

RACE AND THE SECOND WORLD WAR



Course Description

The Second World War was the single deadliest conflict in human history. Across Asia, Europe, and North Africa, total war and genocide killed tens of millions of men, women, and children. Fighting spread far beyond well-known battlefields such as Normandy and Okinawa to take the lives of non-combatants at their homes, on their streets, and in their fields.

Each major combatant either made race and racial policy a central aim of its war effort or came to the war defined at home and abroad by conceptions of race and racism.

**JWST 201-01 &
HIST 250-03**
Tues/Thurs
10:50 AM - 12:05 PM
JSC 237

Assistant Professor
Chad S.A. Gibbs
Director, Zucker/Goldberg
Center for Holocaust Studies

Office:
JSC 313
Office Hours:
Tuesdays,
3:15 - 5:15 PM
Or by appointment

Eighty years later, the Western world tends to forget or gloss over the racial ideologies of the Second World War as it heralds the “good war” and the “Greatest Generation.”

This course recognizes that generation while restoring race and racism to their central place among the reasons, driving forces, and lasting legacies of the war. We continue to live in a world—racial prejudices and all—left behind by this war. This course underscores the creation of our present in the United States and abroad through its attention to race in the Second World War.



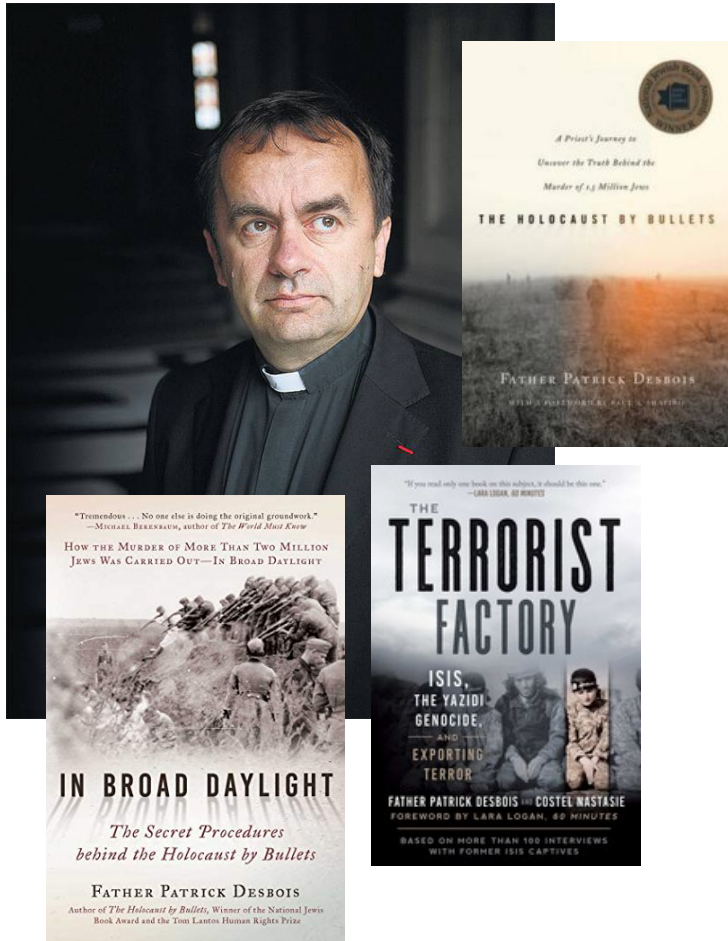
Course Objectives

JWST201/HIST 250 has certain general goals in addition to the topic-specific learning priorities of a class on Race and the Second World War. At the end of this semester, students will be better prepared to:

- Reflect on their own responses to the readings
- Form historical questions that lead to effective and engaging written work
- Identify and explain the basic arguments put forward by the various authors of the assigned secondary readings and primary sources and be able to discuss and critique those arguments
- Provide an overall synthesis of race and racial hatred as factors in the Second World War and their lasting legacies



Required Event:



**Visiting Lecture by
Father Patrick Desbois**

**Wednesday,
March 22, 2023
6:00 PM
Rita Liddy Hollings
Science Center**

Mark your calendars now!

