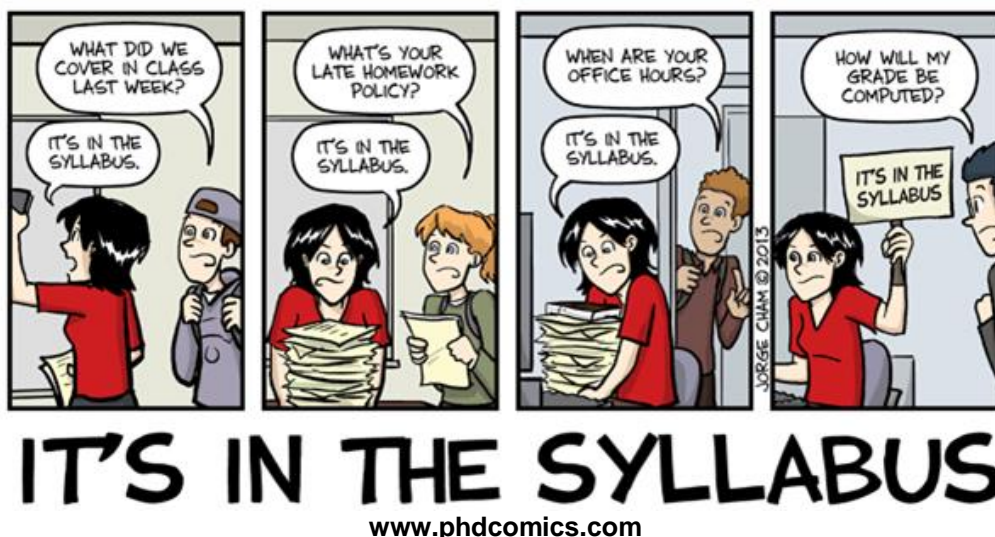


Bellevue College

HIST 205: History of World War II

Spring 2020

Please see the class Canvas site for details of how HIST 205 will be taught remotely to meet Covid-19 social distancing requirements for Spring Quarter of 2020.



This syllabus contains essential information about class policies, structure, etc. that are intended to help further your learning in the class. It is your responsibility to be familiar with it. There will be a quiz on the syllabus

Instructor:

Dr. Brian Casserly

Office Hours:

Virtual – see Canvas for details.

Contact Information:

E-mail (best way to contact me): Use Canvas e-mail or
brian.casserly@bellevuecollege.edu
Phone: (425) 564-3140

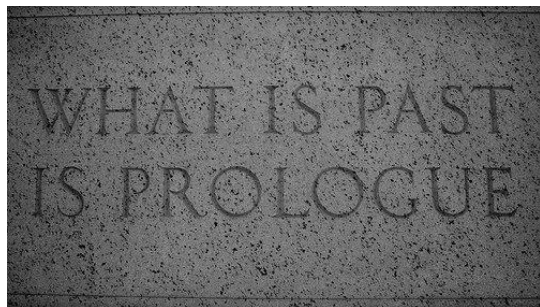


"I hate war as only a soldier who has lived it can, only as one who has seen its brutality, its stupidity." Dwight Eisenhower

"Rule 1, on page 1 of the book of war, is: 'Do not march on Moscow'... Rule 2 is: Do not go fighting with your land armies in China." Bernard Law Montgomery

"Great Britain provided time; the United States provided money and Soviet Russia provided blood." Joseph Stalin

INTRODUCTION AND TEACHING PHILOSOPHY:



Welcome to HIST 205! Fundamentally, history involves the study of change and seeks to explain why these changes occur and how they have influenced human societies and cultures. History helps us understand ourselves, our world, and how and why it is the way it is. For the rest of the quarter I look forward to working with you as we examine some of the major developments and experiences of World War II and explore its consequences for a variety of societies around the world.

