

HIST 5363: Seminar in Military History

World War II: New Work

Online Graduate Seminar (21222)

Spring 2018

Syllabus

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(Images from top left to bottom right: A Frenchman in Paris in 1940, hearing the news of the French defeat; A female codebreaker at Bletchley Park; American soldiers approaching Omaha Beach on D-Day; Destroyed Danube Bridges in Budapest in 1945.)

Course Description:

This course looks at a number of recent works on the Second World War (1939-1945), the war started by Adolf Hitler and his Nazi German state, that eventually spread beyond eastern Europe to span the continent, stretch across the Mediterranean to North Africa, and even across the Atlantic Ocean to the United States. This war and its many side conflicts and consequences are the subject of the course, though a few of the studies also consider the parallel imperialist war started by Japan in East Asia. The goal is to consider recent monographic work on this war—all researched and published well after the end of the Cold War, and thus with the possible consideration of Soviet and eastern European material—in its variety. There is a deliberate diversity of approaches and considerations, ranging from more “traditional” narrative histories of operations and battles, more focused works on one particular episode like the Siege of Budapest,

some political-diplomatic work, a primarily biographical study, an examination of the role of women, culture, and what historians now call the study of “war and society,” and studies that treat longer themes like espionage, recycling and conservation, and morality and ethics. Traditional combat, irregular warfare, and genocide are featured, and the authors use a wide array of sources, from diplomatic documents and soldiers’ diaries to photographs and oral history.

The goal is both to consider what is currently being debated and argued about the Second World War (and why), and also to introduce students to the dizzying spread of topics and approaches that can be included under the umbrella of the “new” military history. The key is to see this war as a live matter of debate among the historical community, which is still able to consider new evidence and sources and to revisit and revise older conclusions in the light of new information and new perspectives. This is not a war of idle “facts” fought by a generation of people long dead, but a matter of still-controversial debate in which turning points, major factors, and crucial aspects are still contentious, and still have hot political consequences—at least in some places. Despite this focus on historiographic debate, the combination of sources should allow the novice student of the Second World War an introduction to the chronology and main points of the conflict and enough background to teach the topic at the secondary level.

The course will revolve around Blackboard-based weekly discussions or “modules.” Students are expected to contribute regularly and thoughtfully to Blackboard discussions with substantive comments that advance the class discussion of each work. Each student will launch a weekly discussion by reviewing the reading for that week before it begins. Out of the class discussions will emerge a longer historiographical paper grounded in the syllabus, but pursuing a topic of interest to the individual student.

This course presumes no reading knowledge of languages other than English.

Learning Objectives:

Students who have completed this course should be able to...

- understand and explain the major conflicts and debates in the history of the Second World War.
- differentiate among different and overlapping styles of historical argument.
- analyze and consider different primary and secondary source bases.
- read and understand different historical writing styles and narrative-building approaches.
- use and analyze recent secondary sources and scholarly literature.
- use and analyze a diversity of primary sources.
- understand and explain the most important recent scholarly debates on this topic, why they are controversial, and to whom.
- express their opinions on and analyses of diverse readings in polished written form.

Online Class Discussion:

There will be **eleven discussion fora starting with the first week of the classes** via Blackboard in which participation is required. Each week is assigned a “module” with relevant readings, instructions, and access to the relevant discussion board. Each student will make at least one

blog post (ca. 350 words) as well as respond to two additional postings (ca. 200 words each) week. If the student reviews a week, s/he is not expected to make another opening post, but must follow up on others' posts.

The forum week begins at 12:00pm on Monday with the posting of a student review or an initial, introductory post with questions by the instructor, and ends the following Saturday at 11:59pm (except for Easter week). Sundays are therefore "free" days. **Original blog posts are due by Wednesday of each week at 11:59pm from all students**, and the two responses must be posted by **Saturday at 11:59pm**. In other words, you have until Wednesday to read the review posted on Monday and begin making your posts and contributing to the discussion for the week.

