

WOH 3244 U01 / EUH 4033 U01

# **WORLD WAR II**

## **A GLOBAL HISTORY, 1939-1945**

Fall 2020

Live on Zoom Mon/Weds 10:00-10:50am

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(or by appointment)

### **Why study the Second World War?**

The Second World War was a cataclysm of global proportions that transformed the world. It unleashed untold violence, destroyed entire societies, and ended millions of lives – many through systematic extermination. It mobilized entire nations, fractured empires, and propelled the United States and the Soviet Union to the rank of superpowers. In the process, it profoundly transformed ideas about political rights, gender roles, and national belonging. For better or worse, the Second World War laid the foundations for our contemporary world.

This course will examine the origins, experiences, and legacies of the Second World War. We will examine the war as a *global phenomenon*: one that crossed national boundaries and whose effects reverberated around the world. We will also examine the war as a *site of memory*. Because the war had such a profound impact, it remains an important cultural reference point today. Throughout the semester we will compare popular representations of the war (in film, literature, etc.) with the historical record in order to critically evaluate how personal and societal memories of historical events can differ from their reality.

As part of our effort to understand World War Two as a site of memory, we will dive into online historical archives related to the war. Throughout the semester, we will work with archival documents, photographs, and artefacts to build a digital exhibit using ArcGIS StoryMaps. You'll learn how to interpret the documents you find and how to use them to construct a story that can teach something to the broader public.

### **What does this course aim to help you learn?**

This is a discipline-specific Global Learning course that counts toward your Global Learning graduation requirement.

Studying the history of the Second World helps us understand the foundations of our global society today. More importantly, however, it also helps us learn to critically evaluate how the same events were experienced, narrated, and remembered differently across societies. This

course will help you acquire a conceptual and practical framework for understanding the global impact of the war. It will also teach you the basic methodological, and technical skills necessary for archival fieldwork. Finally, this class will help you sharpen your ability to analyze and critically engage sources and refine your abilities to communicate complex ideas in writing and in person.

*Course Objectives.* By the end of the semester, you will be able to:

- ✓ Understand and explain key themes, concepts, and events related to the Second World War, its impact, and its memory.
- ✓ Critically analyze and assess oral and written primary and secondary sources.
- ✓ Construct original, coherent, and well-organized historical arguments, both in writing and orally in class discussions.
- ✓ Use what you have learned in class to collect, evaluate, and utilize archival documents created during the Second World War.

*Global Learning Objectives.* By the end of the semester, you will be able to:

- ✓ Construct evidence-based arguments demonstrating **both** how local, national, and transnational processes contributed to shaping a major global conflict **and** how global events impacted different regions of the world. (Global Awareness).
- ✓ Construct an evidence-based argument that integrates multiple perspectives related to the Second World War (Global Perspective).
- ✓ Engage in debates about the local and global importance of the Second World War and its memory today (Global Engagement).

### **What is the structure of this course?**

This course is a *remote synchronous hybrid* course.

- *Remote* means that this semester we will be online instead of in person.
- *Synchronous* means that we will still meet up live on Zoom at a scheduled time – from 10:00 to 10:50 a.m. every Monday and Wednesday.
- *Hybrid* means that there will also be online participation activities every week on Canvas. We will use two apps – Perusall and Etherpad – to discuss the readings and work collaboratively on a semester-long project.

### **How will you succeed in this course?**

*Participate.*

Before class each week, you will read and discuss historical sources and literature with your fellow students using Perusall. These discussions will help you develop a better understanding of the wartime experience and the debates taking place between historians about the war.

In class (live on Zoom) each week, we will learn important concepts and context in the form of mini lectures, do breakout discussion activities, and work collaboratively on our group archival research / StoryMaps projects.

Outside of class you will collaborate with a small group of fellow students on a semester-long digital archive exhibit project.

*Communicate.* Being a student in the midst of the pandemic is tough. If you run into problems, don't disappear – reach out to Dr. Peterson or your fellow students for help. We will be working in small groups frequently this semester to help build a sense of community despite learning remotely and keeping in frequent contact will help make that isolation easier.

