

REQUEST FOR NEW COURSE

1. General Information.

- a. Submitted by the College of: Arts & Sciences Today's Date: 2-2-10
b. Department/Division: History
c. Contact person name: Phil Harling Email: harling@uky.edu Phone: 7-1246
d. Requested Effective Date: Semester following approval OR Specific Term/Year¹: Fall 2010

2. Designation and Description of Proposed Course.

- a. Prefix and Number: ~~XXXX~~ HIS 121
b. Full Title: War and Society, 1914-1945
c. Transcript Title (if full title is more than 40 characters): _____
d. To be Cross-Listed² with (Prefix and Number): _____
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

2 Lecture _____ Laboratory¹ 1 Recitation _____ Discussion _____ Indep. Study
_____ Clinical _____ Colloquium _____ Practicum _____ Research _____ Residency
_____ Seminar _____ Studio _____ Other – Please explain: _____

- f. Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
g. Number of credits: 3
h. Is this course repeatable for additional credit? YES NO
If YES: Maximum number of credit hours: _____
If YES: Will this course allow multiple registrations during the same semester? YES NO

i. Course Description for Bulletin:

"Total war" in the 20th century exerted a profound impact on social relations in a great many ways. This course provides you with the opportunity to think long and hard about the social impact of "total" warfare, from a transnational perspective. We will explore a number of social and cultural themes as they relate to the two World Wars, such as: the impact of total war on gender relations; military technology and ethics; the demonization of the enemy; war-time propaganda; the roots of the welfare state within the warfare state; and the postwar efforts to come to terms with the atrocities of total war.

- j. Prerequisites, if any: none
k. Will this course also be offered through Distance Learning? YES⁴ NO
l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

REQUEST FOR NEW COURSE

3. Will this course be taught off campus? YES NO
4. Frequency of Course Offering.
- a. Course will be offered (check all that apply): Fall Spring Summer
- b. Will the course be offered every year? YES NO
If NO, explain: _____
5. Are facilities and personnel necessary for the proposed new course available? YES NO
If NO, explain: _____
6. What enrollment (per section per semester) may reasonably be expected? 60 or higher
7. Anticipated Student Demand.
- a. Will this course serve students primarily within the degree program? YES NO
- b. Will it be of interest to a significant number of students outside the degree pgm? YES NO
If YES, explain: Course designed to meet Gen Ed requirement for Intellectual Inquiry in the Humanities or Global Citizenship
8. Check the category most applicable to this course:
- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities
9. Course Relationship to Program(s).
- a. Is this course part of a proposed new program? YES NO
If YES, name the proposed new program: _____
- b. Will this course be a new requirement⁵ for ANY program? YES NO
If YES⁵, list affected programs: _____
10. Information to be Placed on Syllabus.
- a. Is the course 400G or 500? YES NO
If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4.*)
- b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

⁵ In order to change a program, a program change form must also be submitted.

REQUEST FOR NEW COURSE

Signature Routing Log

General Information:




Course Prefix and Number: HIS 120

Proposal Contact Person Name: Phil Harling Phone: 7-1246 Email: harling@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Department		Francie Chassen-Lopez / 7-4344 / francie.chassenlopez@uky.edu	
A&S Educational Policy Committee	2/23/10	David Hunter / 7-7016 / david.hunter@uky.edu	
A&S Associate Dean for Undergraduate Programs	2/23/10	Anna bosch / 7-6689 / bosch@uky.edu	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council	4/13/2010	Sharon Gill	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Digitally signed by Sharon Gill
DN: cn=Sharon Gill, ou=Undergraduate Education,
ou=Undergraduate Council, email=gill@uky.edu,
c=US
Date: 2010.04.21 17:17:07 -0400

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

History 120: War and Society, 1914-1945

Instructor:

Phil Harling

harling@uky.edu

257-1246

Office: 1777 POT

Office hours: _____, or by appointment

(Outside of office hours, the easiest way to contact me is via email. I will try to respond to inquiries within 24 hours during the work week, within 48 hours over the weekend.)

Teaching Assistants:

TBA

Meeting Times:

Lecture: Monday and Wednesday, X to Y

Recitation: one 50-minute period per week, led by your teaching assistant. See your schedule of courses for the time and place of your recitation.

