

World War II & the Holocaust

HIST 4468/5543
Fall Semester 2021
Course policies, rubrics and explanations at
jdstover.com

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Required books

- Hannah Arendt, *Eichmann and the Holocaust*
- Christopher Browning, *Ordinary Men*
- Jona Oberski, *Childhood*

This Course & Your Degree

This course is a critical survey of the Second World War and the Holocaust. It satisfies three upper-division credits toward your degree. For history majors, it satisfies three credits in Upper division world, comparative, & non-US history category V.



COURSE FORMAT

HIST 4443/5543 is an asynchronous online course running the entire semester that presents a concentrated critical survey of the Second World War and the Holocaust. As a three-credit course, students should expect reading assessments aligned to a 4400-level undergraduate course.

Lectures

Video lectures and video clips highlight important points from each week's readings and provide context. They are meant to guide critical reading and analysis, not to deliver content. To benefit most from lecture overviews, students should complete the assigned readings, take notes from readings, and conduct further personal research using digital and library resources. I am always available to clarify any content questions.

Readings

The scope of scholarship on the Second World War is vast. Naturally, not every aspect, person, or question will be addressed in this course. A diverse material set will introduce and analyze the themes covered. Assigned material should be read in the order listed as they range from introductory texts to deeper analysis. Primary source readings should be read after the assigned readings, and are meant to give contemporary examples of the issues at hand.

ASSIGNMENTS

Item	Points	Due
Quizzes	20/each = 120 points	Open during active course week(s)
Mixed Media Responses	25/each = 75 points	19 Sept.; 10 Oct.; 14 Nov.
Annotated Bibliography	50 points	3 October
Collective Research Project	100 points	31 October
Extra Credit	~	5 December
Final Exam Essay	100 points	14 December

Quizzes

Comprehension quizzes will assess students' understanding of concepts presented in the lectures and the required readings. Due to the number of students in this course, they mostly contain multiple choice and short-answer response questions, which will permit me to calculate grades as the course progresses and remain current.

Mixed Media Responses

Students will produce a 1-2-page response paper bringing together the themes of the books as they pertain to the assigned films, incorporating material and discussions in class. Respond to one question in particular for each paper.

Response 1: What is meant by the term "banality of evil"?

Response 2: How was children's innocence eroded and protected during the Holocaust?

Response 3: What was meant by "ordinary men" and how does this contrast with our inherited view of the Holocaust, particularly the SS and the Einsatzgruppen?

Annotated Bibliography

Students will produce an annotated bibliography comprising two books, one article, and one digital resource that relates to the topics, themes, ideas featured in the week of their choice. Assigned readings may be annotated though students are encouraged to go beyond these sources. Also, sources are not limited to the history discipline but may include sociology, cultural geography, literature, and political science. Guidelines are provided [here](#).

Collective Resource Project

Each student will identify one landmark, memorial, society, or scholarly collection of material (archive or other resources) relevant to the Second World War present in the intermountain west region. They will submit the following information, which will then be integrated into a Google Map for public use. No duplicates permitted. See the list of resources submitted to ensure there are no duplicates.

1. What is it: landmark, memorial, society, or scholarly collection of material (archive or other resources).
2. Where is it in the intermountain region (address or coordinates)? "The intermountain states are generally considered to be Nevada, Utah, Idaho south of the Salmon River, Arizona north of the Mogollon Rim, and western Colorado and northwestern New Mexico west of the Rocky Mountains."
3. How is it related to the Second World War?
4. What is its function, that is, is it a memorial to the conflict? A learning resource? Who is involved?
5. Is there a website or information for those seeking to know more?

Final Exam Essay

Students will write a brief research paper on a topic of their choice addressing an aspect of the Second World War. The following guidelines must be observed:

- Six-to-eight (6-8) full pages in length, or 2,000 – 2,500 words, exclusive of cover page (name, date, paper title).
- Topic: Students may pursue any topic they choose providing it critically addresses an aspect of the Second World War. Students are encouraged to consult with the professor to ensure their topic is feasible and appropriate. No general surveys and no biographies or report-style papers are permitted. Papers are not simple reports but critical examinations of a topic. They must contain an argument clearly presented in a thesis statement. A student's thesis statement or argument should be underlined in the text of their paper.