*Take Risks.* I don't expect you to know the 'right answer' or to know all the ins and outs of writing right away. That is, after all, one of the big tasks we will tackle together this semester. The more you put into the process, the more you'll get out of it.

### **How will I evaluate your progress?**

*Essays (30%).* Writing is a powerful tool for reflecting, organizing ideas, and staking out your own positions. Over the course of the semester, students will write **two of three** 3-page essays on the texts we read in class. These papers will give you the opportunity to connect the readings with one another and with the larger themes discussed in the course.

*Participation (30% total).* The best learning takes place in dialogue with me and your fellow students. Because of that, this course places an emphasis on participation. Weekly online activities are mandatory but low stakes, meaning that you will be graded less on the basis of how 'right' your answers are than on the effort you put into them. Participation consists of two activities: a) discussing the weekly readings through Perusall, and b) working actively with your small group StoryMaps Project throughout the semester.

*Digital Archive Exhibit Project (40%).* A major goal of this course is to teach you how to interpret archival documents and use them to engage in public discussions about the past. Students will use online archives for a two-part group project where they will design and build a digital exhibit using the [ArcGIS StoryMaps](#) software. StoryMaps is very intuitive, but students will also receive training from FIU's GIS Center on how to use this software several times throughout the semester.

#### Grading Scale

A = 100-93	B+ = 89-87	B- = 82-80	C = 76-70	F = 59-0
A- = 92-90	B = 86-83	C+ = 79-77	D = 69-60	

#### Grade Breakdown

Active participation in online activities and Zoom	25%
Two out of the three 3-page analytic essays (15% each)	30%
Digital Archive Exhibit Project	<u>45%</u>
<b>Total</b>	<b>100%</b>

## Thriving – or just surviving – amidst the pandemic

The pandemic is tough on all of us. To make it through, we have to work together. To that end, I want to lay some ground rules to help all of us out:

- If you need extra help, have to miss a Zoom meeting, or need more time with something, I will work with you – I promise. Just ask.
- You don't owe me an explanation about your mental or physical health, your personal situation, etc. I am here if you need someone to talk to about what you're going through, though, and I'll try find someone to help you if I can't.
- This semester, due dates are aspirational. What does that mean? In practice it means that you should aim to submit assignments by what we will call the '**Goal Date,**' but if you can't, you won't be penalized. Every student faces unique circumstances and challenges in the pandemic, and I want to give you the flexibility to succeed despite them. This policy goes for group assignments as well, but please reach out to me as a group in advance.
- Building a community is critical to our learning and our mental health this semester. We're in this together, and I hope we can show each other the patience, openness, and willingness to pull our weight that are needed to help everyone succeed.
- Because of the unpredictability of hurricane season and the pandemic, we will modify our goals and schedule as necessary to make sure everyone can succeed.

## Academic Integrity

Academic misconduct is a serious matter which can result in the failure of this course or even expulsion. All the work that you submit must be your own and must be properly cited. If you haven't already, I encourage you to familiarize yourself with the FIU's Code of Academic Integrity. You can find it online at: <https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/>.

## Resources

I highly encourage you to take advantage of academic services that FIU offers to undergraduates. They are a valuable resource for students at all levels.

The **Writing in History Program** provides assistance with papers and other written assignments, offering online and in-person tutoring appointments. Tutors have specialized knowledge of writing for History classes. For more info, please visit: <http://history.fiu.edu/tutoring>.

The **University Learning Center** provides individual peer tutoring services and general academic help: <http://undergrad.fiu.edu/cas/learning-center/>.

To help you succeed in the class, we have **several written guides** on [how to read strategically](#), [how to write a history paper](#), and [how to pass in history](#). Check them out!

**Counseling and Psychological Services** offers limited, short-term mental health support to any FIU student: <https://studentaffairs.fiu.edu/health-and-fitness/counseling-and-psychological-services/index.php>.

