

HISTORY 3P57 – Winter 2014

LIVING WITH THE ENEMY: The History of World War II Occupation in Europe

Don't believe anything the Germans say! They will promise much and keep little. If you can, give them money, valuables, maybe you will be able to get something in return. And give them coffee, they go crazy for coffee.

Leiser Landau, quoted from Anna Porter, *Kasztner's Train*, 2007



The experience of World War II was primarily a civilian experience. The success of the German *Blitzkrieg* ensured that conventional fighting was either of short duration or restricted primarily to the peripheries of Europe, notably the Soviet Union and North Africa. Only in 1944 did conventional warfare return to the heart of Europe. Life under German occupation was thus a daily reality for millions of people in France, Belgium, the Netherlands, Luxembourg, Denmark, Norway, the Baltic States, Poland, Czechoslovakia, Yugoslavia, Albania, Greece and the Soviet Union. This course examines the experiences of occupied Europeans under Axis rule. This is not a course on military history in its most restrictive sense; it is an examination of the occupation policies of Germany, its Axis allies and the Soviet Union, and the responses of Europeans to these measures.

While a history course, “Living with the Enemy” seeks a multi-disciplinary approach in its exploration of life under occupation. It will address its psychological, sociological and moral and ethical demands. HIST 3P57 will also examine the long shadow of World War II occupation, by

exploring the issues of post-war justice and retribution, the memory of the conflict and its representation in current culture. Students will be challenged to take the lessons learned from the experiences of World War II occupation and to apply them to contemporary military occupations in our world – to critically analyze and historically reference why people under occupation continue to behave and respond as they do. The course will analyze a wide variety of historical sources including primary-source documents and secondary material, as well as documentaries and popular film representations of World War II occupation. Finally, the course will sharpen your skills in assessing historical evidence and familiarize you with the various techniques in researching and writing history papers.

CLASS ORGANIZATION:

The course consists of one two-hour weekly lecture (Thursdays from 5-7pm in WH208) and weekly seminars. I strongly encourage consistent attendance at lectures as they will be critical in providing a summative framework for your readings and seminar discussions. Seminars require mandatory attendance as they will be your chance to participate, ask questions and investigate in-depth the themes and ideas extracted from your weekly readings and lectures. They will also be instrumental in honing your skills in researching and writing history papers.

TEXTS:

The following text is required and can be purchased from the Brock University Bookstore:

Mark Mazower, *Hitler's Empire: How the Nazis Ruled Europe*, New York: Penguin Press, 2008

Material on Isaak/Sakai: Additional primary/secondary source readings can be found on Sakai.

FILM SCREENINGS:

Short clips from some of the following films may be shown during lectures:

Leni Riefenstahl, *Triumph of the Will*, 1935.

Marcel Ophuls, Director, *The Sorrow and the Pity (Le Chagrin et la pitié)*, 1969.

Heinz Schirk, *The Wannsee Conference*, 1984.

Agnieszka Holland, *Europa Europa*, 1992.

Joseph Vilsmaier, *Stalingrad*, 1993.

Vincenzo Cerami, *La Vita è Bella (Life is Beautiful)*, 1998.

István Szabó, *Sunshine*, 1999.

Jean-Jacques Annaud, *Enemy at the Gate*, 2001.

Roman Polanski, *The Pianist*, 2002.

Marc Rothemund, *Sophie Scholl: The Final Days*, 2005.

The Rape of Europa, 2006.

In addition to these formal films, shorter documentary clips will also be shown (see schedule).

GRADING FORMAT / ASSIGNMENTS:

Tutorial Participation	20%
2 Response Papers	2 X 10% = 20%
Research Paper Proposal	5%
Research Paper	25%
Final Exam	30%

Grade Scale: All written assignments will be marked on a 100-point scale:

A: 100-85	B+: 79-77	C+: 69-67	D+: 59-57	F: 49 or less
A-: 84-80	B: 76-74	C: 66-64	D: 56-54	
	B-: 73-70	C-: 63-60	D-: 53-50	

A =Outstanding; **A-** =Excellent; **B** =Good; **C** =Average; **D** =Marginal; **F** =Unsatisfactory

NOTE: All assignments listed below are to be submitted in stapled, hard-copy format. I will not accept e-mailed submissions.

