

Course Syllabus

Instructor: Richard Grippaldi, Ph.D. Mondays & Thursdays 11:30am – 12:50pm
Office: Van Dyck 002E (College Avenue) Van Dyck 211
Office Hours: Mondays & Thursdays
 9:40 – 11:10am, & by appointment Email: rgrippal@camden.rutgers.edu

Course Description: This is a study of the causes, course, and aftermath of World War II, with particular emphasis on the place of American culture and foreign policy within world politics.

In addition to discussing American grand strategy and the course of the war in both Europe and the Pacific, the class will consider topics such as the United States' mobilization for war; roles of women and minority groups in the war effort; the use of submarine and strategic air warfare; and the use of nuclear weapons against Japan.

Special Permission Numbers: If you have not previously taken a course with the instructor, your request for a special permission number will be denied, so DO NOT ASK. If you have taken a course with him, know that you may be placed on a waiting list for a number, and that you might not be enrolled in the course.

Course Readings: The following books are required. These can be purchased from the campus bookstore, or special-ordered from your local bookstore or Internet bookseller.

Kennedy, Paul. *Engineers of Victory: The Problem Solvers Who Turned the Tide in the Second World War*. New York: Random House, 2013. ISBN 9780812979398

Murray, Williamson, and Allan R. Millett. *A War to Be Won: Fighting the Second World War*. Cambridge, Massachusetts: Harvard University Press, 2000. ISBN 9780674006805

Sledge, E. B. *With the Old Breed, at Peleliu and Okinawa*. New York: Random House, 2007. ISBN 9780891419198

Walker, J. Samuel. *Prompt and Utter Destruction: Truman and the Use of Atomic Bombs Against Japan*, revised ed. Chapel Hill: University of North Carolina Press, 2005. ISBN 9780807856079

Students will also read journal articles, accessible via Rutgers University Libraries. (You will need your Rutgers NetID to do so.) Finally, the instructor will make additional documents available via the course Sakai site.

This course will regularly make use of maps from the *West Point Atlas of American Wars*. A work produced by the federal government, the *Atlas* is in the public domain. The U.S. Military Academy hosts a copy of the *Atlas* on its web site:

<http://www.usma.edu/history/SitePages/Our%20Atlases.aspx>

General Expectations: The instructor expects you will

- treat him, your classmates, and your work with respect
- turn off your cell phone or smartphone before class begins
- first consult the syllabus when you have questions about the course
- follow directions precisely
- ask questions when you require clarification of directions, or when you are uncertain or curious about any aspect of the course, or the material presented

Contacting the Instructor: After final grades are submitted, the instructor will not allow students to raise their course grade via additional assignments or alternative assessments of course knowledge. You may ask the instructor about your course standing at any time during the semester. If you are dissatisfied with the grades you have earned, it is upon you to contact the instructor for advice or help towards improving.

E-mail is the best way to contact the instructor. He will acknowledge receipt of your message with a reply. If you do not receive a reply within 24 hours, you should assume the instructor has not received your message and write again. Please include “History 512:242” in your subject line. *E-mails sent without a subject will be ignored.*

Everyone, professors included, can benefit from reviewing e-mail etiquette from time to time. Wellesley College has published a handy guide at <http://web.wellesley.edu/SocialComputing/Netiquette/netiquetteprofessor.html> .

The instructor’s office hours are immediately before class begins. He is usually available immediately after class ends, as well. If you would like to discuss matters with the instructor but are not available at those times, he encourages you to make an appointment to talk at a time that is convenient for you.

Grading: Course grades will be assigned according to the following averages:

A: 90.00 or more	B+: 85.00 – 89.99	B: 80.00 – 84.99	C+: 75.00 – 79.99
C: 70.00 – 74.99	D: 60.00 – 69.99	F: less than 60.00	

Students will complete a midterm examination (worth 22% of the course grade), a final examination (28%), two short papers (10% each), and a course project (20%). Class attendance (8%) and participation (2%) will also count towards the course grade.

Examinations (22% & 28%): The examinations are similar in format. Both will cover readings, lectures, and discussion material. On the midterm, students will answer five identifications and two essays; on the final, ten identifications and two essays. (This is why the final exam is worth more towards the course average.) The instructor will provide an identification term study guide at least two classes before each exam.

