

## ***"Postwar:" Aftermaths of World War II***

**26:510:543 Topics in World History, Spring 2015; Thurs. 5.30-8.10pm, Conklin 448**

**Instructor: Dr. Susan Carruthers (scarruth@rutgers.edu), Conklin, 318**

**Office hours: Tuesdays, 1.30-2.30pm; Thursdays, 4.30-5.30pm; other times by arrangement.**

*Please feel free to discuss any aspect of the class or your performance throughout the semester, remembering that the earlier you raise concerns, the sooner they can be tackled productively.*

### **Course overview**

World War II claimed in excess of 60 million lives: victims of combat, aerial bombardment, disease, starvation, and calculated annihilation. As warfare ended-- a rolling, incomplete process-- the victorious Allies struggled to agree on how best to tackle questions of humanitarian relief and political reconstruction that confronted their own societies as well as those of the defeated Axis powers and their former empires. The tumultuous half decade from 1945-50 saw the birth of the nuclear age; the division of Europe; the onset of the Cold War; the reconstitution of colonial empires in Asia and Africa; and the inauguration of the United Nations.

This course examines the period from 1945 to 1950, adopting a thematic approach to wartime legacies and distinct forms of postwar reconstruction. Weekly readings generally comprise a number of scholarly articles rather than single monographs. These will be studied alongside selected primary source materials, including films, diaries, letters, and fiction from the late 1940s. The goal is to gain a multi-faceted appreciation of "postwar" derived both from contemporary sources and new scholarly interpretations to this profoundly consequential half-decade. We will thus read fresh work in the fields of transnational history; the history of gender and sexuality; the history of emotions; refugee and Holocaust studies, and works of cultural critique drawn from disciplines outside History.

### **Objectives**

- ▲ to appreciate the fitful ways in which World War II came to an end in different locations and the often messy processes by which war mutated into "postwar"-- if not always exactly peace
- ▲ to gain an understanding of how central the immediate aftermath of World War II has been to individual and collective memory, and identity-formation, thereafter
- ▲ to acquire skill in analyzing different kinds of primary sources, printed and visual, with sensitivity to both the circumstances of their production and their contemporary reception
- ▲ to appreciate the variety of ways in which historians, working in different disciplinary sub-fields, have approached the study of "postwar"
- ▲ to deepen facility in close critical reading of individual secondary sources
- ▲ to foster aptitude in synthetic interpretation of multiple texts
- ▲ to develop experience and confidence in opening/leading class discussion, and in working collaboratively with peers and the instructor
- ▲ to improve skills in historical interpretation both in oral contributions to class discussion and by writing an extended paper; incorporating and positively responding to feedback

## SCHEDULE OF MEETINGS AND READINGS

\*\*\* denotes pdf posted on BlackBoard. Where articles are not posted on BB, they can be accessed online through the Rutgers Library site.

### 1 Introduction: When and What was "Postwar"? (01/22/15)

Mark Mazower, "Reconstruction: The Historiographical Issues," from Mark Mazower (et al, eds.) *Post-War Reconstruction in Europe: International Perspectives, 1945-1949* (OUP, 2011), 17-28\*\*\*

Suzan Ilcan & Rob Aitken, "Postwar World Order, Displaced Persons, and Biopolitical Management," *Globalizations*, 9, v (Oct. 2012): 623-36

### Part I DEFEAT: ENDINGS/BEGINNINGS

### 2 Rape as a gendered experience of defeat (01/29/15)

Primary Source: Anonymous, *A Woman in Berlin: Eight Weeks in the Conquered City* (Picador, 2005)

Atina Grossman, "A Question of Silence: The Rape of German Women by Occupation Soldiers," *October*, 72 (Spring 1995), 42-63

### 3 Hiroshima: a war ends, and an "age" begins (02/5/15)

Primary sources: John Hersey, *Hiroshima* (1946) [any edition]

Michihiko Hachiya, *Hiroshima Diary: The Journal of a Japanese Physician, August 6 - September 30, 1945* (University of North Carolina Press, 1995)

Kathy Roberts Forde, "Profit and Public Interest: A Publication History of John Hersey's Hiroshima," *Journalism and Mass Communication Quarterly*, 88, iii (Autumn 2011): 562-79

