tuesday April 21. If you choose not to attend the meeting, your final grade will be reduced by 2%.

-For the mid-term, I will go over the answers during class discussion.

-For the presentations, if you request feedback, I will provide comments.

**Electronics**

I encourage you to bring your laptops/ipad for every class. Using your cellphone is not permitted.
Extra credit & grade reductions

There are three ways to earn extra credit.

[1] If you meet with me to discuss your ethical reasoning essay (beyond the required one meeting for feedback), you will receive .25% extra credit per meeting.

[2] For each class meeting, I will choose one student’s work that I believe represents the best reading response for that day. That student will receive .25% extra credit.

[3] In late April/early May, if you receive the most votes from your classmates regarding delivering the best presentation, you will earn .5% of your final grade as extra credit.

The maximum extra credit a student can earn is 2%.

On the subject of grade reductions, remember that you are required to be able to answer the discussion questions. If I call on you to answer a discussion question and you are unable to do so, your grade will be reduced by .1% per missed question.

Attendance

-Attendance is crucial because the class relies substantially on your active participation. If you must miss class for an extra-curricular commitment, a medical issue, or other personal reasons, you must provide advance notice to me. If you do not explain your absence to me until after the class has been missed (or if you provide no explanation at all), your absence is unexcused.

-If you are absent without prior notice (barring a genuine emergency), your final grade will be reduced by -1% for each unexcused absence.

-If you have provided advance notice that you will be missing class, you must write at least 500 words answering the reading questions and submit those answers to me prior to the class session following the one you missed. If you fail to complete that writing assignment prior to the next class meeting, your absence becomes unexcused.

-I may require students to provide documentation demonstrating that an absence should be excused.

Late work

Students are expected to complete assigned work on time. If you turn in a weekly writing assignment later than the due date and time, you will receive a zero on that assignment. For the book review essays and ethical reasoning essay, if I receive the essay late, within the first 24 hours your grade will be reduced by 25%. If you submit the essay between 24 and 48 hours late, the grade reduction will be 50%. After 48 hours, the essay receives a zero.

If unexpected circumstances such as illness or a personal or family emergency make meeting a due date or attending an examination impossible, it is the student's responsibility to contact me, in advance
of the due date or exam, to explain the situation and request alternate arrangements. Documentation may be requested.

If you have an unexcused absence on the day of a presentation, you will receive a zero on the assignment, and no make-up assignment will be offered.

**Students needing accommodations**

Jewell is committed to ensuring that educational opportunities and programs are available and accessible to all qualified students in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADAAA) of 2008. To prevent discrimination on the basis of disability, reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids are determined on an individual basis for otherwise qualified students who have a demonstrated need for these services and can provide appropriate documentation. Contact the Director of Disability Services and Compliance, Mrs. Missy Henry (Room T-15, Yates-Gill College Union, 816-415-7556, henrymr@william.jewell.edu) to initiate any request for accommodations. Additional information about these services can also be found at www.jewell.edu on the Disability Services webpage (https://www.jewell.edu/disability-services.)

**Academic integrity & the Honor Code**

History department policy defines academic misconduct as:

> Academic misconduct includes, but is not confined to, plagiarizing; cheating on tests or examinations; turning in counterfeit reports, tests, and papers; stealing tests or other academic materials; knowingly falsifying records, documents, or others’ signatures; and turning in the same work to more than one class without the permission of the instructors involved. Violations can result in failing the assignment, failing the course, and/or Honor Code charges.

Lack of knowledge regarding what constitutes plagiarism will not excuse you from meeting standards for submitting only your own work and citing your sources.

All students should also read the Honor Code, which is available on the college's website.

These policies may be changed at the discretion of the instructor.
First assignment - Schedule (& attend) an introductory meeting with me, no later than Feb. 20 - .5% of final grade

Your first assignment is to sign up, on the course website, to meet briefly with me one-on-one sometime between January 30 and February 20. If you do not sign up for a meeting, or you miss the meeting, you will receive a zero for the assignment. Check the times available by following the link provided in the office hours section of the course website. Email me to reserve a time. Do not wait until the last minute to reserve a time.

Historical thinking & writing assignment - email to me by 10 AM on Jan. 23 - 1% of final grade

Write answers to the discussion questions for part 2 and part 3. Devote time to this assignment and show me that you have thought carefully about these important questions. While writing your answers, you may use bullet points or complete sentences. Copy and paste the questions into the document, then provide your answers. Write at least one page.

Email this assignment to me; you do not need to provide a printed copy.

Part 2 – History as a discipline

Readings for parts 2 & 3

UNC Writing Center, “Thesis Statements”

Strunk and White, Elements of Style

Peter Stearns, “Why study History?”

