



## UNSW Course Outline

# ZHSS8220 Fighting the Second World War - 2024

Published on the 12 Feb 2024

## General Course Information

**Course Code :** ZHSS8220

**Year :** 2024

**Term :** Semester 1

**Teaching Period :** Z1

**Is a multi-term course? :** No

**Faculty :** UNSW Canberra

**Academic Unit :** UC School of Humanities and Social Sciences

**Delivery Mode :** Online

**Delivery Format :** Standard

**Delivery Location :** UNSW Canberra at ADFA

**Campus :** UNSW Canberra

**Study Level :** Postgraduate

**Units of Credit :** 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

This course will give the student an overall understanding of the military history and the historiographical debates of the Second World War. Students will analyse the strategic decisions, major air, sea and land campaigns and the key turning points of the military struggle in the three

major theatres of Western Europe, the Eastern Front and the Pacific.

## Course Learning Outcomes

Course Learning Outcomes
CLO1 : Explain the course of the war and contextualise and explain its key events
CLO2 : Analyse and evaluate the forces that shaped the war
CLO3 : Identify, contrast and interpret the different experiences and perspectives of combatant nations
CLO4 : Discuss and engage in the continuing debates surrounding continuing scholarly issues

Course Learning Outcomes	Assessment Item
CLO1 : Explain the course of the war and contextualise and explain its key events	<ul style="list-style-type: none"><li>• Short Essay</li><li>• Long Essay</li><li>• Module Three Essay</li></ul>
CLO2 : Analyse and evaluate the forces that shaped the war	<ul style="list-style-type: none"><li>• Short Essay</li><li>• Long Essay</li><li>• Module Three Essay</li></ul>
CLO3 : Identify, contrast and interpret the different experiences and perspectives of combatant nations	<ul style="list-style-type: none"><li>• Short Essay</li><li>• Long Essay</li><li>• Module Three Essay</li></ul>
CLO4 : Discuss and engage in the continuing debates surrounding continuing scholarly issues	<ul style="list-style-type: none"><li>• Short Essay</li><li>• Long Essay</li><li>• Module Three Essay</li></ul>

## Learning and Teaching Technologies

Moodle - Learning Management System

## Learning and Teaching in this course

Moodle is the Learning Management System used at UNSW Canberra.

All courses have a Moodle site which will become available to students at least one week before the start of semester. Please find all help and documentation (including Blackboard Collaborate) at the [Moodle Support](#) page.

UNSW Moodle supports the following web browsers:

- Google Chrome 50+
- Safari 10+

- Internet Explorer is not recommended
- Addons and Toolbars can affect any browser's performance.

***Operating systems recommended are:***

Windows 7, 10, Mac OSX Sierra, iPad IOS10

For further details about system requirements click [here](#).

Log in to Moodle [here](#).

## **Additional Course Information**

Students will analyse the strategic decisions, major air, sea and land campaigns and the key turning points of the military struggle. Through the weekly online forums, students will engage in arguments surrounding the different historical interpretations of scholarly issues. The Second World War cast a long shadow: it transformed the balance of global power; gave rise to the bipolar world of the Cold War; and shaped the international law and institutions that still govern the contemporary world. This course is therefore a sound basis for many other offerings in the MA plan.

## **Assessments**

### **Assessment Structure**

Assessment Item	Weight	Relevant Dates
Short Essay	25%	
Long Essay	45%	
Module Three Essay	30%	

## **Assessment Details**

### **Short Essay**

#### **Assessment Overview**

Essay of 1000 words from either Module 1 or 2 on topics and questions outlined on the Moodle site. Submission and feedback is via Turnitin.

#### **Course Learning Outcomes**

- CLO1 : Explain the course of the war and contextualise and explain its key events
- CLO2 : Analyse and evaluate the forces that shaped the war
- CLO3 : Identify, contrast and interpret the different experiences and perspectives of

- combatant nations
- CLO4 : Discuss and engage in the continuing debates surrounding continuing scholarly issues

## Long Essay

### Assessment Overview

Essay of 2500 words from either Module 1 or 2 on topics and questions outlined on the Moodle site. Submission and feedback is via Turnitin.

