

## **HITO 133: World War II/War and Society (Winter 2014)**

**Instructor: Frank Biess**

**Place: Solis 109**

**Time: M,W, F 9-9.50**

**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 – the Pacific War is being taught in a separate course this quarter). 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 blog entries in questions distributed in advance. Eight out of ten entries will count toward the final exam. The midterm will be a combination of multiple choice questions, IDs, and short answer essays. The final exam will ask you to synthesize some of the broader course themes. 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 assignment, 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: Blog entries 30% each, 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 six 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. This course has a turnitin.com account attached to it, and you will need to submit your writing assignments electronically via e-mail.\* 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. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the terms of use agreement posted on the Turnitin.com site]

#### **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. Packer, *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*

## **WEEK 1: ORIGINS**

### **Jan.6: Introduction: Explaining World War II**

Bess, *Choices under Fire*, 1-21

### **Jan.8 : The Failed Peace: Europe 1914-39**

Bess, *Choices under Fire*, 58-75

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

### **Jan.10: Discussion: *Did Appeasement Make Sense? Why did it fail?***

Hossbach Protocol of November 10, 1937 (TED)

Documents on rearmament expenses (TED)

## **WEEK 2: THE WAR IN EUROPE**

### **Jan. 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 Maschamnn, "A German Colonizer in Poland in 1939 or 1940," [Moeller #36]

### **Jan.15: The War in the West:**

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

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

### **Jan.17: Discussion: Why Was France Defeated? Why did Britain Prevail?**

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

Ernest May, *Strange Victor. Hitler's Conquest of France* (e-reserve)

## **WEEK 3: GLOBAL WAR**

### **Jan.20: New Choices 1940/41**

### **Jan.22: Operation Barbarossa**

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

Bess, *Choices under Fire*, 21-57

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 [#39]

### **Jan.24: Discussion: Why did soldiers fight?**

Omer Bartov, "Soldiers and the Barbarization of Warfare" (e-reserve)

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

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

## **WEEK 4: TURNING POINTS/ECONOMIC AND TECHNOLOGICAL MOBILIZATION**

### **Jan. 27: Turning Points? The Atlantic, Stalingrad, Tunis, Midway**

Bess, Chapter 9

Parker, *Second World War*, 95-114

### **Jan.29: Economies at War**

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

Albert Speer, "Sins of Omission" (TED)

### **Jan.31: Why did the Allies Win? What were the decisive factors?**

Kennedy, *Engineers of Victory*, Chpts 1, 3 (5-75, 145-215)

## **WEEK 5: IDEOLOGY, PROPAGANDA, MINORITIES**

### **Feb.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.

### **Feb.5: Minorities and Civil Liberties**

Law for the Prevention of Hereditarily Diseased Offspring (1933) [Moeller #26]

SS Security Service, Report Assessing Public Response to the Film 'I Accuse' [Moeller #90]

Heinrich Himmler, "On the Question of Homosexuality," February 18, 1937 [Moeller #28]

Marta Apel "Jewish Life after the Nazi Seizure of Power in 1933" [Moeller #31]

Inge Deutschkron, "Growing Up Jewish in 1930s Germany," [Moeller #32]

### **Feb.7: MIDTERM/FILM**

## **WEEK 6: CIVILIANS AT WAR**

### **Feb.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]

### **Feb. 12: War against Children**

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

Feb.14: **Discussion: How did children experience the war?**

## **WEEK 7: LIVING WITH THE ENEMY**

### **Feb.17: Occupation and Collaboration**

### **Feb.19: Resistance and Civil Wars**

Feb.21: **Discussion: How did one decide between collaboration and resistance?**

Albert Camus, *The Plague*

## **WEEK 8: THE WAR AGAINST THE JEWS**

### **Feb.24: The War Against the Jews**

Stargardt, *Witnesses of War*, 168-228

Moeller, Documents #33, 42-46

### **Feb.26: Perpetrators, Bystanders, Victims**

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

Moeller, Documents, #47-50

**Feb.28: Discussion**

## **WEEK 9: ENDINGS**

**Mar 3: A Brutal Peace: Bombing, Rape, Expulsions**

Stargardt, *Witnesses of War*, 229-314

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

**Mar 5: From Hot to Cold War**

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

Moeller, Documents #56-59

**March 7: Discussion: What is the relationship between means and ends? How can we assess the morality of bombing?**

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

## **WEEK 10: AFTERMATH: JUSTICE, MORALITY, MEMORY**

**Mar 10: Trials and Political Justice**

Bess, *Choices under Fire*, 263-286

**Mar 12: The War Remembered**

Bess, *Choices under Fire*, 309-346

Stargardt, *Witnesses of War*, 315-378

**March 14: Review**

Final Exam