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## Dynamics of War: Culture, Society, Environment, and Pedagogy

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DYNAMICS OF WAR:  
CULTURE, SOCIETY, ENVIRONMENT, AND PEDAGOGY

by

Breanne Jacobsen

A portfolio submitted in partial fulfillment  
of the requirements for the degree

of

MASTER OF ARTS

in

History

Approved:

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Dr. Jonathan Brunstedt  
Major Professor

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Committee Member

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Committee Member

UTAH STATE UNIVERSITY  
Logan, Utah

2017

War is an ever-present feature of human civilization. Nearly all cultures and societies show accounts of human conflict. These conflicts were sometimes very localized, but other times, they were large and involved people from various societies. Understanding these conflicts involves the recognition of countless factors and influences that lead to war. This portfolio seeks to provide both a multidimensional analysis of war and a means of instructing students to appreciate its significance as a driving force of history using three different components: a syllabus project, a chapter length paper, and a digital timeline.

The syllabus project provides a long-term view of how the various wars and conflicts came to be and progressed in Western Civilization in the modern era. With the progression of time, comes human development and innovation. This applies to nearly all aspects of human life, but is especially true of technological advancements in the modern era. The design of the syllabus engages the various wars of the past, beginning with the Thirty-Years War and ending with the Cold War. Nearly all the historical material discussed in the class relates to or engages war in some way and can be used as a teaching tool to provide students with a greater understanding of the relationship of war to mankind in the modern West.

Throughout the course, the lectures and assigned materials address the motivations behind war, the progression of war, and the long-term effects of war. In addition to the syllabus document, this project also contains a study guide for the final exam, and three videos of recorded lectures. This project will show the development of societies in the West, as well as how these societies interacted with war. The syllabus project shows the influence of war in relation to social, cultural, political, economic, and ideological developments.

With the development of new and more effective technologies, come bigger and better weapons and machines of war. With the progression of time, conflicts carry greater consequences with much more destruction and death. This is especially true in the study of the Second World War and the weapons that were developed and employed throughout. The chapter-length paper shows the ravaging effects that war and conflict can have on a physical landscape and the environment in which the conflict takes place. Just as war is common throughout various historical accounts and civilizations, so are the consequences that come from the conflicts. While many of these may be obvious, such as death and general destruction, there are other long-term effects that should also be considered.

While the destruction of the landscape may seem like an obvious consequence of war, it carries with it repercussions that are not always recognized. In addition to the physical damage to the landscape that is very visible, many weapons of war leave lasting negative impacts on the environment and the ability for people to utilize it for future use. These consequences on the physical landscape and the environment are described and illustrated in “A Natural Symbiosis.” This paper presents two case studies of Battles from World War II, specifically in the Soviet Union. Using photographs and historical evidence, the battles of Moscow and Kursk are used to show that while war has a great impact on nature, the geography and environment of an area can also greatly impact the progression and outcome of battles and even entire war efforts. This paper highlights the importance and the agency of the environment as a contributing factor to the success or failure of war in history.

Just as war is an extremely common occurrence throughout history, it is also an extremely complex issue that can be studied from a wide range of lenses using countless methods and approaches. The third component to the portfolio is a digital timeline of American

consumption during the Second World War that provides an understanding of war through a different perspective, showing how war can affect domestic as well as foreign populations.

The timeline engages with some of the cultural and social aspects of the American home front during the Second World War. While most studies of World War II that focus on food are generally centered on Europe and the Pacific on the active war fronts, this study provides an interesting analysis of how the war disrupted the American economy and life at home for American citizens. Throughout the timeline, many events and occurrences are addressed, with a focus on how these events brought stress and anxiety to Americans at home. In addition to fighting abroad, Americans could help with the war effort from home by contributing what they could, and conserving as much as possible. These efforts enabled American citizens on the home front to feel like they were doing their part in assisting the war effort and fighting for their country.

This portfolio intends to illustrate the complexity of conflict and war in human history and the many consequences that accompany war throughout historical accounts. While the syllabus shows the long-term effects of war over a vast amount of time, the paper and the timeline project show the direct consequences of warfare on citizens, food production and management, and the effected environment. As a whole, this portfolio seeks to further our understanding of war and its impact on humanity.

## **Modern Western Civilization**

Fall 2017

Breanne Jacobsen

### **Class description**

Welcome to Modern Western Civilization. This is a survey class that explores the developments of Western Civilization beginning with the Renaissance. We will explore the social, cultural, economic, ideological, and political developments that have shaped, and continue to shape, our world. Significant concepts we will explore include, but are not limited to, humanism, absolutism, individualism, industrialization, nationalism, world war, and globalization. This course devotes particular attention to the role of war in driving history. We will investigate how various wars started and progressed, how war drove innovation, and how war shaped societies and nations.

### **Learning objectives**

- Gain factual knowledge and a deeper and broader understanding of historical events
- Understand connections between historical moments of change and historical trends
- Develop skills expressing yourself orally and in writing
- Learn to analyze primary and secondary sources in historical research

### **Percentage breakdown**

|     |                               |
|-----|-------------------------------|
| 10% | Attendance and Participation  |
| 10% | Primary Source Analysis       |
| 10% | Movie Review                  |
| 5%  | Map Quiz                      |
| 10% | Response Paper                |
| 30% | Midterms 1 & 2 (2 @ 15% each) |
| 25% | Final                         |

### **Attendance and participation**

Attendance is mandatory and will be recorded regularly. Your attendance score is calculated together with your participation score. Your active participation in discussions will also be recorded and will count toward your final attendance and participation grade.

Students are expected to come to class prepared to participate. This means reading and engaging with all assigned materials. In addition to each day's assigned textbook sections, primary source documents are assigned for most class days. The specific reading assignments for each day can be found at the end of the syllabus in the course schedule, with links attached for the primary sources.

### **Discussion days**

On the scheduled discussion days, class will be divided into two groups and half of the class will come to each session. In each class, we will break into smaller groups to better facilitate active discussion and individual participation.

During the topic discussions, we will talk about the assigned documents and their significance. The discussion days are intended to facilitate broad thinking and to enable students to make connections between individual events and larger historical concepts and trends. Students are expected to come to the discussions prepared with knowledge of the material and ready to engage with other students in a meaningful conversation.

### **General example questions to engage with primary sources**

1. What type of document is this? (Letter, speech, personal account, part of a book, etc.)
2. Who is the author? Do they have an obvious bias?
3. When and why was the document created? What purpose could it serve?
4. Who was the intended audience?
5. Did the historical context in which it was written influence the document? (try to place the document in relation to historical events to gain understanding)
6. What is the significance of the document?

### **Scientific Revolution questions**

1. What are some of the main concepts of the Scientific Revolution?
2. How did the development of new sciences affect the ancient ideas of philosophy?
3. How did these new scientific developments interact with religious beliefs?
4. How did people react to the Scientific Revolution

### **Industrial Revolution questions**

1. In your opinion, what were some of the most important innovations of this time?
2. What were some of the major effects of the Industrial Revolution? Consider the changes to society, economics, living and working conditions, workers' rights, etc.
3. Why was urbanization important to the Industrial Revolution?
4. What was the role of children in the Industrial Revolution?
5. How did the Industrial Revolution affect family life?

Come prepared with your own answers to the above questions and a few of your own thoughts on discussion days. These can be additional questions, thoughts or reactions, interesting observations, connections to historical context, etc.

## Assignments

All written assignments must be done using 12 point, Times New Roman font. Citations must be done in Chicago (Turabian) footnote style. We will talk about how to write academic papers in class, and you can also visit the writing center on campus for assistance with writing a paper.

**1. Primary source analysis.** For this assignment you will select a primary source that we have discussed in class and write your own analysis of the document. There will be an in class session about how to analyze primary sources as well as how to write an academic paper.

**Prompt:** Write 2 pages explaining the cultural, social, and/or political significance of one primary source. Drawing on assigned primary source readings, choose one and write 2 pages answering the following question: What does this source reveal about culture/society/politics (choose one) during this time? Be sure to show your understanding of the historical time in which the document was produced.

**2. Response paper.** For this paper you will select and answer one question from a provided list of questions. This paper must draw on assigned primary and secondary sources as evidence backing up the thesis of the paper.

**Prompt:** Using evidence from two primary sources, answer one of the following questions in 3-5 pages. You must answer the question in full, providing primary and secondary evidence backing up your thesis statement. Do not use any outside material that is not assigned for this class.

**Option 1)** In your opinion, what event was more influential in the development of Western Civilization: The Renaissance, the Enlightenment, or the Scientific Revolution, and why?

**Option 2)** How did Enlightenment thought help contribute to 19th century imperialism and the Scramble for Africa?

**Option 3)** How did the ideas and technologies of the Scientific Revolution influence the Enlightenment?

**Option 4)** How did the ideas of the Protestant and Catholic Reformations alter the understanding and practice of religion of common people?

**3. Map quiz.** This will be taken in class. This will be a simple, fill in the blank exercise accompanied by one simple question. For this quiz you should be able to demonstrate your understanding of boundary and national border changes after the end of the First World War.

**Prompt:** Label each of the 4 empires that collapsed at the end of the First World War on the map.

**4. Movie or book analysis.** The analysis will not only discuss the movie/book, but must also provide the historical context of the information. While movies and books often depict historical events, the time in which they are made is also influential in the production itself. Students must recognize that these depictions are not completely accurate accounts of



historical events, but can reveal much about the time in which they are made.

**Prompt:** Select a movie or book about the Second World War. (Episodes of a TV show may also be used.) This must be approved by the instructor. Write a 2-page analysis of the movie/book. Provide the historical context in which the story is taking place, and list any discrepancies between the movie/book and the historical past covered in class or in the textbook. Provide two examples from the movie showing how the war affected people, history, society, etc.

### **Exams**

Two midterm exams and a final exam will be administered during the semester. These exams will be taken in class and account for the majority of your final grade. The first two exams will consist of multiple choice and short answer questions with one longer essay section. These will each be worth 15% of your total grade. The final exam will be comprehensive and will draw on material from the entire class. It will be composed of multiple choice, short answer, and identification questions with one essay question. The final exam makes up 25% of your final grade for the course.

### **Study guides and review sessions**

Study guides will be handed out in class before the exams. These study guides are a list of suggestions, but the exams will be created based on all material covered in class and assigned readings. There will be an in class review session held before each test. This is the time to come prepared with questions after going through the study guides.

### **Late work and exam make-ups**

There will be a 15% initial penalty for late assignments submitted one day late. There will be an additional 10% penalty for each day late after that. Exceptions to late penalties and exam make-ups will only be made in cases of emergencies and must be arranged directly with the Professor with as much notice as possible.

### **Plagiarism and academic integrity**

Understand the definitions of cheating and plagiarism according to the university student code of conduct. Every student is held to this standard, and any form of cheating or plagiarism will result in a failing grade. Please read the student code of conduct here and familiarize yourself with this policy. <https://studentconduct.usu.edu/studentcode/article6>.

### **Disabilities and accommodations**

USU is committed to making sure that all students are able to access this course. Students who have or suspect they may have a disability that will require accommodations in this course should contact the Disability Resource Center (DRC) as early in the semester as possible

(University Inn # 101, 435-797-2444, [drc@usu.edu](mailto:drc@usu.edu)). The DRC will work with you and your instructor to arrange for accommodations. If there are additional questions please visit <http://www.usu.edu/drc/>.

### **Required reading material**

*Western Civilizations: Their History & Their Culture*, 18th Edition, Volume 2 by Joshua Cole and Carol Symes. ISBN 978-0393922158.

All other articles and primary readings will be provided online or in class.