### Course Learning Outcomes

- CLO1 : Explain the course of the war and contextualise and explain its key events
- CLO2 : Analyse and evaluate the forces that shaped the war
- CLO3 : Identify, contrast and interpret the different experiences and perspectives of combatant nations
- CLO4 : Discuss and engage in the continuing debates surrounding continuing scholarly issues

## Module Three Essay

### Assessment Overview

Essay of 1500 words from Module 3 as outlined on the Moodle site. Submission and feedback is via Turnitin.

### Course Learning Outcomes

- CLO1 : Explain the course of the war and contextualise and explain its key events
- CLO2 : Analyse and evaluate the forces that shaped the war
- CLO3 : Identify, contrast and interpret the different experiences and perspectives of combatant nations
- CLO4 : Discuss and engage in the continuing debates surrounding continuing scholarly issues

## General Assessment Information

### Late Submission of Assessment

Unless prior arrangement is made with the lecturer or a formal application for special consideration is submitted, a penalty of 5% of the total available mark for the assessment will apply for each day that an assessment item is late up to a maximum of 5 days (120 hours) after which an assessment can no longer be submitted and a grade of 0 will be applied.

Students are expected to manage their time to meet deadlines and to request extensions as early as possible before the deadline.

### Electronic submission of assessment

Except where the nature of an assessment task precludes its electronic submission, all assessments must be submitted to an electronic repository, approved by UNSW or the Faculty, for archiving and subsequent marking and analysis.

### **Release of final mark**

All marks obtained for assessment items during the session are provisional. The final mark as published by the university following the assessment review group meeting is the only official mark.

### **Guidance on AI**

It is prohibited to use any software or service to search for or generate information or answers. If such use is detected, it will be regarded as serious academic misconduct and subject to the standard penalties, which may include 00FL, suspension and exclusion.

### **Grading Basis**

Standard

### **Requirements to pass course**

Students must achieve a composite mark of at least 50 out of 100.

## **Course Schedule**

### **Attendance Requirements**

Not Applicable - as no class attendance is required

### **General Schedule Information**

A precise weekly schedule of topics, essay, and forum questions will be set out on the course Moodle site. The schedule will broadly follow the format in three modules:

Module 1: The Road to Total War (1940-41)

Module 2: Turning the Tide (1942-3)

Module 3: Allied Victory (1945-6)

# Course Resources

## Prescribed Resources

Students should buy or have access to the following texts:

Gerhard Weinberg, *A World at Arms: A Global History of World War II*, Second Edition (Cambridge, 2005). (Available as e-book in the library.)

OR

Williamson Murray and Allan R. Millet, *A War to be Won: Fighting the Second World War* (Cambridge, Mass., 2000). (Available as e-book in the library.)

AND

*Richard Overy, Why the Allies Won, Second Edition (London, 2006). (Not available as e-book but there is a Kindle addition for purchase.)*

## Recommended Resources

The Reading Guide will recommend general and specific reading.

## Course Evaluation and Development

*One of the key priorities in the 2025 Strategy for UNSW is a drive for academic excellence in education. One of the ways of determining how well UNSW is progressing towards this goal is by listening to our own students. Students will be asked to complete the myExperience survey towards the end of this course.*

*Students can also provide feedback during the semester via: direct contact with the lecturer, the “On-going Student Feedback” link in Moodle, Student-Staff Liaison Committee meetings in schools, informal feedback conducted by staff, and focus groups. Student opinions really do make a difference. Refer to the Moodle site for this course to see how the feedback from previous students has contributed to the course development.*

**Important note:** Students are reminded that any feedback provided should be constructive and professional and that they are bound by the Student Code of Conduct Policy

<https://www.gs.unsw.edu.au/policy/documents/studentcodepolicy.pdf>

# Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
	David Stahel				Please email for an appointment during office hours (AEST)	No	Yes

## Other Useful Information

### Academic Information

#### Course Evaluation and Development

One of the key priorities in the 2025 Strategy for UNSW is a drive for academic excellence in education. One of the ways of determining how well UNSW is progressing towards this goal is by listening to our own students. Students will be asked to complete the myExperience survey towards the end of each course.