John Dower, "A Doctor's Diary of Hiroshima, Fifty Years Later," from *Ways of Forgetting, Ways of Remembering: Japan in the Modern World* (New Press, 2012): 161-75\*\*\*

### Part II SOLDIERS: VICTORS/VICTIMS

### 4 Prisoner politics, repatriation, and cold war origins (02/12/15)

Primary source: *The Potsdam Conference, Protocol of the Proceedings*, August 1, 1945  
[http://avalon.law.yale.edu/20th\\_century/decade17.asp](http://avalon.law.yale.edu/20th_century/decade17.asp)

George Ginsburgs, "The Soviet Union and the Problem of Refugees and Displaced Persons, 1917-1956," *American Journal of International Law*, 51, ii (1957): 325-61

Frank Costigliola, "'Like Animals or Worse:' Narratives of Culture and Emotion by US and British POWs and Airmen Behind Soviet Lines, 1944-45," *Diplomatic History*, 28, v (Nov. 2004): 749-80

Frank Biess, "'Pioneers of a New Germany.' Returning POWs and the Making of East and West German Citizens, 1945-1950," *Central European History*, 32 (1999): 143-80

Cathal Nolan, "Americans in the Gulag: Detention of US Citizens by Russia and the Onset of the Cold War, 1944-49," *Journal of Contemporary History*, 25 (1990): 523-45

Yokote Shinji, "Soviet Repatriation Policy, US Occupation Authorities, and Japan's Entry into the Cold War," *Journal of Cold War Studies*, 15, ii (Spring 2013): 30-50

## **5 Demobilization, "reconversion," and entitlement struggles (02/19/15)**

*Primary source*: Robert Neville, "What's Wrong with Our Army?," *Life*, Feb. 25, 1946 [googlebooks]

Martin Crotty & Ken Edele, "Total War and Entitlement: Towards a Global History of Veteran Privilege," *Australian Journal of Politics and History*, 59, i (March 2013): 15-32

Robert Dale, "Rats and Resentment: The Demobilization of the Red Army in Postwar Leningrad, 1945-50," *Journal of Contemporary History*, 45, i (Jan. 2010): 113-133

Daniel Eugene Garcia, "Class and Brass: Demobilization, Working Class Politics, and American Foreign Policy between World War and Cold War," *Diplomatic History*, 34, iv (Sept. 2010): 681-98

Ronald Spector, "The Royal Indian Navy Strike of 1946," *Armed Forces & Society*, 7, ii (1981)\*\*\*

Laura McEnaney, "Nightmares on Elm Street: Demobilizing in Chicago, 1945-1953," *Journal of American History*, 92, iv (March 2006): 1265-91

## **6 Intimate reconstructions: the disabled veteran as victor and victim (02/26/15)**

Viewing: John Huston (dir.), *Let There Be Light* <https://archive.org/details/gov.ntis.ava04168vnb1>

William Wyler (dir.), *The Best Years of Our Lives (1946)* [view at home or in Dana]

Christina Jarvis, "'If He Comes Home Nervous:' US World War II Neuropsychiatric Casualties and Postwar Masculinities," *Journal of Men's Studies*, 17, ii (Spring 2009): 97-115

Robert F. Jefferson, "'Enabled Courage:' Race, Disability, and Black World War II Veterans in Postwar America," *Historian*, 65, v (Fall 2003): 1102-24

Stephen Garton, "'Fit Only for the Scrap Heap:' Rebuilding Returned Soldier Manhood in Australia after 1945," *Gender & History*, 20, i (April 2008): 48-67

John Michalczyk & Susan Michalczyk, "Troubled Silences: Trauma in John Huston's Film *Let There Be Light*," in *War & Film in America* (McFarland, 2003)\*\*\*

## **PART III SURVIVORS**

### **7 The camps and after: liberators & survivors (03/05/15)**

Primary Source: Irving Heymont Letters from Marcus, Jacob Rader & A.J. Peck (eds.), *Among the Survivors of the Holocaust--1945. The Landsberg DP Camp Letters of Major Irving Heymont, United States Army* (Monographs of the American Jewish Archives, No. 10, 1982)\*\*\*

Viewing: USHMM oral history interview with Heymont [in class]