Here is a brief, interesting piece written by the Boston University History Department dispelling some of the myths used to downplay the merits of studying history

History: Primary and Secondary Sources

[1] In your view, why are many people _not_ interested in studying History?

[2] Why should we study History? In other words, what is the value of studying History? How does studying history benefit someone?
[3] What makes something a primary historical source? What are some examples of primary sources?


[5] Why is it important to cite your sources?

[6] In your view, when you are conducting historical research online, what characteristics make a site seem credible (or not credible)? Why is using academic journal articles & books a wise decision when writing an essay?

**Part 3 - Writing well**

The readings for part 3 are listed above. You do not need to write a full page for part 3, simply answer the questions briefly.

[1] What are some of the characteristics of a good thesis statement? (UNC Writing Center, “Thesis Statements”)


[4] According to Strunk, what are some characteristics of a good paragraph? (Elements of Style, p. 15-16)

[5] Summarize Strunk’s instructions provided in point 14 (p. 18-19) and point 17 (p. 23-24)

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**Introductory Memo** - email to me by 10 AM on January 28 - .5% of final grade

Write an introductory memo addressing these questions:

- Your major(s) and minor(s)

- Your year in school (first-year, second-year, etc.) and/or planned graduation date

- Your hometown

- A list of history and political science courses you have taken at the college level

- Any subjects in the history of World War II that you find particularly interesting
-Any books or movies you have read/watched concerning the history of World War II that you particularly enjoyed

-Your current plans for your career after graduation (if you feel comfortable sharing this information)

-What is your level of confidence in your ability to write a well-researched, well-written historical essay? Are there any particular aspects of your writing that you would like to focus on improving in this course?

-Are there other things that may influence your performance in the class that you would like me to know?

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**Weekly writing assignments – due by 10 AM on Jan. 30; Feb. 6, 13, 20, 27; April 2, 9, 21 - (10.5% of final grade)(1.5% per response)**

Throughout the course you will have a writing assignment due (almost) every Thursday. That assignment is to write at least 500 words in response to a specific question related to the readings from that week’s class sessions. The questions are provided on the course website. You will choose whether to write your response on the prompt from that Tuesday’s class session or that Thursday’s class session. For example, on the second week of the course, you can choose to write either on the material from January 28, focusing on the rise of the Nazis:

“What were some of the most important things the Nazis did that enabled them to become the largest political party in Germany by the end of 1932? In other words, what strategies did they use to gain the support of so many Germans?”

Or on the material from January 30, focusing on the Nazis’ attempts to transform Germany:

*Among the various Germans who resisted* Nazi power before the outbreak of World War II, which group or individual do you find the most interesting (in your view), and why? Once you have chosen your group/person, summarize in what ways they resisted Nazi power and what motivated them to do so. Then explain why you find this group/person particularly worthy of attention.

The same format will be followed for the other weeks on which you have a writing assignment due. Note that on the weeks you have a book review essay due, and on the week you have your 5-page ethical reasoning draft due, you will not have a weekly writing assignment. Also note that you can ‘drop’ one of the reading responses. In other words, there are 8 weeks on which a writing assignment is due, but you only have to write 7 of them.

Regarding grading the writing assignments, a general rule is that if you have written at least 500 words, then you will receive full credit. But if there are significant factual errors or the writing is exceptionally vague, then I will reduce your grade. And if you have written fewer than 500 words, or turned in the assignment late, you will earn a zero.
First book review essay (4 pages) - due by 10 AM on March 5 - 5% of final grade

Read selections from the *Unwomanly Face of War.*

-This is more of an extended reading response rather than an argumentative essay devoted to making one overall point. The main idea is to provide a thoughtful analysis answering each of the questions (rather than trying to summarize everything into one overarching point).
-I do not expect you to read the entire book (although I hope that you will). Read as much as you need to in order to convincingly answer the relevant questions.
-Write at least four full pages answering the three essay questions listed below. You are welcome to write more than four pages, if you wish.
-The main body of the text should be double-spaced.
-Provide footnotes showing precisely where you have found the information you have written about. The footnotes should be in 10-point font, and single-spaced. For the footnotes, simply write the page number in the footnote.
-In the main body of the text (as well as in the footnotes), do not use long block quotes, simply paraphrase or briefly summarize the stories that you are analyzing.
-In late February, I will provide a rubric explaining more in-depth how I will grade these essays.

*Essay questions*

[1] What are some of the most horrifying stories that you read in this book? Why do you find these things particularly horrifying?

[2] Were there any stories in the book in which you found something praiseworthy, in a moral sense? If so, what were they, and why do you find them praiseworthy?

[3] What are some of the main ways that reading this book has influenced your understanding of the history of the Second World War? What are some of the most noteworthy things you will take away from having read this book?