SEMINAR PARTICIPATION:

The seminar is designed around in-class discussions of the reading material and other resources. The importance of completing the weekly readings cannot be overstated, as they will allow you to contribute intelligently to class discussions, as well as forming the basis for your two response papers. Your participation will be graded as a combination of attendance and the quality of your weekly contributions to discussions. The following two elements will also be incorporated into your participation grade:

- i) So that your classmates will be aware of the topic of your research paper, each student will deliver a short, informal five-minute presentation on the objectives of their research papers to the class.
- ii) For our last culminating discussion on applying the lessons of World War II to the present day, each student will be asked to bring to class – and comment upon – one contemporary news piece that addresses a current example of military occupation.

Seminar attendance: Obviously students can only contribute if they are actually in class. Attendance is thus mandatory, and students who miss seminars without a valid reason (documented illness, student athletics) will see an impact on their final grade.

2 RESPONSE PAPERS (3-4 pages each):

1st Response Paper: Choose either Part I (due week 4) OR Part II (due week 6)

2nd Response Paper: Choose either Part III (due week 8) OR Part IV (due week 11)

You will write two response papers based on the readings of two of the first four “Parts” of our course (see Course Schedule). You will be asked to respond to a provocative quotation/question

(there will be choices) that are posted on Sakai under [Assignments] and [Response Papers]. Your response will be analytical and informal, and can agree, disagree or somewhat agree/disagree with the quotation. The purpose of the exercise is to present your interpretation and arguments persuasively, using and citing from as many of the weekly class readings (*especially* the primary readings posted on Sakai) and any film screenings from that specific section. You are not expected to do additional outside research.

Particulars: MLA parenthetical citations and a “works cited” page are required (see Sakai under [Assignments] and [Response Papers] if you are unsure how to cite using MLA style)

- Each paper should be 3-4 double-spaced pages using Times New Roman 12-point font
- Please number your pages

RESEARCH PAPER PROPOSAL (2 pages):

Due in tutorial: Week 5

Historians, as well as other scholars, routinely draw up research proposals when applying for grants and fellowships, or when seeking entrance into historical conferences or symposia. Research paper proposals also save time and avoid unfocused research by forcing the historian to declare what question(s) they are hoping to answer and what steps they will take to answer them. The research paper proposal asks you to formulate a proposal in which you briefly describe the topic of your research paper and clearly state your thesis (what question(s) you intend to answer in your research paper). You must also provide a bibliography in which you list the sources that you will be using for your research.

Particulars: a sample of a Research Paper Proposal can be found on Sakai under [Assignments] and [Research Paper Proposals]

- 2 double-spaced pages using Times New Roman 12-point font
- The topic of your research paper is your own decision, so long as you address some facet of the occupation in Europe during World War II
- Your bibliography must contain at least 10 sources, including at least 1 primary source, and it must be presented in Chicago-style
- Only a maximum of two sources can be peer-reviewed / reliable “internet sources” (this does not include e-versions of scholarly articles, books, or primary documents, which you can use as often as you wish). Internet web-sites ending with .com/.ca are unacceptable (that includes Wikipedia or About.com), unless you can give a written explanation as to why the web-site can be considered reliable and peer-reviewed. This justification must be attached to the end of your proposal. Websites ending with .edu, .gov, or .org are generally acceptable, but – to repeat – they must be limited to two only.