Atina Grossman, "The Saved and Saving Remnant: Jewish Displaced Persons in the American Zone," chapter 4, *Jews, Germans and Allies: Close Encounters in Occupied Germany* (Princeton University Press, 2007), 131-82\*\*\*

Anna Holian, "The Ambivalent Exception: American Occupation Policy in Postwar Germany and the formation of Jewish Refugee Spaces," *Journal of Refugee Studies*, 25, iii (2012): 452-73

Jan-Hinnerk Antons, "Displaced Persons in Postwar Germany: Parallel Societies in a Hostile Environment," *Journal of Contemporary History*, 49, i (2014): 92-114

### **8 "The child:" reconstructing families, reascribing identities (03/12/15)**

Primary sources: Fred Zinnemann (dir.), *The Search* (1948) [in class viewing]

Tara Zahra, "'A Human Treasure': Europe's Displaced Children Between Nationalism and Internationalism," *Past and Present* (2011), Supplement 6, 332-50\*\*\*

Heide Fehrenbach, "War Orphans and Postfascist Families: Kinship and Belonging after 1945" in Frank Biess and Robert G. Moeller (eds.), *Histories of the Aftermath: The Legacies of the Second World War in Europe* (Berghahn Books, 2010), 175-95\*\*\*

Sharif Gemie & Louise Rees, "Representing and Reconstructing Identities in the Postwar World: Refugees, UNRRA, and Fred Zinnemann's *The Search* (1948)," *International Review of Social History*, 56, iii (2011): 441-73

**\*\*\*\*\* SPRING BREAK: NO CLASS ON MARCH 19 \*\*\*\*\***

## **PART IV UNDER OCCUPATION**

### **9 Immoral economies I: need, greed, and postwar black markets (03/26/15)**

*Primary Source:* John Horne Burns, *The Gallery* (1947), selections\*\*\*

Seth A. Givens, "Liberating the Germans: The US Army and Looting in Germany during the Second World War," *War in History*, 21, i (2013): 33-54

Laura J. Hilton, "The Black Market in History and Memory: German Perceptions of Victimhood from 1945 to 1948," *German History*, 28 iv (2010): 479-94

Alice Weinreb, "'For the Hungry Have No Past nor Do They Belong to a Political Party:' Debates over German Hunger after World War II," *Central European History*, 45 (2012): 50-78

Owen Griffiths, "Need, Greed, and Protest in Japan's Black Market, 1938-1949," *Journal of Social History*, 35, iv (2002): 825-58

Chris Aldous, "Contesting Famine: Hunger and Nutrition in Occupied Japan, 1945-1952," *Journal of American-East Asian Relations*, 17 (2010): 230-56

Suggested viewing: Carol Reed (dir.), *The Third Man* (1949)

### **10 Immoral economies II: sex under occupation (04/02/15)**

*Primary sources:* Higashi Mineo, "Child of Okinawa," transl. Steve Rabson, in *Okinawa: Two Postwar Novellas* (University of California, Japan Research Monograph, 1996), 81-117\*\*\*

Julian Bach, "GIs Between the Sheets" from *America's Germany* (1946), 71-83\*\*\*

Holly Saunders, "Panpan: Streetwalking in Occupied Japan," *Pacific Historical Review*, 81, iii (Aug. 2012), 404-31

Marc McLelland, "'Kissing is a symbol of democracy!' Dating, Democracy, and Romance in Occupied Japan, 1945-1952," *Journal of the History of Sexuality*, 19, iii (Sept. 2010): 508-35

Perry Biddiscombe, "Dangerous Liaisons: The Anti-Fraternization Movement in the U.S. Occupation Zones of Germany and Austria, 1945-1948," *Journal of Social History*, 34, iii (2001): 611-47

Timothy L. Schroer, "Fräuleins and Black GIs: Race, Sex and Power," chapter 4, *Recasting Race after World War II: Germans and African Americans in American-Occupied Germany* (University Press of Colorado, 2007), 119-47\*\*\*

Suggested viewing: Billy Wilder (dir.), *A Foreign Affair* (1948)

