

HITO 133: World War II/War and Society (Winter 2020)

Instructor: Professor Joerg Neuheiser (jneuheiser@ucsd.edu)

Place: SOLIS 110

Office Hours: Monday, 12noon – 2pm & by appointment in H&SS 6071

Time: Monday, Wednesday, Friday 11am – 11.50am

Course Description:

World War II remains the most total and most destructive conflict in human history. It involved all the major industrial countries, wrought unparalleled destruction, and it targeted civilians to an unprecedented extent. The course will pay some attention to the major military and diplomatic choices of the main actors of the Atlantic dimension of the war (that is in Europe and in North America). But its main emphasis will be on the war's impact on the societies and on the individuals who fought or had to endure it. How did societies try to mobilize social, economic, and ideological resources for the purpose of destruction? How did the war transform the belligerent societies? What were the motivations and experiences of ordinary soldiers on the battlefields? How were non-combatants, including women and children, affected by the war? The course, moreover, will also discuss "other" wars that were part of this enormous conflict, such as the civil wars between collaborators and resistance movements in Nazi-occupied Europe or the Nazi war against the European Jews. The course will pay particular attention to the "moral dimension" of World War II that manifested itself in the often daunting choices that individuals and collectives had to face: what was the appropriate relationship between means and ends? How did one choose between collaboration and resistance? How and why did one become a perpetrator? Finally, the course will examine issues of justice and memory in the war's aftermath as well as its long-term consequences.

Course Requirements:

1. Attendance

Regular class attendance and completion of the weekly reading assignments will be absolutely crucial for success in this class. Although this is a lecture course, I will make every effort to encourage student participation through discussion and group exercises. Lectures and classroom discussions will complement the course, not duplicate the readings.

2. Assignments:

Weekly 1-2 page(s) blog entries on questions distributed in advance (usually the discussion questions included in the syllabus). Blogs are due on Friday in class, and

will serve to prepare for the discussions. Five out of eight entries will count toward the overall grade; the grade for blogs will also take into account how students participated in the actual in-class discussions. The midterm will be a take-home exam which asks for a short creative essay. The final exam will ask you to synthesize some of the broader course themes in answers to short essay questions. Every student has to make a reasonable, good faith effort to complete all the course assignments in order to pass the course. Late papers will be penalized, make-up exams are only possible in the case of documented valid excuses. If you are unhappy with a grade you have received for one of the assignments, you must submit a **written** complaint to me **no later than one week** after we have returned the assignment. I will not consider any later complaints. The final course grade will be determined as following: blogs 30%, midterm 30%, final exam 40%. However, I will not determine the final grade on a purely mathematical basis. I will reward, for example, a demonstrated commitment to this course through regular attendance and participation, and I will also take into consideration improvement over the course of the quarter.

4. Group Learning

I will ask you to form groups of approx. five students. These groups will work together in class during group exercises. They can also function as study groups. You should also exchange e-mails with each other. If you have questions about the course-related issues, you should first consult with the members of your group before contacting me.

5. Academic Integrity.

It is your responsibility to know and observe all the UCSD rules concerning academic integrity and plagiarism. You will have submit your writing assignments electronically via Turnitin (link on Canvas website).^{*} Any student found to have committed a violation of the university rules concerning academic integrity will face academic and administrative consequences. I will report all suspected academic misconduct to the Academic Integrity Office, in accordance with University policy. Administrative sanctions can range from disciplinary probation to suspension and dismissal from the university. Academic sanctions can range from an F on the assignment to an F in the class. Please also make sure to observe the rules for collaboration in preparing the writing assignment and the final take-home exam. It is fine, even encouraged, to discuss the course material with your peers. But your papers should reflect your own individual original thinking about the course themes and material. If you have any questions whatsoever about what constitutes plagiarism, how to properly credit the work and ideas of others, what constitutes permissible cooperation with other students, how to evaluate sources for quality and reliability, and so on, please feel free to contact me.

[*Students agree that by taking this course all required papers will be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism.]

Course Readings

Michael Bess, *Choices under Fire. Moral Dimensions of World War II*

Albert Camus, *The Plague*

Robert Moeller, *The Nazi State and German Society. A Brief History with Documents*

R.A.C. Parker, *The Second World War. A Short History*

Nicolas Stargardt, *Witnesses of War. Children in World War II*

Paul Kennedy, *Engineers of Victory: The Problem Solvers Who Turned the Tide in the Second World War*

(Additional texts via Canvas webpage)

The UCSD Bookshop asked me to provide the following information on the readings:

An eBook is available as a purchasing option for this course. You can access this eBook by clicking the RedShelf tool within Canvas. If you opt-in to this eBook by clicking the Opt-in Now button your student account will be charged directly. You will also receive an email with the exact amount of this charge. Within the add/drop period you may also opt-out of this option if you decide you'd rather use an alternate format.

PARKER "SECOND WORLD WAR"

New Paperback: \$19.95

180-day ebook: \$6.50

MOELLER "NAZI STATE & GERMAN SOCIETY"

New Paperback: \$22.50

180-day ebook: \$9.99

WEEK 1: ORIGINS

January 6: Introduction: Explaining World War II

January 8: The Failed Peace: Europe 1914-39

Bess, *Choices under Fire*, 1-21 and 58-75

Parker, *The Second World War*, 1-20

January 10: Discussion – "Did Appeasement Make Sense? Why Did It Fail?"