The purpose of these fora is to create a discussion about the week's readings and to allow instructor-student interaction. Forum assessment will be based upon the quality of the student's engagement with the week's assigned reading. **Students MUST complete all of the discussion fora in order to pass the course**. No weekly numerical score will be assigned for the fora, which will be graded cumulatively at the end of the semester.

Assignments and Grading:

In addition to the 11 weekly Blackboard discussions, every student will also complete:

- 1) A brief profile of his/her interest in the course, and previous coursework, to be posted for the other students in the class (ungraded).
- 2) A written review and assessment of one of the course books, with questions for discussion (5-6pp.). Students will sign up for a review book in the first week of the course. (Due the Monday of that week's discussion at 9am to be posted for other students; not accepted late.)
- 3) A proposal for a historiographical paper, with topic description, outline, thesis (2-3pp. of text) and brief annotated bibliography. (Due 21 March 2018 @ 11:59pm.)
- 4) A historiographical paper (20-25pp.) with appropriate bibliography. (Due 1 May 2018 @ 11:59pm.)
- 5) A 30 min. oral defense (via phone, Skype, or in person) of the historiographical paper after its submission.

Grade Breakdown:

-Regular, timely, substantive participation in the eleven weekly discussion fora, including original commentary on the readings, and responses to other students: 30%

-Review paper: 20% (due Monday at 9am of the relevant discussion week)

-Historiographical paper: 50%

-Proposal: 10% (Wednesday, 21 March 2018 @ 11:59pm)

-Defense (by phone or Skype following submission): 10%

-Paper: 30% (Tuesday, 1 May 2018 @ 11:59pm)

Grading Scale:

A = 90 – 100 points

B = 80 – 89 points

C = 70 – 79 points
D = 60 – 69 points
F = 59 points or below

Review/Introduction Essay:

Each student will serve as the reviewer of assigned course text (or selected texts) for a discussion week of the seminar (weeks 2-13) by writing a 5-6pp. (12 pt., TNR, double-spaced) short paper that discusses and analyzes the text, its main argument(s), and where it fits with the discussion of the class. Students unfamiliar with academic book reviews should consult the review section of a recent copy of the *American Historical Review* through JSTOR for examples of appropriate review *content*.

NB: The focus of the review must be an analysis of the quality of the book's *argument* rather than a description of its contents. Each review should stake a firm position on the quality of the book's arguments and defend this position with evidence from the text. In addition to standard review content, each review should highlight particular passages or sections for discussion and conclude with questions for class discussion. Reviews are due the Monday morning of the week on which their work is to be discussed at 9:00AM, Texas time, and should be submitted through TurnItIn under the "assignments" tab. Like all written work, these reviews should be edited for grammar and style before submission. *Reviews will be posted to the entire class as a prompt for that week's discussion.*

Final Historiographical Paper:

In addition to the required readings and discussion, each student will complete an independent historiographical (secondary source) essay of 20-25pp. on a topic relating to and emerging out of the course discussions, with a scholarly bibliography at the end. This topic will be approved by the instructor through the submission of a paper proposal. In the forming of your argument, each student should use at least **8 additional scholarly articles or books**. (An example of a scholarly history journal would be *The American Historical Review*. Students must ask permission to use non-academic internet sources for the final paper, which is strongly discouraged.) **Final Papers are due by 1 May 2018 @ 11:59pm** via the "TurnItIn Assignment" on the course website on Blackboard. Papers will be supplemented by an oral defense over Skype, by phone, or in person to discuss their arguments with the instructor.

Required Book List:

Students can use any edition of the book (including parallel UK editions).