## **PART V HUMAN RIGHTS, WRONGS, AND MORAL ORDERING**

### **11 The camera as witness, accuser, re-educator and obfuscator (04/09/15)**

*Primary Source: Die Todesmühlen* [in class]

Cora Sol Goldstein, "American Propaganda Films," chapter 2, *Capturing the German Eye: American Visual Propaganda in Occupied Germany* (University of Chicago Press, 2009), 41-67\*\*\*

Dagmar Barnouw, "To Make Them See: Photography, Identification, and Identity," chapter 1, *Germany 1945: Views of War and Violence* (Indiana University Press, 1996), 1-41\*\*\*

Sharon Sliwinski, "Visual Testimony: Lee Miller's Dachau," *Journal of Visual Culture*, 9, iii (2010): 389-408

David Shneer, "Picturing Grief, Documenting Crimes: Soviet Holocaust Photography," chapter 5, *Through Soviet Jewish Eyes: Photography, War and the Holocaust* (Rutgers UP, 2012), 140-83\*\*\*

Susan A. Crane, "Choosing Not to Look: Representation, Repatriation, and Holocaust Atrocity Photography," *History and Theory*, 47 (Oct. 2008), 309-30

### **12 "Victors' Justice"?: the war crimes' trials (04/16/15)**

*Primary sources:* Rebecca West, *A Train of Powder* (1955), preferably Ivan R. Dee edition; "Greenhouse with Cyclamens," Parts I, II & III.

Janet Flanner, "Letters from Nuremberg"\*\*\* [originally published in the *New Yorker*]

Elizabeth Borgwardt, "A New Deal for the Nuremberg Trial: The Limits of Law in Generating Human Rights Norms," *Law and History Review*, 26, iii (Fall 2008): 679-705

Kim Christian Priemel, "Consigning Justice to History: Transitional Trials after the Second World War," *Historical Journal*, 56, ii (2013): 553-81

### **13 Imperial reconstruction & the birth of the United Nations (04/23/15) NB: DRAFTS DUE**

*Primary source:* UN Declaration on Human Rights. <http://www.un.org/en/documents/udhr/>

Ronald H. Spector, "After Hiroshima: Allied Military Occupations and the Fate of Japan's Empire, 1945-1947," *Journal of Military History*, 69 (Oct. 2005): 1121-36

Mark Mazower, *No Enchanted Palace: The End of Empire and the Ideological Origins of the United Nations* (Princeton University Press, 2009)

### **14 Concluding discussion (04/30/15)**

## EXPECTATIONS

A graduate seminar's success is contingent on *all* participants sharing responsibility for making the classroom a dynamic, engaged, and civil space. Each week, two or three members of the group will take on the role of opening and facilitating discussion. But **every member of the group must come to class having done all the reading, and with reflections to share, EVERY week.**

### BEFORE CLASS:

Make sure you read ALL the assigned texts. There are many of them, but they're chosen to work in dialog/tension with one another. So, please don't skimp on preparation!

As you're reading each text, look out for:

- ⤴ the author's central argument(s)
- ⤴ how they position themselves in the literature (i.e. which other scholars/traditions are they in debate with and why?)
- ⤴ what primary sources they've drawn on, and how persuasively you think they've used their evidence

Once you've read all the texts, consider and make notes on:

- ⤴ what overarching themes emerge
- ⤴ what key points of overlap or divergence you identify between the authors, and gaps left to fill
- ⤴ what you consider the most "discussable" elements of the texts, individually and collectively

Bring a one-page set of talking points to notes in which you distill your responses to the week's readings, sharpening your thoughts prior to discussion

### IN CLASS:

**Please arrive on time.** Punctuality is a basic courtesy and I expect you to arrive in class for a prompt "kick-off" at 5.30pm. If you can't get to class on time, please do your best to let me know ahead of time that you're running late. (You can call or leave a message on my work phone: 973-353-3889)

**Please silence your phone** any/or anything else that makes a distracting noise. "Devices" should be stowed for the duration of class. Laptops, tablets, etc. may be used for note-taking and to refer to the readings. But please don't succumb to the temptation to drift/surf/multi-task etc. Not only will you be distracted, so too will those around you-- and the instructor herself, who notices when attention wanders (!!). So, kindly engage throughout.