Hossbach Protocol of November 10, 1937 (Canvas)

WEEK 2: THE WAR IN EUROPE

January 13: Poland

Parker, *Second World War*, 21-44

Adolf Hitler, "Speech Before Reichstag," September 1, 1939 [Moeller #34]

"On the Re-Germanization of the Lost German Blood," December 1940 [Moeller #35]

Melita Maschmann, "A German Colonizer in Poland in 1939 or 1940," [Moeller #36]

January 15: The War in the West

Parker, *Second World War*, 44-59.

Karl Fuchs, "A German Soldier's Letter from France," 1940 [Moeller #37]

January 17: Discussion – "Why Was France Defeated? Why Did Britain Prevail?"

March Bloch, *Strange Defeat. A Statement of Evidence Written in 1940* excerpts (Canvas)

Ernest May, *Strange Victor. Hitler's Conquest of France* (Canvas)

Paul Kennedy, *Engineers of Victory*, 75-99

WEEK 3: MOTIVATIONS OF SOLDIERS

January 20: HOLIDAY (Martin Luther King Jr. Day) – NO CLASS

January 22: Operation Barbarossa

Parker, *Second World War*, 60-71.

Field Marshal Walter von Reichenau, "Conduct of Troops in Eastern Territories," October 10, 1941 [Moeller #38]

Karl Fuchs, "A German Soldier's Letter from the Eastern Front," 1941 [Moeller #39]

January 24: Discussion – "Why Did Soldiers Fight?"

Omer Bartov, "Soldiers and the Barbarization of Warfare" (Canvas)

Catherine Merridale, *Ivan's War*, 153-187 (Canvas)

Joanna Bourke, *An Intimate History of Killing*, 127-158 (Canvas)

WEEK 4: TURNING POINTS / ECONOMIC AND TECHNOLOGICAL MOBILIZATION

January 27: Turning Points? The Atlantic, Stalingrad, Tunis, Midway

Bess, *Choices under Fire*, 21-57, 179-197

Parker, *Second World War*, 95-114

January 29: Economies at War

Parker, *The Second World War*, 131-50

Albert Speer, "Sins of Omission" (Canvas)

January 31: Discussion – "Why Did the Allies Win? What Were the Decisive Factors?"

Kennedy, *Engineers of Victory*, 5-75, 145-215

WEEK 5: IDEOLOGY, PROPAGANDA, MINORITIES

February 3: Ideology and Propaganda

Elizabeth Borgwardt, "FDR's Four Freedoms as a Human Rights Instrument." *OAH Magazine of History* 22, no. 2 (2008): 8-13. (Canvas)

February 5: Minorities and Civil Liberties

Documents in [Moeller # 26, #27, #28, #31, #32]

February 7: TBD / MIDTERM (TAKE-HOME EXAM DUE)

WEEK 6: CIVILIANS AT WAR

February 10: Women at War

Adolf Hitler, "Speech to the National Socialist Women's Organization," September 8, 1934 [Moeller #22]

Jutta Rüdiger, "On the League of German Girls, 1939" [Moeller #24]

Melita Maschmann, "A German Teenager's Response to the Nazi Takeover in January 1933," [Moeller #9]

February 12: War Against Children

Stargardt, *Witnesses of War*, 1-22, 105-167

February 14: NO CLASS – Discussion Paper Due Online: "How Did Children Experience the War?"

WEEK 7: LIVING WITH THE ENEMY

February 17: HOLIDAY (President's Day) – NO CLASS

February 19: Occupation, Collaboration, Resistance

February 21: Discussion – “On Camus”

Albert Camus, *The Plague*

WEEK 8: THE WAR AGAINST THE JEWS

February 24: The War Against the Jews

Stargardt, *Witnesses of War*, 168-228

Moeller, Documents #33, 42-46

February 26: Perpetrators, Bystanders, Victims

Bess, *Choices under Fire*, 79-87, 111-135

Moeller, Documents, #47-50

February 28: Discussion – “How Did One Decide Between Collaboration and Resistance?”

WEEK 9: ENDINGS

March 2: A Brutal Peace – Bombing, Rape, Expulsions

Stargardt, *Witnesses of War*, 229-314

Käte Ricken, “Life under the Bombs,” 1943 [Moeller #41]

March 4: From Hot to Cold War

Bess, *Choices under Fire*, 166-178.

Moeller, Documents #56-59

**March 6: Discussion – “What Is the Relationship Between Means and Ends?
How Can We Assess the Morality of Bombing?”**

Bess, *Choices under Fire*, 88-110;

Kennedy, *Engineers of Victory*, 99-143

WEEK 10: AFTERMATH – JUSTICE, MORALITY, MEMORY

March 9: Trials and Political Justice

Bess, *Choices under Fire*, 263-286

March 11: The War Remembered

Bess, *Choices under Fire*, 309-346

Stargardt, *Witnesses of War*, 315-378

March 13: Review / TBD

FINAL EXAM:

TAKE-HOME EXAM, DEADLINE: MONDAY 16 MARCH, 3PM