

Daily Calendar of Learning and Teaching Activities


| Total War Europe, History 327 | |
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| Spring 2023 Meeting Room: AAB 175 Meeting Times: 2:00-3:15 PM TuTh (1208) Syllabus updated 18 Jan 2023 | Dr. Stallbaumer-Beishline Office: AAB 251 Office Phone: 570-389-4979 Email: Lstallba@commonwealthu.edu |
| Student Drop-in Hours Monday-Thursdays: 1:00-1:45 PM (in-person or Zoom if pre-arranged) Happy to schedule appointments outside these times as well; just contact me. | Email Etiquette: <ul style="list-style-type: none"> Always include the topic of your email in the memo line. Never assume that I read my email more than once a day, or that I will respond immediately when you send a message. The lack of planning on your part does not constitute an emergency on my part. |
| Zoom Room for Student Drop-in Hours and if we encounter a sudden shift to remote: https://bloomu.zoom.us/j/197602557 Meeting ID: 197 602 557 Dial by your location if you run into any audio-mic problems, computer problems +1 301 715 8592 US (Germantown) +1 312 626 6799 US (Chicago) +1 646 876 9923 US (New York) | |

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| | Estimated reading times are NOT provided because this can vary between individual readers. However, I do provide total pages to be read or page ranges. |
| Tue, 24 Jan | <ol style="list-style-type: none"> 1. Course introduction 2. Q&A session |
| Between Classes do the Following: | <input type="checkbox"/> Submit to BOLT Prior knowledge perception response by Friday, 28 January, 11:59 PM <input type="checkbox"/> Read for discussion the following items from Williamson and van Wyk <ul style="list-style-type: none"> <input type="checkbox"/> Preface to <i>July 1914</i> (2 pages) <input type="checkbox"/> Introduction: civil-military relations in <i>July 1914</i> (7 pages) <input type="checkbox"/> The Crisis in <i>July 1914</i>: the crisis (5 pages) <input type="checkbox"/> Sign UP for Journal Article Analysis (JAA) (Google Doc) |
| Thu, 26 Jan | Make Notes from Lecture <ol style="list-style-type: none"> 1. What is the historiography of the origins of World War? 2. What are the long-term causes of World War I? 3. Why the Alliance System should have prevented war during the July Crisis? 4. What is just cause for war? |
| Between Classes do the Following: | <input type="checkbox"/> Read for discussion the following items from Williamson and van Wyk <ul style="list-style-type: none"> <input type="checkbox"/> Preface to <i>July 1914</i> (2 pages) <input type="checkbox"/> Introduction: civil-military relations in <i>July 1914</i> (7 pages) <input type="checkbox"/> The Crisis in <i>July 1914</i>: the crisis (5 pages) <input type="checkbox"/> Sign UP for all three Journal Article Analysis (JAA) (Google Doc) <input type="checkbox"/> Submit to BOLT Prior Knowledge/Perception Response by Friday, 28 January 11:59 |

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| Tue, 31 Jan | <p>Discussion: How can we understand the origins of WWI through the prism of civil-military relations?</p> <ol style="list-style-type: none"> 1. What kind of working assumptions did statesman and generals share during the July crisis? 2. What is the power of individual agency in the decisions to go to war i.e. what can one man do or not do? 3. What do we learn about the Triple Alliance and the Triple Entente? 4. What is meant by "slide to war" (page 13) and what are the implications of this phrasing? |
| Between Classes do the Following: | <ul style="list-style-type: none"> <input type="checkbox"/> Read for discussion "Pasic, Apis, and the Battle for Serbia" (27 PAGES) in <i>July 1914</i> <input type="checkbox"/> Make a timeline and familiarize yourself with the roles and actions taken by major Serbian participants <input type="checkbox"/> Make use of the study guide in BOLT <input type="checkbox"/> Explore Essay 1 and begin composing body paragraph(s) <input type="checkbox"/> Sign UP for all three Journal Article Analysis (JAA) (Google Doc) |
| Thu, 2 Feb | <p>Discussion: What was Serbia's responsibility for war in 1914?</p> <ol style="list-style-type: none"> 1. During the July crisis, to what extent did Serbian civil-military relations and individual personalities and agency affect the outcome? 2. What sort of working assumptions and prejudices shaped the decision-makers (civilian and military) which may have contributed to the outbreak of war? 3. Did war break out in 1914 because the military prevailed over the civilian leadership in Serbia? 4. Did Serbia have just cause for war in 1914 as defined by international customs? |
| Between Classes do the Following: | <ul style="list-style-type: none"> <input type="checkbox"/> Read for discussion "Berchtold and Conrad push Austria-Hungary to War" (30 pages) in <i>July 1914</i> <input type="checkbox"/> Make a timeline and familiarize yourself with the roles and actions taken by major Austro-Hungarian participants <input type="checkbox"/> Make use of the study guide in BOLT <input type="checkbox"/> Explore Essay 1 and begin composing body paragraph(s) <input type="checkbox"/> Sign UP for all Journal Article Analysis (JAA) (Google Doc) |
| Tue, 7 Feb | <p>Discussion: What was Austria-Hungary's responsibility for war in 1914?</p> <ol style="list-style-type: none"> 1. During the July crisis, to what extent did Austro-Hungarian civil-military relations and individual personalities and agency affect the outcome? 2. What sort of working assumptions and prejudices shaped the Austro-Hungarian decision-makers (civilian and military) which may have contributed to the outbreak of war? 3. Did war break out in 1914 because the military prevailed over the civilian leadership in Austria-Hungary? 4. Did Austria-Hungary just cause for war in 1914 as defined by international customs? |
| Between Classes do the Following: | <ul style="list-style-type: none"> <input type="checkbox"/> Read for discussion "Bethmann, Moltke, and German support for Vienna," (36 pages) in <i>July 1914</i> <input type="checkbox"/> Make a timeline and familiarize yourself with the roles and actions taken by major German participants <input type="checkbox"/> Make use of the study guide in BOLT <input type="checkbox"/> Explore Essay 1 and begin composing body paragraph(s) |
| Thu, 9 Feb | <p>Discussion: What was Germany's responsibility for war in 1914?</p> |