### **Class Schedule**

[Week 1]

8/28 **Introduction/ Welcome Lecture**

8/30 **Italy and Renaissance Origins**

Required Readings: Textbook (p. 364-370; 389-395)

*The Prince* excerpts [<https://sourcebooks.fordham.edu/halsall/source/prince-excerpt.asp>]

9/1 **The Art of the Renaissance**

Required Readings: Textbook (p. 395-410)

[Week 2]

9/4 NO CLASS- Labor Day

9/6 **The Reformation**

Required Readings: Textbook (p. 423-437)

Martin Luther's *95 Theses*

[<http://www.iclnet.org/pub/resources/text/wittenberg/luther/web/ninetyfive.html>]

9/8 **Reactions and Counter Reformation**

Required Readings: Textbook (p. 438-451)

Map of religious division [<https://sourcebooks.fordham.edu/Halsall/mod/map16rel.gif>]

[Week 3]

9/11 **Europe and the World at Large**

Required Reading: Textbook (p. 410-421; 453-489)

9/13 **Monarchies, Absolutism and Alternatives**

Required Reading: Textbook (p. 491-504; 515-517)

John Locke *Two Treatises of Government*

[<https://sourcebooks.fordham.edu/Halsall/mod/1690locke-sel.asp>]

Hobbes *The Leviathan* [<http://www.thenagain.info/Classes/Sources/Hobbes.html>]

9/15 **In Class Review – Reading primary sources and writing academic papers**

[Week 4]

9/18 **The Scientific Revolution**

Required Reading: Textbook (p. 519-545)

Descartes and Bacon excerpts in Textbook (p. 532-533)

9/20 **In Class Discussion Group 1- The Scientific Revolution**

9/22 **In Class Discussion Group 2- The Scientific Revolution**

[Week 5]

9/25 **The Enlightenment**

Required Reading: Textbook (p. 547-579)

Rousseau – *The Social Contract* [<https://sourcebooks.fordham.edu/Halsall/mod/rousseau-soccon.asp>]

9/27 **The French Revolution Part 1**

Required Reading: Textbook (p. 581-592)

*What is the Third Estate* [<https://sourcebooks.fordham.edu/Halsall/mod/sieyes.asp>]

*The Rights of Man and Citizen* [pdf from Bedford series]

9/29 **The French Revolution Part 2**

Required Reading: Textbook (p. 592-600)

Robespierre's Justification [<https://sourcebooks.fordham.edu/Halsall/mod/robespierre-terror.asp>]

**\*\*\*Primary Source Analysis Due\*\*\***

[Week 6]

10/2 **Napoleon and the Concert of Europe**

Required Readings: Textbook (p. 600-615)

10/4 **In Class Review for Test 1**

10/6 **\*\*\*Test 1 - In Class Exam\*\*\***

[Week 7]

10/9 **The Industrial Revolution**

Required Reading: Textbook (p. 617-631)

The Sadler Report [<https://history.hanover.edu/courses/excerpts/111sad.html>]

Friedrich Engels [<https://sourcebooks.fordham.edu/Halsall/mod/1844engels.asp>]

10/11 **Social Change in the 19th Century**

Required Reading: Textbook (p. 631-651)

10/13 **Politics in the 19th Century- Liberalism, Conservatism, Republicanism**

Required Readings: Textbook(p. 653-672)

Adam Smith [<https://sourcebooks.fordham.edu/Halsall/mod/adamsmith-summary.asp>]

[Week 8]

10/16 **Politics in the 19th Century -Socialism, Nationalism, and Romanticism**

Required Reading: Textbook (p. 672-685)

*The Communist Manifesto* Excerpt

[[http://www.classzone.com/books/wh\\_05\\_shared/pdf/WHS05\\_025\\_736\\_PS.pdf](http://www.classzone.com/books/wh_05_shared/pdf/WHS05_025_736_PS.pdf)]

Discourse on the love of country

[<https://sourcebooks.fordham.edu/Halsall/mod/1789price-patriotism.asp>]

Romantic art collection [<http://www.metmuseum.org/toah/works/#?theme=69>]

10/18 **In Class Discussion Group 1 - Industrial Revolution and the 19th century**

10/19 **In Class Discussion Group 2 - Industrial Revolution and the 19th century**

\*\* Friday Schedule for Fall Break\*\*

[Week 9]

10/23 **1848 Revolutions**

Required Reading: Textbook (p. 687-705)

10/25 **Nation Building**

Required Reading: Textbook (p. 705-725)

German unification[<https://sourcebooks.fordham.edu/Halsall/mod/germanunification.asp>]

10/27 **New Imperialism**

Required Reading: Textbook (p. 727-745)

*The White Man's Burden* [<https://sourcebooks.fordham.edu/Halsall/mod/kipling.asp>]

Commissioner Lin [<https://sourcebooks.fordham.edu/Halsall/mod/1839lin2.asp>]

[Week 10]

10/30 **New Imperialism and the Scramble for Africa**

Required Reading: Textbook (p. 745-759)

John Hobson [<https://sourcebooks.fordham.edu/Halsall/mod/1902hobson.asp>]

\*\*\***Response Paper Due in Class**\*\*\*

11/1 **The Second Industrial Revolution**

Required Reading: Textbook (p. 761-768)

National Economy [<http://sourcebooks.fordham.edu/Halsall/mod/1856list.asp>]

11/3 **Mass Politics**

Required Reading: Textbook (p. 768-786)

[Week 11]

11/6 **In Class Review for Test 2**

11/8 **\*\*\*Test 2 - In Class Exam\*\*\***

11/10 **World War I**

Required Reading: Textbook (p. 799-822)

Zimmerman telegram

[<https://www.archives.gov/education/lessons/zimmermann#documents>]

Explore this site [<http://www.ww1propaganda.com/world-war-1-posters/american-ww1-propaganda-posters>]

[Week 13]

11/13 **The End of World War 1 and Revolution in Russia**

Required Reading: textbook (p. 822-835)

*All quiet on the Western Front* excerpts

[<http://web.archive.org/web/19980116133459/http://pluto.clinch.edu/history/wciv2/civ2ref/aqwf.htm>]

Treaty of Versailles [<https://sourcebooks.fordham.edu/Halsall/mod/1919versailles.asp>]

Lenin Excerpts [<https://sourcebooks.fordham.edu/Halsall/mod/lenin-staterev.asp>]

11/15 **Modernism and reactions to war**

Required Reading: Textbook (p. 786-797)

11/17 **The Interwar Years**

Required Reading: Textbook (p. 837-871)

Mussolini [<http://sourcebooks.fordham.edu/halsall/mod/mussolini-fascism.asp>]

Keynes excerpts [<http://sourcebooks.fordham.edu/Halsall/mod/1920keynes.asp>]

**\*\*\*In class map quiz\*\*\***

[Week 13]

11/20 **The Path to War**

Required Reading: Textbook (p. 873-881)

The Munich pact [<http://avalon.law.yale.edu/imt/munich1.asp>]

Molotov-Ribbentrop pact [<http://sourcebooks.fordham.edu/Halsall/mod/1939pact.asp>]

**Thanksgiving Break**

[Week 14]

11/27 **World War II**

Required Reading: Textbook (p. 881-890)

Roosevelt to Congress [<https://www.mtholyoke.edu/acad/intrel/WorldWar2/fdr27.htm>]

11/29 **The Holocaust**

Required Reading: Textbook (p. 890-909)

Nuremberg laws

[<http://www.jewishvirtuallibrary.org/the-reich-citizenship-law-first-regulation>]

Rudolf Hoess testimony [<https://sourcebooks.fordham.edu/Halsall/mod/1946hoess.asp>]

**\*\*\*Movie Review Due in class\*\*\***

12/1 **Decolonization and The Cold War**

Required Reading: Textbook (p. 911-945)

Colonial Independence [<https://sourcebooks.fordham.edu/Halsall/mod/1960-un-colonialism.asp>]

Churchill and the Iron Curtain [<https://sourcebooks.fordham.edu/Halsall/mod/churchill-iron.asp>]

[Week 15]

12/4 **The End of the Cold War**

Required Reading: Textbook (p. 947-981)

Ronald Regan speech[[http://www.au.af.mil/au/awc/awcgate/speeches/reagan\\_berlin.htm](http://www.au.af.mil/au/awc/awcgate/speeches/reagan_berlin.htm)]

12/6 **Globalization in the 21<sup>st</sup> century**

Required Reading: Textbook (P. 983-1013)

12/8 **Review for Final**

[Week 16]

**\*\*\*Final - In Class\*\*\***



# Modern Western Civilization

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BREANNE JACOBSEN

Welcome to Modern Western Civilization.

# History

- ▶ **Why is history important?**  
**Why do we study it?**
- ▶ **What is history not?**
  - ▶ Memorization of facts and dates
- ▶ **Why do I study history?**
  - ▶ Identity
- ▶ **What is history?**
  - ▶ Causality and correlation



For the most part, humans are fixated on the present. While we may joke about being stuck in the past, people are constantly absorbed in the present or worrying about the future. In an introductory level survey class such as this one, few students are majoring in History, and many have little interest in it at all.

So let's ask ourselves: **Why is history important, and why do we study it?**

First off, we will establish that history is more than just knowledge of historical facts. While this is definitely an element of historical understanding, facts alone provide an incomplete and uninteresting account of the past. The study of history is about learning how different events and circumstances converged at various points in time and influenced the course of history. History is about recognizing patterns of causality and correlation in the past.

So, rather than giving you a whole list of reasons to study history, I will give you the answer to one question.

**Why do I study history?**

When I started college, I was majoring in Engineering and technical education. I knew exactly what I was interested in, until I took this very class. It was likely a combination of an amazing teacher as well as the class content, but after taking Modern Western Civilization, I knew what I wanted to do.

Through the study of history, we are able to discover who we are and really gain a sense of **identity**. By engaging with historical accounts, we are able to evaluate situations, and often times, we put ourselves there. My study of history has made me more understanding of the complexity of every aspect of life.

Studying history has made me more **compassionate** and more capable of sympathizing with the situations of historical figures and times. Studying history has made me realize what I believe in and what my values are.

The study of history has other advantages that are less apparent on the surface. In addition to the more obvious skills of writing and research, scholars of history also develop a variety of critical and analytical thinking skills. While these things are great, history has given me judgement and taught me skills enabling me to differentiate between false and genuine information.



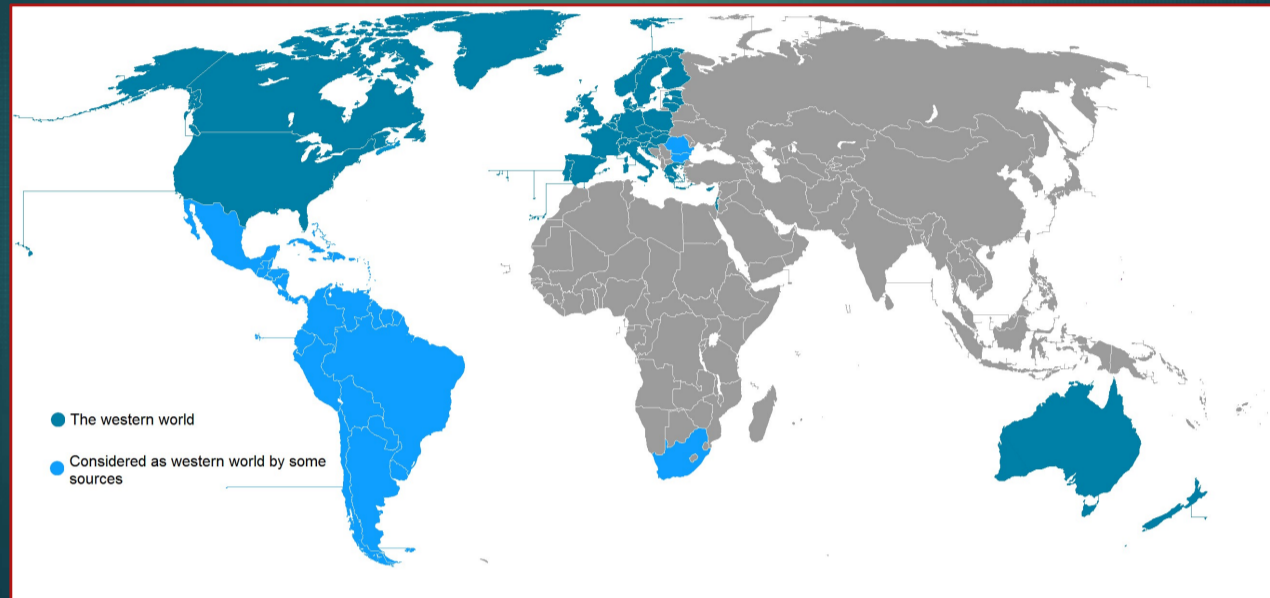
# What is Modern Western Civilization?