Father Patrick Desbois is a premier historian of the Holocaust and one of the world's most courageous voices against the scourge of genocide.

His work to document the locations of Nazi mass murder and interview witnesses has pinpointed over 2,000 shooting sites in Eastern Europe and changed our entire understanding of the Holocaust.

Father Desbois's continuing fight against the crime of genocide has more recently taken his efforts to Iraq and Syria, among other locations, and the documentation of crimes against the Yazidi people.

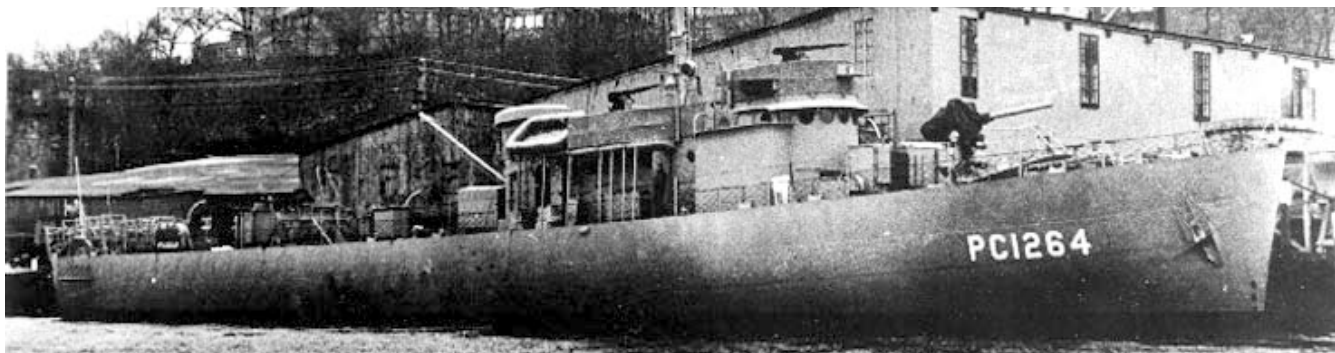
His talk at the College of Charleston is a chance for us all to learn from his work and hear a true voice for peace and justice.

**Notetaking and Coming to Class
Prepared:**

Come to class prepared to take notes. You may use a computer or pen/pencil and paper, I have no preference, but please do not expect to sit in class with no way to take notes.

Formatting and Deadline Information for Papers and Assignments and Attendance:

Papers should be turned in on time to avoid a grade penalty (on OAKS by 5:00 PM on the date noted on this syllabus). Late work will be penalized by one letter grade per day. All assignments should be submitted by the deadline as Word documents on the course site. Unless otherwise agreed, email submissions will not be accepted. All assignments should stick to the word or page limit to avoid a grade penalty and use Times New Roman 12-point font and double spacing. Historians use footnote citations in the Chicago Manual of Style, and explanation of which can be found [online](#). *I am understanding and flexible when needed—contact me in advance or as soon as a problem arises!*



Assigned Readings and Other Materials:

Where do I find things?

All Readings other than books will be scanned and provided on OAKS. I also anticipate that any other materials and links needed for the class beyond books will be made available on OAKS.

Writing Support:

The [College of Charleston Writing Lab](#), staffed by a faculty member and peer consultants, provides one-to-one assistance for every stage in the writing process for term papers, essays, letters, memos, or book reviews. Although consultants do not proofread papers, they do act as an audience listening to students' ideas and asking questions so that clients in the Writing Lab can make changes to their writing. In effect, the consultants work with the writers, not necessarily a piece of writing. Consultants also help clients review grammatical rules and principles of punctuation as well as the structure of sentences, paragraphs, and essays.



