Course Description

British writer H.G. Wells wrote in 1914 that World War I “aims at a settlement that shall stop this sort of thing for ever.” He went on to describe the conflict as “the last war!” Yet, just over twenty years later, Europe again found itself embroiled in a war. This one, moreover, would prove far deadlier and destructive than its predecessor. What happened in this brief interval that led humankind to repeat the sins of their forefathers? To explain World War II, it is necessary to look at the ideological, economic, political, social, and cultural roots of the war. In the process, this course will explore how high-level officials, soldiers on the battlefield, and civilians experienced the war. This “total war” had a profound impact on Europe’s physical environment as well as on innocent men, women, and children, including, though not limited to, the Holocaust, medical experimentation, and forced migrations. Finally, just as World War I led directly to World War II, this course examines the ways in which the latter conflict produced the conditions necessary for the Cold War.

Course Structure

The lectures will provide historical background information to help you interpret and understand the primary source documents that you will need to read BEFORE your weekly discussion meeting. You should be prepared to spend a significant amount of time analyzing the primary sources that are assigned for each class; it is much more difficult to read primary sources than it is to read a textbook.

**Cell phones should be silenced and put away. Also, arrive on time, and do not leave early**

Course Requirements

1.) Discussion Section Attendance & Participation (20%)
   Attend the section you are enrolled in and be ready to discuss the questions related to the primary source documents with your peers and TA.
2.) In-Class Quizzes (15%)

Periodically throughout the semester, there will be multiple-choice quizzes during our scheduled lecture meetings. The quizzes will include questions related to material from lecture, NOT the readings. You may use your notes, so long as they are handwritten or printed out. If you attend lecture regularly and take good notes, you should do well on these. The dates of the quizzes are: February 20, April 1, and April 29

3.) In-Class Essay Exams

There will be three essay exams given over the course of the semester. These exams are not cumulative. Since these exams are based on the primary source documents, you may use the course readings during the in-class exams. The exam question will be given to you one week in advance.

a) Exam #1 (15%): February 27

b) Exam #2 (20%): April 10

b) Exam #3 (30%): Tuesday, May 14, 5:30 pm–7:30 pm

Course Readings

Primary source documents are available on D2L.

Course Outline

January 23: Introduction

January 28: World War I, Versailles, & the Failed Peace
- Woodrow Wilson & League of Nations
- Treaty of Locarno

January 30: Out of the Ashes: The Rise of Fascism and Socialism
- What is Fascism?
- Mein Kampf Excerpt
- On Overcoming the Consequences of the Lost War

February 4: The Coming of the Third Reich
- 25-Point Program of National Socialist German Workers Party
- Proclamation of the Reich Government to the German People
- Hitler Proclamation of October 14, 1933

February 6: Expansionism & Appeasement
- Mussolini’s “A Call to Arms” Speech to his Followers, October 3, 1935
- The Hossbach Memorandum of November 10, 1937
- Hitler “Operation White” Directive
- German Reply to British Ultimatum
February 11: Democracies Under Attack: From the “Phony War” to the Fall of France
  - French-German Armistice Agreement of June 22. 1940
  - A “New Order” In Europe

February 13: The Battle of Britain
  - A Certain Eventuality
  - Churchill “The Few” Speech
  - Churchill to Roosevelt Letter

February 18: Keep Your Enemies Close: Operation Barbarossa & the Soviet Union
  - Hitler to Mussolini Letter
  - Germany Strikes East
  - Hitler’s Obstinance

February 20: Waking the Sleeping Giant: Pearl Harbor & U.S. Entry into the War (QUIZ #1)
  - Japanese Foreign Minister to Japanese Embassy in Berlin
  - American “Shoot-on-Sight” Policy
  - German Declaration of War Against the U.S.