## ▶ Modern

▶ Modern era: 1500's

## ▶ Western

▶ European connection



In this class, we are beginning by discussing the Renaissance and we will be ending with a discussion of Globalization in the 21<sup>st</sup> century. The Renaissance formed a link between the Middle Ages and the modern era. The modern era is generally considered to have begun in the 1500's but we start with the Renaissance in order to better understand how the modern era developed.

When referring to "the West" or "Western Civilization", Europe is the main area that is generally being discussed. Other places, especially the United States, are also considered western, and these usually have heavy ties with Europe.

# Learning objectives

- ▶ Gain factual knowledge and a deeper and broader understanding of major events and trends of history
- ▶ Understand connections between historical moments of change and trends of the past
- ▶ Develop skills expressing yourself orally and in writing
- ▶ Learn to analyze primary and secondary sources in historical research

This course has 4 specific objectives for learning

Gain factual knowledge and a deeper and broader understanding of major events and trends of history

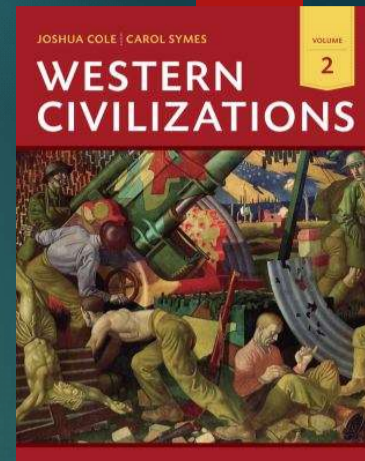
Understand connections between historical moments of change and trends of the past

Develop skills expressing yourself orally and in writing

Learn to analyze primary and secondary sources in historical research

# Class description

- ▶ Themes of the past
- ▶ Developments of history
  - ▶ Social, cultural, economic, ideological, and political
- ▶ Major focus: War!
- ▶ Methodology
  - ▶ Textbook
  - ▶ Primary Sources
  - ▶ Popular culture



Throughout this class, we will discuss a variety of themes that have arisen from history. Some of the significant concepts we will explore include, but are not limited to, absolutism, Reformation, Enlightenment, industrialization, nationalism, world war, and globalization.

During our studies, we will explore the social, cultural, economic, ideological, and political developments that have shaped, and continue to shape, our world.

While there are a variety of themes and concepts that this class could focus on, this course devotes particular attention to the role of war as a driving force in history. In our analysis of the history of modern western civilization we will investigate how various wars started and progressed, how war drove innovation, and how war has shaped societies and nations.

We will talk about historical context and the factors that influence conflict and contribute to war. We will also discuss how these confrontations have shaped the development of societies, cultures, economies, ideologies, and politics over time. We will also analyze war itself and how the concept and practice of warfare has changed in the context of various historical movements of the modern era.

And finally, at the end of the class I hope that you have learned that history is not just some irrelevant thing that happened in the past, but that these events and movements have deeply impacted the development of societies and individual lives, and can still be seen in our lives today.

Over the course of this class, we will discuss a wide range of events and historical trends and we will investigate the causes of these various occurrences, as well as how these may have tied together. So, how will we do this? We will utilize a few different types of historical sources in order to gain a comprehensive understanding of the subject material.

So, that being said, there is an assigned textbook for this course. Each class period has an assigned reading out of the textbook. These readings are required and will help provide you with some background information and more comprehensive histories of some of the major events we will talk about. The textbook is also useful for you if you struggle with understanding an event or concept in class. This is a very valuable resource for you in this class, and you should take advantage of it as much as possible.

In addition to the textbook, we will be engaging with primary source documents from the times we are discussing. These readings are assigned for most days in class. These readings include a variety of historical documents and we will go from discussing the Catholic Reformation and Martin Luther's *95 Theses* to talking about the Communist Manifesto and the call for a workers revolution. We will analyze these documents in an attempt to gain deeper and more meaningful understandings of the past.

# Class outline

## ▶ Renaissance

- ▶ Rebirth & Humanism



## ▶ Religious Reformation

- ▶ Protestant reform, Catholicism
- ▶ Counter Reformation

## ▶ Exploration

## ▶ Thirty Year's War

- ▶ European power struggle

## ▶ Absolutism



Starting with the **Renaissance** we will look at the rebirth of society and art and analyze how this time brought new ways of thinking inspired by classic Greece and Rome. We will consider concepts of Humanism and what it meant. We will understand how the Renaissance acts as a Segway between the Middle ages and the modern era. During the Renaissance, there was a new focus on the individual, which caused people to contemplate and question certain aspects of life, including religion.

We will consider how Renaissance thought influenced the religious **Reformations** and Counter Reformation. We will consider what the various consequences of these events were, not only for the individual but for the practice of religion, and society as a whole at this time.

We will start to consider larger systems of **exploration** and conquest and how these ventures brought interaction with new populations in the world at large. We will also talk about European colonization, the power struggle between European nations, and the effects that the new interaction with the world brought.

We will try to understand the **Thirty Years War** and how religious conflict and ideological war can so easily become about land and power. Using the Thirty Years war, we will look at various battles, death rates, and outcomes to understand the significance of war at this time.

We will discuss traditional forms of rule such as the use of Monarchies and practices of **Absolutism**. Using various rulers as examples, we will look at some of the social reactions to these forms of rule, and consider alternatives that were proposed.

# Class outline continued

## ▶ Scientific Revolution

- ▶ New thinking, innovation

## ▶ Enlightenment

- ▶ Reason, ration & the individual

## ▶ French Revolution

- ▶ Liberty & fraternity

## ▶ Napoleon

- ▶ War and the world afterwards



**The Scientific Revolution** will bring us into an era of innovation, discovery, and new ways of thinking. New understandings of the world and universe at large inspired new philosophical approaches and approaches to daily life. This continued with **The Enlightenment** and the emphasis on *reason and rational thought* and a new sense of possibility. The focus on individualism at this time also brought a new way of thinking for common people.

**The French Revolution** shows us that with the use of Enlightened thinking, common people were able to assess their circumstances and ways of life and take action to change this. Through revolutionary action, common citizens were able to get rid of the monarchy and make demands regarding new forms of government. The ideas of *liberty and fraternity* that came from the French Revolution live on in societies all over the world today.

Through **Napoleon**, we will move back to a time of war and attempt to understand how his conquests played out. Napoleon provides an example of a leader who out to expand his empire using Nationalist sentiment. His escapades also provide us with a case study of how war effects societies and international situations.

# Class outline continued

## ▶ The Industrial Revolution

- ▶ Mechanization, urbanization and changing social structure

## ▶ Romanticism

## ▶ Conservatism

## ▶ Liberalism

- ▶ Individual rights
- ▶ Economic freedom

## ▶ Republicanism

- ▶ By the people, democratic politics



The **Industrial Revolution** brings us into a time of great change and innovation. With the *mechanization* of industry and the advancement of many technologies, the face of the world changed entirely. Production processes become more efficient and urbanization rose, and *social structure* and daily life were drastically altered. People began to interact with the world differently than ever before.

We will discuss how the world coped with the major changes that were taking place and the search for order in Europe. Coming from the experiences of the Industrial Revolution, we will talk about **Romanticism** and the longing for the past. We will analyze the origins of **Conservatism** as a concept and practice. We will engage with a major theme of society in our discussion of **Liberalism**, especially considering individual rights and economic freedom. In discussing **Republicanism**, we will engage with concepts of democratic governments and individual influence in politics. This is a theme that will also carry on throughout the class.

# Class outline continued

## ▶ Socialism

- ▶ Progress & humanity together

## ▶ Communism

- ▶ Revolution of workers, overthrow of class system

## ▶ Nationalism

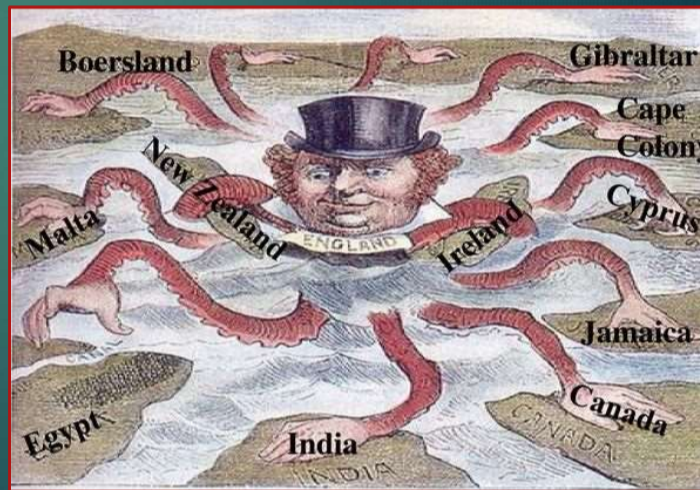
## ▶ Revolutions of 1848

- ▶ Social and political struggles

## ▶ Nation building

## ▶ Imperialism

- ▶ Scramble for Africa



Moving on to some of the other ideologies of the 19<sup>th</sup> century, we will discuss some of the more radical reactions. Beginning with **socialism**, we see the negative reactions of people to the social conditions that had recently arisen. The Industrial Revolution especially drove the call for socialism and answers to “*the social question*,” and Enlightenment thinking led them to believe in human progress. Socialists thought that progress could be done in a humane and just way.

There were more radical thinkers in this area, advocating other forms of socialism such as Utopian Socialism and **Communism**. We will engage with the Communist Manifesto and ideas of Karl Marx in order to understand the revolution that was called for, as well as how this ideology played out in real time.

Here, we encounter another major theme of this class with the rise of **Nationalism**. This includes concepts of community and government, as well as sovereignty and even pride. This sentiment will carry on with time and become extremely important in issues of nation building and waging war.

We see the effects of these ideologies and ways of life in the study of the **Revolutions of 1848** and the **building of nations** directly afterwards.

With the situation in Europe as new and uncertain as it was, there were efforts made to establish power. This was done through the **imperial conquest** and colonialism of European powers in the late 19<sup>th</sup> century. The acquisition and rule of new lands in far away places brought about new relationships as well as conflicts between European powers. While this is interesting, this was also a time in which many people were being conquered and placed under foreign rule, especially in the *Scramble for Africa*. This is also a time where we see the consequences of various improvements and progress, especially with industrialization and the mechanization of weapons resulting in the Gatlin gun. In this study, we also see the effects of conflict between groups of peoples. We will consider how this imperial rule effected the various cultures that they ruled.

# Class outline continued

- ▶ First World War
  - ▶ Total War
- ▶ Interwar Years
  - ▶ Instability
- ▶ Second World War
  - ▶ Hitler
- ▶ Cold War
  - ▶ Nuclear weapons
- ▶ Globalization
  - ▶ Interconnectivity



During these changing times, we will talk about the rise of new sciences and thinking alongside the social movements and unrest that was present. In considering this unstable relationship, we will begin our discussion of the **First World War**. In this, we will analyze the modernization of war up to this point and we will begin to understand how this war was different from those of the past. We will look at technologies, organization, and strategies of battle and gain an understanding of the development of “total war.” We will also consider the social, political, economic, and ideological effects of this war.

During the **interwar years**, we will come to understand the depth of the ideological changes and effects of war. We will analyze the social, economic, and political consequences of the First World War converge with the other circumstances of this time to understand how the **Second World War** came about.

We will ask ourselves how this war was able to happen, and we will consider how the charisma of individuals and influence of groups combined with these other factors and brought war with it. This war will show us the power of individuals in a setting of world war, using *Hitler* and the policies of appeasement, but also using the soldiers and civilians who devoted themselves to the war effort. This war will also show us that in the complicated world we live, not all victories are complete and many carry heavy burdens with them. We will talk about the revolutionization of warfare with the development of nuclear technology.

We will see how Communism and the Soviet Union were able to take advantage of the defeat of Germany and benefit from their loss. We will follow the narrative as the end of the Second World War becomes the beginning of the **Cold War**. We will come to understand the world as it stands now in the face of nuclear warfare and constant threat of annihilation.

Finally, we will consider the process of **globalization** and the level of interconnectivity in the world we face.



# Take away from class?

- ▶ Responsibility of humanity
  - **Yes, we can....but should we?**
- ▶ History can be interesting
- ▶ Understanding the past will help you fully comprehend the present and your own life

Through the narrative of the past we will come to realize that human nature is to ask questions. Through past actions, we can see that people strive to better their situations, to seek improvements and to progress. What I hope we will also do during this class, is develop the capacity to use our judgement in all situations. While we may think progress is great and we may become elated over the possibility of something new, as part of humanity, we all have a responsibility to step back and consider that while, “Yes we can! ... should we?”

