

**INSTRUCTOR:** Paul Mazgaj

**OFFICE:** 2121 Humanities Hall

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**OFFICE HOURS:** Monday and Friday, 11:45-12:30;

And by Appointment (see me after class or email me for appointment).

### **COURSE DESCRIPTION**

This course will begin with an examination of the causes of the war, which include the failure of the Peace of Paris, the Great Depression, the rise of National Socialism, and the successive diplomatic crises of the late 1930s. Next we will focus on the narrative history of the war. This section will include the great battles that punctuate the war as well as the mobilization of the material and human resources of the home front needed to fight a war on this scale. We will also consider the attempt by Hitler to construct his "New Order," an "order" which included the forced labor of millions and the mass murder of millions more, including six million Jews. Finally, we will attempt to evaluate the impact of the war. This last section will include an attempt to measure the socio-economic, political, and cultural impact of the war, an examination of the debates on such Allied war practices as the bombing of civilian populations and the use of the atomic bomb, and a brief description of the Cold War that emerged from the breakdown of the "Grand Alliance."

### **LEARNING GOALS AND EXPECTED OUTCOMES**

Upon successful completion of this course you should be able to:

1. describe the political, social, military, and cultural history of Europe during (and just before and after) the Second World War;
2. explain the impact of the Second World War on both the European and non-European world;
3. interpret primary source material and integrate such interpretations into a larger understanding of the history of the period of the Second World War;
4. appraise and evaluate historical arguments concerning the origins, progress, and impact of the Second World War.

### **TEACHING STRATEGIES AND ASSIGNMENTS FOR ACHIEVING OUTCOMES**

This course will combine lectures and class discussions. You will be responsible for integrating material in lectures with material from your reading assignments and for participating in class discussion (learning outcomes 1-4). You will learn to interpret both primary and secondary sources (learning outcome 3). Exams will include analysis and interpretation of primary materials as well as secondary texts (learning outcomes 3-4).

**REQUIRED READINGS:****To be purchased:**

Parker, R.A.C. *The Second World War: A Short History* (Oxford University Press, 2001)

**To be downloaded** (Selections from the following books can be found on Blackboard, e-reserves; for specific chapters, see “Lecture and Reading Schedule” below) :

Beatty, John et al. *Heritage of Western Civilization*, Vol. II, 9<sup>th</sup> Ed. (Pearson, Prentice Hall, 2004)

Bloch, Marc. *Strange Defeat* (Norton, 1968)

Brendon, Piers. *The Dark Valley* (Vintage Books, 2000)

Browning, Christopher. *Ordinary Men* (Harper, 1992)

Crossman, Richard. *The God that Failed* (Harper Colophon Books, 1949)

Eatwell, Roger. *Fascism* (Penguin, 1995)

Eubank, Keith, *World War II: Roots and Causes*, 2<sup>nd</sup> Ed. (Heath, 1992)

Fussell, Paul. *Wartime* (Oxford University Press, 1989)

Keegan, John. *The Second World War* (Penguin, 1989)

Kennedy, David. *Freedom from Fear* (Oxford, 2005)

Kershaw, Ian. *Fateful Choices* (Penguin, 2007)

Knoebel, Edgar (ed). *Classics of Western Thought: The Modern World*, Vol. III, 4<sup>th</sup> Ed. (Harcourt Brace Jovanovich, 1988)

Lyons, Michael. *World War Two*, 3<sup>rd</sup> Ed. (Pearson Prentice Hall, 2004)

Merridale, Catherine. *Ivan's War: Life and Death in the Red Army, 1939-1945* (Picador, 2006)

Overy, Richard. *Why the Allies Won* (Norton, 1996)

Paxton, Robert. *Europe in the Twentieth Century*, 4<sup>th</sup> Ed. (Thomson Wadsworth, 2005)

Sledge, E. B. *With the Old Breed* (Oxford, 1990)

Stoler, Mark and Melanie Gustafson (eds). *Major Problems in the History of World War II* (Houghton Mifflin, 2003)

Stromberg, Roland. *Europe in the Twentieth Century* (Prentice Hall, 1997)

Terkel, Studs (ed). “*The Good War*” (Pantheon Books, 1984)

Wilkinson, James and H. Stuart Hughes. *Contemporary Europe* (Pearson, Prentice Hall, 2004)

**COURSE REQUIREMENTS**

**Attendance is required, not optional.** Only officially certified absences will be accepted. All unexcused absences will affect your grade; beyond three, your grade will be seriously affected. Also, as a courtesy to both the instructor and your fellow students, please be on time and turn off all cell phones before class starts.

**Examinations.** There will be three examinations: two hour exams and a final. All three exams will have the same format: one part short essay, one part long essay. See Class Schedule below for dates.