COURSE SCHEDULE

Weeks	Chronology	Theme	Topics	Mixed Media
1-2	1919 – 1933	“Consequences of the Peace”	-End of the First World War -Age of Anxiety -The Weimar Republic	Read Hanna Arendt, <i>Eichmann and the Holocaust</i> & watch <i>Eichmann</i> (Amazon, Dir. Robert Young).
3-4	18th century - 1939	“The Origins of the Final Solution”	-Anti-Semitism in History	
5-6	1920s-1940	“The Gathering Storm”	-The Soviet Union -Appeasement policy -Fascist consolidation	Read Jona Oberski, <i>Childhood</i> & watch <i>Life is Beautiful</i> (Amazon, Dir. Roberto Benigni).
7	1931-1945	“Fire and Blood”	-Japanese imperialism -Ideological War -Civilians	
9-10	1939-1945	“Hitler’s Willing Executioners”	-The Holocaust -Compliance -Resistance	Read Christopher Browning, <i>Police Battalion 101</i> & watch <i>Einsatzgruppen: The Nazi Death Squads</i> , episodes 3-4 (Netflix).
11-12	1943-1945	“Downfall”	-Liberation of Europe -War in the Pacific -Soviet Occupation & Division of Europe	
13 & 15	1945 & beyond	“The End of History”	-The New World Order -Paperclip -WWII & the Holocaust in memory and history	-

REQUIRED READINGS & DUE DATES – TENTATIVE SCHEDULE

Weeks	Dates	Required Readings	Primary Sources	Due by Midnight
1-2	23-29 Aug.; 30 Aug.-5 Sept.	<input type="checkbox"/> PMH Bell, “Another Thirty Years War?” (20 pages) <input type="checkbox"/> AJP Taylor, <i>The Origins of the Second World War</i> , ch. 3 (22 pages) <input type="checkbox"/> Robert Gerwarth, <i>The Vanquished</i> , chs. 6, 8, 9 (57 pages) Ninety-nine total pages	<input type="checkbox"/> John Maynard Keynes, <i>The Economic Consequences of the Peace</i> (1920), ch. 3 <input type="checkbox"/> Personal Accounts of the Inflation Years in Weimar Germany (1919-1924) <input type="checkbox"/> The Locarno Pact (1925) <input type="checkbox"/> Adolf Hitler, <i>Mein Kampf</i> , ch. 5, “The World War”	<u>5 Sept.:</u> Reading Comp. Quiz
Additional Graduate-level Readings		<input type="checkbox"/> Domenico Losurdo, “‘White Civil War’, ‘International Civil War’, the ‘American Century’ and the ‘Second Thirty Years’ War” <input type="checkbox"/> Enzo Traverso, “Commencement”		
3-4	6-12; 13-19 Sept.	<input type="checkbox"/> Doris Bergen, <i>War and Genocide</i> , ch. 1 (30 pages) <input type="checkbox"/> Jacob Katz, <i>From Prejudice to Destruction</i> , “Introduction” (10 pages); and ch. 1 (10 pages) <input type="checkbox"/> Katz, “Anti-semitism through the Ages” (12 pages) Sixty-two pages total reading	<input type="checkbox"/> <i>Mein Kampf</i> , ch. 11, “Race & People” <input type="checkbox"/> Diary entry on nationwide boycott of Jewish businesses (1933) <input type="checkbox"/> Report on “Jewish Conditions in Germany” (1935)	<u>19 Sept.:</u> Reading Comp. Quiz Mixed Media Response 1
Additional Graduate-level Readings		<input type="checkbox"/> Hanna Arendt, <i>The Origins of Totalitarianism</i> , Part One: Anti-Semitism, chs. 1-3		
5-6	20-26 Sept.; 27 Sept.-3 Oct.	<input type="checkbox"/> Frank MacDonagh, “The Origins of the Second World War: From Peace to Global War” (20 pages) <input type="checkbox"/> Marla Stone, “Long-Term Causes for the Rise of Fascism” (23 pages) <input type="checkbox"/> Robert G. Moeller, “Understanding Nazi Germany” (19 pages) <input type="checkbox"/> Stephen J. Lee, “Dictatorship in Russia,” pp 54-90 (36 pages) Ninety-eight total pages	<input type="checkbox"/> Adolf Hitler, “Anti-Semitic Speech” (1922) <input type="checkbox"/> Benito Mussolini, “The Social & Political Doctrine of Fascism” (1932) <input type="checkbox"/> Joseph Goebbels, “The Tasks of the Ministry for Propaganda” (1933) <input type="checkbox"/> Heinrich Himmler, “Fight Against the Gypsy Nuisance” (1938) <input type="checkbox"/> The Molotov-Ribbentrop Pact (1939)	<u>Due 3 Oct.:</u> Reading Comp. Quiz Annotated Bibliography
Additional Graduate-level Readings		<input type="checkbox"/> Richard Evans, <i>The Coming of the Third Reich</i> , ch. 6: “Hitler’s Cultural Revolution”		
7	4-10 Oct.	<input type="checkbox"/> Martin Kitchen, <i>Nazi Germany: A Critical Introduction</i> , ch. 4: “The War Years and	<input type="checkbox"/> Report on a Conference of the Imperial Japanese Government (1941)	<u>Due 10 Oct.:</u>