Over the course of the quarter you will be learning to think like historians. This will involve studying major historical changes and developments and the contexts in which these occurred. We will explore [primary sources](#), the tools that historians use to understand the past, such as letters, diaries, journals, government documents, newspaper and magazine articles, photos, music, movie clips, to name just a few. We will also examine how historians construct interpretations and analyses of the past, i.e. [secondary sources](#). We will learn to think critically about both these types of sources and what they can tell us about the past and about the explanations that historians produce. We will also focus on learning how to develop strong analyses of historical evidence. It is important that we understand that interpretations of the past are not static. Professional historians expect that newly discovered artifacts and documents, and new approaches to studying history will change our perceptions of the past.

Between now and the end of the quarter we will use a variety of forms of evidence to explore the history of World War II, probably the most important single event in modern human history and one of the most important in the entire history of humanity.

We will be emphasizing several interconnected themes in the history of the war over the course of the quarter:

- The causes and consequences of the key developments that shaped the beginning and outcome of the war as a global conflict.
- The experience of the war and particularly its nature as a “total war” for both military personnel and civilians in the participating nations.
- The military, political, social, economic, and environmental impacts of the conflict and their long term consequences.

Your responsibility over the quarter is to complete all readings and assignments on time, and to become familiar with the narrative of World War II history as presented in the readings and class lessons. You will also be asked to develop skills in historical thinking, to learn how to analyze primary and secondary sources, to make arguments and interpretations from them, and to critically evaluate the interpretations that other historians have made. In addition, you will be working on your communication skills, especially in terms of writing.

HIST 205 is a college-level class and it involves intensive reading and writing. To be successful, all students should have reading and writing skills that are at least at the English 101 level. If you are not comfortable at this level of reading and writing you should not take the class.

Class materials are available through Canvas – log in to <http://bellevuecollege.edu/canvas/> and look for the link to HIST 205.



Video conference can we do

I am available to meet with you individually via video conferencing to discuss any questions or problems you may have about any aspect of the course. Feel free to drop by virtually to talk about anything related to the course or history more generally (virtual office hour times will be posted in Canvas). E-mail is the easiest way to contact me and during the regular work week I will usually respond to messages within 24 hours. I will not respond to e-mail as quickly on the weekends.

In accordance with Bellevue College policy and in order to comply with federal privacy laws, **I can only communicate with you via e-mail through your Bellevue College e-mail accounts or Canvas's e-mail system. I will NOT reply to messages sent from non-college accounts, e.g. Gmail, Yahoo, Hotmail, etc.**

LEARNING OUTCOMES ADDRESSED:

At the end of the course, as a successful student, you should have improved your ability to:

- Evaluate and understand the causes and consequences of World War II in their historic context.
- Describe key developments and issues - political, social, economic, military, environmental, technological, and cultural - in the broad history of World War II by applying academic tools of historical analysis.
- Analyze and articulate the historic experiences of a variety of participants from a range of nations involved in the conflict, including civilians, military personnel, workers, women, minority groups, etc. in their historical contexts.
- Critically analyze a range of primary and secondary sources relevant to the history of World War II and produce interpretations of the war's history based on that analysis of evidence.

HOW TO BE SUCCESSFUL IN HIST 205:

One of my goals for the class is to help you learn how to be successful college students, whether at Bellevue College or wherever you may transfer to.

The skills necessary for college success are also those valued by employers, i.e. [professionalism](#) in terms of good work habits such as punctuality, attendance, respect for others, the ability to collaborate and communicate effectively and appropriately, and the ability to complete assignments fully, etc.

The following guidelines about how to be successful as a student and in the work place are based on what I've observed as a student, an instructor, and as someone who has worked for both large and small organizations in the business and government sectors:

- **Think critically about class topics and ask questions**
 - Don't just accept what a document has to say as being an accurate or reliable source of information. Be skeptical and think about how the author (identity, affiliation, gender, race, social class, nationality, age, etc.) might shape the document or source. What was the author's agenda in producing the source? Who was the audience for the source? How might these factors shape the reliability of a source?
 - Ask about anything you don't understand related to class topics, readings, or assignments. You are welcome to meet with me via video conferencing to discuss anything related to class,

or if you wish to talk about history as a discipline or major, or about college more widely.