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| | <ol style="list-style-type: none"> 1. During the July crisis, to what extent did German civil-military relations and individual personalities and agency affect the outcome? 2. What sort of working assumptions and prejudices shaped the decision-makers (civilian and military) which may have contributed to the outbreak of war? 3. Did war break out in 1914 because the military prevailed over the civilian leadership in Germany? 4. Did Germany have just cause for war in 1914 as defined by international customs? |
| Between Classes do the Following: | <input type="checkbox"/> Read for discussion "Sazonov, Sukhomlinov, and the Russian Escalation of the Crisis," (37 pages) in <i>July 1914</i> <input type="checkbox"/> Make a timeline and familiarize yourself with the roles and actions taken by major Russian participants <input type="checkbox"/> Make use of the study guide in BOLT <input type="checkbox"/> Explore Essay 1 and begin composing body paragraph(s) |
| Tue, 14 Feb | <p>Discussion: What was Russia's responsibility for war in 1914?</p> <ol style="list-style-type: none"> 1. During the July crisis, to what extent did Russian civil-military relations and individual personalities and agency affect the outcome? 2. What sort of working assumptions and prejudices shaped the Russian decision-makers (civilian and military) which may have contributed to the outbreak of war? 3. Did war break out in 1914 because the military prevailed over the civilian leadership in Russia? 4. Did Russia have just cause for war in 1914 as defined by international customs? |
| Between Classes do the Following: | <input type="checkbox"/> Review reading and discussion notes for the origins of World War I in Serbia, Austria Hungary, Germany, and Russia <input type="checkbox"/> Preview the Writing Manual for Upper-Division courses in BOLT <input type="checkbox"/> Pre-write Submission of one body paragraph must be discussed by 5:00 PM on Tuesday, 21 February <input type="checkbox"/> Be composing essay one |
| Thu, 16 Feb | <p>Let's review and prepare to write:</p> <ol style="list-style-type: none"> 1. WWI Quiz Game 2. Advancing Plausible historical interpretations |
| Between Classes do the Following: | <input type="checkbox"/> Be composing essay one <input type="checkbox"/> Pre-write Submission of one body paragraph must be discussed by 5:00 PM on Tuesday, 21 February <input type="checkbox"/> Sign UP for all four Journal Article Analysis (Google Doc) |
| Tue, 21 Feb | <p>Make Notes from Lecture What about the British and French in the origins of World War I?</p> |
| Between Classes do the Following: | <input type="checkbox"/> Submit Essay One by Thursday, 23 Feb, 2:00 PM. Bring a copy to class and upload to BOLT folder. |
| Thu, 23 Feb | <p>Make Notes from Lecture Total War: Civilians and Rules of Warfare</p> |
| Between Classes do the Following: | <input type="checkbox"/> Read either Jenkinson & Verdier or Stice <input type="checkbox"/> Submit Journal Article Analysis (JAA) 1 by 2:00 PM on 28 February. Bring a copy to class and upload to BOLT folder. <input type="checkbox"/> Optional <i>Women at War, 1914-1918</i> (90 minutes) (this was streaming on Netflix) |
| Tue, 28 Feb | <p>JAA 1 Discussion: Civilian Experiences</p> |

