

INSTRUCTOR: Paul Mazgaj

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OFFICE HOURS: Mondays & Wednesdays 11:00-11:30; and by 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 strategic outlooks of the belligerents as well as the great battles that punctuated the war; it will also consider the mobilization of the material and human resources of the home front needed to fight a war on this scale. Additionally, attention will be paid to 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 almost 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.”

REQUIRED READINGS:

To be purchased:

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

Rampola, Mary Lynn. *A Pocket Guide to Writing in History*

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

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

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

Conklin, Alice. et al., *France and Its Empire Since 1870* (Oxford, 2011)

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

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

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

Gilbert, Felix and David Large. *End of the European Era* (Norton, 2002)

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, 4th Ed. (Harcourt Brace Jovanovich, 1988)

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

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

- O'Neill, William. *Democracy at War* (Harvard, 1993)
 Overy, Richard. *Why the Allies Won* (Norton, 1996)
 Paxton, Robert. *Europe in the Twentieth Century*, (Thomson, 2005)
 Pyle, Ernie. *Brave Men* (University of Nebraska Press, 2001)
 Sledge, E. B. *With the Old Breed* (Oxford, 1990)
 Stoler, Mark and Melanie Gustafson (eds). *Major Problems in th History of World War II* (Houghton Mifflin, 2003)
 Stromberg, Roland. *Europe in the Twentieth Century* (Prentice Hall, 1997)
 Wilkinson, James and H. Stuart Hughes. *Contemporary Europe*, 10th ed. (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. 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:

- mid-term: 40%
- final exam: 40%%
- writing/library exercises and discussion: 20 %

Grading Scale:

A+	100-98	C	77-73
A	97-93	C-	72-70
A-	92-90	D+	69-68
B+	89-88	D	67-63
B	87-83	D-	62-60
B-	82-80	F	59 (and below)
C+	79-78		

Writing and Library Exercises. In order to fulfill the requirements of a Writing Intensive course (this course gets a WI marker), there will be four short assignments. Each of the last three exercises should be written in clear, grammatical prose, typed, and turned in on the due date (see class schedule below).

1. Archive Report. When you visit the Library Archives on January 27, you will receive a worksheet. Fill it out following the instructions of the librarian and hand it in the next class period.

2. Historical Sources Exercise. After reading chapter 2 in Rampola, write a paragraph describing (in your own words) the difference between a primary and a secondary source. In a second paragraph, describe the difference between a popular and a scholarly source.

3. Documentation Exercise. First, use the library’s catalog to find a book relevant to any of the topics in this course and describe its contents in a few sentences. Then document the book you’ve selected as if it were a footnote in a research paper. Second, use Historical Abstracts (on the Library’s website) to find an article relevant to any of the topics in this course and describe its contents in a few sentences. Then document the article you’ve selected as if it were a footnote in a research paper. See chapter 7 in Rampola for an explanation of how to document books and articles (using “Chicago style”).

4. Newspaper/Magazine Exercise. Select one event (e.g., the attack on Pearl Harbor, the Nazi invasion of Poland, D-Day, etc.) leading up to or during World War II; then, using the resources of Jackson Library, read an account of that event in a newspaper or magazine of the time. After reading the account, summarize in a paragraph how the event was described. Using later historical accounts as a measure, be sure to note the degree to which the account you’ve read was accurate and complete.

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 (Parker, *The Second World War*, to be purchased)

M=Monday; W=Wednesday; F=Friday

Week 1 (January 9-13):

M: Introduction

W: The Peace of Paris

Readings: Wilkinson and Hughes, “Settlement of 1919-1923” **ER**

F: Hitler’s Road to Power

Readings: Eatwell, “Germany The Rise of Nazism” **ER**

Week 2 (January 16-20):

M: Martin Luther King Day: No Class

W: Hitler’s Worldview

Readings: Hitler, “My Struggle” **ER**

F: The Nazi State

Readings: Eatwell, “Germany: The Consolidation of the Nazi Dictatorship” **ER**

Week 3 (January 23-27):

M: The Soviet State

Readings: Wilkinson and Hughes, “The Stalinist System” **ER**

W: The Popular Front

Readings: Conklin, “Republic in Peril,” **ER**

F: World War II in the Archives (Hodges Reading Room, Jackson Library)

Archive Assignment (worksheet provided by librarian and handed in class, Jan. 30)

Week 4 (January 30-February 3):

M: The Origins of World War II (1)