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FOR HOLOCAUST STUDIES

Assignments and Assessment Values

NOTE: You cannot “do the math” and skip any component of this class. All assignments must be completed acceptably or you will fail regardless of their percentage of the overall grade. Late assignments will be penalized and any work more than five days after the due date will be marked zero but still required to pass.

- **Attendance, Preparation, and Participation: 20%**
 - o While no part of the course is unnecessary, I do recognize that life will sometimes get in the way. First and foremost, **do not come to class sick.** Beyond that, communicate with me in advance if you are unable to attend or need accommodations. Each student gets three absences without excuse — the fourth and so on result in a full course letter grade deduction. You have to be here to learn.
 - o Father Patrick Desbois Event - March 22 - 6:00 PM Rita Liddy Hollings Center (25% Participation Total = 5% of Course Grade): Father Desbois is one of the premier Holocaust researchers, writers, and speakers of our time. He will speak on his decades-long work to document the over 2,000 sites of Nazi mass shootings in Eastern Europe. His visit to our campus is a required attendance event of this course.
- **Topic Quizzes: (20% each) 60% total**
 - o At the end of our Pacific, European, and US sections of the course there will be a quiz. More information and study tips will be provided as these quizzes approach.
- **Text Response Paper (TRP) of 5-6 Pages: 20%**
 - o You will choose a text from the list provided and write a response that demonstrates your understanding of its contents and knowledge of how the book fits into the theme for that section of the course. Successful papers will demonstrate knowledge of the book’s contents before moving on to analysis of the context of this history, the author’s use of sources, methodology, and thesis. In short, a good paper will be much more than summary alone. If you wish to complete the Text Response Paper on a text that is not listed, you must first get approval of the work from me.

- **Important Notes on the TRP:**

- I will review drafts of these works handed in via email or paper copy at least one week in advance of the due date. Any student who completes a draft and revises as suggested will be guaranteed at least a letter grade bump (A- becoming an A, etc.).
- Papers must use at least three high-quality contextualizing sources from outside the class, meaning sources you found yourself. A good source is an academic book, peer-reviewed journal article, or the like. It is *rarely* a source found only online and it is NOT merely an encyclopedia entry, student paper, or newspaper/webpage article.
- Papers also MUST use the Chicago Manual of style and employ footnote citations and include a bibliography/works cited page. Download Zotero and use it to make citations and bibliographic entries. We will talk about this in class.
- Leading up to this assignment, we will discuss the works and your questions. Some class session time may be set aside for developmental work to prepare you for successful writing projects. I'm open to your suggestions for these. I want to help you become better writers.
- Interested in an alternate assignment format? Speak with me in class or office hours if you have a replacement project design in mind.

- **Extra Credit Opportunities:**

- Attending Jewish Studies Program events: Students are invited to attend events hosted by the Jewish Studies Program throughout the semester. You may earn extra credit by writing a 300-word summary of the event and what you learned from the event.
 - *Note: This does not apply to the Father Desbois, which is required for this course.*



