

# Hist 319: Second World War (Fall 2025)

[Enter course name, number, and semester or term here.]

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| <b>Instructor</b>                   | Dr Edward Bujak           | <b>Phone</b>                        | n/a  |
| <b>Office Location</b>              | n/a                       | <b>Email</b>                        | <a href="mailto:ebujak@harlaxton.ac.uk">ebujak@harlaxton.ac.uk</a> |
| <b>Course Meeting Days and Time</b> | Monday and Wednesday 9.30 | <b>Student Drop-In Office Hours</b> | By appointment   |
| <b>Course Mode</b>                  | In-person                 |                                     |  |

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## Course Information

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### Catalog Description:

HIST-319 Second World War (3 Credits)

Examines the origins, courses, and results of the Second World War, with focus on the experience of the individual caught up in one of the most horrific experiences of the 20th century. Studies the rise of Nazism and fascism throughout Europe as the key to understanding the origins of the war. Includes discussion of painting, poetry, sculpture, photography, and the novel. Prerequisite: Sophomore standing or History 112 or 318 or permission of instructor.

### Credit Hour Policy Statement:

"This class meets the federal credit hour policy of 1 hour of class with an expected 2 hours of additional student work outside of class each week for approximately 15 weeks for each hour of credit, or a total of 45-75 total hours for each credit." (Def 1)

### General Education Requirements:

Outcome 3: Knowledge of human history and the historical context of knowledge

Component A: Global diversity: International component

Component E: Writing across the curriculum

### Course Learning Outcomes:

HIST 319 focuses on the origins, course and results of the Second World War, which continue to shape the modern world. Studying in Britain offers a case study of this lasting impact, to consider the imprint of 'the War' on British culture, amplifying your learning by blending your experiences in Britain and Europe with the themes under discussion, empowering students to think critically as informed travelers.

Students are strongly encouraged to utilize the college-sponsored trip program to visit historically significant Second World War sites. For example, in London, students are recommended to visit:

<https://www.iwm.org.uk/events/cabinet-war-rooms>

<https://www.iwm.org.uk/visits/iwm-london>

<https://www.iwm.org.uk/visits/hms-belfast>

### **Program Learning Outcomes:**

### **Required Materials:**

See Course Booklet 1 and 2, available on Blackboard, for key primary source documents.

### **Methods of Instructions:**

Class-based discussion. HIST-319 is a twice-weekly discussion-based course. By engaging in active learning in each class, by preparing a short group presentation on a specific topic, you will build contextual awareness and content knowledge, initiating discussion, and thereby widening your historical perspective. In so doing, you will be better able to make an informed choice regarding the topics for your formative (research papers) and summative (open book exam) assessments. Please refer to Course Booklet 1 and 2 for more details, both are available on Blackboard.

### **Withdrawal and Attendance policies:**

Harlaxton College expects regular class attendance by all students. Students are considered sufficiently mature to appreciate the necessity of regular and punctual attendance, to accept this personal responsibility and to accept the consequences of failure to attend. When absences occur due to emergency or medical reasons, students are expected to notify their instructors of the absence prior to class or to seek the assistance of the College nurse or a member of the Student Experience Team for help in notifying instructors.

Instructors have the authority to grant excused absences for medical, psychological, or personal reasons upon review of appropriate documentation and professional recommendation supporting such a request. In the event of long-term illness, reasonable accommodations will be made to allow a student to complete a course. In these cases, the Dean will need to approve the long-term nature of the accommodation.

The Dean of Harlaxton College has the authority to grant excused absences for medical, psychological, or personal reasons.

Each instructor is expected to maintain an attendance policy in keeping with the nature of the Harlaxton program and may consider it in evaluating performance in their courses.

### **Policy Governing Unexcused Absences:**

Harlaxton College operates an attendance policy that is binding on all faculty and students. The number of unexcused absences that are allowed before incurring a penalty is related to the number of times a class meets each week. For courses which meet two times a week, students are allowed a maximum of two unexcused absences during the semester without attracting penalty points. **Grade penalty: Each additional absence will result in your overall course grade dropping by one letter grade (i.e. A- to B+)**

### **Policy Governing Excused Absences.**

- Excused absences are not given to facilitate student travel independent of College-sponsored travel.
- Students may be permitted to miss class because of participation in academic field trips.
- Instructors must co-ordinate and confirm academic fieldtrips with the Dean, prior to the commencement of the Semester to ensure their inclusion in the Semester timetable.
- Where authorization for an academic fieldtrip is requested after the commencement of the semester, the request must be submitted to the Dean.