# THE INDUSTRIAL REVOLUTION

Modern Western Civilization

Breanne Jacobsen

1

# WHEN

- 1760's - 1780's

# WHERE AND WHY

- Britain
  - Geography and Empire
  - Stability
  - Coal and other resources
  - Agricultural Revolution

2

The official dates of the revolution are often contested. This is because it wasn't an event that simply started on a specific day, but it was a succession of inventions and developments that combined to bring about the Industrial Revolution. For this class, we will start in the 1760's. This was when the revolution began in Britain. It is important to understand where these different events were taking place, and why.

The Industrial Revolution was successful in Britain because of a few different circumstances. First of all, Britain is a relatively small island and at the time it was quite secure. The British empire was doing well and had control over a great deal of ocean travel. This is part of why Britain industrialized before the other countries, and because it had been relatively stable with no major consequences of war present. Britain also had a large amount of coal underfoot just ready to be mined. There was also a large number of rivers and canals already in place that made transportation of goods relatively easy.

In addition, Britain had already had a great deal of innovation in their agricultural sector and had pretty well commercialized farming through means of enclosure. Enclosure was essentially where small farmers were driven off of their individual plots, which were then combined into larger tracts of land that were fenced off and managed by a landlord. This method of farming was more efficient and yielded more goods. This made the landlords more wealthy while feeding the urban populations.

This had some social implications as the farmers who had been kicked off of their small plots of land had to go elsewhere to seek work. This brought an increase to the urban populations and an increased demand for foods and goods in the city. This was a change in lifestyle for quite a few farmers and their families who had to adapt to the changing times.

# HOW

- Banking system
- International connectivity and trade
- Empire and exports
- Investment

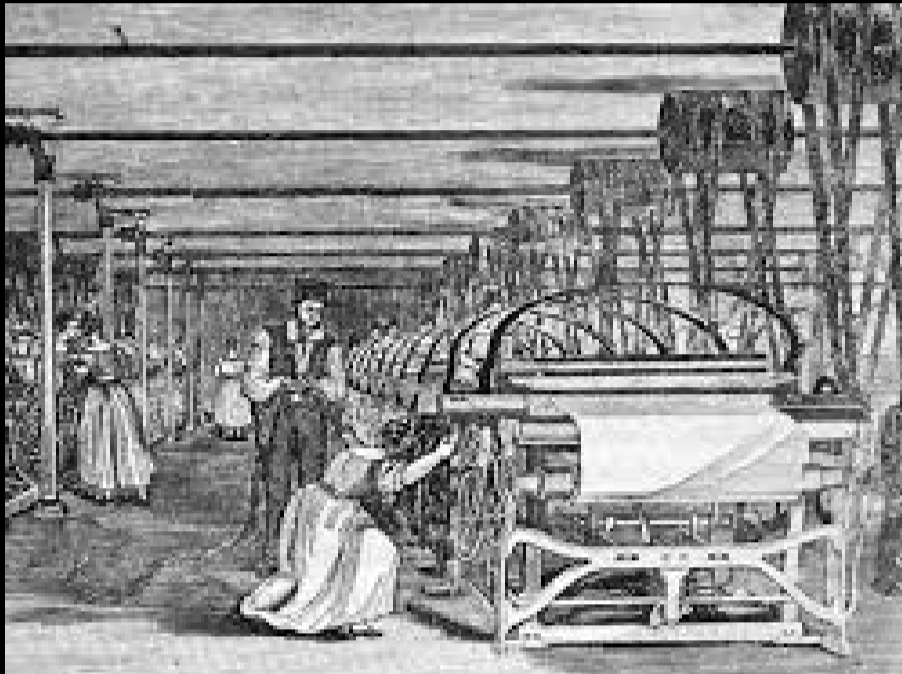
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Due to the increase in capital gain of landlords, there was more money available to be invested in other endeavors. This was one of the factors that allowed for the Industrial Revolution to occur in Britain before any where else. Not only was there a surplus of private wealth, but Britain had also developed a banking system that was quite efficient and London became a center for international trade. There was also an appreciation of common people who were business savvy, and many British aristocrats were more likely to invest in these people than other nobility from the European continent as a whole. There was an interest in acquiring wealth in Britain at this time and people were willing to make investments and take risks to see that happen.

This was also a time in which the British Empire was growing exponentially, and so was the need for exported goods.

# TEXTILES

- Machinery and production
- Waterpower
- Quality
- Demand

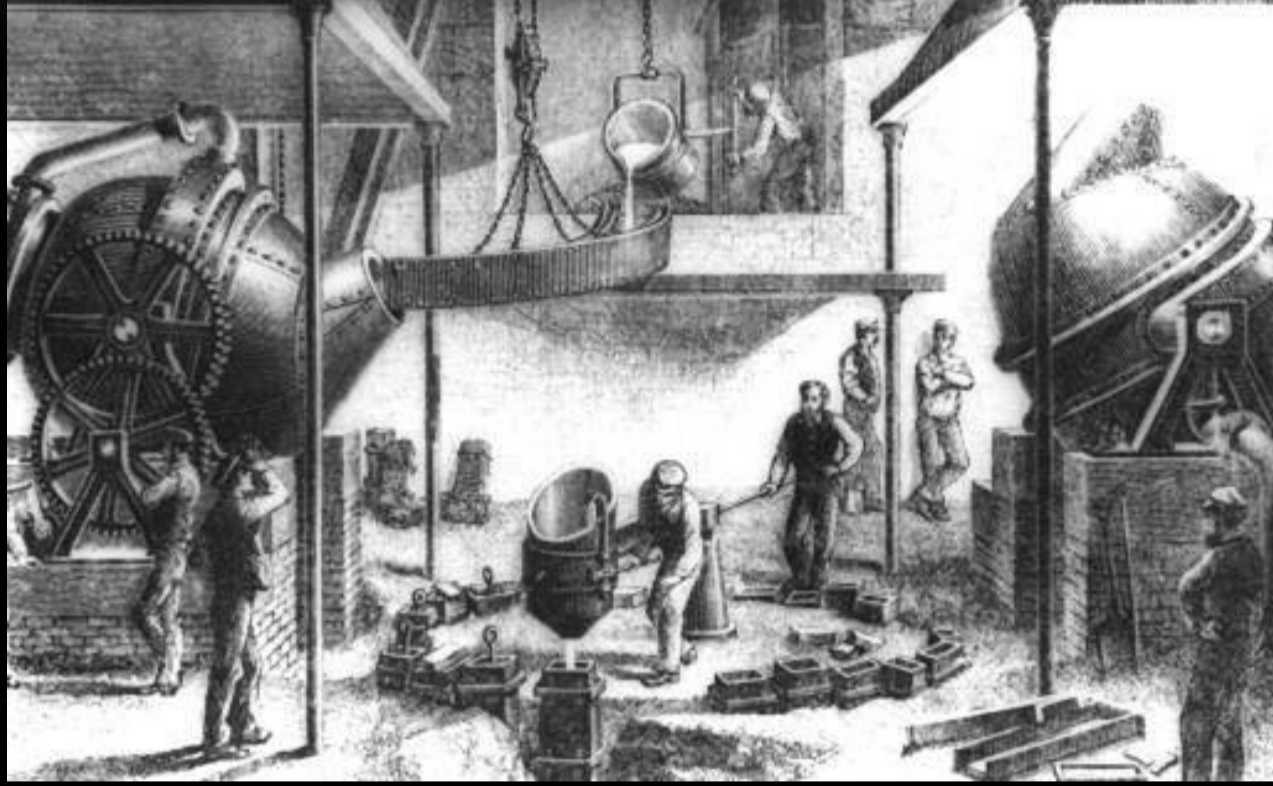


4

The Industrial Revolution was driven largely by innovation and inventions. There were major gains during the eighteenth century in the process of making textiles. There were many improvements made in textile production during the 18<sup>th</sup> century, but many of them seemed to depend largely on another element of production. Over the years, these different inventions all came together and the production of textiles was revolutionized by the end of the 18<sup>th</sup> century. The growth of these machines and the textile industry as a whole meant that the processes became more complex, and the machinery became larger and more intricate. This marked a transition from home based or “cottage” production to the use of machines in a factory setting. This, much like the agricultural change, altered the social makeup of textile workers and the means of production changed hands. Rather than having a few small machines in every household and having textiles produced primarily by hand, it became more profitable for large machines to be housed in factories owned by the landlords, with individual people running the machines. These factories were somewhat limited by location, as many of the machines required power to run. At this time, water was a main source of power for these machines, so the factories had to be built in proximity to rivers and waterways in order to generate the needed power.

The use of machines and increase of technology brought about better quality materials and clothes. This appealed to the nobility and aristocracy as they were always in the market for fine goods and linens. The wealthy were not the only people who benefitted from the increase in quality and availability of these goods. Common people at this time were able to acquire goods that they had not previously been able to afford. Women went from owning one plain dress that they wore daily for years on end, to being able to afford multiple dresses as well as sheets, curtains, and even underwear that was comfortable.

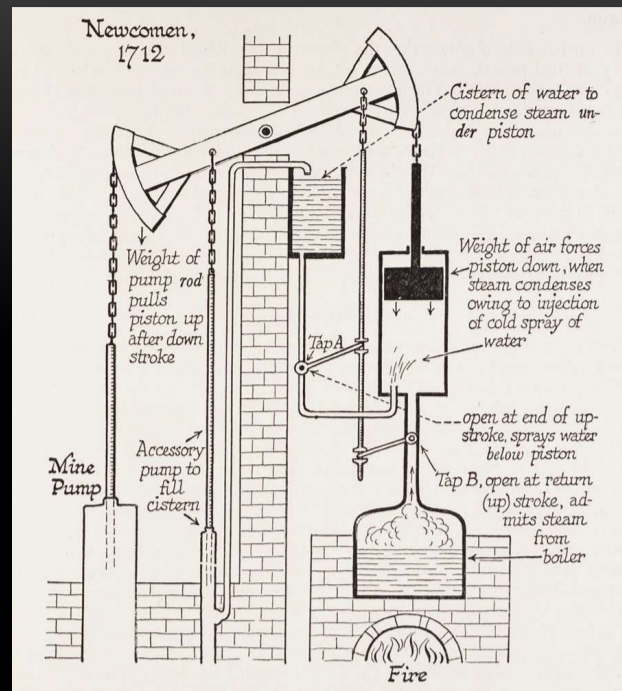
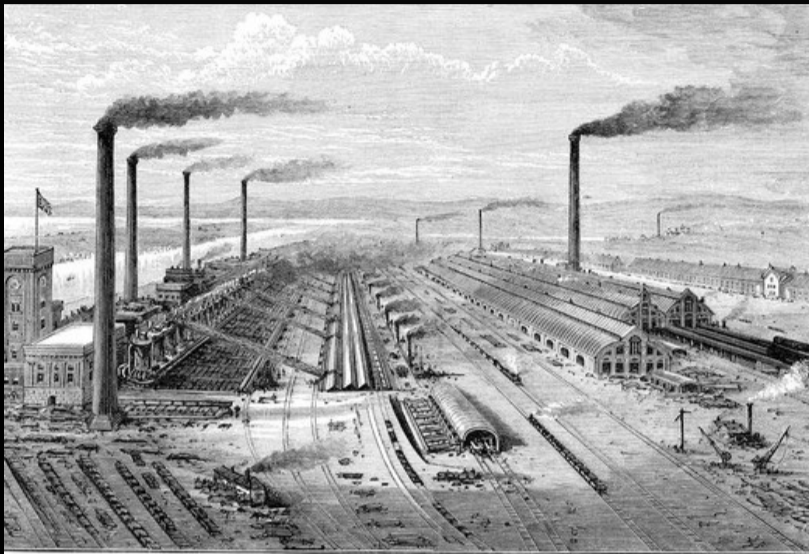
# METAL WORK AND IRON



5

The textile industry was not alone in its advancements and growth. Many innovations and developments in the production of metals were coming about during the 18<sup>th</sup> century, and many of these processes made coal more practical and efficient to burn. The use of wood to heat things was good, but there was a much greater abundance of coal and it was more efficient for heating purposes. Using coal in production brought about a new process of ironmaking, which resulted in iron that was better quality and could be used to make many increasingly useful goods. Some of the most important uses of iron that developed and drove the revolution was used for the building of machines and railroad tracks.