Text Response Papers / Assignment Choices

The Pacific – DUE: February 16 at 5:00 PM on OAKS

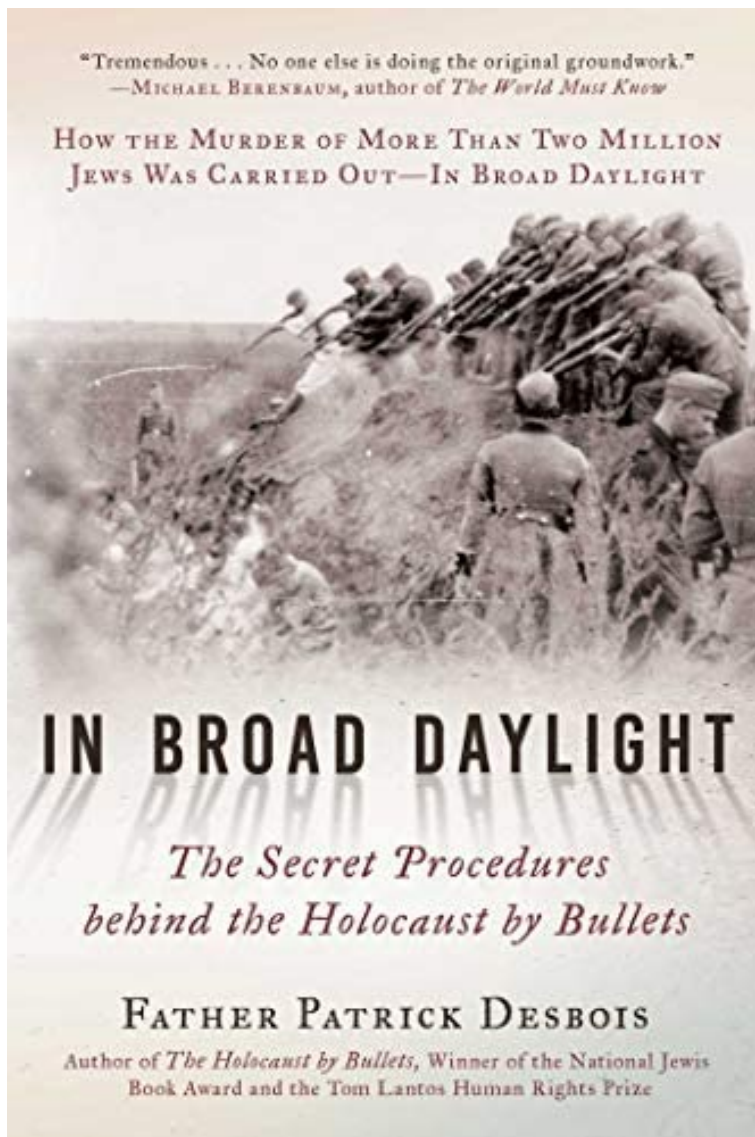
See List of Choices

Europe – DUE: March 30 at 5:00 PM on OAKS

Father Patrick Desbois, *In Broad Daylight* — See below

The United States – DUE: April 25 at 5:00 PM on OAKS

Richard Gergel, *Unexampled Courage: The Blinding of Sgt. Isaac Woodard and the Awakening of America*



**Europe TRP
Text**

*In Broad Daylight:
The Secret Procedures Behind the
Holocaust by Bullets*

In Broad Daylight by our March 22 visitor, Father Patrick Desbois, is the Europe Text Response Paper option for this course. This, Desbois’ second book, adds context and intricate, individual detail to the history of Nazi mass shootings recounted in his earlier book *The Holocaust by Bullets*.

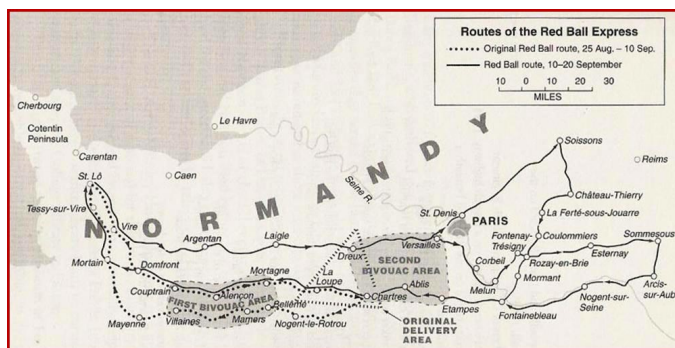
Those of you interested in learning more about the Holocaust should choose this source.