The following information is required:

- Purpose and brief description of the official Harlaxton event or academic fieldtrip.
- Dates, location, and times (as applicable).
- Alphabetical list of students involved [Last Name/First Name] along with their student identification number.

If approval is granted:

- Instructors affected will be notified at least one week prior to the class period during which absence is anticipated, or as soon as possible.
- Missed class time due to student participation is to be considered an excused absence.
- The grade of a student may not be lowered in any class due to excused absences.
- It is the student's responsibility - to take the initiative by consulting with their instructors before the absence occurs, and - to do what is required by the instructor to make up all missed assignments and/or examinations.
- Instructors are required to assist students in these occasional situations of excused absences.

### **Grading Criteria:**

#### **Research Papers:**

Research Paper 1 (26%)

Research Paper 2 (26%)

Open Book Exam (26%)

Quizzes (12% [4 at 3% each])

Participation (10%)

Research Papers will be a maximum of 7 pages.

HIST-319 papers require a minimum of four scholarly sources. Students are recommended to submit an outline or draft for both papers.

The question for each Research Paper is:

#### **How and in what ways did [ ? ] shape the origins/course/results of the Second World War?**

It is recommended that you submit an outline or draft of your paper, together with an annotated bibliography. You will receive comments on your outline or draft. Research Paper 1 will be graded and returned with comments in good time to allow you to take account of the comments prior to submitting Research Paper 2.

Research Papers will be graded according to a rubric (see below).

**Late submission** of papers will result in the grade assigned dropping one grade in the week of submission, and a further grade for each week thereafter, e.g. A- to B+. Students are required to upload **one** of their Research Papers onto Live-Text.

| Suggested Criteria   | Excellent<br>A   | Good<br>B  | Fair<br>C   | Poor<br>D   | Fail<br>F   |
|--|--|--|---|---|---|
| 1. Thesis/line of argument   | Original, compelling argument sustained throughout the paper.  | Effective argument sustained throughout the paper.   | Argument made but not sustained throughout the paper.   | Poor or patchy argument (i.e. limited engagement with key issues).  | Very ineffective argument showing no awareness of important issues.   |
| 2. Research<br>a) use of appropriate primary & secondary sources<br>b) correct use of citations & bibliographical references | Excellent research: integration of a wide range of primary & secondary sources, cited correctly.   | Thorough research: use of a good range of primary & secondary sources. Minor errors in referencing.                    | Fair research (but some use of inappropriate / non-academic sources). Some errors in referencing.   | Limited research leading to superficial coverage of subject. Incorrect means of referencing sources.  | Inadequate research (i.e. use of inappropriate / non-scholarly sources)                                       |
| 3. Contextual awareness  | Detailed knowledge of historical &/or cultural context (awareness of primary & secondary issues).  | Clear understanding of primary issues, some grasp of secondary issues.   | Uneven coverage of primary issues (some inaccuracies & omissions), little awareness of secondary issues.  | Limited awareness of primary issues (numerous inaccuracies & omissions).  | No contextual awareness or major inaccuracies and omissions.  |
| 4. Presentation (structure and writing style, incl. grammar and spelling)  | Exceptional presentation: well written, highly coherent, & logically organised paper which includes a clear introduction / thesis statement & very effective concluding remarks. | Clearly written, effectively structured essay that incorporates a clear thesis statement, & useful concluding remarks. | Reasonable paper but with some grammatical & stylistic problems &/or lacking structural clarity (e.g. limited introductory or concluding statements). | Poorly written & ineffectively structured essays: illogical organisation of material, poor grammatical structures & use of colloquialisms). | Very poorly written or very brief answers with extensive grammatical, organisational & presentational errors. |

### Open Book Examination

You will be presented with a question in the penultimate class session - answers to be submitted on the last day of the class. This assessment is designed to give you the opportunity to capstone, to bring together, your experiential learning with your active learning. Your response must refer to at least ONE of the college-trips taken during the semester to highlight how travel and engagement with what you have seen, heard, and read, when combined with study and analysis, has developed your historical perspectives on modern Britain. You are permitted to use photographs, maps, and illustrations and to be creative. See Rubric. Recommended format: Power-point.