# COAL



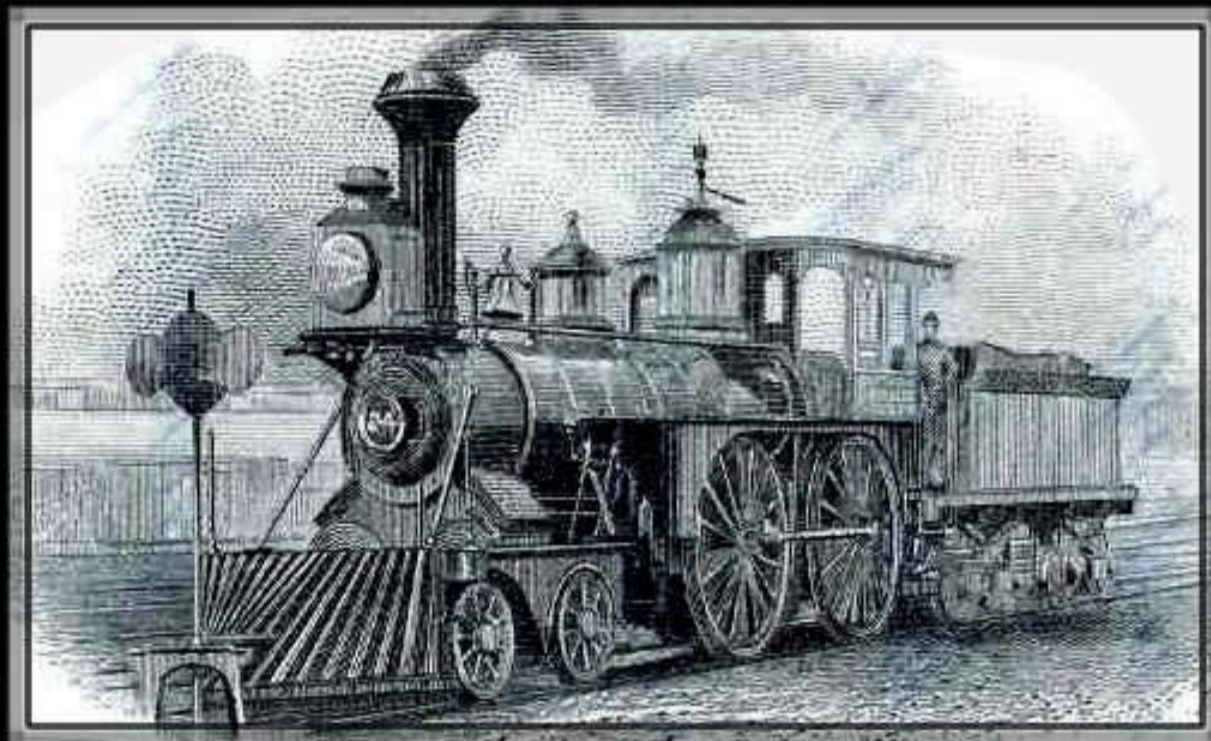
The Steam Engine

6

Coal was also in a higher demand at this time due to the realization of its efficiency and in turn the increase in its use. The steam engine was used in a wide variety of ways, but it was originally used for mining coal. The steam engine in the beginning of the industrial revolution had been used as a pump for coal mining. When digging down into the ground to mine for coal, water became an inevitability that the miners had to deal with. The steam engine was used to pump the water up and out of the mines in order to allow more digging and mining. While this was an effective use for the steam engine, this was not the full capability of the technology of the steam engine. James Watt is credited for adapting the original steam engine and creating a rotational steam engine that could be used in a much wider variety of ways at the end of the 18<sup>th</sup> century. This was especially true for machines and factories, but the steam engine specifically changed the face of the industrialized world in one very major way.

talk about slow transition

# RAILROADS AND TRANSPORTATION



The use of railroads for the transportation and distribution of goods greatly changed the way that business was done. The transportation of coal was made much more simple and reasonable with the use of railroads. The first railroad was in Britain in 1825 and was used to transport coal, but this was not limited to Britain, and the technology was taken to the continent and put into use there as well. The use of railroads was not limited to the transportation of goods, and by 1830 there were trains created to transport goods as well as passengers. These inventions and innovations did not all happen at once, and the different improvements all seemed to lend toward the advancements of other machines. The machines worked together to bring about a world that was much more mechanized and in many ways much more efficient at producing and transporting goods. The use of the steam engine to pump water out of mines led to the ability to dig deeper and mine more coal, which led to the availability and use of more coal, bringing about new metalworking processes. Better iron production allowed for more machinery and railroads to be built, enabling more efficient production and transportation of goods.



# RAMIFICATIONS?



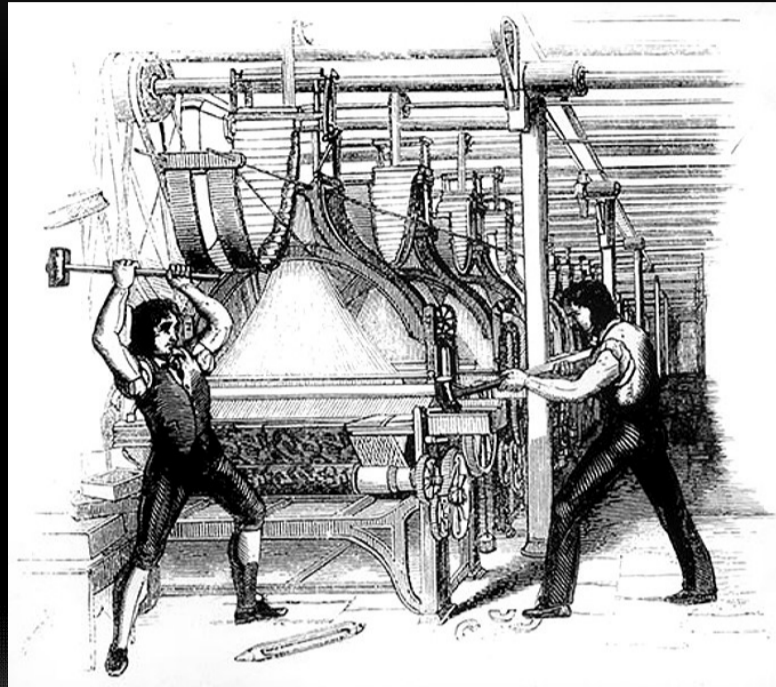
8

So, we have covered quite a few advancements and innovations that contributed to create the industrial world of efficient production, but were all of these developments positive?

We already briefly talked about the changes that this brought to the social makeup of society, but we have not discussed some of the most important social changes that were seen at this time. The move from producing goods at home by hand to mass producing goods in factories brought many changes, and not all of them were positive.

# RESISTANCE

- Luddites



9

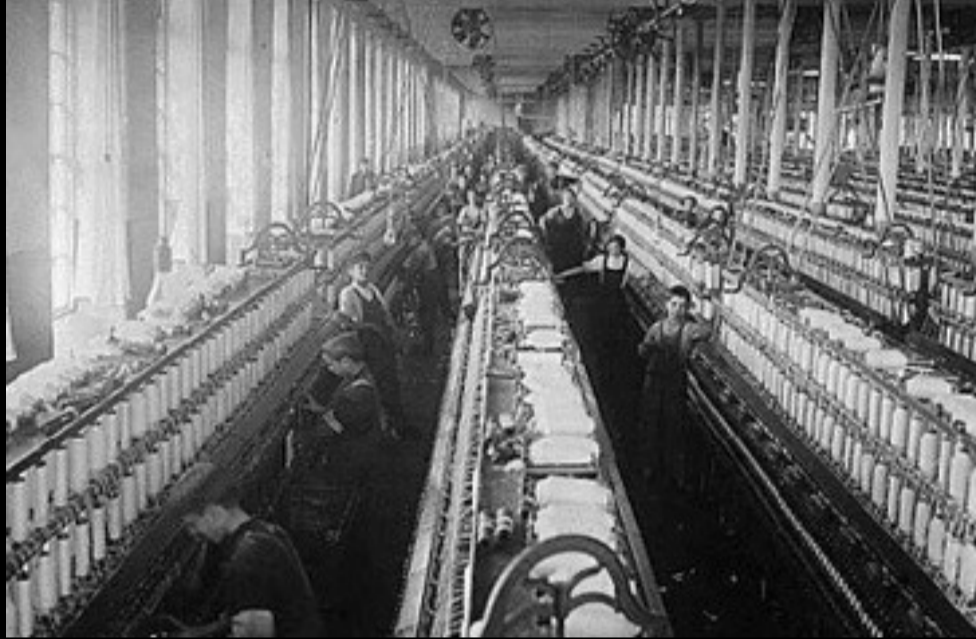
As with any new development or change, the innovation and mechanization of the Industrial Revolution was met with some resistance. Not everyone supported the mass production of goods and the means of production being placed in the hands of few men.

The most famous incident of resistance was that of the Luddites, who were around in Northern England beginning in 1811. This was a group of men who were unhappy with the rise of machinery in factory settings along with the conditions that they caused. They visited businesses and destroyed machinery and equipment, as depicted in this image. These groups of men formed a sort of movement, and named themselves after a man named Ned Ludd, who had destroyed equipment belonging to his employer in 1779. As you could imagine, the owners of the machinery were not happy about this, and they put up rewards in hopes of stopping these acts.



This was a time before labor laws and OSHA protections. This was a time when these things were not regulated, and often times the conditions in the mines and factories were far from ideal for the workers. Not only were the working conditions often dangerous, but the environment itself was also detrimental to the health of the workers. Workers often sustained injuries at work, and some were maimed or even killed due to workplace hazards and accidents. People were working long shifts of more than 10 hours each day, and working with heavy machines involved many risks. Aside from factories, working in mines was also very dangerous and the conditions were horrible. Workers were cramped in small spaces performing shifts of long hours and breathing in coal dust constantly. This work was done by men, women and children.

# CHILDREN IN THE WORKPLACE



11

During the times of the Industrial Revolution, children were often used as laborers in the workplace, particularly factories and mines. Children were ideal workers for a variety of reasons, especially their ability to fit into small spaces. This was useful for traveling and working in the small tunnels of the mines. Their size could also serve as an advantage in the factory setting, as they had small hands and fingers and were able to fit into small spaces. This made fixing intricate and small parts of machines the ideal job for children in the factory. This also put them in a risky situation as they were often times crawling in and out of moving and working heavy machinery. They were also not treated well, and were expected to behave as miniature adults while working full days of over 10 hours regularly.

# THE SADLER REPORT

- 1832
- Michael Sadler
- Children's working conditions
- Factory Acts of 1833

12

The document that was assigned for today's primary source reading was written by Michael Sadler in 1832. In this report, Sadler gathered testimony from various factory workers regarding the working conditions of children along with the amount of time they spent working. He provided testimony from the children themselves and revealed the level of brutality that they were often subjected to in the workplace. This report was brought before Parliament in hopes of convincing them to limit the working hours of children to 10 hours a day. Although Sadler was not successful in his attempt to sway the committee, he was successful in convincing them to investigate the situation with their own commission and eventually issue the Factory Acts of 1833 limiting the length of hours children could work in a day.

# CONTINENTAL INDUSTRIALIZATION

- Population growth
- Transportation
- Financial support
- Government policy

13

For a while Britain was the leader in industrialization, but around 1850, other countries started catching up and creating competition for Britain. The same advantages that led Britain to develop first, are the disadvantages that continental industrialization faced.

Prior to the 1850's, many countries did not have well developed transportation systems, the waterways were not as convenient or useful as those in Britain, and natural resources were more spread out. In addition, the lands were split between various rulers, making transportation much more difficult. Along with all of these factors, the continent simply did not have the same natural resources as Britain, particularly coal. Private wealth was not nearly as abundant. Agriculture was not commercialized, and war had hindered the development of many countries.

In places that had better economic standing, population growth began to occur and bring more economic growth.

Increases in transportation were seen with the spread of railways.

Some governments assisted in the process of industrialization and contributed to companies and the building of wealth.

International unions were created and restrictions were removed on some major waterways enabling the transportation of goods.