Mid-term – March 10 - 20% of final grade

The exam will consist of short answers, ID questions, and a map quiz. Many of the questions will be taken from the reading questions assigned for each class session.

-To prepare for the exam, you should do the readings, attend class, and take thorough notes. There will almost certainly be material on the exam that we have discussed in class but may not have appeared in the readings.
-You are welcome to bring 1 sheet of paper, containing your notes, to the exam.
-On many of the short answer questions, I will ask you to provide a sentence or two of detail. For example, if I ask "Identify two major factors that led Japan to invade Manchuria" and you simply
write "economic factors," that is not enough. You need to provide at least a sentence or two explaining what those factors were.

Second book review essay - due March 26 - 5% of final grade

Read With the Old Breed and answer the three essay questions from the first book review essay. The questions and guidelines are identical to those from the first book review essay.

First draft of ethical reasoning essay - due April 16 - 12% of final grade

(This version of the ethical reasoning essay needs to be a total of five full pages. We will discuss more details in class.)

Your assignment is to choose one of the topics and write a nine-page essay answering the question "Was ______ an ethically correct decision? Why or why not?" You should cite the ethical principle(s) that serve as a foundation for your argument. You must also do a significant amount of analysis concerning arguments that other people have made against, and in support of, the topic you are addressing. In that way, you will be engaging in a larger debate; rather than simply writing what you think, you will also be learning about and responding to others' views on the same topic. As you will notice, for some of the topics, there are two legitimate sides to the issue that you can choose from, on others, such as the T4 program, the issue at hand is not whether it was wrong, but why it was wrong.

A list of potential topics:

SS St. Louis - In your view, was the decision to prevent the refugees from landing in the United States an ethically correct decision? Why or why not? What arguments did people in the United States at the time—or in later years—use to support the decision? What arguments did people in the United States at the time—or in later years—use to oppose the decision? (Note: do not focus on the debate within Cuba)

T4 program - In your view, why was it ethically wrong? How did its supporters in Germany at the time justify it? What arguments did people in Germany at the time—or in later years—use to oppose the program?

Atomic bombing of Hiroshima and/or Nagasaki - was the decision to use an atomic bomb against Hiroshima an ethically correct decision? Why or why not? What arguments did people at the time (or in later years) use to support the decision? What arguments did people in the United States at the time—or in later years—use to oppose the decision?

Japanese Internment - In your view, was Japanese internment an ethically correct decision? Why or why not? What arguments did people at the time (or in later years) use to support the decision? What arguments did people in the United States at the time—or in later years—use to oppose the decision?
(Personally, I think Japanese internment was obviously wrong, but if you want to make a counter-argument, I am willing to listen)

**Killing of German concentration camp guards by U.S. Soldiers** - Was the execution of Nazi prison camp guards in the immediate aftermath of the camps' liberation an ethically correct decision? Why or why not? What arguments did people at the time (or in later years) use to support the action? What arguments did people at the time---or in later years---use to oppose the action?

**Assassination of Reinhard Heydrich and the Lidice Massacre** - After Czech resistance fighters assassinated Nazi leader Reinhard Heydrich in June 1942, the Nazis responded by killing the 340 inhabitants of the Czech town of Lidice, and then executed at least 1,000 more Czech civilians elsewhere in the country. Given that, prior to the assassination, the Czech resistance fighters understood German reprisals against innocent Czech civilians would undoubtedly be severe, should the resistance fighters' decision to kill Heydrich be viewed as morally just? What arguments have been made or, or against, the assassination of Heydrich, viewed in the context of the civilian deaths it led to? What is your view on the morality of the resistance fighters' decision?

Presentations of ethical reasoning essay - 2% of final grade

In late April or early May, each student in the course will make a 10-minute presentation summarizing his/her ethical reasoning essay.

Vote for best student presentation - .5% of final grade - due by midnight on May 5

After observing all the student presentations, decide which one you think was the best and write a paragraph explaining your vote. Email your vote to me by midnight on May 5. If I do not receive your vote by that deadline, you will receive a zero on this assignment.

Concluding thoughts – due by 10 AM on May 7 - .5% of final grade

Write one page answering questions regarding what you see as the most noteworthy information you will take away from the course. I will provide the specific questions in late April.
Final exam – May 12 – 22.5% of final grade

The format will be identical to the midterm, with the addition of one overarching essay question. The subject matter will be drawn mainly from the second half of the course.

Final version of ethical reasoning essay – May 14 – 20% of final grade

The final version of your ethical reasoning essay must be nine full pages. Your grade will be significantly influenced by how effectively you respond to the constructive comments I provided on the first version of the essay. More details will be provided in class.