RESEARCH PAPER (12-14 pages):

Due in tutorial: Week 12

The research paper is the bread-and-butter of historical inquiry. Research papers in history also take time as they involve a great deal of reading and examination of historical documents, and it is for this reason that the due date is placed at the end of the term. While thorough research is

essential to a strong research paper, do not neglect the writing phase. Last-minute writing will not only leave you stressed, but it will also not convey the depth of your research. Striking a balance between sufficient research and sufficient time to clearly express this research is critical.

Particulars: 12-14 double-spaced pages (using Times New Roman 12-point font) including your Chicago-style endnotes/footnotes and bibliography but NOT including an unnumbered title page

- The topic of your research paper is your own decision, so long as you address some facet of the occupation in Europe during World War II.
- Your bibliography must contain at least 10 sources, including at least 1 primary source
- Only a maximum of two sources can be peer-reviewed / reliable “internet sources” (this does not include e-versions of scholarly articles, books, or primary documents.) Internet web-sites ending with .com/.ca are unacceptable (that includes Wikipedia or About.com), unless you can give a written explanation as to why the web-site can be considered reliable and peer-reviewed. If you have used new .com/.ca web-sites since your proposal, then a justification must be attached to the end of your paper. Websites ending with .edu, .gov, or .org are generally acceptable, but – to repeat – they must be limited to two only.
- See the course website for sample endnotes, footnotes, bibliography and tips on research paper methodology/organization
- Please number your pages

FINAL EXAM:

A three-hour final examination is scheduled during the April examination period covering the length and breadth of our course. The final examination will involve a choice of eight out of sixteen term identifications and two out of four essay questions.

NOTE: The list of historical terms that you may be tested on are available on Sakai.

POLICIES AND PROCEDURES:

Course Withdrawal without Academic Penalty

Friday 7 March 2014 is the last day for withdrawal without academic penalty and the last day to change from credit to audit status for duration 3 courses.

Late Papers:

Late papers will be accepted but will have a mark of 5% deducted for each day beyond the due date. (**Note on weekends:** Papers due on Friday but handed in on Monday will have 15% deducted). Short-term extensions are handled on a case-by-case basis, but you must contact me a minimum of 48-hours before the deadline. To be fair to the students who do hand their papers in on time, extensions will only be granted for serious reasons, such as *documented* illness or family emergency. Late written work will be accepted *only until the date of our final examination in the winter term.*

Plagiarism / Turnitin.com:

Academic integrity is a core value of the academic mission of Brock University. It is our goal to ensure that every student adheres to the highest standards of scholarly integrity.

Plagiarism, as defined in Sub-Section 15.2.3 of Section 3 of the Brock University Faculty Handbook, involves:

[...] presenting work done (in whole or in part) by someone else as if it were one's own and applies to all forms of student work. The work of others can include, but is not limited to, written work, ideas, music, performance pieces, designs, artwork, computer codes and Internet resources. Associate dishonest practices include faking or falsification of data, cheating, or the uttering of false statements by a student in order to obtain unjustified concessions.

Further information on academic misconduct at Brock University can be found at: http://www.brocku.ca/university-secretariat/facultyhandbook/section3#_genIndex97

Our course will not use Turnitin.com. I trust that all of you will respond to my confidence in your academic integrity with uprightness and honesty in all of your assignments.

Students with disabilities:

Students with disabilities requiring accommodation are urged to contact Services for Students with Disabilities (SSWD): <http://www.brocku.ca/services-students-disabilities>

Assistance in Writing:

For additional assistance in writing/researching skills, please do take advantage of additional resources provided by Brock University, including the Drop-In Learning Centre <http://www.brocku.ca/learning-skills/drop-in-learning-centre> and Drop-In Consultation Hours <http://www.brocku.ca/learning-skills/drop-in-consultation-hours-lea>

COURSE SCHEDULE

“●” indicates that the work is posted on Sakai

“■” indicates visual clips to be shown during lectures and that are also posted on Sakai

PART I: MODELS of OCCUPATION: EAST & WEST

Week 1 (January 6-10, 2014)