- **Commit to class work at regular times**
 - On campus classes have been moved online for Spring 2020. Research shows that students who develop a schedule to complete their class work online at specific times and follow through on that schedule tend to do much better in online classes than those who “wing it” in terms of doing the work. I would encourage you to set aside time each day (or at least several times a week) to complete work for HIST 205 (and your other classes).
- **Be prepared to work hard**
 - You will need to demonstrate independent work habits and to be ready to work on class materials almost every day. You should expect to work at least two hours outside of class for each hour of class time.
 - **Take notes!** What we focus on in class lectures will be the subject of assignments and you will not be able to remember what we covered unless you take notes.
 - Read all of the assigned readings when you are supposed to be reading them. Take notes as you read.
 - You may occasionally find some of the readings for the class difficult due to their older style of language and/or the complex issues they raise. This is something that all historians have to grapple with and you should not get discouraged. Focus on trying to understand as much of the reading as possible and bring questions about it to class.
- **Complete assignments on time**
 - Complete assignments and submit them on time. Assignments and their due dates are noted in the course modules in Canvas. Because employers value timely completion of work and college is where you should be learning good habits for the workplace, **late assignments will be penalized.**
 - Keep copies of all graded assignments returned to you.
 - Hand in your own work. Academic dishonesty will not be tolerated. This includes cheating, copying and plagiarism (see the explanation of plagiarism later in this syllabus).
- **Behave appropriately and with respect**
 - Your behavior in class (whether online or on campus) must not interfere with the learning of other students.
 - As a matter of respect towards myself and other students, and because there are a variety of expected behaviors that you will need to abide by while college students and when you enter the professional workforce, **I expect you to behave with courtesy and respect toward everyone in the class.** In the context of an online class that means that in online discussions you must not engage in insulting/disrespectful language.
 - Active participation in discussions means that sometimes there will be strong disagreement over issues and interpretations. I encourage you to challenge the ideas you hear in class, in the readings, from me, and from other students but you must do so in a respectful and courteous manner using evidence to support your contentions. Keep your comments to the issues and the evidence NOT the person!
 - For first time breaches of classroom etiquette you will receive a warning. If you continue to disrupt the class you will lose points for that discussion assignment and may be reported to the Dean of Students for possible disciplinary action.

Completing readings and written assignments on time, thinking seriously about class topics and materials, and asking questions about anything you're unclear of are the best ways of guaranteeing that you will be successful in the class.

AFFIRMATION OF INCLUSION:

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

Reasonable Accommodations for Reasons of Faith and Conscience:

Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not impacted. Such requests must be made within the first two weeks of the course to the office of the Associate Vice President of Student Affairs (see Bellevue College [Policy 2950](https://www.bellevuecollege.edu/policies/id2950/) (https://www.bellevuecollege.edu/policies/id2950/)). In the event you feel you are being discriminated against based on faith or conscience, you may refer to the procedures outlined in the college's [Discrimination, Harassment and Retaliation Policy 1440P](https://www.bellevuecollege.edu/policies/id-1440p/) (https://www.bellevuecollege.edu/policies/id-1440p/).

College Anti-Discrimination Statement (Title IX)

Bellevue College does not discriminate on the basis of race or ethnicity; color; creed; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; gender identity or veteran status in educational programs and activities which it operates.

For further information and contacts, please consult [College Anti-Discrimination Statements](#).

DISABILITY ACCOMODATIONS:

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible.