Kershaw, Ian. *To Hell and Back: Europe, 1914-1949*. New York: Viking, 2015.

https://www.amazon.com/Hell-Back-1914-1949-Penguin-History/dp/0143109928/ref=sr_1_2?s=books&ie=UTF8&qid=1510201620&sr=1-2&keywords=to+hell+and+back

- Linderman, A. R. B. *Rediscovering Irregular Warfare: Colin Gubbins and the Origins of Britain's Special Operations Executive*. Norman, OK: University of Oklahoma Press, 2016. **
https://www.amazon.com/gp/product/0806151676/ref=oh_aui_detailpage_o02_s00?ie=UTF8&psc=1
- Kochanski, Halik. *The Eagle Unbowed: Poland and the Poles in the Second World War*. Cambridge, MA: Harvard University Press, 2014. **
https://www.amazon.com/Eagle-Unbowed-Poland-Poles-Second/dp/0674284003/ref=sr_1_1?ie=UTF8&qid=1510201388&sr=8-1&keywords=halik+kochanski
- Hastings, Max. *The Secret War: Spies, Ciphers, and Guerrillas, 1939-1945*. New York: Harper Perennial, 2017.
https://www.amazon.com/Secret-War-Ciphers-Guerrillas-1939-1945/dp/0062259288/ref=sr_1_1?s=books&ie=UTF8&qid=1510202470&sr=1-1&keywords=max+hastings
- Thorsheim, Peter. *Waste into Weapons: Recycling in Britain during the Second World War*. Cambridge: Cambridge University Press, 2016.
https://www.amazon.com/Waste-into-Weapons-Recycling-Environment/dp/1107492092/ref=sr_1_1?s=books&ie=UTF8&qid=1510202579&sr=1-1&keywords=recycling+in+britain
- Rees, Laurence. *The Holocaust: A New History*. New York: Public Affairs, 2017.
https://www.amazon.com/Holocaust-New-History-Laurence-Rees/dp/1610398440/ref=sr_1_1?ie=UTF8&qid=1510461114&sr=8-1&keywords=laurence+rees
- Symonds, Craig L. *Operation Neptune: The D-Day Landings and the Allied Invasion of Europe*. New York: Oxford University Press, 2016.
https://www.amazon.com/Operation-Neptune-Landings-Allied-Invasion/dp/0190462531/ref=sr_1_1?ie=UTF8&qid=1510203357&sr=8-1&keywords=operation+neptune+symonds
- Beevor, Anthony. *Ardennes 1944: The Battle of the Bulge*. New York: Viking, 2015.
 (Alternately, in UK edition: *Ardennes 1944: Hitler's Last Battle*)
https://www.amazon.com/gp/product/0670025313/ref=oh_aui_detailpage_o00_s00?ie=UTF8&psc=1
- Ungváry, Krisztián. *The Siege of Budapest: One Hundred Days in World War II*. New Haven: Yale University Press, 2006.
https://www.amazon.com/Siege-Budapest-Hundred-Days-World/dp/0300119852/ref=sr_1_1?s=books&ie=UTF8&qid=1510202214&sr=1-1&keywords=siege+of+budapest

Alexievich, Svetlana. *The Unwomanly Face of War: An Oral History of Women in World War II*. New York: Random House, 2017.

https://www.amazon.com/Unwomanly-Face-War-History-Women/dp/0399588728/ref=sr_1_1?s=books&ie=UTF8&qid=1510202867&sr=1-1&keywords=unwomanly+face+of+war

Burleigh, Michael. *Moral Combat: Good and Evil in World War II*. New York: Harper Perennial, 2012.

https://www.amazon.com/Moral-Combat-Good-Evil-World/dp/0060580984/ref=sr_1_fkmr0_1?s=books&ie=UTF8&qid=1510462278&sr=1-1-fkmr0&keywords=burleigh+moral+ombat

**SHSU's Newton Gresham Library has an electronic copy of this book in its collections.

Writing and Research Resources:

Your papers must be footnoted using the **Chicago Manual of Style (or Chicago-Turabian)** format. They must include a title and heading and bibliography, which will not count toward the word limit. Final historiographical papers should have a title page. Students have +/- 10% of the stated word limit to complete their essays. Essays must be completed in Times New Roman font size 12, on standard letter sized paper, with 1" margins, and double-spaced. Failure to meet these criteria will result in a **10% grade reduction per infraction**.