Course Description:

“Total war” in the 20th century exerted a profound impact on social relations in a great many ways. This course provides you with the opportunity to think long and hard about the social impact of “total” warfare, from a transnational perspective. We will explore a number of social and cultural themes as they relate to the two World Wars:

- Nationalism & citizenship: Who belongs to the war-time nation/empire? Who is excluded? What forms do inclusion (e.g. enfranchisement)/exclusion (e.g. slave labor and genocide) take?
- Impact of total war on gender relations: women/work/citizenship; sex/marriage/divorce; children/motherhood/fatherhood
- Dividing lines between combatants and non-combatants, and particularly how and why these are effaced – most notably during World War II, but also during World War I
- Why war becomes so much more deadly: technology & ethics; demonization of the enemy; dehumanization of minority populations who are excluded from the nation; ethnic cleansing and the collapse of multi-ethnic states
- War-Time government as “big government”: propaganda; the diminution/effacement of civil liberties; economic interventionism; warfare and welfare
- The global reach of total war: the geopolitical claims of rival empires; total war as the hammer of empires; how the mobilization of colonial resources generates claims for autonomy/independence
- Warfare and public memory: Coming to terms (or not) with the enormities of total war

Course Learning Outcomes:

This course is designed to challenge you to:

- Distinguish between conflicting historical arguments that draw on primary sources of evidence
- Demonstrate disciplinary literacy (vocabulary, concepts, methodology) in written work and class discussions (e.g. the distinction between primary and secondary sources)

- Compose written texts that present relevant and informed points of view appropriate for the audience, purpose, and occasion
- Define and execute effective strategies for organizing and revising written texts
- Analyze visuals (in this case, films and propaganda posters) as a form of communication
- Conduct sustained analyses of historical sources that make use of logical argument and present coherent theses
- Present your ideas in a clear and coherent manner within the context of broad class discussions as well as small-group discussions
- Demonstrate an understanding of the following, as they pertain to the subject matter of the course: a) Social, cultural, and institutional change over time; b) Cross-national and comparative issues; c) Power and resistance

Course Requirements:

There are four main requirements of this course. The first is regular attendance and participation in recitations devoted to the discussion of assigned texts and/or images. Regular participation in recitations is expected, and it counts for a major part of your final grade.

The second course requirement is the timely completion of all assigned written work. You will submit four essays (varying in length between 500-800 words and 800-1,000 words) on topics pertaining to class readings. I will discuss these assignments at greater length in separate handouts. Due dates are listed below in the course schedule.

The third course requirement is a mid-term exam, based on all readings and lectures to that point. The date of the mid-term is listed below in the course schedule.

The fourth and last requirement is a final exam. The date of the final exam is listed below in the course schedule. The final will cover the entire chronological and thematic range of the course, with the emphasis placed on the second half of the semester.

The components of the course grade are as follows:

Class Participation (reading responses and discussions):	20%
Remarque/Jünger writing assignment:	10%
Dower writing assignment:	10%
Browning writing assignment:	15%
Spiegelman writing assignment:	15%
mid-term examination:	15%
final examination:	15%

Final grades will be based on the total percentage earned, and will be assigned as follows:

- A: 90%-100%
- B: 80%-89%
- C: 70%-79%
- D: 60%-69%
- E: Less than 60%

Mid-term evaluation:

Your teaching assistant and I are required to provide you with a Midterm Evaluation of your course performance based on the criteria in the syllabus by the last day of class before the midterm withdrawal date. We will take proper care to do so, in order for you to make an informed decision as to whether or not you wish to withdraw from the course prior to the withdrawal deadline.

Attendance policies:

Recitation attendance is mandatory. **Your course participation grade will drop 25% for every unexcused absence from recitation.** Acceptable reasons for excused absences from recitation include serious illness, illness or death of a family member, University-related trips, and major religious holidays. For a recitation absence to be excused, you must present your teaching assistant with the proper documentation no later than the next scheduled recitation. Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (257-2754).

Make-up opportunities:

Students who are granted an excused absence will be given the opportunity to make up missed work. It is your responsibility to inform your teaching assistant of the absence – preferably in advance, but no later than one week after it. It is very important that exams be taken at scheduled times to the fullest extent possible. Exam make-up opportunities will only be considered in cases of documented conflict. An unexcused absence from a scheduled exam will result in a grade of “E” for that exam.

Penalties for late written assignments:

All papers are due at the beginning of the class meeting designated in the course schedule below. I will give no extensions, except in cases of emergency for which the student can furnish a written excuse from the proper authority. **Late papers will be penalized a full letter grade per day.**

Documented disabilities:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky) for coordination of campus disability services available to students with disabilities.

Academic dishonesty:

Academic dishonesty is a serious offense. Neither plagiarism nor any other form of cheating will be tolerated in this course. I will see to it that plagiarists and cheaters are disciplined in accordance with University regulations. For University policies regarding plagiarism and cheating, please consult:

<http://www.uky.edu/USC/New/SenateRulesMain.htm>

To facilitate your understanding of plagiarism, please consult the following:

<http://www.uky.edu/Ombud/Plagiarism.pdf>

http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064,00.html

At an early point in the semester we will also be discussing what plagiarism is, so you can take proper care

to avoid it.