Course Schedule

<p>Week 1 <i>T – No Class</i> Th – 01/12</p>	<p>The Second World War: A Global Introduction Syllabus Day and Introductions</p>	<p>Complete each reading BEFORE class the day it is noted. Look ahead often and spread out your work load by starting early!</p>
<p>Week 2 T – 01/17 Th – 01/19</p>	<p>Race and the Global War READ: John W. Dower, “Patterns of a Race War,” pps. 3-14</p>	
<p>Week 3 T – 01/24 Th – 01/26</p>	<p>The Pacific: The Rising Sun READ: John W. Dower, “The Pure Self,” pps. 203-233</p>	
<p>Week 4 T – 01/31 Th – 02/02</p>	<p>The Pacific: The Japanese View READ: John W. Dower, “The Demonic Other,” pps. 234-261 READ: John W. Dower, “Global Policy with the Yamato Race as Nucleus,” pps. 262-290</p>	
<p>Week 5 T – 02/07 Th – 02/09</p>	<p>The Pacific: The American Vision of Japan at Home and at War SPECIAL GUEST LECTURE: Krist Jessup, Heart Mountain Interpretive Center DUE: Pacific Topic Quiz Questions READ: John W. Dower, “Apes and Others,” pps. 77-93 Topic Quiz Posted — DUE FRIDAY, FEB 10 @ 5:00 PM</p>	
<p>Week 6 T – 02/14 Th – 02/16</p>	<p>Europe: American Ideas in Nazi Hands – Eugenics and Race READ: Alex Ross, “How American Racism Influenced Hitler,” <i>The New Yorker</i> DUE: Pacific Text Response Paper – Friday, 5:00 PM on OAKS</p>	



<p>Week 7 T – 02/21</p> <p>Th – 02/23</p>	<p>Europe: Nazi Racial Ideology READ: George L. Mosse, <i>The Crisis of German Ideology</i>, “Racism,” pps. 88-107</p> <p>READ: George L. Mosse, <i>Toward the Final Solution</i>, “Racism and Mass Murder” and “A Conclusion that Does Not Conclude,” pps. 194-213</p>
<p>Week 8 T – 02/28</p> <p>Th – 03/02</p>	<p>Europe: Vernichtungskrieg / War of Annihilation SPECIAL GUEST LECTURE: John Vsetecka, Michigan State University</p> <p>SPECIAL EVENT (Ex Cred): “Russia’s Army and the Commission of Atrocities” with Professor David Frey, West Point — 4:00 PM (Virtual)</p> <p>READ: Mark Mazower, <i>Hitler’s Empire</i>, “War of Annihilation: Into the Soviet Union”</p>
<p>Week 9 T – 03/07</p> <p>Th – 03/09</p>	<p>Spring Break <i>No Class</i></p> <p><i>No Class</i></p>
<p>Week 10 T – 03/14</p> <p>Th – 03/16</p>	<p>Europe: The Holocaust</p> <p>READ: Christopher R. Browning, “The Nazi Empire”</p>
<p>Week 11 T – 03/21</p> <p>W - 03/22</p> <p>Th – 03/23</p>	<p>Europe: Nazi Racial Destruction DUE: Europe Topic Quiz Questions</p> <p>EVENT — Father Desbois Event, 6:00 PM Rita Liddy Hollings Center</p> <p>Topic Quiz Posted — DUE FRIDAY, MAR 24 @ 5:00 PM</p>
<p>Week 12 T – 03/28</p> <p>Th – 03/30</p>	<p>The United States: A Segregated Military at War WATCH: PBS, “The Rise and Fall of Jim Crow, Ep. 4 – Terror and Triumph” – Link to YouTube on OAKS</p> <p>DUE: Europe Text Response Paper – Friday, 5:00 PM on OAKS</p>



<p>Week 13 T – 04/04</p> <p>Th – 04/06</p>	<p>The United States: The Second Great Migration READ: James N. Gregory, “The Second Great Migration: A Historical Overview,” PDF on OAKS</p>
<p>Week 14 T – 04/11</p> <p>Th – 04/13</p>	<p>The United States: Double Victory and Civil Rights READ: Bryan Greene, “After Victory in World War II, Black Veterans Continued the Fight for Freedom at Home,” <i>Smithsonian Magazine</i> – Link on OAKS</p> <p>READ: Richard Gergel, <i>Unexampled Courage</i>, Introduction and CH1</p>
<p>Week 15 T – 04/18</p> <p>Th – 04/20</p>	<p>The United States: Wartime Roots of the Postwar Movement SPECIAL GUEST LECTURE AND LOCATION: Judge Richard Gergel will guest lecture in a special session of class held at the J. Waties Waring Judicial Center — 83 Meeting St. READ: Richard Gergel, <i>Unexampled Courage</i>, Chapter 8 DUE: United States Topic Quiz Questions</p> <p><i>No Class — Class will not meet, but quiz will post on OAKS</i> Topic Quiz Posted — DUE FRIDAY, APR 21 @ 5:00 PM</p>
<p>Week 16 T – 04/25</p>	<p>End of Semester <i>Wrap Up Day</i> DUE: United States TRP – Friday, 5:00 PM on OAKS</p>