# LIVING CONDITIONS

- Urbanization and city life
- Life in the country
- “The Social Question”

## THE ENVIRONMENT

- Air pollution
- Unclean water



14

Living conditions of many people during the revolution were less than ideal. Many people had relocated in order to work in factories, and they found homes in the urban areas near the factories. In addition to this, people were having more children on average. The population was increasing drastically, specifically in the cities. These areas had poor sanitary conditions, and disease and other issues were rampant. The infrastructure of most cities was not adequate for the increased populations and there was little to no management of city life. Eventually some major issues were addressed by governments, and systems of water supply and waste collection were put into place.

While there was a great deal of relocation to the city, the majority of people were still living in the countryside. The first half of the 19<sup>th</sup> century had brought a decrease to the standard of living in the countryside, and the rising city populations were increasing the demand for food. Old systems of order and serfdom made it difficult for some government's to easily buy and sell land, which slowed the commercialization of agriculture. The worsening of living conditions during this time left the people of the countryside frustrated and ready for change.

People began to have concerns with the issues involved with city living and its effects. This became broadly known as “the Social Question” and included many issues such as: criminality, water supply, sewers, prostitution, diseases, alcoholism, wages, unemployment and more. People wanted these issues to be addressed, and governments wanted to avoid more situations of rebellion and revolution. Some of the significant reactions to the social question were: the development of police forces, public health, sewers and new water supplies, inoculations, elementary schools, regulation of work hours, systems of assistance, and urban planning and regulation. These are only a few examples, but this shows that there were efforts being made to deal with the situations at hand, and governments were better regulating such issues.

In discussing living conditions, it is necessary to address the air quality.

The use of coal for energy along with the other pollutants caused by factories began to alter the natural environment at this time as well. Many of the cities with factories were covered in a layer of filth. Air pollution became a major issue and related illnesses accounted for significant numbers of deaths. Water supplies were tainted by industrial pollution as well as waste.

# THE MIDDLE CLASS

- Money
- Social mobility
- Middle class women
- Public life
- Living Conditions

15

The 19<sup>th</sup> century saw the increased visibility of the middle class and the process of industrialization. This group of people are sometimes referred to as the bourgeoisie, and is composed of professionals and businessmen. This could include families of lawyers and doctors, business owners and shopkeepers, and even well off farmers and skilled artisans. During this time, money became more important, and noble birth became less so. The middle classes believed in devotion and intelligence.

The new middle class had to assert itself as better than the common people, and different than the old nobility.

Social mobility within the middle class was quite attainable, but movement from one class to another was not common. Not many were able to move from the working class into the middle class or from the middle class into the aristocracy.

Moving on to the specific gender roles of the middle classes at this time. Middle class women had certain expectations placed on them at this time, specifically in their roles of wife and mother. They were responsible for the upbringing of their children, as well as their moral education. In addition, middle class women were expected to run their households well, and they often employed servants to help with this. In wealthier households, there were also governesses and nannies to care for the children.

The public life of the middle classes was about showing their wealth and power. Homes were heavily decorated and furnished with extravagance, accompanied by servants to show the level of one's wealth. The middle classes often lived further away from the industrial areas and escaped the majority of pollution and filth. Along with the growth of income, the ability to travel more easily made it possible for people to travel, and more activities of leisure were developed.



# LIFE OF THE WORKING CLASS

- Skills and abilities
- Living conditions
- Women's roles
  - Reactions and public outcry

16

The working class was composed of a wide variety of workers, from skilled craftsmen to unskilled laborers. Different skills and abilities of the working classes brought about different experiences and living conditions. Skilled workers were able to live better than those who were unskilled and barely able to survive.

Mobility was attainable for the working class, and with some education, those with no skills were able to acquire training and become skilled laborers. Unfortunately, this was also a time when downward mobility was also a possibility, with machines taking the place of many laborers and leaving them penniless.

Working class housing was different than that of the middle classes, and was generally dirty and unhealthy. These areas were not regulated and families were packed into very small spaces.

Working class families were often poor, and all members of a family needed to work and contribute a wage. The women were included in this, and in addition to be expected to contribute a working wage, they were also responsible for feeding and taking care of their household. This included much more than is realized on the surface, as a great deal of time would have been spent carrying and boiling water, cooking, cleaning and doing laundry on top of working a full day in a factory setting.

# REVOLUTIONARY EFFECTS


- Population growth
- Urbanization and growth of cities
- Mechanization of industry
- Ease of transportation
- Economic growth
- Restructuring of family and home life
- Changes in living standards and
- Environmental consequences

17

So, as we have discussed, the Industrial Revolution had a major impact on civilization and greatly altered daily living for human beings. The new methods of production brought about a new economy, and changed how both men and women worked. The physical landscape of Europe was changed drastically, with a great move from the countryside to the growing cities. This brought about new patterns of family life and altered private life for many people. From the revolution came new forms of both wealth and poverty, highlighting the disparity between social groups.

The Industrial Revolution brought many changes with it, both good and bad, and many developments of this time went on to be largely significant and influential to the development of civilization.

In the next few lectures, we will discuss more about the various social and political situations directly following the Industrial Revolution and the 19<sup>th</sup> century.



# The Road to the Second World War

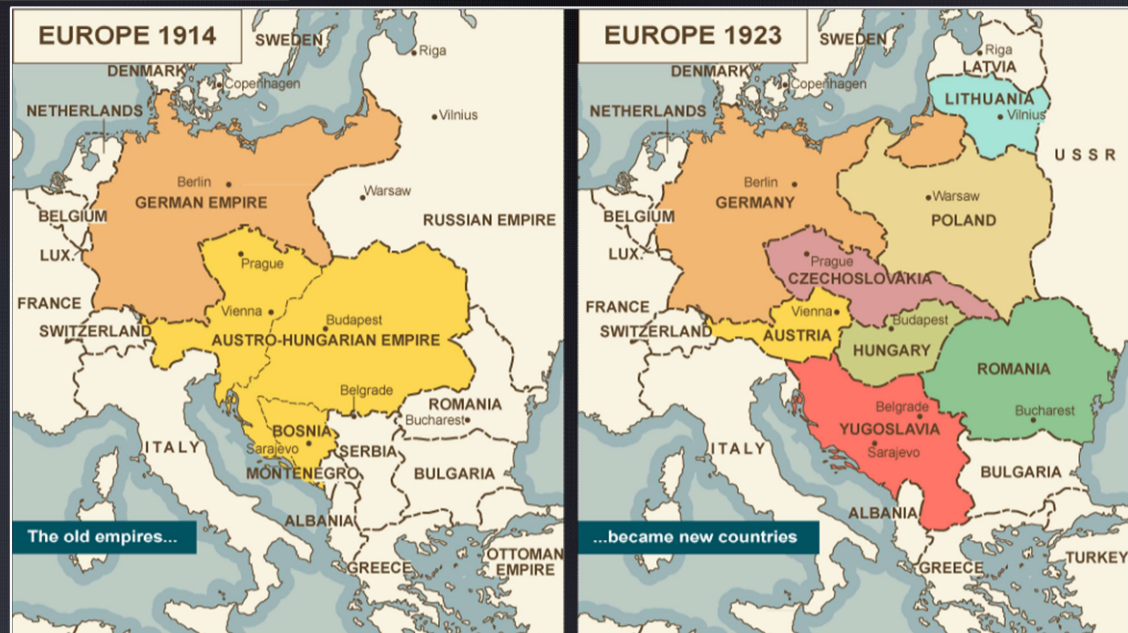
Modern Western Civilization  
Breanne Jacobsen

The beginning of the Second World War involved many factors, most of these can be seen on a timeline leading up to the outbreak of the conflict. So, as we have discussed previously in class, war has a major effect on the development of history and the residual effects of war are long lasting. The Second World War is was an extremely important war and its understanding is also very important. Also, World War 2 isn't studied on it's own, and it is important to understand that the effects of and resentments from the First World War contributed to the beginning of the second.



Mustard Gas Effects

# The First World War



So, as we discussed, the First World War left Europe in shambles. People reacted to their situations in different ways, but there was an undeniable tension left after the end of the war. The duration of the war and the effects of trench warfare caused civilians and soldiers to have a sense of disillusionment towards war. The advancements in science and technology had made weapons and warfare much more effective, and the death tolls after the war were devastating. In addition to the horrors of traditional warfare, the use and effects of gas left people in a state of fear of future conflict.

Many of the results of the First World War enabled or contributed to the path that led to the Second World War. Some of these influences are pretty obvious, particularly the economic and political instability that was present in Europe during the interwar years.

# Factors that led to war

- Leftover resentment from WWI and the Treaty of Versailles
  - French insistence on harsh reparation payments and conditions for the Germans
  - Led to German resentment of terms
- Economic turmoil
- Political instability
- Nationalism
- Aggressive policy of the Nazi Party

As we discussed in the last lecture, the Treaty of Versailles had left quite a rift between many European countries. The terms of the treaty had been very harsh against Germany, mostly because of French hostility and their desire for payback after the war. The reparation payments were not reasonable for the economic state of affairs in Germany and this caused a great deal of German resentment and hostility against the terms of the treaty.

Some other factors include: Economic turmoil, political instability, nationalism and the aggressive policy of the Nazi Party. We will address each of these in more detail.

# Interwar economics and politics

- Failure to establish international relations and long lasting peace agreements
  - Failure of the League of Nations
- Depression and unemployment
- Hyperinflation
- Changing political power of nations



The interwar years were a troubled time for Europe. Power struggles in politics and international relations persisted and the peaceful intentions of the League of Nations were never realized. International relations remained tense and long lasting agreements guaranteeing peace were not established.

The Depression of the 1930's and unemployment rates caused nations to turn inward and try to focus on the domestic situation. In doing so, many countries increased tariffs to try to increase domestic production and help provide jobs.

Germany experienced an extremely drastic state of hyperinflation during the interwar years, and often times money was of little to no value compared to before the war. Massive paper bills were printed, bills upwards of 2 million marks, to compensate for the situation. Goods became unaffordable, and money became less and less valuable. On the picture on the slide you can see a woman filling a stove with marks rather than wood, as this was a more practical use for it than anything else at the time.

In addition to the economic instability from the interwar years that we discussed last lecture, there was also a great deal of political turmoil in Germany after the end of the war. The end of the first world war brought about the end of 4 empires, and the creation of many more in their place. The economic situation of the interwar years in Germany led to the end of the Weimar Republic, enabling the rise of Hitler and his party in 1933.

# Nationalism

- Adaptations and manipulation
- Sovereignty
- “National Destiny”
- German desire to gain back lands lost in the past
- Propaganda



“Victory will be ours!”

Nationalism is one of the ideologies that developed in the 19<sup>th</sup> century, and can sometimes be difficult to understand. As we discussed previously, nationalism can be manipulated and used in nearly any political circumstance. Nationalism is associated with the idea of sovereignty and the claiming of a nation by its citizens. The interwar years saw many uses of nationalism by various groups and parties. Some of these became violent in the 1930's and this sentiment along with other factors contributed to the outbreak of war. Ideals of nationalism were glorified and paired with ideas of what the textbook calls “national destiny”.

Hitler relied heavily on German nationalism in his rise to power and his campaign overall. He focused on resentment of conditions from the war that did not favor Germany such as the loss of German land, blame for the war, and reparation payments. He gave special attention to the attempt of other nations to weaken Germany with policies of disarmaments and limitations on German military. Using nationalism and the sense of German pride, Hitler and the Nazi's justified their aggressive policies and actions.

As can be seen in the image on the slide, posters and other propaganda was produced by many countries with messages to the civilians about striving for victory. This was used to keep up morale, as well as to aid in different campaigns throughout the conflict. World Wars 1 and 2 really saw the use of nationalism as a motivational force to justify war. Using this, propaganda that was produced at the time urging citizens to support the war generally drew on nationalism sentiment.

# Hitler and ideology

- Ideological war
- Lebensraum
- Racial Sciences
- Anti-Semitism



The Second World War was an extremely complex issue, and there were many influential factors that contributed or caused its outbreak and progression. One unique characteristic about WW2 is that it became more about ideology than land acquisition at some point, and this is what really kept driving the war after it had begun.

In understanding this, we must take a look at Hitler and his personality in order to better understand the conflict as a whole. Hitler has been a very heavily criticized historical figure, for obvious reasons, but it is important to try to understand some of the motivations behind his actions to better comprehend the Second World War.