February 25: War on the Home Front
  - George Marshall on Mobilization of U.S. Manpower
  - Factories on Rails
  - Soviet Union Food Rationing

February 27: Exam # 1

March 4: The Nazi War Machine
  - Germany’s U-Boat Strategy
  - Panzer Warfare in the East

March 6: Total War at Sea & in the Air
  - “Plan Dog”
  - Over-all Effects of the Air Offensive
  - The Morale Effects of the Air Raids

March 11: The Beginning of the End? Stalingrad & Kursk
  - “Nation, Rise Up, and Let the Storm Break Loose”
  - Marshal Zhukov on Nazi Debacle at Stalingrad

March 13: The Other Front: War in North Africa & Italy
  - Churchill to Stalin Letter
  - Churchill & Roosevelt to Stalin Letter
  - Joint Declarations of the Moscow Conference
March 18 & 20: Spring Break

March 25: D-Day
- Churchill-Stalin Correspondence on Second Front
- Eisenhower and Overlord
- German General Erwin Rommel Message to Hitler

March 27: The Resistance
- Polish Courier Jan Nowak Reminiscence
- Big Three Response to Warsaw Uprising

April 1: The March to Berlin (QUIZ # 2)
- Churchill-Roosevelt Correspondence in April 1945
- General Eisenhower to General Marshall in April 1945

April 3: The Eastern Front

April 8: The Fall of the Third Reich
- Roosevelt-Stalin Correspondence in April 1945
- Private & Political Testaments of Hitler
- Nazis to the Bitter End?

April 10: Exam # 2

April 15: The Final Solution
- The Nuremberg Laws
- “The Jews Are to Blame
- The Wannsee Protocol

April 17: War is Hell: Atrocities in Total War
- Instructions to Einsatzgruppen
- “The Criminal Orders”
- Molotov Notes on German Atrocities

April 22: Carrying Out the Final Solution
- Defining Genocide
- Conditions in the Warsaw Ghetto
- Auschwitz Escapees Report

April 24: The Holocaust & The Nuremberg Trials
- Letter to Eleanor Roosevelt on Jews in Germany
- U.S. Government Refuses to Bomb Auschwitz
- Report on Conditions at Auschwitz
- The Nuremberg Trials
April 29: Building the World Anew (Quiz # 3)
- Roosevelt’s Four Freedoms
- Atlantic Charter
- “The Four Policemen”

May 1: A Divided Europe
- Churchill-Stalin-Roosevelt Correspondence on Poland
- Notes on Meeting at Yalta Between the Big Three
- British Officials’ Thoughts on Soviet Claims in Poland and Eastern Europe

May 6: How to Prevent Another World War? Germany’s Uncertain Future
- The German Problem
- America’s Plan for Postwar Germany

May 8: The Origins of the Cold War
- Averell Harriman to Harry Truman Memorandum
- Nikolai Novikov to Soviet Leadership
- George Kennan’s Long Telegram

Final Exam: Tuesday, May 14, 5:30 pm–7:30 pm

1. Students with disabilities. If you have a disability and need special assistance or accommodations, please see me within the first week of class. All student requests for accommodation must be made through the Accessibility Resource Center. Faculty may not grant disability accommodations without a written request. Information on accommodations can be found at http://www4.uwm.edu/arc.

2. As per UWS 17 of the University of Wisconsin Colleges Student Rights & Regulations, no form of harassment or discrimination is allowed in this class on the basis of identity, including but not limited to race, gender, class, age, disability, religion, sexual orientation, immigration status, veteran status, gender identity, nationality, and/or ethnicity. While this class seeks to foster an environment in which ideas and beliefs can be challenged in the spirit of academic inquiry, such challenges must be respectful and civil so that all class members are welcome and empowered to participate in this learning process. For information on discriminatory conduct, please visit the website at https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_Policy.pdf

3. Academic misconduct. Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. Information on academic misconduct can be found at http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/. I encourage you to familiarize yourself with it. If a student violates this policy in any way, I reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course. If you have questions about appropriate citations, please ask.
4. The following link contains important additional information on the UWM course policies listed above and others: http://uwm.edu/secu/wp-content/uploads/sites/122/2016/12/Syllabus-Links.pdf

5. The instructor and the University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).

**Academic Advising in History**
All L&S students have to declare and complete an academic major to graduate. If you have not yet declared a major, you are encouraged to do so, even if you are at an early stage in your college education. If you are interested in declaring a major (or minor) in History, or if you need academic advising in History, please visit the Department of History undergraduate program web page at [http://www4.uwm.edu/letsci/history/undergrad/](http://www4.uwm.edu/letsci/history/undergrad/) for information on how to proceed.