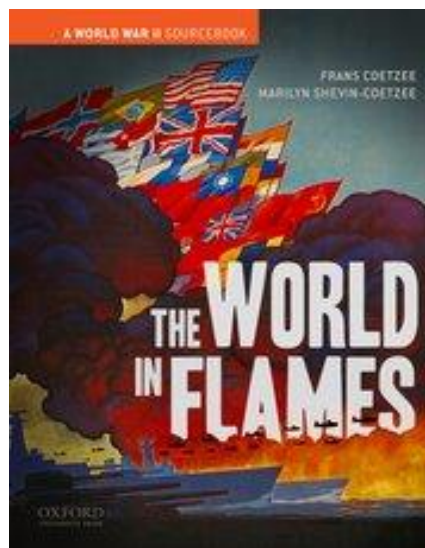
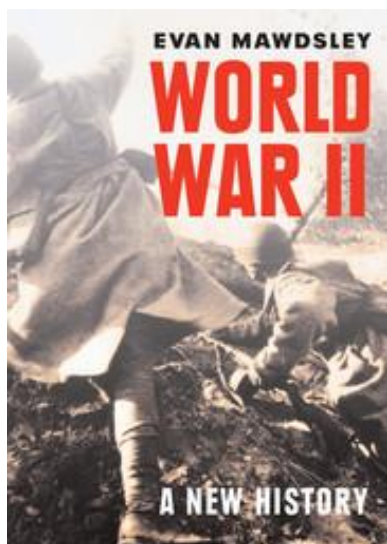
If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc., please meet with me to develop a safety plan within the first week of the quarter.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact [Autism Spectrum Navigators](#). Email and phone number is on the web page. ASN is located in the Library Media Center in D125.

The DRC office is located in B132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by Skype: the address is **DRCatBC** (NOTE: There is no @ sign...it is actually **DRCatBC**). Please visit our website at [Disability Resource Center](#) for application information for our program and other helpful links.

REQUIRED READINGS:

The weekly reading assignments will be an important part of your learning experience. They will form the basis for our online discussions and will allow us to investigate in greater depth the central issues covered by the class, using the academic tools of historical analysis. You are responsible for completing all of the reading assignments (detailed in the Class Modules in Canvas) on time. The following are the required books for the class:



- Evan Mawdsley [*World War II: A New History*](#) (New York: Cambridge University Press, 2009).
- Frans Coetzee and Marilyn Shevin-Coetzee, [*The World in Flames: A World War II Sourcebook*](#) (New York: Oxford University Press, 2011).
- Selections from Patrick Rael, [*Reading, Writing, and Researching for History: A Guide for College Students*](#) (Brunswick, ME: Bowdoin College, 2004), available for free online.
- There are also additional readings available online in Canvas.

ASSIGNMENTS AND GRADING:

To be successful in this course you will need to master the narrative of the history of World War II as presented in class and in the readings. In addition, you will be asked to think like historians and evaluate material critically so that you can make informed and intelligent interpretations and analyses. My job as the instructor is to help you acquire these skills and those you will need to write effective essays and exams.

The assignments for this class are intended to help you develop skills in critical thinking and effective writing.

Assignments must be submitted by the due dates and times as detailed in the instructions for each assignment in Canvas. Late assignments will be penalized for each day they are late.

Your grade will be based on the following scale:

:

A = 95 – 100%	B- = 80 – 83.9%	D+ = 67 – 69.9%
A- = 90 – 94.9%	C+ = 77 – 79.9%	D = 62 – 66.9%
B+ = 87 – 89.9%	C = 74 – 76.9%	F = under 62%
B = 84 – 86.9%	C- = 70 – 73.9%	



Your grade in the class will be determined by the quality of your work on the following assignments:

- **Syllabus quiz.** This will be a multiple-choice quiz and will be completed in Canvas. It is based on this syllabus and is worth **40 points**.
- **Discussion post assignments (420 points)** out of a total possible 1,000 points for the course). There will be **8** discussion post assignments; **your lowest scores will be dropped at the end of the quarter**. These assignments will be based on the readings and other materials assigned for class.
- **Online quizzes.** There will be 8 of these over the quarter, based on what we cover in class readings and lectures; **your lowest score will be dropped at the end of the quarter**. They are worth **140 points** total.
- **Two papers.** These are designed to give you a chance to demonstrate your understanding of major developments in the history of World War II. Each is worth **200 points** of your overall class grade.

Detailed instructions and due dates for all assignments will be available in the class site in Canvas under the "Assignments" tab.