The midterm will be held in class, on **October 26**. The final exam will be held at a date, time, and place **to be announced**. Students will not be allowed to make up missed examinations unless a) their absence would otherwise be excused (see “Class Attendance and Participation,” below) OR b) they arrange with the instructor for a make-up examination in advance of their absence.

Short Papers (10% each): In each short paper, you will answer the posed question using evidence from readings, discussion, and lecture. These assignments will demonstrate your ability to construct and evaluate historical arguments.

Short Paper #1 due **October 2**. Length: 3 – 5 pages. Which American person or institution should bear the primary responsibility for the ineffective defense of the Hawaiian Islands in December 1941? (NB: there are legitimate critiques of Franklin Roosevelt, but the vast sea of “Pearl Harbor conspiracy” literature produced over the past seventy-five years has failed to convince the instructor of its correctness.)

Short Paper #2 due **November 20**. Length: 3 – 5 pages. Was the fall 1944 invasion of the Palau Islands justified?

Each paper will be evaluated in six categories: Mechanics (10 points), Thesis (25 points), Argument & Organization (20 points), Evidence (20 points), Citations (10 points), and Proofreading (15 points). For more details on the instructor’s expectations, and tips on writing, see the “Writing a History Paper” handout posted on the course Sakai site.

Except by prior arrangement, students must turn in a printout of their paper. You may turn in your paper one class late, without any penalty. Afterwards, you will not be permitted to turn in a missing paper unless you have met with the instructor to discuss why the paper has not been completed, and to negotiate a plan for its completion.

Course Project (20% total): The use of nuclear weapons against Japan remains one of the most controversial aspects of American participation in World War II. The course project is designed to educate students on the options American defense officials considered to compel the Japanese to surrender.

The course project has two parts. Each student will write a four-to-six page paper on one of the five options (invasion, blockade, conventional bombing, negotiated surrender, or atomic bombing). The paper is worth 15 percent of the course grade.

On **December 4**, the instructor will break the class into groups. Each student will brief other members of the group on her or his option. The group will then recommend one of the presented options and provide a short explanation of their reasoning. The group portion of the course project is worth 5 percent of the course grade.

The course project is explained in greater detail in the “Course Project Instructions” handout, on the course Sakai site.

Class Attendance and Participation (10% total): Attendance is mandatory. The instructor believes students benefit from exposure to lectures and class discussions. Unexcused absences will lower your attendance grade.

An “unexcused absence,” in the end, is any absence the instructor does not excuse. As a rule, students will be excused for religious observances; being under a doctor’s care; attending the funeral of a loved one; performing military service; and travelling as a member of a university-sponsored group. Other absences may be excused on a case-by-case basis. Thus it is to your benefit to inform the instructor of the reason for your absence. When available, please provide documentation for the absence on your return.

The attendance grade (8%) is calculated simply:

$([\text{lectures attended} + \text{excused absences}] / \text{total number of lectures}) \times 8$

The readings for each unit are listed on the course schedule. Although the instructor encourages you to complete all of the readings before a unit begins, he will tell you what must be read for the next lecture. He will regularly set aside time for discussion of course material and/or student questions. The instructor defines “class participation” to include discussions by e-mail, before or after class, or during office hours, as well as during class.

The 2 percent allotted to participation is based entirely on the instructor’s judgment.

Academic Integrity Statement: Academic integrity is essential to the success of the educational enterprise. Breaches of academic integrity, including but not limited to cheating, fabrication, plagiarism, denying others access to information or material, and facilitating others’ violations of academic integrity, constitute serious offenses against the academic community. The instructor assumes students will familiarize themselves with Rutgers University’s policies on academic integrity (<http://academicintegrity.rutgers.edu/>) at their earliest opportunity.

Disability Services Statement: Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student must contact the disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation (see <https://ods.rutgers.edu/students/documentation-guidelines>). If the documentation supports your request, your campus’ disability services office will provide you with a Letter of Accommodations. As early as possible, please share this letter with your instructors, and discuss the accommodations with them. To begin this process, please complete the registration form on the Office of Disability Services website, at <https://webapps.rutgers.edu/student-ods/forms/registration> .

Course Schedule

Note that the instructor reserves the right to change the schedule, readings, and assignments.