Graduate students are expected to adhere to the norms of the historical profession for writing, research, and scholarship. All written work must be the original composition of the student for this course, and must conform to Chicago Manual of Style procedures for citation and bibliographic formatting.

More information on Chicago style:

-Kate Turabian's *Manual for Writers of Research Papers, Theses, and Dissertations*. 8th Ed. Chicago: University of Chicago Press, 2013.

-Chicago "quick" guide: http://www.chicagomanualofstyle.org/tools_citationguide.html

-More developed guide: <http://citesource.trincoll.edu/chicago/>

Students must write in formal standard English, with regular capitalization, grammar, and syntax. Failing to meet this standard will result in lowered grades, or the return of work for resubmission. Recommended writing resources include:

-William Strunk, *The Elements of Style*. 4th Ed. New York: Longman, 1999.

-Gerald Graff's and Cathy Birkenstein's *They Say / I Say: The Moves that Matter in Academic Writing*. 3rd Ed. New York: W. W. Norton & Co., 2014.

-Purdue OWL (Online Writing Lab): <https://owl.english.purdue.edu>

Communication Policy:

As this is an online class, communication is a course priority. Please type '**5363**' in the subject line of your emails to help quickly identify your message as class related. (*Typically emails written after 5pm will be answered the following day*). All email correspondence will take place

via SHSU email accounts only, as FERPA (Federal Education Rights Privacy Act) regulations require that communication and grades are kept confidential. Live communication with the instructor is available via phone or Skype to students not physically located at or near SHSU, or by e-mail or through the Blackboard course website.

The best way to communicate with me is always email, which I check every day. Students in this course must regularly check their university email and the Blackboard website, as I will use both to communicate information. Comments on papers and assignments are a form of communication, and students must read these before the submission of their next assignment.

SHSU Code of Conduct:

<https://netreg.shsu.edu/mirror/codeofconduct.html>

University Policy:

Sam Houston State University has policies in place to protect and support all students, and to ensure equitable treatment and an appropriate learning environment for everyone. Details on SHSU policy regarding academic honesty (see also below), religious obligation and related absence, disabilities, and classroom visitors are specified here:

www.shsu.edu/syllabus/

Academic Dishonesty:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. **Plagiarism on a paper will result in failure of the entire course.**

For a complete listing of the university policy, see: <http://www.shsu.edu/dotAsset/728eec25-f780-4dcf-932c-03d68cade002.pdf>

Graduate-Level Work:

Graduate students are held to higher standards of professionalism and intellectual rigor than undergraduate students, even in an online-only environment. The focus of graduate work is not merely greater familiarity with historical contents, but primarily in analyzing and evaluating historical argumentation and the use of sources to build historical interpretations. It is the responsibility of graduate students to maintain sufficient communication with the instructor and their fellow students to excel in the course.

Graduate students are expected to understand and observe the scholarly conventions of the historical discipline, especially those regarding originality, creativity, and citation of others' work. Those new to graduate school should consult the history librarian (Erin Owens:

http://shslibraryguides.org/prf.php?account_id=1023), their instructor, and other relevant reference information if they have any questions or concerns about the professionalism of their work. In the performance of graduate course work, consulting other academic resources including reference material and scholarly reviews of assigned work is an excellent supplement to material listed on the syllabus, but will not replace assigned work. Students unfamiliar with SHSU graduate student policy should consult the university's academic guidelines: <http://graduate-catalog-2015-2016.shsu.edu/home/degree-requirements-and-academic-guidelines.html#expectations-guidelines> and the department's graduate handbook: <http://www.shsu.edu/dotAsset/255b20ec-f018-4935-8512-cd93aad4f72b.pdf>

Course Schedule:

Considering each week as a **Monday-Saturday** week...

Students should consider the entirety of the assigned reading “fair game” for class discussion and can engage with any portion of those texts in their discussion posts.

Week 1: January 17 – January 20

Reading: Begin reading Ian Kershaw’s *To Hell and Back* for discussion beginning next week.