Classroom etiquette:

There are several important points to make here:

- **I'll respect your time, so please respect mine:** Class will begin and end at the scheduled times. That means you need to be in your seat and ready to work when the scheduled class interval is supposed to begin. Please stay in the habit of arriving on time, and do not pack up your things and leave class until the scheduled class time has come to an end.
- **Cell phones:** Please do as I do – turn them off and put them away until class is over.
- **Laptops:** You may use them to take notes in class, but I ask that those of you who are planning to use them sit in the front two rows in the middle section of the classroom. Teaching assistants will be sitting behind you to make sure you are using your laptops to take class notes. If they catch you looking at sites that are irrelevant to the course, they'll ask you to turn off your laptop for the duration of the class period.
- **No talking, please, unless it's directly pertinent to class:** Contrary to what some might believe, profs see and hear everything when they're lecturing. So please don't distract me and your colleagues by whispering to your friend during class.
- **No newspapers, please:** The *Kernel* is a wonderful publication, and I happily encourage you to read it anywhere but in class. If I see you reading it during lecture, I'll take it from you so I can enjoy reading it myself later.
- **Please be civil toward others in class discussion:** Like any class worth taking, this one will raise subjects on which students will likely disagree, and sometimes disagree pretty strongly. We all need to be thoughtful enough to ensure that our discussions are guided by civility and respect for our colleagues. This means we must always refrain from verbal attacks of a personal nature, and avoid statements that could be perceived as denigrating others on the basis of gender, race, religion, sexual orientation, ethnic origin, or age. We can and must always be able to avoid such denigration even when we find ourselves discussing controversial matters.

Required course materials:

John Dower, *War Without Mercy*

Christopher Browning, *Ordinary Men*

Erich Maria Remarque, *All Quiet on the Western Front*

Ernst Jünger, *The Storm of Steel*

Art Spiegelman, *Maus: A Survivor's Tale* (Parts I & II: *My Father Bleeds History/And Here My Troubles Began*)

Recommended course materials:

Robin W. Winks and R.J.Q. Adams, *Europe: Crisis and Conflict, 1890-1945*.

Films (screening details TBA):

Mrs. Miniver

No Greater Love

Course schedule:

Week 1

Introduction: The Big Picture

The Proud Tower: The “causes” of World War I

Recitation: Remarque, chs, 1-6

Week 2

No Class (Labor Day or M.L. King Day)

The Great War as World War

The Great War in eastern and southern Russia

Recitation: Remarque, chs. 7-12; Jünger, *Storm of Steel* selection

Week 3

Paper 1 due (Remarque and Jünger)

Paul Bäumer’s War (1)

Paul Bäumer’s War (2)

Recitation: *War without Mercy*, preface through ch. 3

Week 4

Dictatorship of the Left: the Soviet Union

Depression & Dictatorship: Nazi Germany

Recitation: Dower, *War without Mercy*, chs. 4-5

Week 5

The run-up to World War II

World War II in Asia and the Pacific (1)

Recitation: Dower, *War without Mercy*, ch. 8, and pp. 234-50, 293-301

Week 6

Paper 2 due (Dower)

World War II in Asia and the Pacific (2)

World War II in Europe (1)

Recitation: mid-term review

Week 7

World War II in Europe (2)

Mid-term exam

Week 8

Soldiers and civilians in World War I

World War as Race War

Recitation: Browning, *Ordinary Men*, preface, chs. 1-3, 5, 7-9

Week 9

Soldiers and civilians in World War II: “area bombing”

Hitler’s Empire and the Greater East Asia Co-Prosperity Sphere

Recitation: Browning, *Ordinary Men*, chs. 11-14, 16-18

Week 10

Paper due (Browning)

The Holocaust (I)

The Holocaust (II)

Recitation: Spiegelman, *Maus*, Book I, chs. 1-4

Week 11

War and Remembrance (1)

War and Remembrance (2)

Recitation: Spiegelman, *Maus*, Book I, chs. 5-6

Week 12

The Warfare State (1): Economy and Society

The Warfare State (2): Rights, Duties, and Propaganda

Recitation: Spiegelman, *Maus*, Book II

Week 13

Paper due (Spiegelman)

War and Gender (1)

War and Gender (2)

Recitation: *Mrs. Miniver*

Week 14

Legacies (I): World War II as the hammer of empires

Legacies (II): America as global hegemon

Recitation: *No Greater Love*

Week 15

Legacies (III): The Soviet Empire

Legacies (IV): The global Cold War

Recitation: final exam review

Final Exam: Date/time TBA