


Assignments guidelines are in the original syllabus. This just represents changes in the calendar.


Biggest changes: online quiz II will be eliminated.


Slight changes in deadline for Essay 2.

Class Calendar	
This class calendar is subject to change and assignments are subject to revision.	
Class Meeting Dates	Schedule of Assignment Deadlines, Readings, Class Meetings
Between Classes do the following	<p>Study Recorded Lectures (time indicates length of video; you may want to spend more time studying; you should make notes):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Origins of World War II: How might WWI contributed to WWII? (15 minutes) <input type="checkbox"/> Origins of World War II: What was the potential for peace and collective security in the 1920s and 1930s? (15 minutes) <input type="checkbox"/> Origins of World War II: What were the events on the "Road to War"? (two parts, approximately 50 minutes)
Monday, 24 October	<p>Film Preview: The "Wrong War" Thesis</p> <ul style="list-style-type: none"> • Did Hitler get the "wrong war" in 1939 against Great Britain? • What are the major claims/interpretation in this documentary? • How is the historical interpretation visually represented? What are its limits and possibilities? • How persuasive is the interpretation?
Between Classes do the following	<ul style="list-style-type: none"> <input type="checkbox"/> Read and make notes: Bess, <i>Choices under Fire</i>, pp. 1-18, 21-41, 58-78 (i.e. Introduction, Chapters 1 and 3) <input type="checkbox"/> Read and make notes: Bess, <i>Choices under Fire</i>, pp. 42-57 (i.e. chapter 2) I urge you to read, but we will not be discussing in class given the Eurocentric focus) <input type="checkbox"/> Ponder and develop responses to study questions below
Wednesday, 26 October	<p>Discuss: Bess, <i>Choices Under Fire</i></p> <ol style="list-style-type: none"> 1. Michael Bess acknowledges that the cause of war from the Allied perspective was "morally straight forward" but the war itself is "morally complex ... pervaded by ambiguities, trade-offs, agonizing choices, and unresolvable dilemmas." (p. 10) Locate and explain examples from the monograph provided by Bess and evaluate how well he supports his claims. 2. Bess explores moral choices in three distinct ways: political and military policies; individual decision; broader patters of everyday choices. (p. 4) Locate and explain examples from the monograph provided by Bess and evaluate how well he supports his claims. 3. In what ways did race play a central role? (p. 21) 4. Why should we revisit appeasement as a cause of World War II in Europe and deepen our appreciation for its advantages? (p. 60)
Between Classes do the following	<ul style="list-style-type: none"> <input type="checkbox"/> Read and make notes: <i>Documents on the Origins of World War II</i>, Documents 1-4, pp. 1-10

These questions are explored throughout the monograph, so revisit them regularly to evaluate Bess for the book review.

Monday, 31 October	<p>Discussion: What were Hitler's Intentions?</p> <ul style="list-style-type: none"> • What motivated Hitler's foreign policy decisions and actions? • Did his intentions make war inevitable? • Did his intentions evolve over time? • Was there an ideological consistency in Hitler's intentions and actions?
Between Classes do the following	<input type="checkbox"/> Read and make notes: <i>Documents on the Origins of World War II</i> , Documents 5-21, pp. 10-41 <input type="checkbox"/> Begin contemplating Essay 1
Wednesday, 2 November	<p>Discussion: Did Hitler get the "wrong war" in 1939?</p> <ul style="list-style-type: none"> • What do the documents reveal about the actions and motives of the major players in Great Britain and Germany? • How important is individual agency in the progression of events?
Between Classes do the following	<input type="checkbox"/> Study Recorded Lecture: Origins of World War II: How was appeasement, if at all, responsible for the origins of the war in 1939? <input type="checkbox"/> Review all documents and lecture notes that we have studied. <input type="checkbox"/> Begin pre-writing Essay 2
Monday, 7 November	<p>Lecture: What drove Hitler and Germany to invade the USSR and eastern Poland?</p> <ul style="list-style-type: none"> • What motivated Hitler to call for the invasion of the USSR and eastern Poland? • What explains the timing of the invasion?
Between Classes do the following	<input type="checkbox"/> Read and make notes: <i>Documents on the Origins of World War II</i> , Documents 22-33, pp. 42-55 <input type="checkbox"/> Be composing Essay 2
Wednesday, 9 November	<p>Discussion: Did Hitler get the "Wrong War" by invading the Soviet Union?</p>
Between Classes do the following	<p>Study Recorded Lectures (time indicates length of video; you may want to spend more time studying; you should make notes):</p> <input type="checkbox"/> Antisemitism, Racism, and Prejudice (allow approximately 1 hour) in BOLT → Recorded Lectures <input type="checkbox"/> The Decision to Kill (allow approximately 1 hour) in BOLT → Recorded Lectures <input type="checkbox"/> Be composing Essay 2
Monday, 14 November	<p>Lecture: Total War and Genocide</p> <ul style="list-style-type: none"> • How did the total war era potentially contribute to the origins of the final solution? • What were the origins of Nazi genocidal policies?
Between Classes do the following 	<input type="checkbox"/> Submit a hard copy of Essay 2 to class PLUS upload to BOLT Coursework --> Assignment Submission Folder by Thursday, 17 November, 5:00 PM.