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| | <p>Jenkinson, Jacqueline, and Caroline Verdier, "War trauma among Belgian refugee women in Scotland in the First World War," <i>Women's History Review</i>, 28, no. 7 (2019): 2057-1077.</p> <p>OR</p> <p>Stice, Elizabeth. "Contrast and Contact: Civilians in French Trench Newspapers of the Great War," <i>French History</i> 34, no. 1 (2020): 43-62.</p> <p>Essential Questions for discussion that all students should be able to respond regardless of which article read:</p> <ol style="list-style-type: none"> 1. What is war trauma and what do we learn about the impact of war on Belgian refugees and family life? 2. What do trench newspapers reveal about the affinity, alienation and animosity between front soldiers and civilians of France? 3. What can we discover about research methods used in both articles and how to advance plausible historical interpretations? |
| <p>Between Classes do the Following:</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Watch and learn: Lecture & Demonstrations: Historical Film Documentary Techniques <ul style="list-style-type: none"> <input type="checkbox"/> Historical Films Documentary: Style (2 min) <input type="checkbox"/> Historical Films Documentary: Five Act Structure (3 min) <input type="checkbox"/> Historical Films Documentary: Limits of Image (3 min) <input type="checkbox"/> Historical Films Documentary: Viewers Expectations (3 min) <input type="checkbox"/> Historical Films Documentary: Director's Choices (18 minutes includes video clips) <input type="checkbox"/> Video directions on the Documentary Film Analysis "Quiz" <input type="checkbox"/> Take "Quiz": Films: Practicing Your Skills of Observation (worth 5 points) if you correctly identify and explain a cinematic technique on each of the clips in this Voice Thread: https://voicethread.com/share/21606574/ <input type="checkbox"/> Watch and Ponder the Two Documentaries: <ul style="list-style-type: none"> <input type="checkbox"/> They Shall Not Grow Old (90 minutes) <input type="checkbox"/> The Great War: Slaughter (50 minutes) <input type="checkbox"/> Each student is given one slide in this Google Slide Deck/PPT Before discussion, provide screenshots & a few words of explanation to improve your recall for discussion of what was most and least recommendable for both documentaries. Your analysis may revolve around a cinematic technique or some sort of content that you discovered on the subject. |
| <p>Thu, 2 Mar</p> | <p>Make Notes from Lecture Peace Treaties</p> |
| <p>Between Classes do the Following:</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Watch and learn: Historical Film Documentary Techniques <ul style="list-style-type: none"> <input type="checkbox"/> Style (2 min) <input type="checkbox"/> Five Act Structure (3 min) <input type="checkbox"/> Limits of Image (3 min) <input type="checkbox"/> Viewers Expectations (3 min) <input type="checkbox"/> Director's Choices (18 minutes includes video clips) <input type="checkbox"/> Here are the directions to register for a new account. Video directions on the Documentary Film Analysis "Quiz" <input type="checkbox"/> Take "Quiz" entitled Practicing Your Skills of Observation (worth 5 points) if you correctly identify and explain a cinematic technique on each of the eight clips in this Voice Thread: https://voicethread.com/share/21606574/ <input type="checkbox"/> Then Watch and Ponder the Two Documentaries: <ul style="list-style-type: none"> <input type="checkbox"/> They Shall Not Grow Old (90 minutes) <input type="checkbox"/> The Great War: Slaughter (50 minutes) |

