Syllabus

World War II-selected questions - 39854

Last update 01-09-2017

HU Credits: 2

Degree/Cycle: 2nd degree (Master)

Responsible Department: history

Academic year: 0

Semester: 1st Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Prof. Dan Diner

Coordinator Email: jonathan.matthews@mail.huji.ac.il

Coordinator Office Hours: Monday 16:30- 17:00

Teaching Staff:
Prof Dan Diner
Course/Module description:
The course will discuss selected, but nevertheless fundamental questions in the
history of WWII. The course will deal with both theoretical and methodological
queries from different theaters of war

Course/Module aims:
The aim of the course to create a profound empirical knowledge and theoretical
requirements of war. These are needed in order to synthesize different layers of the
discussed constellations.

Learning outcomes - On successful completion of this module, students should be
able to:
1- Define main events of WWII
2-Debate dilemmas and queries of epistemological and structural importance to the
events of the war
3-Investigate key events as case studies using primary sources
4-Create a substantial empirical and global knowledge
5-Explain the relations between main and primary and secondary theaters of war.
6- Interpret the events of war and the policy of participant countries based on
political and epistemic constellations
7-Combine ans synthesise theoretical knowledge, epistemology, primary sources
and examination of events

Attendance requirements(%):
permanent attendance is mandatory

Teaching arrangement and method of instruction: Seminar - the student are
required to prepare the reading material for discussion

Course/Module Content:
The course will be composed of 4 blocks:
Block 1: Alliances, Spaces, Logistics, and Epistemics.
Allies and Semi-Allies/ Two-Front-Wars/ German-Japanese-Soviet Constellations/
Second Fronts/ Unconditional Surrender[] and Separate Wars/ Arsenal of
Democracy[] and Battles of Production/ Lanes of Support and Allied Interlock/ Allied
Logistical Lifelines to Russia
Block 2: British Imperial Defense.
Naval Dilemmas / Ambiguity at Singapore/ Italian Challenges and the Fall of France/
Continental Events and Colonial Repercussions/ Mid-Eastern Upheavals / South-
Asian Predicaments / Japan[]s Anti-Colonialism/ Indian Dilemma/ The Empire[]s
Japanese and American Defiance
Block 3: Primary and Secondary Theaters
Mediterranean. Geopolitics/ Sea and Desert/ Guarding the Gates/ Spain, France, Italy and Britain/ Intermediacies: Balkans, Levant, Fertile Crescent/ Peripheral Approach or Frontal Approach/ Hitler’s Decision: Barbarossa/ Rhodos and the Continental and Imperial Divide
Block 4: A Year in Between 1942.
Biltmore as a Case-Study. A Close Reading of Sources.

Required Reading:
Mandatory reading before seminar begins:
Ewan Mawdsley, World War II. A New History, Cambridge 2009
Block 1: Alliances, Spaces, Logistics, and Epistemics:
Literature (in alphabetical order):
Block 2: British Imperial Defense
Literature (in alphabetical order):
Noel Barber, Sinister Twilight. The Fall of Singapore, London 2002.
Yasmin Kahn, The Raj at War. A Peoples History of Indiaâs Second World War, London 2015, 34-43. (Chapter 3: Into the Middle East and North Africa)
Craig Lockard, Southeast Asia in World History, Cary, NC 2009, 135â151. [Chapter 8: Fighting for the Cause of National Freedom, 1900â1950]

Block 3: Primary and Secondary Theaters

Literature (in alphabetical order):

Lothar Gruchmann, Die "verpa_ten strategischen Chancen" der Achsenmächte im Mittelmeerraum 1940 bis 1941, in: Vierteljahrshefte für Zeitgeschichte, 4/18 (1970), 456-475. (German)
(Chapter 12: Holocaust)
Block 4: A Year in Between – 1942
Sources:
Extraordinary Zionist Congress, New York 1942, Stenographic protocol (Chairman Stephen S. Wise, pp. 1-13; Dr. Chaim Weizmann, pp. 20-40; Dr. D. Ben Gurion pp. 50-82; Dr. N. Goldmann pp. 231-257)

Additional Reading Material:
Recommended reading (prior or during the semester):

Course/Module evaluation:
End of year written/oral examination 0 %
Presentation 15 %
Participation in Tutorials 15 %
Project work 70 %
Assignments 0 %
Reports 0 %
Research project 0 %
Additional information:
This is a research seminar. The participation as well as reading the necessary material is mandatory. The students ought to come prepare to the classroom in order of enabling a meaningful discussion. During the first lesson an introduction will be given concerning the reading list and the way the material should be presented in the classroom. It is not necessary to read all the sources in the reading list, but it is essential that the reading will dig into the text as thoroughly as possible.