Class policy on assignments:

- All material covered in the readings, lectures, etc. is fair game for inclusion in assignments, etc.
- **Completing and earning a passing grade on ALL assignments is necessary to pass the course as a whole.**
- Your overall grade will be based on the assignments listed above.
- **Late assignments will be penalized** and I reserve the right not to accept them.
- **There are no make-ups on missed assignments**, except in cases of documented emergency.
- Cheating or plagiarizing on homework or paper assignments will, at minimum, lead to a grade of zero on that assignment. See below for more details on plagiarism and cheating and how to avoid them.
- It is your responsibility to take notes on what you read and watch for class.
- If you disagree with my assessment of your work, you should discuss this with me. Before you meet with me to discuss your grade, you must describe in writing why you disagree with my assessment. Please supply the original paper, homework assignment, or exam with my comments and a description of why you feel the grade you received was not a fair evaluation of the quality of your work. After reevaluating your work I may decide to increase, decrease or leave your grade unchanged.
- Incomplete grades are only available for students who maintain a C average through Week 10 of the quarter and have completed all the assignments up to that point.

Remember, I am here to help you do as well as possible in the class – I am happy to meet with you to help you maximize the quality of your work or discuss problems you are having with the class.

STUDENT CODE OF CONDUCT AND ACADEMIC INTEGRITY:

Any act of academic dishonesty, including cheating, plagiarism (see below), fabrication and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Success for investigation. Specific student rights, responsibilities, and appeal procedures are listed in the Student Code of Conduct at: [Student Code](#)

PLAGIARISM AND ACADEMIC DISHONESTY:

Plagiarism involves the use of ideas or materials which are not your own without giving proper credit to whoever created the idea/material. Examples of plagiarism would include cutting and pasting material directly from a website into a paper or assignment without citation, or taking an idea from a book or website or other student's paper and presenting it as your own, or having someone else write a paper for you and presenting it as your work. To avoid plagiarism you should abide by these rules:



1. All assignments completed for the class should be the product of your work only.
2. If you copy material word for word from another source you need to place that copied material in quotation marks "..." and provide a citation for it.
3. Always provide a citation for ideas or material that you found on websites, books, articles, TV documentaries, etc. You should do this EVEN if you are not using the material from the source word for word.
4. All ideas and material that are not your own should be cited.
5. You may not submit papers and assignments from other classes to meet assignment requirements for this course.

I will not tolerate plagiarism and I will investigate suspected cases. I reserve the right to use a plagiarism checking service such as Vericite. In the event that I find instances of plagiarism or cheating I reserve the right to report the student to the college authorities for disciplinary action. **At minimum, the student will receive a failing grade on the assignment. I also reserve the right to give students guilty of plagiarism or cheating a failing grade for the class as a whole.**

The bottom line: ALL work submitted for the class must be your work only. If you have any concerns or questions about plagiarism or cheating, please discuss them with me.

THE WRITING LAB:



The Writing Lab is a place where you can work on developing college-level writing skills. As a student, you can receive personalized feedback on your writing for class, college applications, or short personal correspondence. Tutors can listen to your ideas and help you develop strategies to see and avoid significant errors.

The lab will be holding remote sessions during Spring 2020. See <http://bellevuecollege.edu/asc/writing>

PUBLIC SAFETY:



Note: The following only applies in Spring quarter if college services such as the library resume operations on campus:

Public Safety is located in the K building and can be reached at **425-564-2400** (easy to remember because it's the only office on campus open 24 hours a day—2400). Among other things, Public Safety serves as our Parking Permits, Lost and Found, and Emergency Notification center. Please ensure you are signed up to receive alerts through our campus alerting system by registering at [RAVE Alert Registration](#)

If you work late and are uneasy about going to your car, Public Safety will escort you to your vehicle. To coordinate this, please phone ahead and let Public Safety know when and where you will need an escort.

Please familiarize yourself with the emergency postings by the door of every classroom and know where to go in the event of an evacuation. Your instructor will be asked if anyone might still be in the building, so check in before you do anything else.