INTRODUCTION & HISTORICAL PRECEDENTS OF OCCUPATION

NOTE: Seminars do not meet this week

Mazower: pp. 15-52

- Bryce Report, 1914
- Hermann Cohen, “Germanness and Jewishness”, 1915
- Speech by a Polish Member of the Prussian Legislature, 1917
- BBC: Namibia: Genocide and the Second Reich (2005)

Week 2 (January 13-17, 2014)
1938-40: LANDS WITHOUT PEOPLE - OCCUPATION OF CZECHOSLOVAKIA & POLAND

NOTE: Seminars begin this week and will address readings from Weeks 1 & 2

Mazower: pp. 53-101

- Raymond Geist's Report, 1938
- The British War Bluebook, 1939
- 'Minutes of conference about deportation of Poles, Jews and Gypsies', 30 January 1940, in *Sources of the Holocaust*, Steve Hochstadt, ed., (Basingstoke, Hampshire [England]; New York: Palgrave Macmillan, 2004)
- Mussolini's Speech, 1934
- Annexation of Austria, 1938

Week 3 (January 20-24, 2014)
THE AMBIGUOUS OCCUPATION: WESTERN EUROPE, 1940

Mazower: pp. 102-136

- Helene Delattre, "We are Occupied by the German Army", 1997
- Brian Ahier Read, "The German Occupation of Jersey in the Channel Islands", 1997
- "Danes 'Carry on' under Occupation", *New York Times*, 20 May 1940
- "Nazis Aim to Win France to System", *New York Times*, 13 October 1940
- *The Sorrow and the Pity* [Le Chagrin et la pitié], 1969

PART II: THE CLASH OF THE "ISMS": FASCISM vs COMMUNISM

Week 4 (January 27-February 31, 2014)
WAR OF EXTERMINATION: OPERATION BARBAROSSA, 1941
DEADLINE: Part I response papers due in tutorial

Mazower: pp. 137-178

- "Directives for the Treatment of Political Commissars", 6 June 1941
- Secret Field Marshal von Reichenau Order Concerning Conduct of Troops in the Eastern Territories, 10 October 1941.
- Joseph Stalin, Speech at Celebration Meeting of the Moscow Soviet, 6 November 1941.
- Stalingrad, 2003 (Directors - Sebastian Dehnhardt, Manfred Oldenburg, Christian Deick, Jörg Müllner)

Week 5 (February 3-7, 2014)
HITLER'S PARTNERS: OTHER AXIS OCCUPATIONS

DEADLINE: research paper proposals are due in tutorial

Mazower: pp. 319-367

- Speech by Mussolini, *New York Times*, 24 February 1941
- Pavelic's Radio Address to Croatia, 5 April 1941
- Admiral Horthy, *Memoirs*, 1957
- *Captain Corelli's Mandolin*, John Madden, 2001

PART III: GENOCIDE & CRIMES AGAINST HUMANITY

Week 6 (February 10-14, 2014)

RACIAL ENGINEERING

DEADLINE: Part II response papers due in tutorial

Mazower: pp. 179-222

- Nuremberg Laws on Citizenship and Race, 1935
- Hitler Signs an Order Authorizing Involuntary Euthanasia in Germany, October 1939
- Bishop Galen's Homily, 1941
- "Eight people, Products of the Lebensborn Program to Propagate Aryan Traits, Met to Exchange Their Stories", *New York Times*, 6 November 2006
- *Europa Europa*, Agnieszka Holland, 1992

READING WEEK: February 17-21, 2014



Week 7 (February 24-28, 2014)

THE HOLOCAUST

Mazower: pp. 368-415

- The Wannsee Conference, 1942
- Hermann Friedrich Graebe: Account of Holocaust Mass Shooting, 1942
- Rudolf Hoess Testimony, 1946
- A Roma survivor describes medical experiments at Ravensbrück
- Auschwitz-Birkenau Sonderkommando testimonies (USC Shoah Foundation)