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| | <input type="checkbox"/> Each student is given one slide in this Google Slide Deck/PPT Before discussion, provide screenshots & a few words of explanation to improve your recall for discussion of what was most and least recommendable for both documentaries. Your analysis may revolve around a cinematic technique or some sort of content that you discovered on the subject. <input type="checkbox"/> Submit First Comparative Film Analysis by 2:00 PM on Tuesday, 7 March. Bring a copy to class and upload to BOLT folder. |
| Tue, 7 Mar | Discussion: What do we learn about soldier's experiences through the documentary lens? |
| Between Classes do the Following: | <input type="checkbox"/> If we fall behind, and I cannot begin the Interwar Europe lectures before spring break, I will be asking you to learn some of this content from lecture recordings. |
| Thu, 9 Mar | Make Notes from Lecture Interwar Europe |
| 13-17 Mar Spring Break |  |
| Between Classes do the Following: | <input type="checkbox"/> If we fall behind, and I cannot begin the Interwar Europe lectures before spring break, I will be asking you to learn some of this content from lecture recordings. |
| Tue, 21 Mar | Make Notes from Lecture Interwar Europe |
| Between Classes do the Following: | <input type="checkbox"/> Be prepared to watch lecture content that may not be completed in-person on the subject of Interwar Europe or on Totalitarian Regimes |
| Thu, 23 Mar | Make Notes from Lecture Rise of Totalitarian Regimes |
| Between Classes do the Following: | <input type="checkbox"/> Be prepared to watch lecture content that may not be completed in-person on the subject of Interwar Europe <input type="checkbox"/> Watch & Learn: The Nazis a Warning from History: Wrong War <input type="checkbox"/> "Quiz" will be submission of your film study guide notes. |
| Tue, 28 Mar | Discussion: Wrong War thesis and exploring origins of WWII <ol style="list-style-type: none"> 1. What is the "wrong war thesis" advanced in the documentary, <i>The Nazis: A Warning from History</i>? 2. How is the evidence presented to support the thesis? 3. What are potential weaknesses in the presentation? 4. What about 1940-1941? |
| Between Classes do the Following: | <input type="checkbox"/> Watch & Learn: Required Video Lectures Origins of World War II Series <ul style="list-style-type: none"> <input type="checkbox"/> How might WWI have contributed to WWII? (18 min) <input type="checkbox"/> What was the potential for peace and collective security in the 1920s and 1930s? (13 min) <input type="checkbox"/> What were Hitler's Intentions and how did they differ from his predecessors? (23 min) <input type="checkbox"/> Complete online Quiz 1 <input type="checkbox"/> Read and make notes: <i>Documents on the Origins of World War II</i>, Documents 1-4, pp. 1-10 |
| Thu, 30 Mar | Discussion: What were Hitler's Intentions? <ol style="list-style-type: none"> 1. What motivated Hitler's foreign policy decisions and actions? 2. Did his intentions make war inevitable? |

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| | <p>3. Did his intentions evolve over time?</p> <p>4. Was there an ideological consistency in Hitler's intentions and actions?</p> |
| Between Classes do the Following: | <p><input type="checkbox"/> Watch & Learn: Required Video Lectures Origins of World War II Series</p> <p><input type="checkbox"/> What were the events on the "road to war"? Part 1 of 2 (22 min)</p> <p><input type="checkbox"/> What were the events on the "road to war"? Part 2 of 2 (26 min)</p> <p><input type="checkbox"/> Complete online Quiz 2</p> <p><input type="checkbox"/> Read and make notes: <i>Documents on the Origins of World War II</i>, Documents 5-12, pp. 10-26</p> |
| Tue, 4 Apr | <p>Discussion: Did Hitler get the "wrong war" in 1939?</p> <p>1. What do the documents reveal about the actions and motives of the major players in Great Britain and Germany?</p> <p>2. How important is individual agency in the progression of events?</p> |
| Between Classes do the Following: | <p><input type="checkbox"/> How was appeasement, if at all, responsible for the origins of war in 1939? (32 min)</p> <p><input type="checkbox"/> Complete Online Quiz 3</p> <p><input type="checkbox"/> Read and make notes: <i>Documents on the Origins of World War II</i>, Documents 13-21, pp. 26-41</p> |
| Thu, 6 Apr | <p>Discussion: Did Hitler get the "wrong war" in 1939?</p> <p>1. What do the documents reveal about the actions and motives of the major players in Great Britain and Germany?</p> <p>2. How important is individual agency in the progression of events?</p> |
| Between Classes do the Following: | <p><input type="checkbox"/> Watch & Learn: Required Video Lectures Origins of World War II Series</p> <p><input type="checkbox"/> From the Sitzkrieg to the Battle of Britain (8 min)</p> <p><input type="checkbox"/> The Invasion of the Soviet Union (9 min)</p> <p><input type="checkbox"/> Complete Online Quiz 4</p> <p><input type="checkbox"/> Read and make notes: <i>Documents on the Origins of World War II</i>, Documents 22-33, pp. 42-55</p> |
| Tue, 11 Apr | <p>Discussion: Did Hitler get the "Wrong War" by invading the Soviet Union?</p> <p>1. Why did the relations with the Soviet Union sour so quickly?</p> <p>2. Was the German invasion of the USSR inevitable?</p> <p>3. How did Soviet policies and actions impact German perceptions of the Soviet threat?</p> |
| Between Classes do the Following: | <p><input type="checkbox"/> Be composing Essay 2</p> <p><input type="checkbox"/> Pre-write Submission of one body paragraph must be discussed by 5:00, Tuesday, 18 April</p> <p><input type="checkbox"/> Optional If you have Netflix watch <i>Women at War, 1939-1945</i></p> <p><input type="checkbox"/> Submit hard copy and upload to BOLT Journal Article Analysis (JAA 2) by 2:00 PM 13 April</p> |
| Thu, 13 Apr | <p>JAA 2 Discussion: Evacuation of Children in Wartime Europe</p> <p>Downs, Laura Lee. "Au Revoir les Enfants: Wartime Evacuation and the Politics of Childhood in France and Britain, 1939-45." <i>History Workshop Journal</i> 82 (August 2016): 121-150.</p> <p>OR</p> <p>Mouton, Michelle. "The <i>Kinderlandverschickung</i>: Childhood Memories of War Re-Examined." <i>German History</i> 37, no. 2 (2018): 186-204.</p> <p>Essential Questions:</p> <p>1. How does the evacuation of British, French, and German children compare?</p> <p>2. How does national context shape decisions and experiences?</p> |
| Between Classes do the Following: | <p><input type="checkbox"/> Be Composing Essay 2</p> <p><input type="checkbox"/> Be Consulting with professor about Essay 2</p> <p><input type="checkbox"/> Pre-write Submission of one body paragraph must be discussed by 5:00, Tuesday, 18 April</p> |