**Grades.** Your final grade will be composed of the following:

first exam: 25%  
 second exam: 25%  
 final exam: 25%  
 discussion grade: 25%

Grading Scale. The undergraduate grading scale cut-offs are:

A+	97	C	73
A	93	C-	70
A-	90	D+	67
B+	87	D	63
B	83	D-	60
B-	80	F	59
C+	77		

**Discussion Sections.** Every Wednesday you will attend a discussion section, which, as the name suggests, will entail a discussion of the reading assignment for that day. It will also allow you to ask questions about lectures (and the readings assigned for the "lecture" days). The word "discussion," of course, implies participation on your part. Your discussion grade (25%) will be determined by the *frequency* and *quality* of your contribution to class discussion. *Therefore, please note: your participation--and the frequency and quality of that participation--will seriously affect your grade.*

**Informal Writing Exercises.** On a regular basis throughout the semester there will be unannounced writing exercises at the beginning of the discussion class on Wednesdays.

They will be short (maximum two paragraphs) commentaries on a particular aspect of the reading assignments since the last discussion. These writing exercises are designed to serve three purposes: first, to give you regular practice in written expression; second, to get you mentally pump-primed for the class that will follow; finally, and not least, to keep you on track with your reading. Given the fact that these exercises will be unannounced, you need to have completed the day's reading assignment before every discussion class. These short, informal writing exercises will not be "graded" in the ordinary sense. Instead, they will receive one of the following marks: a check (indicating satisfactory performance); a check plus (indicating a performance which is especially thoughtful, complete, and well-conceived); a check minus (indicating unsatisfactory performance). *A check minus cannot be redone.* It will signal to me that either you have not done the reading or you have not done it carefully enough. Better than average performance on these informal writing exercises will be counted positively in your "discussion grade." More than a few check minuses will begin to affect your grade; *like absences, they will have serious consequences for your grade.* If you are not in class on a particular day (or if you miss the exercise by coming late), you will receive a check

minus.

**Plagiarism and the Academic Integrity Policy.** Plagiarism is a serious academic crime that occurs when someone uses the words or ideas of someone else without giving that person credit in a formal citation. Punishment for violations are outlined in the Academic Integrity Policy. For an explanation see the UNCG website under “Academic Integrity Policy.”

### **LECTURE AND READING SCHEDULE**

ER= Electronic Reserve (available on Blackboard)

T=Text (to be purchased)

M=Monday; W=Wednesday; F=Friday

#### **Week 1 (January 14-18):**

**M:** Introduction

**W:** Europe on the Eve of World War I

**Readings:** Wilkinson and Hughes, “Europe in 1914” in *Contemporary Europe*, 2-35  
ER

**F:** The “Great War”: An Overview

**Readings:** Stromberg, “The Great War of 1914-1918,” in *Europe in the Twentieth Century*, 67-102 ER

#### **Week 2 (January 21-25):**

**M:** MLK Holiday

**W:** Lenin and the Bolshevik Revolution

**Readings:** Bernstein, “Evolutionary Socialism” and Lenin, “What is to Be Done” and “State and Revolution” in Beatty, *Heritage of Western Civilization*, Vol. II, 265-68; 283-95 ER