Students can also provide feedback during the semester via: direct contact with the lecturer, the “On-going Student Feedback” link in Moodle, Student-Staff Liaison Committee meetings in schools, informal feedback conducted by staff, and focus groups (where applicable). Student opinions really do make a difference. Refer to the Moodle site for your course to see how the feedback from previous students has contributed to the course development.

Important note: Students are reminded that any feedback provided should be constructive and professional and that they are bound by the Student Code of Conduct.

<https://www.gs.unsw.edu.au/policy/documents/studentcodepolicy.pdf>

### Equitable Learning Services (ELS)

Students living with neurodivergent, physical and/or mental health conditions or caring for someone with these conditions may be eligible for support through the Equitable Learning Services team. Equitable Learning Services is a free and confidential service that provides practical support to ensure your mental or physical health conditions do not adversely affect your studies.

Our team of dedicated **Equitable Learning Facilitators (ELFs)** are here to assist you through this process. We offer a number of services to make your education at UNSW easier and more

equitable.

Further information about ELS for currently enrolled students can be found at: <https://www.student.unsw.edu.au/equitable-learning>

## Academic Honesty and Plagiarism

UNSW has an ongoing commitment to fostering a culture of learning informed by academic integrity. All UNSW staff and students have a responsibility to adhere to this principle of academic integrity. All students are expected to adhere to UNSW's Student Code of Conduct.

Find relevant information at: [Student Code of Conduct \(unsw.edu.au\)](https://student.unsw.edu.au/)

Plagiarism undermines academic integrity and is not tolerated at UNSW. It is defined as using the words or ideas of others and passing them off as your own, and can take many forms, from deliberate cheating to accidental copying from a source without acknowledgement.

For more information, please refer to the following:

<https://student.unsw.edu.au/plagiarism>

## Submission of Assessment Tasks

### Special Consideration

Special Consideration is the process for assessing and addressing the impact on students of short-term events, that are beyond the control of the student, and that affect performance in a specific assessment task or tasks.

Applications for Special Consideration will be accepted in the following circumstances only:

- Where academic work has been hampered to a substantial degree by illness or other cause;
- The circumstances are unexpected and beyond the student's control;
- The circumstances could not have reasonably been anticipated, avoided or guarded against by the student; and either:
  - (i) they occurred during a critical study period and was 3 consecutive days or more duration, or a total of 5 days within the critical study period; or
  - (ii) they prevented the ability to complete, attend or submit an assessment task for a specific date (e.g. final exam, in class test/quiz, in class presentation)

Applications for Special Consideration must be made as soon as practicable after the problem occurs and at the latest within three working days of the assessment or the period covered by the supporting documentation.

By sitting or submitting the assessment task the student is declaring that they are fit to do so and cannot later apply for Special Consideration (UNSW 'fit to sit or submit' requirement).

Sitting, accessing or submitting an assessment task on the scheduled assessment date, after applying for special consideration, renders the special consideration application void.

Find more information about special consideration at: <https://www.student.unsw.edu.au/special/consideration/guide>

Or apply for special consideration through your [MyUNSW portal](#).

#### **Late Submission of assessment tasks (other than examinations)**

UNSW has a standard late submission penalty of:

- 5% per day,
- capped at five days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request extensions as early as possible before the deadline.

#### **Electronic submission of assessment**

Except where the nature of an assessment task precludes its electronic submission, all assessments must be submitted to an electronic repository, approved by UNSW or the Faculty, for archiving and subsequent marking and analysis.

#### **Release of final mark**

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