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| Tue, 18 Apr | Discussion: Essay Writing, Part Two Make Notes from Lecture The Holocaust |
| Between Classes do the Following: | <input type="checkbox"/> Be fine polishing essay 2 <input type="checkbox"/> Begin watching documentaries on Origins of the Holocaust to complete second Documentary Film Analysis <input type="checkbox"/> Submit Essay 2 in person and upload to BOLT by 20 April at 2 PM |
| Thu, 20 Apr | Make Notes from Lecture Holocaust |
| Between Classes do the Following: | <input type="checkbox"/> Review Historical Film Documentary Techniques <input type="checkbox"/> Watch and Ponder the Two Documentaries available in BOLT: <input type="checkbox"/> <i>The World at War: Genocide</i> (52 minutes) <input type="checkbox"/> <i>The Nazis a Warning from History the Road to Treblinka</i> (50 minutes) <input type="checkbox"/> In preparation for the discussing the film, each student is given one slide in this Google Slide Deck . Before discussion, provide screenshots & a few words of explanation to improve your recall for discussion of what was most and least recommendable for both documentaries. Your analysis may revolve around a cinematic technique or some sort of content that you discovered on the subject. <input type="checkbox"/> Submit Second Comparative Film Analysis by 2:00 PM on Tuesday, 25 April. Bring a copy to class and upload to BOLT folder. |
| Tue, 25 Apr | Discussion: How are the Origins of the Final Solution portrayed through the Documentarian's Lens? |
| Between Classes do the Following: | <input type="checkbox"/> Begin reading for Journal Article Analysis 3 either Huebel or Kaplan |
| Thu, 27 Apr | Lecture: Jewish Experiences during the Holocaust |
| Between Classes do the Following: | <input type="checkbox"/> Read either Huebel or Kaplan <input type="checkbox"/> Submit hard copy and upload to BOLT Journal Article Analysis (JAA) 3 by 2 PM, 2 May |
| Tue, 2 May | JAA 3 Discussion: Gendered Experiences of the Holocaust Huebel, Sebastian. "Disguise and Defiance: German Jewish Men and Their Underground Experienced in Nazi Germany, 1941-45." <i>Shofar: An Interdisciplinary Journal of Jewish Studies</i> 36, no. 3 (Winter 2018): 110-141. OR Kaplan, Marion. "Did Gender Matter during the Holocaust?" <i>Jewish Social Studies: History, Culture, Society</i> 24, no. 2 (Winter 2019): 37-56. <ol style="list-style-type: none"> 1. What role, if any, did gender differences exist? 2. Did gender contribute to the potential for survival or increase the likelihood of death? 3. What are gendered survival strategies? |
| Between Classes do the Following: | <input type="checkbox"/> Read for Discussion: Rosenfeld, Gavriel. "Who was 'Hitler' Before Hitler? Historical analogies and the Struggle to Understand Nazism, 1930-1945." <i>Central European History</i> 51 (2018): 249-281. <input type="checkbox"/> Be studying for the final exam |
| Thu, 4 May | Discussion: What are the limits to historical analogies? |

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| | <ol style="list-style-type: none"> 1. Who, if any, were the villains against which Hitler Was compared? 2. How do historical analogies help or hinder our understanding of current politics? |
| Between Classes do the Following: | <input type="checkbox"/> Be studying for the final exam |
| Thu, 11 May | Thursday, 11 May, 12:30-2:30 In-person and Take home University Final Exam Schedule |