Assignment: Student biographical information form; prepare review if the next week is your review week.

Week 2: January 22 – January 27

Reading: Ian Kershaw’s *To Hell and Back*; first discussion forum on Kershaw.

Assignment: Prepare review if the next week is your review week.

Week 3: January 29 – 3 February

Reading: Linderman’s *Rediscovering Irregular Warfare*.

Assignment: Prepare review if the next week is your review week.

Week 4: February 5 – 10 February

Reading: Kochanski’s *Eagle Unbowed*.

Assignment: Prepare review if the next week is your review week.

Week 5: February 12 – 17 February

Reading: Hastings’ *Secret War*.

Assignment: Prepare review if the next week is your review week.

Week 6: February 19 – 24 February

Reading: Thorsheim’s *Waste into Weapons*.

Assignment: Prepare review if the next week is your review week.

Week 7: February 26 – 3 March

Reading: Rees’s *Holocaust*.

Assignment: Prepare review if the next week is your review week.

Week 8: March 5 – March 10

Reading: Symonds’ *Operation Neptune*.

Assignment: Prepare review if the next week is your review week.

Week 9: March 12 – March 17: SPRING BREAK

No discussion; begin reading Beevor.

Assignment: Prepare review if the next week is your review week; prepare paper proposal due next week.

Week 10: March 19 – March 24

Reading: Beevor’s *Ardennes 1944*.

Assignment: Prepare review if the next week is your review week. Paper proposal due Wednesday, 21 March 2018 @ 11:59pm.

Week 11: March 26 – March 31

Reading: Ungváry's *Siege of Budapest*.

Easter Exception: discussion ends Friday night at 11:59pm.

Assignment: Prepare review if the next week is your review week.

Week 12: April 2 – April 7

Reading: Alexievich's *Unwomanly Face of War*.

Assignment: Prepare review if the next week is your review week.

Week 13: April 9 – April 14

Reading: Burleigh's *Moral Combat*.

Week 14: April 16 – April 21

Reading Week

Week 15: April 23 – April 28

Writing Week

Week 16: April 30 – May 4

Submission and Defense Week

Final Papers Due: 1 May 2018 @ 11:59pm.

Selected Course Bibliography:

These works may be of interest in beginning historiographical research. Please note: these works are stipulated according to Chicago style bibliographic entry (vs. note entry) format, as paper bibliographies should be.

Arendt, Hannah. *Origins of Totalitarianism*. Harvest Books, 1973.

Armstrong, John A. "Collaborationism in World War II: The Integral Nationalist Variant in Eastern Europe." *The Journal of Modern History* Vol. 40, No. 3 (Sep. 1968): 396-410

Beevor, Antony. *D-Day: The Battle for Normandy*. New York: Penguin Books, 2010.

----- . *The Second World War*. New York: Little, Brown, and Company, 2012.

Bellamy, Chris. *Absolute War: Soviet Russia in the Second World War*. New York: Alfred A. Knopf, 2007.

Biddle, Tami Davis. *Rhetoric and Reality in Air Warfare: The Evolution of British and American Ideas about Strategic Bombing, 1914-1945*. Princeton, NJ: Princeton University Press, 2004.

Bodnar, John. *The 'Good War' in American Memory*. Baltimore: Johns Hopkins University Press, 2011.

Bosworth, R. J. B. *Mussolini*. New York: Bloomsbury Academic, 2011.

Burleigh, Michael. *Moral Combat: A History of World War II*. London: Harper Collins, 2010.

Citino, Robert M. *The German Way of War: From the Thirty Years' War to the Third Reich*. Lawrence: The University Press of Kansas, 2005.

Conquest, Robert. *Reflections on A Ravaged Century*. New York: W. W. Norton & Co., 2001.

De Grazia, Victoria. *How Fascism Ruled Women: Italy, 1922-1945*. Los Angeles: University of California Press, 1993.

Durham, Martin. *Women and Fascism*. New York: Routledge, 1998.