Wednesday, 16 November	Discuss: Documentarians and the Holocaust Preview: <i>The Nazis, A Warning from History: The Road to Treblinka</i>
Between Classes do the following	<input type="checkbox"/> Read and make notes: Bess, <i>Choices under Fire</i> , pp. 79-87, 111-135 (i.e. chapters 4 and 6)
Monday, 21 November	Discuss: Bess, <i>Choices under Fire</i> 1. Who are bystanders in total war? 2. "How much is not enough?" 3. What do we learn about the potential for good and evil, and the individual's "ability to shape a more universe out of the world that surrounds us"? (p. 113)
Wednesday, 23 November	No class meeting; Thanksgiving Recess 
Between Classes do the following	Read and Study <input type="checkbox"/> Read and make notes: Bess, <i>Choices under Fire</i> , pp. 88-110, 198-253 (i.e. chapters 5 and 10) <input type="checkbox"/> Begin pre-writing Book Review 2
Monday, 28 November	Discuss: Bess, <i>Choices under Fire</i> 1. Why did the bombing of civilian populations bring about moral slippage? 2. Was the "scorch and boil and bake" the "single greatest moral failure of the Anglo-American war effort"? (p. 110) 3. "Did the use of [the atomic bomb] violate the basic principles of a just war?" 4. "Was the dropping of the atomic bomb justified?" 5. "Did the United States drop the bomb to intimidate the Soviet Union?" 6. "Was the bomb used out of racism?" (p. 200)
Between Classes do the following	<input type="checkbox"/> Read and make notes: Bess, <i>Choices under Fire</i> , pp. 166-178 (i.e. chapter 8) <input type="checkbox"/> Start composing Book Review 2
Wednesday, 30 November	Lecture: Fighting to the Bitter End and Peace without a Treaty • What kept the Germans fighting? • How was peace restored to Europe without a treaty?
Between Classes do the following	<input type="checkbox"/> Read and make notes: Bess, <i>Choices under Fire</i> , pp. 257-346 (i.e. Part three Introduction, and chapters 11-13, Conclusion) <input type="checkbox"/> Be composing Book Review 2
Monday, 5 December	Discuss: Bess, <i>Choices under Fire</i> 1. Was WWII the "single greatest catalyst of change, bringing about (or sharply accelerating) deep transformations ..."? (p. 259) 2. What were the arguments for and against the "international" tribunals after World War II? 3. How did these trials influence more recent debates about international justice and national sovereignty? 4. "Will humankind have to keep muddling through indefinitely on the knife edge of arms races, weapons of mass destruction, and

	<p>'security' enforced by intercontinental suicide pacts? Or might it be possible to move our species ... toward a more cooperative and effective system of conflict resolution?" (p. 289)</p> <ol style="list-style-type: none"> 5. "What should we remember about our past, and what should we allow to fade into oblivion?" 6. "In what kind of light should [any] nation's past deeds be portrayed? Who decides and how?" 7. "What does it mean to have a constructive and honest relationship with our past?" (p. 311)
Between Classes do the following	<input type="checkbox"/> Be polishing up and finish composition of Book Review 2 <input type="checkbox"/> Submit a hard copy of Book Review 2 to class PLUS upload to BOLT Coursework --> Assignment Submission Folder by Wednesday, 7 December, 2:59 PM.
Wednesday, 7 December	t.b.a.: we will be meeting, but if we fall behind these days create flexibility.
Between Classes do the following	<input type="checkbox"/> Be preparing for the final.
<p>Monday, 12 December, 3:00-5:00 PM</p> <p>(what the university Registrar listed in early August)</p> 	<p>Part I: (15 points) An "objective" portion (any combination of matching, fill-in-the-blank, ordering, multiple choice, etc)</p> <ul style="list-style-type: none"> • Tests your ability to place events in correct sequence or recognize correct sequence of events for the era of total war • Tests your ability to define the roles that historical individuals played in events that we have studied, discussed, and read about • Tests your ability to identify and know the significance of events that we have studied, discussed, and read about • Drawn from in-class lectures, recorded lectures, notes from readings, and discussions <p>Part II: (20 points) An essay randomly selected out of a hat on the day of the exam from one of these options:</p> <ol style="list-style-type: none"> 1. What happens to culture and morality in an age of Total War? 2. To what extent, if any, were the origins of World War I (1914) and World War II (1939-1941) in Europe a manifestation of just cause (<i>jus ad bellum</i>)? 3. How important is individual agency and personalities in assessing the origins of war? 4. What was the impact of total war on civilization? <p>Part III: (15 points) An essay that responds to the following prompt:</p> <ol style="list-style-type: none"> 1. What are the potentials and limitations of teaching history through documentaries?