Continuity of Learning & Support

Pronouns:

I will gladly honor your request to address you by the name and gender pronouns of your choice. Please advise me of this early in the semester via your college-issued email account or during office hours so that I may make the appropriate notation on my class list.

Honor Code & Academic Integrity:

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, are turned over to the Honor Board.

Incidents where the instructor determines the student's actions are related more to misunderstanding and confusion will be handled by the instructor. No accommodation will be given to purposeful cheating or plagiarism of any kind. Perceived instances of purposeful cheating or plagiarism will promptly referred to the Honor Board.

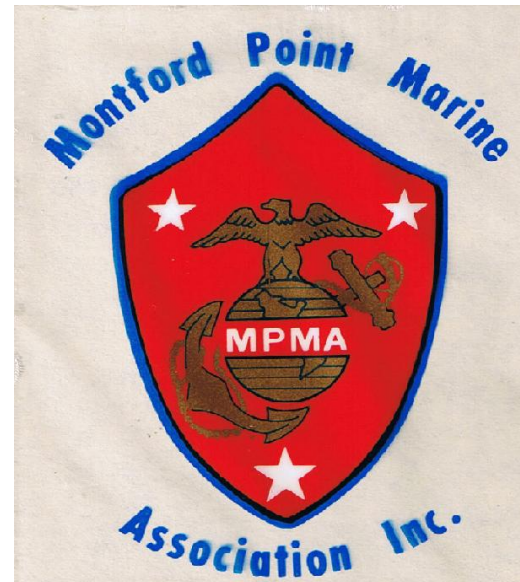
A student found responsible by the Honor Board for academic dishonesty will receive an XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student's transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.

Students can find the complete Honor Code and all related processes in the Student Handbook by clicking [HERE!](#)



Mental & Physical Wellbeing:

At the college, we take every student's mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center (professional counselors at <http://counseling.cofc.edu> or 843.953.5640 3rd Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting "4support" to 839863, visit <http://counseling.cofc.edu/cct/index.php>, or meet with them in person on the third floor of the Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.



Food & Housing Resources:

Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (<http://studentaffairs.cofc.edu/about/salt.php>). Also, you can go to <http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php> to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (second floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need. Please also consider reaching out to me if you are comfortable in doing so.

Inclusion

The College of Charleston offers many resources for LGBTQ+ students, faculty, and staff along with their allies. Click on the links below for more information:

[Preferred Name and Pronoun Information](#)

[On Campus Gender Inclusive facilities](#)

[Campus Resources](#)

[College of Charleston Reporting Portals](#)

[National Resources for Faculty & Staff](#)

[GSEC Reports](#)

[Documenting LGBTQ Life in the Lowcountry \(CofC Addlestone Lib. Special Collections Project\)](#)

[College of Charleston Quality Enhancement Plan \(QEP\)](#)

[Articles about CofC and LGBTQ+ Issues](#)



Disability/Access:

The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the [Center for Disability Services/ SNAP](#) located on the first floor of the Lightsey Center, Suite 104. Notify me immediately of any accommodations you need.

I am a disabled veteran. I take accommodation seriously and I am happy to help you.

OAKS (For All Instructional Modalities):

OAKS, including Gradebook, will be used for this course throughout the semester to provide the syllabus and class materials and grades for each assignment, posted regularly.