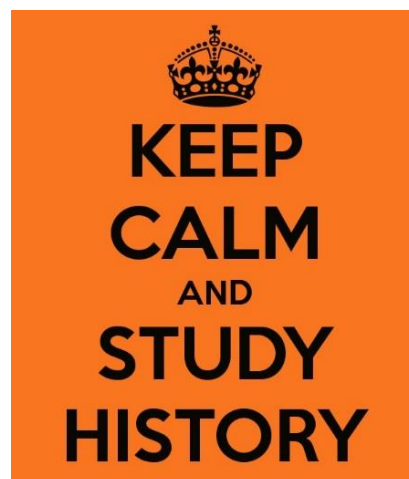
If a major emergency occurs, please follow these three rules:

- 1) Take directions from those in charge of the response** -We all need to be working together.
- 2) Do not get in your car and leave campus (unless directed to)** - Doing so will clog streets and prevent emergency vehicles from entering the scene. Instead, follow directions from those in charge.
- 3) In an emergency, call 911 first, then Public Safety.**

Please do not hesitate to call Public Safety if you have safety questions or concerns at any time. You may also visit the [Public Safety](#) web page for answers to your questions.

A NOTE ABOUT COURSE CONTENT:

Since historians examine just about every aspect of human culture and societies, we sometimes talk about provocative or controversial material or issues that people may find disturbing. By its very nature, this is particularly the case in a class about World War II. You may be confronted with subject matter that is difficult to read about, look at, discuss, or listen to. Please be advised that when we explore controversial topics, they will always be framed within an academic context. Keep in mind that you will still be responsible for any course material you miss if you choose not to participate because you feel uncomfortable with that material. If you have any questions or concerns about content or the class climate surrounding controversial material, feel free to speak with me about it.



COURSE COPYRIGHT:

HIST 205 is the intellectual property of Dr. Brian Casserly, who holds the copyright for it. No part of it may be copied or shared with anyone outside of the class without the express written permission of Dr. Casserly.

I reserve the right to make changes to any aspect of the course as I may see fit over the course of the quarter. It is each student's responsibility to regularly check the announcements and their e-mail in Canvas for possible changes.

The war has been variously termed a war of production and a war of machines. Whatever else it is, so far as the United States is concerned, it is a war of logistics ... It is no easy matter in a global war to have the right materials in the right place at the right times in the right quantities.

Fleet Admiral Ernest King



"I'm only getting a D in history, so technically
I'm not doomed to repeat it just yet."

CLASS SCHEDULE

This schedule provides details of which readings and assignments you need to complete each week. Some points to note:

- All reading assignments are from:
 - Evan Mawdsley [*World War II: A New History*](#) (New York: Cambridge University Press, 2009).
 - Frans Coetzee and Marilyn Shevin-Coetzee, [*The World in Flames: A World War II Sourcebook*](#) (New York: Oxford University Press, 2011).
 - Selections from Patrick Rael, [*Reading, Writing, and Researching for History: A Guide for College Students*](#) (Brunswick, ME: Bowdoin College, 2004), available for free online (referred to hereafter as "Rael").
 - Documents and links available online or in the class Canvas site.
- I highly recommend that you make notes as you complete the readings. These will be very useful when it comes to completing assignments.
- As you read for class, you should think critically about the information you are encountering. By this I mean that you should be skeptical about what the authors have to say. For questions to consider as you examine primary and secondary sources, see the readings by Patrick Rael on ["How to Read a Primary Source Document"](#) and ["How to Read a Secondary Source."](#)

This schedule is tentative. I reserve the right to make any changes to the class schedule as I see fit over the quarter. The most accurate and up to date schedule of readings and assignments for the class is available in the class site in Canvas.

"With the historian it is an article of faith that knowledge of the past is a key to understanding the present."