Evans, Richard J. *The Third Reich at War*. New York: The Penguin Press, 2009.

Ferguson, Niall. *The War of the World: Twentieth-Century Conflict and the Descent of the West*. New York: The Penguin Press, 2006.

Friedrich, Jörg. *The Fire: The Bombing of Germany, 1940-1945*. Trans. Allison Brown. New York: Columbia University Press, 2006.

- Fritz, Stephen [G]. *Frontsoldaten: The German Soldiers in World War II*. Lexington: The University Press of Kentucky, 1995.
- . *Ostkrieg: Hitler's War of Extermination in the East*. Lexington: The University Press of Kentucky, 2015.
- Fritzsche, Peter. *Germans into Nazis*. Cambridge, MA: Harvard University Press, 1998.
- . *Life and Death in the Third Reich*. Cambridge, MA: The Belknap Press of Harvard University Press, 2008.
- Gellately, Robert. *Backing Hitler: Consent & Coercion in Nazi Germany*. New York: Oxford University Press, 2001.
- . *Lenin, Stalin, and Hitler: The Age of Social Catastrophe*. New York: Vintage Books, 2008.
- Gerlach, Christian. *Extremely Violent Societies: Mass Violence in the Twentieth-Century World*. New York: Cambridge University Press, 2010.
- Gerwarth, Robert. *The Vanquished: Why the First World War Failed to End*. New York: Farrar, Straus, and Giroux, 2016.
- Glantz, David M., and Jonathan M. House. *The Battle of Kursk*. Lawrence: The University Press of Kansas, 1999.
- . *When Titans Clashed: How the Red Army Stopped Hitler*. Lawrence: University Press of Kansas, 1995.
- Goldhagen, Daniel Jonah. *Hitler's Willing Executioners: Ordinary Germans and the Holocaust*. New York: Alfred A. Knopf, 1996.
- Guerin, Daniel. *Fascism and Big Business*. New York: Pathfinder Press, 2000.
- Hastings, Max. *Inferno: The World at War, 1939-1945*. New York: Vintage Books, 2011.
- . *Overlord: D-Day and the Battle for Normandy*. New York: Vintage Books, 2006.
- . *Retribution: The Battle for Japan, 1944-45*. New York: Vintage, 2009.
- Hayes, Peter. *Industry and Ideology: IG Farben in the Nazi Era*. New ed. New York: Cambridge University Press, 2000.
- Hellbeck, Jochen. *Stalingrad: The City that Defeated the Third Reich*. Trans. Christopher Tauchen and Dominic Bonfiglio. New York: Public Affairs, 2015.

- Herf, Jeffrey. *Divided Memory: The Nazi Past in the Two Germanys*. Cambridge: Harvard University Press, 1997.
- Keegan, John. *The Second World War*. New York: Penguin Books, 1989.
- Kennett, Lee B. *A History of Strategic Bombing*. New York: Scribner Books, 1982.
- Kershaw, Ian. *The End: The Defiance and Destruction of Hitler's Germany, 1944-1945*. New York: Penguin Books, 2012.
- , *To Hell and Back: Europe, 1914-1949*. New York: Viking, 2015.
- , *Hitler: A Biography*. Rpt. New York: W.W. Norton and Company, 2010.
- Knell, Hermann. *To Destroy A City: Strategic Bombing and Its Human Consequences in World War II*. Cambridge: Da Capo Press/Perseus Book Group, 2003.
- Koonz, Claudia. *Mothers in the Fatherland: Women, the Family, and Nazi Politics*. New York: St. Martin's Press, 1987.
- Koskodan, Kenneth. *No Greater Ally: The Untold Story of Poland's Forces in World War II*. Oxford: Osprey Publishing, 2011.
- Krylova, Anna. *Soviet Women in Combat: A History of Violence on the Eastern Front*. New York: Cambridge University Press, 2010.
- Liddell Hart, B. H. *Strategy*. 2nd rev. ed. New York: Meridian Books/Henry Holt, 1991.
- Mazower, Mark. *Dark Continent: Europe's Twentieth Century*. New York: Alfred A. Knopf, 1999.
- , *Hitler's Empire: How the Nazis Ruled Europe*. New York: The Penguin Press, 2008.
- Megargee, Geoffrey. *War of Annihilation: Combat and Genocide on the Eastern Front, 1941*. Lanham: Rowman & Littlefield, 2007.
- Merridale, Catherine. *Life and Death in the Red Army, 1939-1945*. New York: Metropolitan Books, 2006.