Hitler was not always a reviled and hated man, but was actually pretty popular during his rise to power. He was extremely charismatic, and his speeches were particularly rousing. Women wanted him to kiss their babies and it is even rumored that teenaged girls kept pictures of him. We must realize that the situation in Germany at this time was extremely stressful and full of unknowns, and people were looking for hope amongst a whole lot of hopelessness. In addition to the economic issues and general unrest, there were a great deal of political issues happening at this time, including the rise of communism in Germany. Many people feared communism, and this led to even more support of Hitler and his party.

Hitler fed on people's frustrations and sentiments of nationalism in order to gain their support in his rise to power. His original conquests were about gaining back lands that had previously been Germanic, with ethnic Germans still living there. Eventually, this turned into a need for more living space for Germans. In this, he employed racial sciences in order to justify his claims that ethnic Germans were a superior race. This was a rising science at the time, and as awful as we think it is today, this was not out of the ordinary for some of the rising schools of thought at this time. We will talk about this more during the next lecture and the discussion of the Holocaust.



# German aggression

- Leaving the League of Nations - 1933
- German rearmament & military building – 1935
- Rome Berlin Axis Established, treaty signed with Italy - 1936
- Reoccupation of Rhineland - 1936
- Anti-Comintern Pact – Japanese alliance created
- Annexation of Austria – March 1938
- Invasion of the Sudetenland – 1938
- Munich Conference – September 1938
- Invasion of Bohemia Moravia – May 1939

Once Hitler was in power, Germany left the League of Nations over conflicts of German disarmament. Hitler made it pretty clear that he was not willing to uphold all of the agreements of the treaty. One of the major breaches of the conditions agreed to was German rearmament and the building up of German military forces. The idea of a powerful Germany made other countries nervous and brought more tension to the European situation in the wake of World War One. This turned out to be a very legitimate concern.

In 1936, a treaty of cooperation was signed and the Rome Berlin Axis was established between Italy and Germany. Within a month, Germany and Japan entered into an agreement and signed the Anti-Comintern Pact. This was an alliance between Germany and Japan and against the Soviet Union and international Communism.

In one of the first steps of Hitler's acquisition of land, Austria was annexed into Germany in March of 1938.

After the Anschluss of Austria, Hitler showed much more aggression and started invading territories. This was done with the pretext of gaining back land that had previously been considered German, starting with the Czech "Sudetenland" that was primarily German speaking. As a reaction to this invasion, British, French and Italian officials met at the Munich Conference. At the Munich Conference, it was decided, without the representation of the Czech government, that the Sudetenland should be ceded to the Germans. This was the beginning of what came to be known as the appeasement of German aggression, primarily by Chamberlain. Continuing German aggression and going against the agreements made at the Munich conference, Hitler invaded Bohemia Moravia and kept pushing towards the borders of Poland in May of 1939.

## End of appeasement and declarations of war

- Guarantee of Polish borders – Spring 1939
- German-Soviet non-aggression pact – August 1939
- German invasion of Poland – September 1, 1939
- Britain and France declare war against Germany – September 3, 1939
- Soviet Union joins invasion of Poland from the east – September 17, 1939



This made the other countries nervous, and brought an end to the policy of appeasement in the Spring of 1939. With this move, Britain and France agreed to guarantee Polish borders against German invasion. This brought an end to the appeasement of Hitler and his demands by the Allied powers. The policy of appeasement has received enormous criticism, both during and after. The first image on the slide is a cartoon depicting feelings about the policy of appeasement. Political cartoons are a really interesting way to analyze the past, especially war, as they provide a wide variety of information for us to analyze. Not only do the drawings provide historical context and information regarding the current happenings, but they also provide a sense of public reaction to the events and decisions of the time. Often times, political cartoons satirize major issues such as this, bringing in sarcasm to show that the situation is far from ideal.

So moving back to the path of German aggression, in August of 1939, Germany made an interesting and strategic move and signed the German-Soviet non-aggression pact. This brought Hitler the cooperation of Stalin in the invasion of Poland and saved him from potentially becoming involved in a two front war. With this assurance in mind, Germany invaded Poland on September 1, 1939. True to their word, Britain and France declared war against Germany on September 3 and World War 2 officially began.

A couple of weeks later on September 17, the Soviet Union joined Germany and invaded Poland from the east. Though they did resist, within weeks the Polish government fled and Poland was divided between Germany and the Soviet Union.

# Continued aggression

- Denmark [April 1940] - surrendered same day as attack
- Norway [April 1940] - resisted longer and fell in June
- The Netherlands [May 10, 1940]
- Belgium [May 10, 1940]



After the fall of Poland and the declarations of war by Britain and France, the war came to a bit of a lull or what some have called “sitzkrieg” until the spring of 1940.

This is when Hitler turned his aggression towards the west, continuing his path of domination and control. At this time, Germany invaded Denmark and Norway in April of 1940. In addition to ground troops, the German Luftwaffe dropped bombs on various air fields and other Allied targets, hindering their ability to fight back. Denmark was conquered within the day, but Norway attempted resistance, only to fall in June.

Germany then turned to the west and attacked France, the Netherlands, and Belgium. Belgium had surrendered within 2 weeks of the invasion and the Netherlands surrendered the within one day after a major civilian bombing campaign killed 800 Dutch civilians.

# The fall of France

- Invaded through Belgium
- Held out for about 2 weeks before giving up their Northern lands to German control on June 22
- Development of Vichy Government and the French government in exile



Hitler posing in front of the Eiffel tower after conquering France

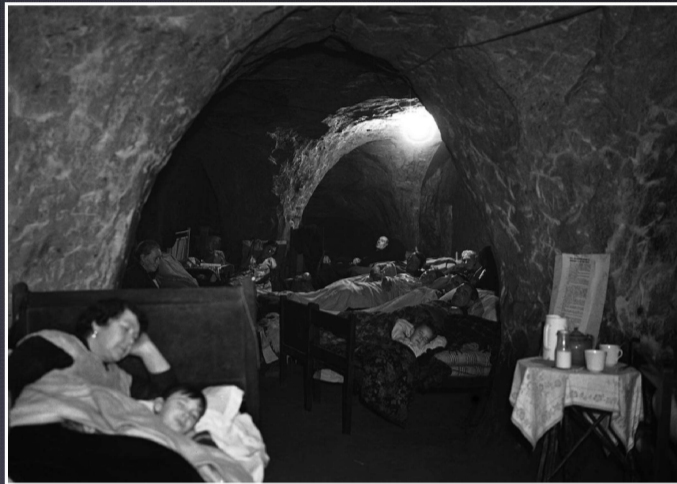
German forces attacked France through Belgium, and French troops were not adequately prepared to fight off such a force. Among much debate, France ended up signing an armistice with Germany after 6 weeks of fighting. This armistice allowed Germany to occupy and control the northern part of France. The decision to sign the armistice was contested in the French government and a division was created. The Vichy government came to occupy the zone of France not occupied by Germany, and the French government in exile fled to Britain.

# Battle of Britain

- July 1940 to June 1941
- Battle for air superiority
  - Operation "Sea Lion"
- Strategic bombing
- City/civilian targeting



Scrap pile made of downed German planes



Make-shift cave homes in Hastings – Dec 1940



Devastated London- September 9, 1940

The Battle of Britain was a time when Germans were attempting to gain air superiority in preparation for the invasion of Britain code named "Operation Sea Lion". Between July of 1940 and June of 1941, the Luftwaffe dropped millions of tons of bombs on British targets. This was a battle with no German ground troops, with all fighting was done in the air. Initially this was a campaign of strategic bombing, but over time the Nazi's began to target civilian locations such as London. This turn to civilian targets allowed the RAF a chance to recover and to retaliate, bringing the battle to a standstill. It was during this campaign that Prime Minister Winston Churchill, speaking of the British pilots who had repelled German attacks, said, "Never in the field of human conflict was so much owed by so many to so few." Over the course of the bombing, 40,000 British civilians were killed.

# The Eastern Front

- Yugoslavia - 1941
- "Operation Barbarossa"
- Environmental influences
- Two front war



German troops attempting to help Panzer after breaking through the ice



Wreckage left from Battle of Moscow



German troops bogged down in the mud – Oct. 1941

In 1941, Hitler over Yugoslavia quite easily, and by summer of 1941, nearly the entire continent of Europe was either allied with Germany, or under German control. Only Spain, Portugal, Sweden and Switzerland were exceptions. Hitler had massed troops along the Soviet border, but Stalin had refused to believe that Hitler would go against the non-aggression pact and take on a two-front war. This ended up being exactly what Hitler did with his attack on the Soviet Union codenamed "Operation Barbarossa" on June 22, 1941. This was expected to be a quick battle bringing success within a matter of months.

Now, Stalin had purged his army and officers in the 1930's, getting rid of many capable soldiers, crippling the Soviet Army and command. Soviet troops were not well organized and did not respond well initially in the face of tank battle. Originally, the German troops were largely successful in their eastern campaign. German troops came very close to the capital of the Soviet Union during the winter of 1941 and were within viewing distance of the Kremlin. Unfortunately for Germany, the capital was not to be conquered and the Russian winter really set in. As it had been expected to be a quick battle, German troops had not been sent with long term supplies or a lot of back up equipment. Russian winters were extremely bitter, with unpredictable weather conditions and major amounts of snow and ice. This made travel a lot more difficult, especially because a lot of the equipment they had was functional in such extreme conditions. While we think of supplies, we generally consider food, clothing and ammunition for soldiers, we don't always consider the actual amount of materials and provisions that are needed to supply an army in regular conditions. In these conditions, the situation was even more difficult, especially considering the fact that the oil in the tanks was freezing along with the soldiers themselves.

This turned into an extremely difficult winter for the German army on the eastern front, and the push forward was halted at Moscow.

We will talk more about the eastern front in the next lecture.

# United States declares war

- Monetary aid before direct involvement
- Pearl Harbor- December 7, 1941
- Appeal to Congress for declaration of war – December 8, 1941
- U.S. declares war on Japan – December 8, 1941
- Germany and Italy declare war on U.S. – December 11, 1941
- U.S. declares war on Germany and Italy – December 11, 1941



While the United States had been aiding the Allied countries for some time already, America was not directly involved in the war. This situation changed drastically after the Japanese attack of Pearl Harbor on December 7 of 1941. This was a direct attack against the United States, causing major damage to the Naval base and destroying a vast number of vehicles of war. While the attack in itself was a catastrophe for American citizens, the death of over 2,000 American soldiers and civilians was what really caused public outrage.

The following day, President Roosevelt went before congress and asked for a reaction in the form of declaring war. While America had been previously involved in providing goods and aid to the Allied Forces, at this time, The United States entered the war, declaring war on Japan and the Axis powers.

We will talk more about how this affected the war and we will finish discussing the progression of the war picking up in 1942 during the next lecture.

## Final Exam Study Guide – Modern Western Civilization

This exam is **comprehensive** and will be based on all materials covered in the course.