**Attendance** is a requirement. However, I do understand that sometimes unavoidable situations occur-- family crises, health problems, treacherous travel conditions, and so on-- that make coming to class impossible. Should you need to miss a session, please let me know about your absence, preferably in advance or, if not, as soon after the missed class as possible.

## ASSESSMENT

Participation 20%	[This portion of the grade will reflect your weekly contributions to discussion in terms of both their depth and frequency]
Leading class x 2 20%	[You will be graded on your advance preparation; evidence of team-work and cooperation, and on the effectiveness of your opening/leading of discussion. See below.]
Final paper 60%	5000 words. <b>THURSDAY MAY 7 by email. [No extensions]</b>

### Leading discussion

Each member of the group will share responsibility for leading discussion TWICE during the semester

Preparing for this role involves 3 distinct things:

- 1) doing the reading and pondering how you propose to kick off the class
- 2) liaising with your partner(s) ahead of time about how you'll divide up the work of opening class/leading discussion
- 3) sharing your class plan with me by 5pm the day BEFORE class

Class facilitators should aim to spend no more than 15 MINS ALL TOLD (not per person) at the start of class laying the groundwork for that night's discussion.

You may approach this in various ways, perhaps combining several of these approaches:

- ▲ by offering further historical context about the topic at hand
- ▲ by situating the author (particularly of primary sources) in biographical context
- ▲ by sharing a (brief) primary source, film or audio clip, and/or photographs

You may, if you wish, use PowerPoint, but it's certainly not required.

Facilitators are also responsible for generating and leading discussion, not just opening things up. So you will also need, collectively, to plan how you'll do so. Do you want the class to discuss particular things from ALL the readings, or will you focus on drawing out themes that unite them? Do you want to ask smaller sub-sections of the class to spend a few minutes tackling specific questions before uniting the whole group in discussion?? There are many different ways to proceed.

You should aim, as a team, to prepare discussion pointers that will sustain class discussion at least for the period before our half-time break.

Make sure you've completed your preparations the day before-- and please EMAIL me with your class plan by 5pm on the WEDNESDAY EVENING BEFOREHAND. I will also be available, should you wish, for in-person consultation on any given Tuesday afternoon. (Your grade for leading discussion will depend, in part, on the quality of your advance preparation-- as well as how things go "on the day.")

## FINAL PAPER

You have two options for your final paper:

a) identify a theme that cuts across various of the readings from the semester as a whole (i.e. not just one week's selections), and write an interpretive essay that draws on a variety of appropriate texts. Preferably, your essay will make use of both primary and secondary sources.

Points to bear in mind:

- ✦ your paper should have a clear *thesis*-- an argument-- that you pursue, drawing on various primary and secondary sources. In other words, it should aim to do something original and creative with the readings, not simply summarizing their key points.
- ✦ you may, if you wish, draw on additional sources that you've identified as relevant beyond those that appear on the syllabus. But I do want to see you using at least some of the assigned texts.

Themes may be conceived in terms of (geo)political processes, individual or collective emotions, human exchanges, and/or the workings of memory and identity formation.

(Some examples: victory/defeat; grief/mourning; mobility/confinement; guilt/innocence; sex; vengeance/retribution; return; exile; reconstruction/justice; "home"/homecoming; nationalism/internationalism; warfare/welfare)

b) if you're feeling ambitious-- and/or are thinking ahead to a possible master's essay or thesis relating to postwar in some way-- you could alternatively write a research paper, rooted in original primary source research, but also drawing on some of the secondary sources we've read.

The "greater Newark" area is richly endowed with relevant archives, including:

- ✦ the UNRRA archives, NYC
- ✦ the New York Public Library
- ✦ the Center for Jewish History/Leo Baeck Institute, NYC
- ✦ Rutgers-New Brunswick Special Collections (and online WWII oral histories)

Columbia and Princeton Universities' special collections also have many relevant sets of private papers.

Whichever option you choose, I would like to hear what your preliminary plan is by the Thursday after Spring Break (**March 19**). Please bring a paragraph (or so) long **abstract** for the paper to hand in.

If you want **feedback** on a draft of your paper, please BRING A COPY with you to class on **APRIL 23**. You'll then receive comments on April 30, leaving you a week to amend/polish before **MAY 7**.