Kenneth Stamp

Week 1: April 8 – 12

Introduction, background, status of participating nations, causes of war

Watch: [The Fallen of World War II](#) (watch first 14 minutes) [Reading and Note Taking](#):

Reading: *World War II: A New History*, 1-66; *The World in Flames*, 4-11, 16-18, 22-25; Excerpt from Adolf Hitler's *Mein Kampf*; Class syllabus; [Why Study History?](#); [Defining Primary and Secondary Sources](#); Stephen Biddle and Tami Davis Biddle, ["Wartime Lessons for Industrial Mobilization in a Time of Pandemic,"](#) *War on the Rocks*, April 3, 2020.

Week 2: April 13 – 19

Background and causes continued, early developments

Reading: *World War II: A New History*, 66-122; *The World in Flames*, 20-21, 25-31, 32-40; Excerpt from Robert Wilson, *Letters from Nanking*;

Week 3: April 20 – 26

Fall of France, and aftermath

Watch: [France Falls](#); [“London can take it”](#)

Reading: *World War II: A New History*, 124-133; *The World in Flames*, 40-54, 56-60; Gervase Phillips, [“Cheese-eating Surrender Monkeys’? It’s Time to Give the French Army the Credit it Deserves.”](#) *The Conversation*, August 1, 2017;

Week 4: April 27 – May 3

A racial and ideological war: Operation Barbarossa to the Battle of Kursk; North Africa and Mediterranean theater

Watch: [Stalin and Hitler: The Confrontation](#)

Reading: *World War II: A New History*, 134-187, 286-319; *The World in Flames*, 87-101, 135-150, 190-197, 264-272; Omer Bartov, “Soldiers, Nazis, and War in the Third Reich,” *Journal of Modern History*, 63: 1 (March 1991)

Week 5: May 4 – 10

Japan’s rapid expansion and its eventual halt, 1941-42

Reading: *World War II: A New History*, 188-239; *The World in Flames*, 68-86, 151-158, 207-208; Captain Mitsuo Fuchida, “I Led the Air Attack on Pearl Harbor,” *United States Naval Institute Proceedings*, 78:9 (September 1952)

Week 6: May 11 – 17

Mobilizing societies, homefront experiences

The World in Flames, 102-134, 237-262; A. Philip Randolph, [“The Call to Negro America to March on Washington”](#); [Executive Order 8802](#); Katherine Archibald, excerpt from *Wartime Shipyard*; Gender in World War II images; World War II Propaganda images; and your choice of ONE of the following:

- Lorraine McConaghy, “Wartime Boomtown: Kirkland, Washington, a Small Town during World War II,” *Pacific Northwest Quarterly*, 80:2 (April 1989);
 - D’Ann Campbell, “Women in Combat: The World War II Experience in the United States, Great Britain, Germany, and the Soviet Union,” *Journal of Military History*, 57:2 (April 1993);
 - William M. Tsutsui, “Landscapes in the Dark Valley: Toward an Environmental History of Wartime Japan,” *Environmental History*, 8:2 (April 2003);
-

Week 7: May 18 – 24

The Holocaust, experiences under Nazi occupation, resistance

Watch: [The Forger](#)

Reading: *World War II: A New History*, 346-363; *The World in Flames*, 54-55, 182-189, 308-345; Jewish resistance to the Holocaust; Excerpt from memoirs of Rudolf Hoss, SS Kommandant of Auschwitz; Kurt Gerstein, "Mass Gassings at Belzec and Treblinka"; Excerpt from Jean-Francois Steiner, *Treblinka*; Timothy Snyder, "[Holocaust: The Ignored Reality](#)"; *New York Review of Books*, July 16, 2009; and your choice of ONE of the following:

- E.B. Westermann, "'Ordinary Men' or 'Ideological Soldiers'? Police Battalion 310 in Russia, 1942," *German Studies Review* 21:1 (February 1998);
 - Tim Cole, "Nature was Helping Us': Forests, Trees, and Environmental Histories of the Holocaust," *Environmental History*, 19 (October 2014);
 - Paula Schwartz, "Partisanes and Gender Politics in Vichy France," *French Historical Studies*, 16 (Spring 1989).
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Week 8: May 25 – 31