- Mitter, Rana. *Forgotten Ally: China's World War II, 1937-1945*. Boston: Mariner Books, 2014.
- Mosse, George. *The Crisis of German Ideology: Intellectual Origins of the Third Reich*. New York: Schocken Books, 1981.
- , *The Fascist Revolution: Toward A General Theory of Fascism*. New York: Howard Fertig, 1999.
- Naimark, Norman M. *Fires of Hatred: Ethnic Cleansing in Twentieth-Century Europe*. Cambridge, MA: Harvard University Press, 2001.
- Overy, Richard. *The Bombers and the Bombed: Allied Air War over Europe, 1940-1945*. New York: Viking Press, 2013.
- , *Goering*. London: Phoenix Press, 1984.
- , *Russia's War: Blood upon the Snow*. New York: TV Books / Penguin Putnam, 1997.
- Pape, Robert A. *Bombing to Win: Air Power and Coercion in War*. Ithaca: Cornell University Press, 1996.
- Paret, Peter, ed. *Makers of Modern Strategy from Machiavelli to the Nuclear Age*. Princeton, NJ: Princeton University Press, 1986.
- Paxton, Robert O. *The Anatomy of Fascism*. New York: Vintage Books, 2005.
- , *Vichy France: Old Guard and New Order*. New York: Columbia University Press, 2002.
- Payne, Stanley G. *Fascism in Spain, 1923-1977*. Madison: University of Wisconsin Press, 2000.
- , *A History of Fascism, 1914-1945*. Madison: University of Wisconsin Press, 1995.
- Peukert, Detlev J. K. *Inside Nazi Germany: Conformity, Opposition, and Racism in Everyday Life*. Trans. Richard Deveson. New York: Yale University Press, 1987.
- Porter-Szücs, Brian. *Poland in the Modern World: Beyond Martyrdom*. Hoboken, NY: John Wiley & Sons, Incorporated, 2014.
- Rosbottom, Ronald C. *When Paris went Dark: The City of Light under German Occupation, 1940-1944*. New York: Little, Brown, and Company: 2014.

- Sereny, Gitta. *Albert Speer: His Battle with Truth*. New York: Vintage Books, 1996.
- Shepherd, Ben H. *Hitler's Soldiers: The German Army in the Third Reich*. New Haven: Yale University Press, 2016.
- , *Terror in the Balkans: German Armies and Partisan Warfare*. Cambridge, MA: Harvard University Press, 2012.
- Snyder, Timothy. *Bloodlands: Europe between Hitler and Stalin*. New York: Basic Books, 2012.
- Stargardt, Nicholas. *The German War: A Nation under Arms, 1939-1945: Citizens and Soldiers*. New York: Basic Books, 2015.
- Stephenson, Jill. *Women in Nazi Germany*. New York: Routledge, 2001.
- Stone, Norman. *World War Two: A Short History*. New York: Basic Books, 2012.
- Tismaneanu, Vladimir. *The Devil in History: Communism, Fascism, and Some Lessons of the Twentieth Century*. Los Angeles: University of California Press, 2012.
- Tooze, Adam. *The Wages of Destruction: The Making and Breaking of the Nazi Economy*. New York: Penguin Books, 2006.
- Wachsmann, Nikolaus. *KL: A History of the Nazi Concentration Camps*. New York: Farrar, Straus, and Giroux, 2015.
- Wright, Gordon. *The Ordeal of Total War: 1939-1945*. New York: Harper Torchbooks, 1968.