### **Inclusivity and Accessibility**

I am committed to making this class as inclusive and accessible as possible. If you have concerns, preferred pronouns, or need accommodation of any type in this course, please reach out to me. Students with disabilities may also wish to contact the Disability Resources Center: <https://studentaffairs.fiu.edu/get-support/disability-resource-center/>.

### **Required Texts:**

Vassily Grossman, *A Writer at War: A Soviet Journalist with the Red Army, 1941-1945*, trans. Anthony Beevor and Luba Vinogradova (New York: Vintage Books). ISBN 978-0307275332.

Aside from Grossman, all required readings for this course are available **on Canvas or through the FIU Libraries** in the form of an e-book that can be checked out by multiple students at the same time.

### **Recommended Textbook:**

Gerhard Weinberg, *A World at Arms: A Global History of World War II* (Cambridge: Cambridge University Press, 2005). ISBN 978-0521618267.

**If** you would like a much more detailed account to accompany the lessons throughout the semester, I recommend that you pick up a copy of Weinberg. I have listed page numbers for weekly readings that will give you helpful context, but you are **not required to do these readings**. You can easily find cheap used copies online.

#### Optional Readings from Weinberg:

Week 2: Ch. 1

Week 3: pp. 166-170, 245-263

Week 5: Ch. 2

Week 6: Ch. 5

Week 7: Ch. 6

Week 8: Ch. 9

Week 10: Ch. 8

Week 13: Ch. 15

Week 14: Ch. 16

Week 15: Conclusion

## Weekly Schedule

### Week 1 – Introduction

- 8/24 Course Introduction  
8/26 History, Memory, and the War.

#### Readings:

- [Read] John Bodnar, “Saving Private Ryan and Postwar Memory in America,”  
*The American Historical Review* vol. 106, No. 3 (Jun., 2001): 805-817
- [Read] Adam Tooze, “We Remember World War II Wrong,” *Foreign Policy*, 7  
May 2020, <https://foreignpolicy.com/2020/05/07/world-war-2-victory-day-russia-75th-anniversary/>

### Week 2 – The Legacies of World War One

- 8/31 The Great War and the Paris Peace  
9/2 The Rise of National Socialism

#### Readings:

- [Read] George L Mosse, *Fallen Soldiers: Reshaping the memory of the World Wars* (New York: Oxford University Press, 1990), pages 159-181.
- [Read] Robert Gerwarth, *The Vanquished: Why the First World War Failed to End* (New York: Farrar, Straus, and Giroux, 2016), pages 1-15.

### Week 3 – Clashing Empires

- 9/7 NO CLASS – Happy Labor Day  
9/9 Imperial Japan

#### Readings:

- [Read] Louise Young, *Japan’s Total Empire* (Berkeley: University of California Press, 1998), pages 55-68 and 88-114.

### Week 4 – Democracy in Crisis

- 9/14 Central European Democracies between Hitler and Stalin  
9/16 ArcGIS StoryMaps Training

#### Readings:

- [Read] Timothy Snyder, *Black Earth: The Holocaust as History and Warning* (New York: Tim Duggan Books, 2015), pages 11-33.

[Read] Mark Mazower, *Hitler's Empire: How the Nazis Ruled Europe* (New York: The Penguin Press, 2008), pages 581-590.

### **Week 5 – War Comes to Europe**

9/21 From Munich to Poland

9/23 Blitzkrieg and the Blitz

Also today: Optional ArcGIS StoryMaps training with the Digital Scholars Studio

**First 3-page essay goal due date Friday 9/25 at midnight.**

#### Readings:

[Read] Marc Bloch, *Strange Defeat: A Statement of Evidence Written in 1940*, trans. Gerard Hopkins (New York: W.W. Norton, 1968), pages 25-37, 68-71, and 105-108.

