

**INSTRUCTOR:** Paul Mazgaj

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**OFFICE HOURS:** M & W 12:00-12:30; 3:15-3:45; 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.”

### **LEARNING GOALS:**

At the successful completion of this a course a student should expect:

1. to have acquired a general knowledge of the origins, events, and outcomes of World War Two;
2. to know how to identify and interpret primary and secondary source materials and integrate such interpretations into a larger understanding of the period;
3. to know the difference between narrative and interpretive approaches to history and how the two can be usefully combined.

### **REQUIRED READINGS:**

#### **To be purchased:**

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

Browning, Christopher. *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland* (Harper, 1992)

**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)

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

Eubank, Keith, *World War II: Roots and Causes*, 2<sup>nd</sup> 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, 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*  
 (Picador, 2006)  
 O'Neill, William. *Democracy at War* (Harvard, 1993)  
 Overy, Richard. *Why the Allies Won* (Norton, 1996)  
 Overy, Richard and Andrew Wheatcroft. *Road to War: The Origins of*  
*World War II* (Macmillan, 1989)  
 Payne, Stanley. *History of Fascism, 1914-1945* (University of Wisconsin  
 Press, 1995).  
 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 the*  
*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*, 10<sup>th</sup>  
 ed. (Pearson, Prentice Hall, 2004)

### **COURSE REQUIREMENTS**

**Attendance.** Attendance is required, not optional. An absence can be "excused" by me, however, the excused student is responsible for the material covered. 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. On certain days a film clip will be shown at the end of class; if you leave *before* or *during* the film, you will be marked absent for the day.

**Examinations.** There will be three examinations. All three exams will have the same format: one part short answer, 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%%

**third exam:** 25%

**writing exercises/discussion participation:** 25%

#### **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 Exercises.** In addition to the three exams, there will be three short assignments in the course of the semester. 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). No late exercises accepted.

**1. Archive Report.** When you visit the Library Archives during the class period on January 31, you will receive a worksheet. Fill it out, following the instructions of the librarian, and hand it in the next class period.

**2. Historical Article Exercise.** Using Historical Abstracts (on the Library's website under "Databases"), find an article relevant to any of the topics in this course. After reading the article, describe its contents in a paragraph or two. Document your article using "University of Chicago Style" format. **Note:** To find a short version of the University of Chicago Style: Google "Chicago Manual of Style Online." Then click on "Quick Guide" (on right side of page); follow it *carefully* for citing your article.

**3. Historical Book Exercise.** After completing *Ordinary Men*, explain in a paragraph why Browning calls the members of Police Battalion 101 "ordinary men." Then, in a second paragraph, discuss briefly what best explains their behavior.

**Plagiarism and the Academic Integrity Policy.** Plagiarism is a serious academic offense 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 13-17):

**M:** Introduction

**W:** The Peace of Paris

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

**F:** Hitler's Road to Power

**Readings:** Payne, "German National Socialism" (Part A) **ER**

### Week 2 (January 20-24):

**M:** Martin Luther King Day: No Class

**W:** Hitler's World View

**Readings:** Hitler, "My Struggle" **ER**

**F:** The Nazi State

**Readings:** Payne, "German National Socialism" (Part B) **ER**

**Week 3 (January 27-31):****M:** The Soviet State**Readings:** Overy and Wheatcroft, "Soviet Union" **ER****W:** The Popular Front**Readings:** Conklin, "Republic in Peril," **ER****F:** World War II in the Archives (Hodges Reading Room, Jackson Library)**Archive Visit** (bring completed worksheet to class on Feb. 4)**Week 4 (February 3-7):****M:** The Origins of World War II (1)**Readings:** Paxton, "Paris Peace Settlement Dismantled" **ER****Due:** Archive Assignment (worksheet provided by librarian)**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 10-14):****M:** The Fall of France (1)**Readings:** Overy and Wheatcroft, "France" **ER****W:** The Fall of France (2)**Readings:** Parker, pp. 21-43 **T**; Bloch, "Frenchman Examines his Conscience" **ER****F:** Rumbblings in the Far East**Readings:** Kershaw, "Tokyo, Summer and Autumn 1940" **ER****Week 6 (February 17-21):****M:** **FIRST EXAM** (bring blue book)**W:** The Battle of Britain**Readings:** Parker, pp. 44-59 **T****F:** Barbarossa: The Nazi War Machine Turns East**Readings:** Parker, pp. 60-71 **T**; Merridale, "Disaster Beats Its Wings" **ER****Week 7 (February 24-28):****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: (March 3-7):****M:** The "New Order" in Europe**Readings:** Lyons, "Hitler's New Order in Europe" **ER****W:** The Tide Turns: The Battle for the Atlantic and North Africa**Readings:** Parker, pp. 95-114 **T**; Lyons, "War in the Atlantic" **ER**

- F:** The Tide Turns: The Eastern Front  
**Readings:** Overy, “Stalingrad and Kursk” **ER**  
**Due:** Historical Article Exercise

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

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

- M:** Mobilizing for Total War (1)  
**Readings:** Parker, pp. 131-150 **T**
- W:** Mobilizing for Total War (2)  
**Readings:** O’Neill, “The Transformation of Everyday Life” **ER**
- F:** The US Home Front  
**Readings:** Kennedy, “The Cauldron of the Home Front” **ER**

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

- M:** “Strategic” Bombing  
**Readings:** Parker, pp. 151-176 **T**; Terkel, “Bombers and the Bombed” **ER**
- W:** The Other Side of the Moon: The War in the East  
**No Readings:** Film
- F:** **SECOND EXAM** (bring blue book)

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

- 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 7-11):**

- 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:** The Experience of Battle: The Americans and the Japanese  
**Readings:** Sledge, “On to Peleliu” (A&B) **ER**

**Week 14 (April 14-18):**

- M:** Victory in the Pacific: From Island Hopping to V-J Day  
**Readings:** Parker, pp. 222-242 **T**
- W:** The War Against Civilians (1): The Holocaust  
**Readings:** Parker, pp. 264-80 **T**; Browning, *Ordinary Men*, chaps. 1-9
- F:** **Spring Holiday:** No Class

**Week 15 (April 21-25):**

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

**Readings:** Browning, *Ordinary Men*, chaps. 9-18 and "Afterward"

**Due:** Historical Book Exercise

**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 28-29)**

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

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

**Tuesday (April 29): THIRD EXAM** (bring blue book)