		<p>the End of the Third Reich” (16 pages)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stephen J. Lee, “Germany at War, 1939-45” (10 pages) <input type="checkbox"/> Lee, “The Great Patriotic War” (12 pages) <input type="checkbox"/> <i>Newsweek</i>, “Exposing the Rape of Nanking” <input type="checkbox"/> Norman Davies, <i>No Simple Victory</i>, ch. 5 “Civilians” (selections). <p>~Ninety total pages</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The Nanking Massacre (1937) 	<p>Reading Comp. Quiz</p> <p>Mixed Media Response 2</p>
Additional Graduate-level Readings		<ul style="list-style-type: none"> <input type="checkbox"/> Richard Evans, <i>The Third Reich in Power</i>, ch. 7: “The Road to War” 		
8	11-17 Oct.	<p>MIDTERM WEEK</p> <p>Study for your other classes.</p>		
9-10	18-24; 25-31 Oct.	<ul style="list-style-type: none"> <input type="checkbox"/> Christopher Browning, <i>The Origins of the Final Solution</i>, ch.8: “From War of Destruction to the Final Solution” (43 pages) <input type="checkbox"/> Isaiah Trunk, “Why the Jewish Councils Cooperated” (15 pages) <input type="checkbox"/> Walter Laqueur, “The Failure to Comprehend” (15 pages) <p>Seventy-three total pages</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Marta Appel, “Jewish Life after the Nazi Seizure of Power in 1933” (1940-41) <input type="checkbox"/> Inge Deutschkron, “Growing Up Jewish in 1930s Germany” (1978) <input type="checkbox"/> Victor Klemperer, “Reflections on the Meanings of the Yellow Star for Jews in Germany in 1941” (1947) <input type="checkbox"/> Hermann Friedrich Graebe, “Description of a Mass Execution of Jews in Ukraine in 1942” (1945) 	<p><u>Due 31 Oct.</u></p> <p>Reading Comp. Quiz</p> <p>Collective Resource Project</p>
Additional Graduate-level Readings		<ul style="list-style-type: none"> <input type="checkbox"/> Eric Johnson and Karl-Heinz Reuband, <i>What We Knew</i>, “Witnessing and Participating in Mass Murder” <input type="checkbox"/> Lucy Dawidowicz, <i>The Holocaust and the Historians</i>, chs 1, 6 		
11-12	1-7; 8-14 Nov.	<ul style="list-style-type: none"> <input type="checkbox"/> Richard Evans, <i>The Third Reich at War</i>, ch. 7: “Downfall” (~80 pages) <input type="checkbox"/> Michael R. Marrus, <i>The Nuremberg War Crimes Trial</i>, Selections from introduction (~40 pages) <input type="checkbox"/> <i>New York Post</i>, “Behind the secret plan to bring Nazi scientists to US” <p>One hundred ten total pages</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Select documents from Nuremberg Trial 	<p><u>Due 14 Nov.:</u></p> <p>Reading Comp. Quiz</p> <p>Mixed Media Response 3</p>
Additional Graduate-level Readings		<ul style="list-style-type: none"> <input type="checkbox"/> John W. Dower, “Triumphal and Tragic Narratives of the War in Asia” 		

13 & 15	15-21 Nov.; 29 Nov.-5 Dec.	<input type="checkbox"/> Ian Buruma, <i>Year Zero: A History of 1945</i> , prologue, ch. 1 (52 pages) <input type="checkbox"/> Deborah Lipstadt, <i>Denying the Holocaust</i> , ch. 1 (30 pages) Eighty-two total pages	Extra credit opportunity: Listen to the podcast, “Day X” from the <i>New York Times</i> (5 episodes) and produce a brief, two-minute YouTube response to the podcast as you interpret it after taking this course. Email the link to me.
Additional Graduate-level Readings	<input type="checkbox"/> James R. Van de Velde, "Opinion: The Enola Gay Saved Lives" <input type="checkbox"/> Jason Nicholls, "The portrayal of the atomic bombing of Nagasaki in US and English school history textbooks"	FINAL EXAM ESSAY DUE BY BY MIDNIGHT – NO EXCEPTIONS	
14 December			