Readings: Paxton, “Paris Peace Settlement Dismantled” **ER**

Due: Archive Assignment

W: The Origins of World War II (2)

Readings: Eubank, “Intelligence Muddle” **ER**

F: The Fall of Poland and the Phony War

Readings: Lyons, “Blitzkrieg in the East, Sitzkrieg in the West” **ER**

Week 5 (February 6-10):

M: The Fall of France (1)

Readings: Parker, pp. 21-43 **T**

W: The Fall of France (2)

Readings: Bloch, “Frenchman Examines his Conscience” **ER**

F: Rumbblings in the Far East

Readings: Kershaw, “Tokyo, Summer and Autumn 1940” **ER**

Week 6 (February 13-17):

M: The Battle of Britain

Readings: Parker, pp. 44-59 **T**

W: The Blitz (Guest Lecture)

Readings: None

Due: Historic Sources Exercise

F: Barbarossa: The Nazi War Machine Turns East

Readings: Parker, pp. 60-71 **T**; Merridale, “Disaster Beats Its Wings” **ER**

Week 7 (February 20-24):

M: The Japanese Offensive in the Pacific

Readings: Parker, pp. 72-94 **T**

W: The Allied Response: The “Big Three” and Strategy (1)

Readings: Parker, pp. 115-130 **T**

F: The Allied Response: The “Big Three” and Strategy (2)

Readings: Stoler and Gustafson, “Creating a Global Strategy” **ER**

Week 8: (February 27-March 2):

M: **MID-TERM EXAM** (bring blue book)

W: The “New Order” in Europe

Readings: Lyons, “Hitler’s New Order in Europe” **ER**

F: The Tide Turns: The Battle for the Atlantic and North Africa
Readings: Parker, pp. 95-114 **T**; Lyons, “War in the Atlantic” **ER**

Week 9 (March 5-9): Spring Break

Week 10 (March 12-16):

M: The Tide Turns: The Eastern Front
Readings: Overy, “Stalingrad and Kursk” **ER**
W: Mobilizing for Total War (1)
Readings: Parker, pp. 131-150 **T**
F: Mobilizing for Total War (2)
Readings: O’Neill, “The Transformation of Everyday Life” **ER**

Week 11 (March 19-23):

M: The US Home Front
Readings: Kennedy, “The Cauldron of the Home Front” **ER**
W: “Strategic” Bombing
Readings: Parker, pp. 151-176 **T**; Terkel, “Bombers and the Bombed” **ER**
Due: Documentation Exercise
F: The Other Side of the Moon: The War in the East
No Readings: Film

Week 12 (March 26-30):

M: Eastern and Southern Fronts: The Soviets Advance, The Anglo-Americans Stall
Readings: Parker, pp. 177-194 **T**
W: The Second Front in the West: D-Day
Readings: Parker, pp. 195-223 **T**
F: The Experience of Battle: The Anglo-Americans and the Soviets
Readings: Pyle, “Hedgerow Fighting” **ER**; Merridale, “Exulting, Grieving, and Sweating Blood” **ER**

Week 13 (April 2-6):

M: Victory in Europe: D-Day to V-E Day
Readings: Lyons, “End of the Thousand-Year Reich” **ER**
W: The War in the Pacific
Readings: Lyons, “Island Hopping in the Pacific” **ER**
F: **Spring Holiday** (No Class)

Week 14 (April 9-13):

M: The Experience of Battle: The Americans and the Japanese
Readings: Sledge, “On to Peleliu” (A&B) **ER**
W: Victory in the Pacific: From Island Hopping to V-J Day
Readings: Parker, pp. 222-242 **T**
Due: Newspaper/Magazine Exercise

F: The War Against Civilians (1): The Holocaust

Readings: Parker, pp. 264-80 **T**

Week 15 (April 16-20):

M: The War Against Civilians (2): The Holocaust and “Ordinary Germans”

Readings: Browning, “Reserve Police Battalion 101” **ER**

W: The War Against Civilians (3): From Firebombing to Atomic Warfare

Readings: Stoler and Guftason, “Atomic Bomb and the End of World War II” **ER**

F: The Legacy of World War II: From the Grand Alliance to the Cold War

Readings: Stromberg, “Europe and the Cold War, 1945-1956” **ER**

Week 16 (April 23-24)

M: The Legacy of World War II: From Despair to the New Europe

Readings: Parker, pp. 281-304 **T**

Tuesday (April 24): Evaluations and Loose Ends

FINAL EXAM: Monday, April 30, noon to 3:00 (bring blue book)