Bombing urban areas, Battle of the Atlantic, second front in Europe

Watch: [Bombing Germany](#)

Reading: *World War II: A New History*, 250-267, 320-345, 365-388; *The World in Flames*, 159-181, 198-203; Excerpt from John Steinbeck, *Once There was a War*; and your choice of ONE of the following:

- Conrad C. Crane, "Evolution of U.S Strategic Bombing of Urban Areas," *The Historian*, November 1987;
 - Marc Milner, "The Battle of the Atlantic," *The Journal of Strategic Studies*, 13:1 (March 1990)
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Week 9: June 1 – 7

Defeat of Germany

Reading: *World War II: A New History*, 388-405; *The World in Flames*, 346-353; Ernie Pyle, "[A Slow, Cautious Business](#)"; Excerpt from Raymond Gantter, *Roll Me Over: An Infantryman's World War II*; David K. Yelton, "'Ein Volk Steht Auf': The German Volksturm and Nazi Strategy, 1944-45," *Journal of Military History*, 64: 4 (October 2000); Bill Mauldin cartoons

Week 10: June 8 – 14

Defeat of Japan

Watch: [The Fighting Lady](#); [With the Marines at Tarawa](#)

Reading: *World War II: A New History*, 240-247, 267-283, 406-437; *The World in Flames*, 209-236; 262-263, 346-385; Thomas J. Cutler, "Greatest of all Sea Battles," *Naval History*, October 1994; Stephen J. Lofgren, "Diary of First Lieutenant Sugihara Kinryu: Iwo Jima, January-February 1945," *Journal of Military History*, 59: 1 (January 1995); [Lt. Walter Burwell, reflections on Kamikaze attacks](#);

Week 11: June 15 – 17

Conclusion, Consequences of war

Reading: *World War II: A New History*, 439-451; *The World in Flames*, 353-378

Paper 2 due

NOTE: This course ends at the end of the final exam. No assignments will be accepted after that time.

“When all is said and done, a single word, ‘understanding,’ is the beacon light of our studies.”

Marc Bloch

PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION

Spring 2020

Cheating, Stealing and Plagiarizing*

Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services and at [http://bellevuecollege.edu/policies/2/2050P_Student_Code_\(Procedures\).asp](http://bellevuecollege.edu/policies/2/2050P_Student_Code_(Procedures).asp)

Email Communication with instructors must be done through student email accounts only. Instructors cannot communicate with students about their course work or grades through student's personal email accounts.

Incomplete

If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete (“I”). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an “F”).

F Grade

Students who fail a course will receive a letter grade of “F.”

Final Examination Schedule

The Social Science Division will adhere to the final examination schedule as stated in the BC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter may forfeit the right to make up the examination. If, for illness or some other

circumstance beyond the student's control, the student is unable to be present at any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.

Withdrawal From Class

College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.

Hardship Withdrawal

Instructors may assign the grade of "HW" (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.

Students Who Require Disability Accommodations:

Students with disabilities who have accommodation needs are encouraged to meet with the Disability Resource Centre (DRC) office located in B132 (telephone 425.564.2498 or TTY 425.564.4110), to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter. Students who require accommodation in class should review the DRC accommodation letter with each instructor during the first week of the quarter.

Students with mobility challenges who may need assistance in case of an emergency situation or evacuation should register with Disability Resource Centre, and review those needs with the instructor as well.

Distribution of Grades

Grades will not be posted in the Social Science Division or in faculty offices, and program assistants or coordinators will not give out grades. Students should access their grades through the BC Web site.

Return of Papers and Tests

Paper and/or Scantron score sheet returns will be arranged in the following ways ONLY: by mail, if student supplies the instructor with stamped, self-addressed envelope (with appropriate postage); or by the instructor designating a time and place whereby the student may retrieve his/her papers. Unclaimed papers and/or Scantron score sheets must be kept by the instructor for a minimum of sixty (60) instructional days following the end of the quarter.

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**If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.*