**Late submission** of the Open Book Exam Answer will result in the grade assigned dropping a full letter grade e.g. A- to B-

|                           | A   | B   | C   | D  |
|---------------------------|---|---|---|--|
| Organization of material  | Innovative and stylish. A well organized and striking portfolio that allows the reader to easily navigate their way around the text and images. | Creates a good overall impression, with some imaginative elements & a logical organization of material.                               | Some thought given to overall structure of the portfolio, but generally unimaginative and/or difficult to follow. | Haphazard presentation: little more than a random collection of images and words.  |
| Image content and quality | Thoughtful images used which illustrate or expand on written reflections. Informative and engaging. Evidence of originality and artistic flair. | Appropriate images used which clearly engage with the project goals. Good quality images used that show care and attention to detail. | The images illustrate basic features of the project. Images are of an adequate standard.                          | Images are poorly selected and fail to engage with the central thesis/theme. Little attention to detail. Most of the images are of poor quality. |

|                                   |   |  |   |  |
|-----------------------------------|---|--|---|--|
| Textual elements                  | Excellent use of textual comments to develop an ongoing thesis/theme. Fluent and engaging prose style. Works consulted are cited correctly. | Mostly well written; relevant and concise prose; engages with thesis/theme. Works consulted are cited correctly. | Text is too brief and/or engages unsatisfactorily with the thesis/theme.                  | Text does not engage with the portfolio's thesis/theme.                                  |
| Analysis and contextual awareness | Demonstrates an excellent grasp of key and secondary issues and a high level of historical/ cultural awareness.                             | Clear understanding of key concepts; confident grasp of historical/ cultural context.                            | Fair attempt to address key concepts; some understanding of historical/ cultural context. | Failure to engage with key concepts; poor understanding of historical/ cultural context. |

### Class Participation Rubric

| Grade | Assessment Criteria   |
|-------|---|
| A     | Consistently excellent contributions to seminar discussion throughout the semester, showing evidence of extensive preparatory reading, a high level of curiosity, engagement with a wide range of subjects, and an excellent understanding of the historical/cultural context of the topics under review. |
| B     | Consistent engagement with seminar discussions throughout the semester displaying a fair level of preparatory reading, a clear interest in the subjects, and a solid grasp of key themes and the historical/cultural context of the topics under review.  |
| C     | Inconsistent contributions to seminar discussion over the course of the semester. Limited engagement with the subjects based on cursory preparation. Simplistic understanding of key themes and the historical/ cultural context of the topics under discussion.  |
| D     | <u>Very limited</u> engagement with seminar discussions. Poor understanding of key themes and a lack of knowledge of the historical/cultural context of the topics under discussion.  |
| F     | No positive engagement with seminar discussion, no evidence of preparatory reading.   |

### Honor Code:

All students at the University of Evansville agree to the University honor code: *I will neither give nor receive unauthorized aid, nor will I tolerate an environment that condones the use of unauthorized aid.*

### Course AI Policy:

**AI may be used only with prior permission or direction by the instructor.**

- All work submitted in this course must be your own.
- The use of generative AI composition tools, such as those offered by ChatGPT, Google Bard etc. is prohibited in this course except for specific assignments and subject to the instructor's guidelines.
- Work generated by such tools without proper attribution is plagiarism and, thereby, a breach of the University's Plagiarism and Academic Honesty policy.

**Course Schedule. (As of February 2025, subject to change):**

**Week One**

Monday, Week 1, Seminar 1: Introduction.

Wednesday, Week 1, Seminar 2: Harlaxton in Second World War

**Week Two:**

Monday, Week 2, Seminar 3: The Axis (Manchuria to Munich)

Wednesday, Week 2, Seminar 4: The Nazi-Soviet Pact (Finland and Poland)

**Week Three:**

Monday, Week 3, Seminar 5: Blitzkrieg and the Fall of France (Vichy and the Empire) **Quiz 1**

Wednesday, Week 3, Seminar 6: Britain 'Land, Sea and in the Air'

**Week Four:**

Monday, Week 4, Seminar 7: North Africa and the Balkans **Outline or Draft of Research Paper 1 Due.**

Wednesday, Week 4, Seminar 8: Barbarossa

**Week Five:**

Monday, Week 5, Seminar 9: The Asia-Pacific

Wednesday, Week 5, Seminar 10: South-East Asia

**Week Six:**

Monday, Week 6, Seminar 11: **Paper 1 Workshop**

Wednesday, Week 6, Seminar 12: The Final Solution

**Week Seven:**

Monday, Week 7, Seminar 13: Turning the Tide (El Alamein, Stalingrad, Midway)

Wednesday, Week 7, Seminar 14: Review **Quiz 2** and **Research Paper 1 Due**

## Mid-Semester Break

**Week Eight:**

Monday, Week 8, Seminar 15: The Allies

Wednesday, Week 8, Seminar 16: The Italian Campaign

**Week Nine:**

Monday, Week 9, Seminar 17: Kursk

Wednesday, Week 9, Seminar 18: The Bomber Offensive

**Week Ten:**

Monday, Week 10, Seminar 19: D-Day **Outline or Draft of Research Paper 2 Due**

Wednesday, Week 10, Seminar 20: Bagration

**Week Eleven:**

Monday, Week 11, Seminar 21: India **Quiz 3**

Wednesday, Week 11, Seminar 22: China **Paper 2 Workshop**

**Week Twelve:**

Monday, Week 12, Seminar 23: The Pacific

Wednesday, Week 12, Seminar 24: Europe Liberated?