**F:** The Attempt to Create a New Order: The Peace of Paris

**Readings:** Wilkinson and Hughes, “The Settlement of 1919-23” in *Contemporary Europe*, 104-125 ER

#### **Week 3 (January 28-February 1):**

**M:** The Rise of the Hitler Movement

**Readings:** Eatwell, “Germany: The Rise of Nazism” in *Fascism*, 114-40 ER

**W:** Hitler’s *Weltanschauung*

**Readings:** Hitler, “My Struggle,” in *Classics of Western Thought: The Modern World*, 597-615 ER

**F:** The Hitler State

**Readings:** Eatwell, “Germany: The Consolidation of the Nazi Dictatorship” in *Fascism*, 141-67 ER

#### **Week 4 (February 4-February 8):**

**M:** The Stalinist State

**Readings:** Wilkinson and Hughes, "The Stalinist System," in *Contemporary Europe*, 242-60 ER

**W:** "Fighting Fascism": The Case of André Gide

**Readings:** "André Gide," in Crossman, ed., in *The God that Failed*, 165-95 ER

**F:** The Crisis of the 1930s and the Popular Front

**Readings:** Brendon, "Léon Blum and the Popular Front" in *The Dark Valley*, 332-56 ER

**Week 5 (February 11-February 15):**

**M:** The Origins of World War II in Europe: The Pre-War Crises

**Readings:** Paxton, "The Paris Peace Settlement Dismantled," in *Europe in the Twentieth Century*, 380-407 ER

**W:** The Origins of World War II in Europe: The Debate on Hitler's Motives

**Readings:** Eubank, "The Hitler Enigma," in *World War II: Roots and Causes*, 33-75 ER

**F:** The Origins of World War II in Europe: The Politics of Appeasement

**Readings:** Eubank, "The Intelligence Muddle," in *World War II: Roots and Causes*, 179-211 ER

**Week 6 (February 18-February 22):**

**M:** The Fall of Poland and the Phoney War

**Readings:** Lyons, "Blitzkrieg in the East, Sitzkrieg in the West," in *World War II*, 66-76 ER

**W:** **FIRST EXAM** (bring blue book)

**F:** The Fall of France

**Readings:** Parker, *Second World War*, 21-43 T

**Week 7 (February 25-February 29):**

**M:** The Battle of Britain

**Readings:** Parker, *Second World War*, 44-59 T

**W:** Rumbles in the Far East: Japan's Imperial Vision

**Readings:** Kershaw, "Tokyo, Summer and Autumn 1940" in *Fateful Choices*, 91-128 ER

**F:** Barbarossa: The Nazi War Machine Turns East

**Readings:** Parker, *Second World War*, 60-71 T  
Merridale, "Disaster Beats Its Wings" in *Ivan's War*, 82-115

**Week 8 (March 3-March 7):**

**M:** The Japanese Offensive in the Far East

**Readings:** Parker, *Second World War*, 72-94 T

**W:** A Necessary War?

**Readings:** Stoler and Gustafson, "U.S. Entry into World War II," in *Major Problems in the History of World War II*, 1-40 ER

**F:** Hitler's "New Order"

**Readings:** Lyons, "Hitler's New Order" in *World War II*, 125-37 ER

**Week 9 (March 10-March 14):**

**SPRING BREAK**

**Week 10 (March 17-March 21):**

**M:** The Allies Respond: Strategy and the Big Three (1)

**Readings:** Parker, *Second World War*, 115-30 T

**W:** The Allies Respond: Strategy and the Big Three (2)

**Readings:** Stoler and Gustafson, "Creating a Global Strategy" in *Major Problems in the History of World War II*, 74-108 ER

**F:** **SPRING HOLIDAY**

**Week 11 (March 24-March 28):**

**M:** The Tide Turns: The Battle for the Atlantic and North Africa

**Readings:** Parker, *Second World War*, 95-106 T

Lyons, "War in the Atlantic" in *World War II*, 204-15 T

**W:** **SECOND EXAM** (bring blue book)

**F:** The Tide Turns: The Eastern Front

**Readings:** Overy, "Stalingrad and Kursk," in *Why the Allies Won*, 63-100 ER

**Week 12 (March 31-April 4):**

**M:** Total War: Mobilizing the Economy, Mobilizing the People

**Readings:** Parker, *Second World War*, 131-50 T

Fussell, "The Ideological Vacuum" and "Accentuate the Positive" in *Wartime*, 129-64 ER

**W:** The American Home Front

**Readings:** Kennedy, "The Cauldron of the Home Front" in *Freedom from Fear*, 746-97 ER

**F:** Strategic Bombing

**Readings:** Parker, *Second World War*, 151-76 T

Terkel, ed., "The Bombers and the Bombed" in *"The Good War,"* 198-224 ER

**Week 13 (April 7-April 11):**

**M:** Eastern and Southern Fronts: The Russians Advance, The Anglo-Americans Stall

**Readings:** Parker, *Second World War*, 175-223 T

**W:** The Experience of Battle: The Anglo-Americans and the Soviets

**Readings:** Terkel, "D-Day and All That" in *"The Good War,"* 254-93 ER

Merridale, "Exulting, Grieving, and Sweating Blood" in *Ivan's War*, 263-98

**F:** The Second Front in Northern France: D-Day

**Readings:** Parker, *Second World War*, 195-223 T

**Week 14 (April 14-April 18):****M:** Victory in Europe**Readings:** Lyons, "The End of the Thousand-Year Reich" in *World War II*, 265-78  
ER**W:** The Experience of Battle: The Pacific War**Readings:** Sledge, "On to Peleliu," *With the Old Breed*, 43-126 ER**F:** Victory in the Pacific**Readings:** Parker, *Second World War*, 224-42 T**Week 15 (April 21-April 25):****M:** The Nazi Killing Machine**Readings:** Parker, *Second World War*, 264-80 T**W:** The Holocaust and "Ordinary Germans"**Readings:** Browning, "Reserve Police Battalion 101," in *Ordinary Men*, 38-77 ER**F:** The Legacy of the War: From Despair to a New Europe**Readings:** Parker, *Second World War*, 281-304 T**Week 16: (April 28-May 2):****M:** The Legacy of the War: From Grand Alliance to Cold War**Readings:** Stromberg, "Europe and the Cold War, 1945-1956" in *Europe in the Twentieth Century*, 286-314 ER**W:** The Legacy of the War: The Atomic Bomb**Readings:** Stoler and Gustafson, "The Atomic Bomb and the End of World War II," in *Major Problems in the History of World War II*, 394-426 ER**F:** Evaluations and Loose Ends**Week 17: TUESDAY, MAY 6: FINAL EXAM (bring blue book)**