PART IV: COLLABORATION, RESISTANCE & ACCOMODATION

Week 8 (March 3-7, 2014)

ECONOMY OF OCCUPATION: RESOURCES AND WORKERS

DEADLINE: Part III response papers due in tutorial

Mazower: pp. 259-318

- “Nazi Conspiracy and Aggression Volume 1: Chapter X - The Slave Labor Program, The Illegal Use of Prisoners of War,” The Chief Counsel for Prosecution of Axis Criminality, U.S. Government Printing Office, Washington, 1946
- “Swiss Kept Billions in Looted Nazi Gold,” Reuters, 1997
- Michael Dobbs, “Ford and GM Scrutinized for Alleged Nazi Collaboration,” *Washington Post*, 1998
- Tracking Nazi Gold - Dead Men's Secrets (History Channel)

Week 9 (March 10-14, 2014)

COLLABORATION

Mazower: pp. 416-470

- Ustaša decree “On the Protection of Aryan Blood” 30 April 1941
- ‘Report by Gestapo on French-German cooperation on deportation of Jews’, 8 July 1942, *Sources of the Holocaust*
- Vidkun Quisling, “Norway and the Germanic task in Europe,” 1942
- View: “An Officer Would Fire the First Shot – Leonas Stonkus,” *Some Were Neighbours – Collaboration and Complicity in the Holocaust* / United States Holocaust Memorial Museum: <http://somereneighbors.ushmm.org/#/exhibitions/policemen/un2888>
- Nazi Collaborators: Traitor in Chief (Pierre Laval)
- *The Sorrow and the Pity* [Le Chagrin et la pitié], 1969

Week 10 (March 17-21, 2014)

RESISTANCE

Mazower: pp. 471-521

- “Ten Commandments from a Dane,” undated
- General de Gaulle’s Call for Civil Disobedience, December 1940 and October 1941
- The Tasks before the People's Liberation Partisan Detachments, August 1941
- Protection of Troops against Partisans and Sabotage, 25 October 1941
- “Call for Resistance in the Vilna Ghetto”, January 1942, *Sources of the Holocaust*
- “Allo, Allo”, David Croft, Jeremy Lloyd, 1982-1992
- *Defiance*, Edward Zwick, 2008

PART V: THE ECHO OF HITLER'S EMPIRE

Week 11 (March 24 – March 28, 2014) THE REVENGE OF THE OCCUPIED

DEADLINE: Part IV response papers due in tutorial

Mazower: pp. 522-50

- “Blokzijl Goes on Trial,” The Netherlands Information Bureau, 1945
- “Most Germans Out in Sudeten Exodus,” *New York Times*, 11 May 1947
- “Piles of Bones in Yugoslavia Point to Partisan Massacres,” *New York Times*, 9 July 1990

Week 12 (March 31 – April 4, 2014) EUROPE'S CULTURAL HERITAGE & CONFRONTING THE PAST

DEADLINE: Research papers due in tutorial

- T. Judt, “The Past is Another Country: Myth and Memory in Postwar Europe”, Deak, *et al*, *The Politics of Retribution*, pp. 293-317.
- *Nazi Conspiracy and Aggression*, Volume 1, Chapter XIV – “The Plunder of Art Treasures,” 1946
-  *The Rape of Europa* (Directors: Richard Berge, Bonni Cohen, Nicole Newnham) 2006

As this will be our summative tutorial and we will be discussing the long shadow of World War II occupations and connections with contemporary occupations, please bring a recent news clipping to tutorials dealing either with the “echo” of World War II occupation OR a contemporary conflict. The following examples can be found on Sakai:

‘Torment of the Abba star with a Nazi father’, *The Observer*, 30 June 2002

‘Taliban tortures policemen as warning to collaborators in Afghanistan’, *New York Daily News*, 19 November 2007

‘A secret fresh start: former Palestinian collaborators forge new life in Israel’ *The Guardian*, 13 June 2008