### **Week 6 – Race War**

9/28 Race and the War in the Pacific

9/30 The New Order in Europe

**Digital Archive Exhibit Source List due Friday 10/2 at midnight.**

#### Readings:

[Read] John Dower, *War Without Mercy: Race and Power in the Pacific War* (New York, Pantheon Books, 1986), pages 3-14 and 77-93. [[Excerpted from an E-book available through FIU Libraries](#)]

### **Week 7 – The War Widens**

10/5 Operation Barbarossa

10/7 Japan and America Enter the War

#### Readings:

[Read] Haruko Taya Cook and Theodore F. Cook, *Japan at War: An Oral History* (New York: The New Press, 1992), pages 47-55, 86-89, 121-127, 177-181, and 231-240.

### **Week 8 – Home Fronts**

10/12 Occupation and Resistance in Europe

10/14 The Home Front in America

#### Readings:

Robert Gildea, *Marianne in Chains: Daily Life in the Heart of France during the German Occupation* (New York: Picador, 2002). Chapter 2: "Cohabitation," pages 42-69.

### **Week 9 – The Holocaust**

- 10/19 From the 'Holocaust by Bullets' to the 'Final Solution'  
10/21 The Camps

**Digital Archive Exhibit Project Design due Friday 10/23 at midnight.**

#### Readings:

- [Read] Jan Gross, *Neighbors: The Destruction of the Jewish Community in Jedwabne, Poland* (Princeton: Princeton UP, 2001), pages 3-22, 41-71, 79-89, 138-142. [[Excerpted from an E-book available through FIU Libraries](#)]  
[Watch] *Night and Fog (Nuit et Brouillard, 1956)*. [[On Kanopy](#)]

### **Week 10 – Turning Points**

- 10/26 The Battle of Stalingrad  
10/28 Midway and Guadalcanal

**Second 3-page essay goal date Friday 10/30 at midnight.**

#### Readings:

- [Read] Vassily Grossman, *A Writer at War: A Soviet Journalist with the Red Army, 1941-1945*, trans. Anthony Bevor and Luba Vinogradova (New York: Vintage Books). Skim pages 132-133; read pages 154-200.

### **Week 11 – New Fronts**

- 11/2 War in the Mediterranean and the Italian Campaign  
11/4 ArcGIS Workshop Day

#### Readings:

- [Read] Ernie Pyle, *Brave Men* (New York: Henry Holt, 1944), pages 78-82, 123-135, 199-214. [[Excerpted from an open-access copy on Project Gutenberg](#)]

### **Week 12 – Overseas Empires at War**

- 11/9 Overseas Empires at War  
11/11 NO CLASS – Happy Veteran's Day

#### Readings:



[Read] Mouloud Feraoun, *The Poor Man's Son: Menrad, Kabyle Schoolteacher*, trans. Lucy R. McNair (Charlottesville: University of Virginia Press, 2005), pages 133-145.

### **Week 13 – The March Toward Victory**

11/16 D-Day and the Allied Invasion of France  
11/18 The Race to Berlin

**Rough Draft of Digital Archive Exhibit Project due Sunday 11/22 at midnight.**

#### Readings:

[Read] Grossman, *A Writer at War*, pages 309-343.

### **Week 14 – Defeat**

11/23 Japan, the Bomb, and the End of the Pacific War  
11/25 Occupation, Nation-building, and the Cold War

#### Readings:

[Watch] *Germany Year Zero (Germania anno zero, 1948)*. [Recommended].

[Read] Anonymous, *A Woman in Berlin: Eight Weeks in the Conquered City. A Diary*, trans. Philip Boehm (New York: Picador, 2006), pages 34-44, 72-82, and 112-117.

### **Week 15 – Legacies**

11/30 Nuremburg and the Slow Birth of Human Rights  
12/2 The Crumbling of Empire

**Third 3-page essay goal date Friday 12/4 at midnight.**

#### Readings:

[Read] Michael R. Marrus, *The Nuremberg War Crimes Trial 1945-6: A Documentary History* (Boston: Bedford St. Martin's, 1997), pages 185-193 and 241-246.

[Watch] *L'ami y'a bon* (dir. Rachid Bouchareb, 2005). [[YouTube](#)]

### **Finals Week**

**Final Digital Archive Exhibit due 12/9 at Midnight**

Virtual 'Gallery Tour'