**Week Thirteen:**

Monday, Week 13, Seminar 25: Potsdam **Research Paper 2 Due**

Wednesday, Week 13, Seminar 26: 'The Bomb'

**Week Fourteen:**

Monday, Week 14, Seminar 27: The Cold War **Open Book Exam Question Becomes Available**

Wednesday, Week 14, Seminar 28: Debrief **Quiz 4** and **Submission of Open Book Exam Answers**

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## University Policy Statements

### Disability Policy:

The University of Evansville is committed to providing an accessible and supportive environment for students with disabilities. It is the policy and practice of the University of Evansville to make reasonable accommodations for students with properly documented disabilities. Students should contact Disability Services at 812-488-2663 to seek services or accommodations for disabilities. Written notification to faculty from Disability Services is required for academic accommodations.

### Institutional Equity and Title IX

UE is committed to fostering an atmosphere free from harassment and creating an inclusive campus for all members of the University community regardless of their sex, sexual orientation, gender identity, race, religion, ethnicity, country of origin, ability, or veteran status. All Faculty members are considered Responsible Employees and required to report instances of discrimination, harassment, or sexual violence to the Office of Institutional Equity

You may also choose to speak to a Confidential Resource about your experience. Confidential Resources at the University include:

Counseling Services: 812-488-2663, [counselingservices@evansville.edu](mailto:counselingservices@evansville.edu)

Crayton E. and Ellen Mann Health Center: 812-488-2033, [healthcenter@evansville.edu](mailto:healthcenter@evansville.edu)

Spiritual Formation Coordinator: 812- 488-5265, [spiritualformation@evansville.edu](mailto:spiritualformation@evansville.edu)

If you or someone you know has been harassed, assaulted, or discriminated against you can find the appropriate resources by contacting the Assistant Director of Institutional Equity and Title IX Coordinator: email [titleix@evansville.edu](mailto:titleix@evansville.edu) ; phone (812) 488-5261. For more information visit <https://www.evansville.edu/offices/titleix/policy.cfm> .

### **Non-discrimination Statement**

The University of Evansville expects all members of its community to treat each other with respect and civility. Harassing behaviors directed towards any member of our community will not be tolerated. As part of its commitment to non-discrimination, the University specifically prohibits harassment based on any other characteristics set forth in its nondiscrimination statement as follows: including race, color, gender, gender identity and expression, sexual orientation, creed or religion, national origin, age, disability, veteran status and all federally protected groups/classes. Any form of harassment undermines the mission of the University and negatively impacts the University community as a whole. For more information contact the [Center for Inclusive Excellence](#).

### **Campus Safety**

All members of the UE community are automatically enrolled in the Ace Alerts Emergency Alert System. When the system is activated, emergency notification information is sent in the following manner: calls to campus IP phones, text messages, emails, campus housing speaker system, active threat sirens (non-weather related), digital signage, and AlertUS desktop on campus-owned computers.

**To contact the Office of Public Safety:**

**Emergencies:** 812-488-6911

**Non-emergencies:** 812-488-2051

### **Complaints, Grievances, and Appeals**

The University of Evansville seeks to resolve all student concerns in a timely and effective manner through policies and processes documented in the University [Course Catalog](#) and [Student Handbook](#).

### **Harlaxton College**

- College Nurse: Lesley Selby, RGN, +44 01476 403027, [lseyby@harlaxton.ac.uk](mailto:lseyby@harlaxton.ac.uk)
- Counselling Services: [counselling@harlaxton.ac.uk](mailto:counselling@harlaxton.ac.uk)

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## **Student Resources**

Access the links below to connect with departments and resources that are here to support all UE students.

**Academic Services:** Contact the Center for Academic Advising to connect with academic support services including supplemental instruction, tutoring, and time management and study skills help.

**Blackboard Guides:** Blackboard is the University of Evansville's course management system for online courses. Guides on using Blackboard can be found within [MyUE](#).

**Writing Center** : The Writing Center provides access to writing resources, appointments for one-on-one writing help, and assistance with any stage of the writing process.

**Counseling Services:** Counseling Services provides general, short-term counseling that assists students in identifying barriers and setting goals while improving coping strategies to achieve personal and academic goals.



**University Libraries:** Conduct research, access resources, and contact librarians for any research related help.

See also:

<https://college.harlaxton.co.uk/student-life/residence-life>