Inclement Weather, Pandemic, or Substantial Interruption of Instruction:

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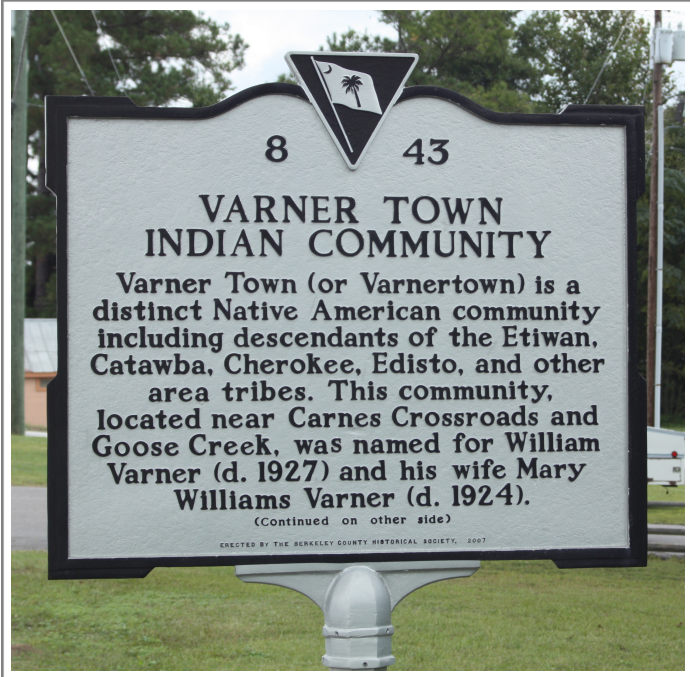
If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.

To learn more about the enslaved people who built this city and the College of Charleston campus,

[click here](#)

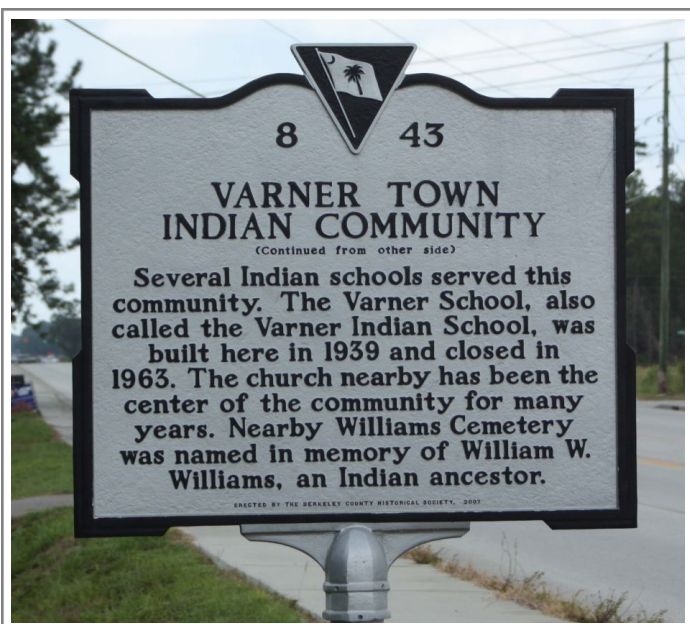
to watch the documentary

If These Walls Could Talk



Land and Labor Acknowledgement

We are located on the traditional lands of the first peoples of the Lowcountry: the Etiwan, Kiawah, Edisto Natchez Kusso, Santee, and Wassamassaw (also known as Varner Town Indians). We acknowledge and honor all indigenous people who lived and labored on this land as well as their enduring right to call this place home.



We also acknowledge the lives and stolen labor of generations of enslaved people in Charleston, South Carolina and beyond. On this campus and in this space, African and African-descended people toiled as skilled labor in ornamental ironwork, historic architecture, and low country agriculture and food production. As members of the College of Charleston community, we acknowledge the Black lives and labor that built our city and our campus. Their lives mattered then, as do the lives of their descendants today.