I. Course Introduction and Concepts – September 7

Readings: Murray & Millett, preface; Kennedy, introduction

II. American Military and Foreign Policy, 1919 – 1939 – September 11, 14 & 18

Readings: Murray & Millett, chs. 1 – 2 (all), 7 (pp. 143-64), appendices 1 – 3; Kennedy, chs. 2 (pp. 75-88), 4 (pp. 215-24), 5 (pp. 307-13)

III. Coming of War, 1939 – 1941 – September 21, 25 & 28

Readings: Murray & Millett, chs. 3 – 6 (all), 7 (pp. 164-8), 8 (pp. 169-81); Kennedy, chs. 2 (pp. 88-99), 3 (pp. 145-58, 171-6)

IV. Military & Economic Mobilization – October 2 & 5

Readings: Murray & Millett, ch. 19; Mark Harrison, “Resource Mobilization for World War II: The U.S.A., U.K., U.S.S.R., and Germany, 1938 – 1945,” *Economic History Review* 41 (May 1988): 171-92 (available at <http://www.jstor.org.proxy.libraries.rutgers.edu/stable/2596054>); Paul A.C. Koistenen, “Mobilizing the World War II Economy: Labor and the Industrial-Military Alliance,” *Pacific Historical Review* 42 (November 1973): 443-78 (available at <http://www.jstor.org.proxy.libraries.rutgers.edu/stable/3638133>).

Short Paper #1 due **October 2**

V. 1942 – October 9 & 12

(Wake and the Philippines, Arcadia Conference, Coral Sea & Midway, Guadalcanal, Northwest Africa)

Readings: Murray & Millett, chs. 8 (pp. 181-95), 9 (pp. 196-201, 210-5), 11 (pp. 262-302); Kennedy, chs. 3 (pp. 158-70, 176-200), 4 (pp. 225-40), 5 (pp. 283-94)

VI. Strategic Use of Bombers and Submarines – October 16 & 19

Readings: Murray & Millett, chs. 9 (pp. 223-7), 10 (all), 12 (all), 13 (pp. 348-53); Kennedy, chs. 1 (all), 2 (review pp. 75-88; read pp. 99-143), 3 (pp. 200-3), 5 (pp. 334-41)

Make-up / Midterm Review Day – October 23

MIDTERM EXAMINATION – **October 26**

VII. 1943 – October 30 & November 2

(Strategic Conferences, Solomon Islands, New Guinea, Sicily, Italy [August 1943 to end of war], Tarawa)

Readings: Murray & Millett, chs. 9 (pp. 201-9, 215-23, 227-33), 11 (pp. 302-3), 13 (pp. 336-46), 14 (pp. 374-95); Kennedy, chs. 4 (pp. 240-50), 5 (pp. 294-307, 328-33, 341-8)

VIII. Maintaining the War Effort – November 6 & 9

Readings: review Murray & Millett, ch. 19

IX. 1944 – November 13, 16 & 20

(Marshall Islands, Mariana Islands, Normandy, Race to the German Border, Peleliu, Leyte)

Readings: Murray & Millett, chs. 13 (pp. 346-8, 353-73), 14 (pp. 395-410), 15 (all); Kennedy, chs. 3 (pp. 203-13), 4 (pp. 250-82), 5 (review pp. 328-33, pp. 341-8; read pp. 313-23); Sledge, Part I

Short Paper #2 due **November 20**

X. 1945 – November 21, 27 & 30

(Luzon, Battle of the Bulge, Yalta, Iwo Jima, the German Collapse, Okinawa, strategic bombing of Japan)

Readings: Murray & Millett, chs. 16 – 17 (all), 18 (pp. 509-16); Kennedy, ch. 5 (review pp. 328-33, 341-8; read pp. 323-8, 348-51); Sledge, Part II

November 21 is a TUESDAY. There is no class November 23 due to the Thanksgiving holiday.

XI. Course Project: Ending the Pacific War – December 4

Readings: Murray & Millett, ch. 18 (pp. 516-26); Walker, all

Written component of Course Project due **December 4**

XII. War's Aftermath – December 7

Readings: Murray & Millett, ch. 20 (all) and epilogue

XIII. Course Conclusion – December 11

Readings: Kennedy, conclusion; review Murray & Millett, epilogue

Final Exam Review – December 11

Final Examination – date, time and place **to be announced**.