### Concepts/ Events to Study:

|   |                           |  |
|---|---------------------------|--|
| The Renaissance                               | The Third Estate          | Weimar Republic                        |
| Classicism                                    | Tennis Court Oath         | Bolsheviks                             |
| Humanism                                      | National Assembly         | October Revolution                     |
| Petrarch                                      | The Great Terror          | The Depression                         |
| The Reformation                               | Robespierre               | Modernism                              |
| The Counter-Reformation                       | Napoleon Bonaparte        | Mass Politics                          |
| Elizabeth I                                   | Battle of Waterloo        | Social Darwinism                       |
| Phillip II                                    | Concert of Europe         | Racial Science                         |
| Indulgences                                   | Revolutions of 1848       | World War 2                            |
| Martin Luther                                 | The Industrial Revolution | Allied Forces                          |
| Diet of Worms                                 | James Watt                | Axis Forces                            |
| The Council of Trent                          | Luddites                  | Appeasement                            |
| Calvinism                                     | Bourgeoisie               | Neville Chamberlain                    |
| Predestination                                | Urbanization              | Winston Churchill                      |
| The Columbian Exchange                        | Romanticism               | Adolf Hitler                           |
| The Thirty Years War                          | Nationalism               | Nazism                                 |
| Absolutism                                    | Conservatism              | Benito Mussolini                       |
| Louis XIV                                     | Liberalism                | Fascism                                |
| William of Orange                             | Socialism                 | Josef Stalin                           |
| The Glorious Revolution                       | Utopian Socialism         | Blitzkrieg                             |
| John Locke                                    | Communism                 | Vichy Government                       |
| Thomas Hobbes                                 | Karl Marx                 | Sudetenland                            |
| Constitutionalism                             | Capitalism                | Pearl Harbor                           |
| The Scientific Revolution                     | Anarchism                 | Operation Barbarossa                   |
| Francis Bacon                                 | New Imperialism           | Stalingrad                             |
| Rene Descartes                                | Berlin Conference         | The Treaty of Versailles               |
| The Enlightenment                             | Otto von Bismarck         | The Munich Agreement                   |
| Reason  | Scramble for Africa       | Yalta Accords                          |
| Individualism                                 | Opium Wars                | United Nations                         |
| Jean-Jacques Rousseau                         | World War 1               | Iron Curtain                           |
| Adam Smith                                    | The July Crisis           | Anti-Semitism                          |
| Seven Years' War                              | Total War                 | The Holocaust                          |
| Prussia                                       | Trench Warfare            | The Nuremberg Laws                     |
| Frederick the Great                           | Franz Ferdinand           | Decolonization                         |
| Catherine the Great                           | Triple Alliance           | Cuban Missile Crisis                   |
| The General Crisis (17 <sup>th</sup> century) | Triple Entente            | NATO                                   |
| Louis XVI                                     | Schlieffen Plan           | Cold War                               |
| The American Revolution                       | Woodrow Wilson            | Berlin Wall                            |
| The French Revolution                         | League of Nations         | 21 <sup>st</sup> century Globalization |



## Example Test Questions

Multiple Choice

1. **Who were the members of the Triple Alliance in the First World War?**
  - A. Britain, United States, and Russia
  - B. Germany, Italy, Russia
  - C. Germany, Austria-Hungary, and Italy
  - D. France, Britain, United States
2. **Who wrote the 95 Theses?**
  - A. Francis Bacon
  - B. Martin Luther
  - C. Frederick the Great
  - D. Rousseau

Short Answer

1. **Name the four empires that collapsed at the end of the First World War**
  - Austria-Hungary
  - The Russian Empire,
  - German Empire
  - The Ottoman Empire
2. **Provide two themes of Enlightenment thought.**
  - Reason
  - Individualism

Identification Terms

Provide 2-3 sentences answering what the term is, when it was relevant, and what importance it had in history.

1. **The Treaty of Versailles**

This was a treaty between Germany and the Allied Powers signed in Paris in 1919 at the end of the First World War. This treaty assigned blame for the war to Germany and outlined the consequences and reparations for Germany's responsibility. A great deal of frustration and resentment came from the conditions of the treaty and eventually became a contributing factor to the beginning of the Second World War.
2. **Communism**

A radical form of 19<sup>th</sup> century Socialism that calls for a revolution of the working class and overthrow of the class system. Karl Marx and Friedrich Engels proposed this in the *Communist Manifesto* and advocated a classless society with shared ownership of the means of production.

**These are the essay questions that will be on the test. Review your materials and prepare yourself to answer TWO of the following questions on the final exam.**

Prepare your own answers to these questions in 2-3 pages and come to the final exam prepared to present these arguments clearly. Use examples from primary and secondary sources, including class lecture. As this is an in-class exam, you do not have to provide citations, but you need to show your knowledge of all class material.

**Prompt 1:** How did the First World War contribute, if at all, to the outbreak of the Second World War?

**Prompt 2:** Using examples from material covered in class, provide an account of war acting as a driving force behind political, cultural, social, and/or ideological developments in history.

**Prompt 3:** Show how the Enlightenment and variants of Enlightened thought have shaped society up to the 20<sup>th</sup> century. This can include examples of social, cultural, political, or ideological elements.

**Prompt 4:** What elements of the Protestant and Catholic Reformations caused or contributed to the beginning of the Thirty Years War?

A NATURAL SYMBIOSIS: WAR AND THE ENVIRONMENT

by

Breanne Jacobsen

A plan B paper submitted in partial fulfillment  
of the requirements for the degree

of

MASTER OF ARTS

in

History

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The influence of the environment on human life has altered many societies and events throughout history. Interactions with the environment are a part of daily human life, and the environment has largely shaped the behaviors and patterns of societies all over the world. Humans have also contributed to shaping the environment through interaction with and manipulation of their physical surroundings over the course of time. The human past and patterns of war cannot be explained using just one factor or the other, but must be understood as the result of the symbiotic relationship between human and environmental agency acting upon one another. This can be illustrated using the example of war, a common element present throughout the historical past.

While the environment can have major influence on the progression and outcome of war, there are also drastic consequences for the natural environment as a result of warfare. The eastern front of the Second World War provides useful a useful case study that illustrates the influence of the environment on the outcome of war while showing the impact that war can have on the natural landscape. Photographs from two battles in the Soviet Union show that while humans drastically altered the natural environment in preparation for and over the course of the war, nature had its own plan for the war, and the Soviet winter devastated advancing German troops.

Nature has an effect on the most basic and daily functions of life, and is greatly involved with decision making of both small and large importance. In addition to influencing the activities of every day, landscape and terrain determine long term behaviors and patterns of societies and their people. Weather and topography are obvious factors of the environment, but there are less apparent considerations such as natural borders and seasonal changes that must also be considered.

War is another common feature of the human past, one that provides historians with an additional lens to gain insight. Throughout the study of the past, humans have greatly impacted the natural environment. Mankind has worked diligently to transform and modify their natural surroundings in order to improve their daily lives and provide themselves with necessities such as shelter. In addition to daily living, man has drastically modified the natural landscape in order to seek out advantages and to succeed in struggles and conflicts against other people. This is evident in even the smallest fragments of human life such as remnants of earthenware tools and the development of weapons, as well as in major alterations such as the building of canals and alteration of waterways for travel. It seems to be an inherent quality of human beings to alter their situations while seeking personal gain and success in hopes of creating a better life for themselves and their loved ones. This often times means the manipulation of the natural world, but it can also turn into manipulation of other people or nations, leading to major points of conflict.

Human history is filled with accounts of war and various conflicts, and some authors have argued that conflict between men seemed to be an inevitable truth of history, but this may not have been the case. The environment may have played an important role in stimulating conflict between men during times of peace, bringing about war. The natural world influences not only the outcome of battles and war, but drastic environmental changes may also have played a part in bringing about conflict.<sup>1</sup>

While the environment certainly has an influence on war, war also tends to wreak havoc on the physical landscapes on which they are fought. The progression of modern technology and warfare is just one more way in which humans have been able to manipulate the environment,

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<sup>1</sup> Richard Overly. *A History of War in 100 Battles*. (Cary: Oxford University Press, 2014), 13.

regardless of the ultimate consequences. Aside from the obvious effects of war on the environment such as visible damage to the land and infrastructure, there are additional consequences that are not always known or predicted. This is an area of study that has received a growing amount of attention with the progression of time and developments of technology, biology, and ecology.

In the modern period, warfare has become much more destructive with the development and improvements of new and more damaging technologies with more effective strategies and organization of military operations. The mechanization of warfare with the use of guns and cannons had an obvious physical impact, but other weapons and methods of defense have carried much more destructive long term effects. The use of bombs and gasses carried obvious effects such as the loss of human lives and devastation of physical landscapes, but there were additional long term consequences that were much more destructive overall. The poisoning of air and soils is one of the most devastating effects of chemical warfare, as this renders the natural landscape unusable and effectively destroyed for vast periods of time. The demoralizing use of these seemingly advanced technologies altered human interaction and the concept of warfare.

Alongside the advancements in technologies, the political and societal developments have also contributed to better systems of organization and exploitation. Even with the limited developments that were present during the Second World War, the natural landscape of Europe was ravaged by the continual presence of military campaigns and open warfare. This was particularly visible on the eastern front of the war in the former Soviet Union and the battles that took place there.

In the Soviet Union during the Second World War the environment greatly influenced the outcome of the war itself. Not only was the physical landscape much more treacherous than expected by the enemy, the harsh temperatures and unforgiving weather were largely influential in deterring invading troops. The significance of environmental factors on the outcome of battles and war can be shown using two particular case studies of battles on the eastern front of the Second World War.

## **HISTORIOGRAPHY**

The field of study surrounding the environment and war is constantly expanding, with new developments continuously being made and scholars of other disciplines taking an interest in the environmental aspects of their studies. Many of these academics focus heavily on the possibilities of the future in the face of nuclear warfare and the effects that it will have on the world and the environment. Although this is a valid concern considering the technologies of war that are available, there are other forms of war that carry their own heavy consequences which have progressed throughout time.

The development and advancement of new weapons and more effective strategies of combat is an area that has been heavily discussed and researched. Military historians generally do not focus on the environmental aspects of war, and environmental historians typically do not center their studies solely on war.<sup>2</sup> While most academics are not directly engaging with both topics, there are some that have attempted to address this issue directly.

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<sup>2</sup> Jacob Darwin Hamblin, "Environmental Dimensions of World War II," in *A Companion to World War II*, ed. Thomas W. Hamblin and Daniel M. DuBois. (Malden, MA: Blackwell Publishing 2013), 698.

Richard Tucker, an author and scholar of natural resources and the environment, generally writes about environmental destruction and human ruin of ecological regions. In turning his attention to the degradation of human conflict, he provides a long-term summary of the progression of warfare and the consequences for the environment throughout the various societies and periods of time. Tucker recognizes that historians of military history have not generally concerned themselves directly with environmental concerns, but have primarily focused on human involvement and action within the environment. He expresses the need for more research into the “worldwide history of war’s ecological consequences” and he attempts to provide this history throughout his writing.<sup>3</sup>

Tucker offers a chronological analysis of the progression of violence and conflict in the various societies of the human past. When discussing early hunter-gatherer and sedentary farming cultures, he states that “warfare between small communities had inadequate destructive power to cause lasting ecological change, for preindustrial weapons caused little collateral damage.”<sup>4</sup> Moving on to the developments brought by urban civilizations and state systems, Tucker illustrates the progression of technological developments and the increasing impacts of these on the natural world. More complex organization brought about technologies and inventions that resulted in more effective human manipulation of the natural world. These practices included some consequences for the environment, but were quite minimal in comparison to the destruction of modern warfare. Tucker also discusses the disruptions caused by war such as the hindering of agricultural production in addition to the role of disease. In this,

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<sup>3</sup> Richard P. Tucker, “War and the Environment,” in *A Companion to Global Environmental History*, ed. J.R. McNeill and Erin Stewart Mauldin. (Malden, MA:Blackwell Publishing 2012), 320.

<sup>4</sup> Tucker, 320.



he briefly touches on the influence of the environment on the outcome of war rather than just the destructive qualities of warfare.

Tucker goes on to show that over the course of history new inventions and increased technological innovation amplified the destructive abilities of weapons and better organization and systems of administration led to more effective armies with better discipline and training. He argues that beginning with the second half of the nineteenth-century and mass production there was a continual progression of the destructive qualities of weapons and warfare. In addition to this, industrialization contributed to the ease of the ability to conduct military operations.<sup>5</sup>

The building of empires and acquisition of power drove competition between different powers in many ways. Nations were developing new technologies in attempts to keep up with the efforts of other competing forces. This was also a time that also saw an increase in the direct destruction of nature in the attempt of depriving enemies of natural resources. This included plundering landscapes and the burning of land in the destruction of viable resources as well as to deprive the enemy of defensive cover and strategic positioning.<sup>6</sup>

The First World War provides extensive evidence of the environmental effects of warfare, especially with the hundreds of miles of trenches and desolate landscapes. This war also brought the first wide-scale use of chemical weapons and the poisoning of land as a result. The use of these chemicals in the First World War carried consequences of their own, both for humans and the land as well.

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<sup>5</sup> Tucker, 326-7.

<sup>6</sup> Tucker, 328.

The Second World War contains an abundance of evidence showing the negative effects of war on the natural environment, with even greater increases in technological advancements bringing larger levels of mobilization and devastation. This was also the first war in which more soldiers died on the battlefield than as a result of disease. Using examples from the aftermath of Japanese destruction by incendiary bombing as well as the devastation caused by the use of nuclear weapons, Tucker shows that nuclear weapons continue to threaten the environment today.<sup>7</sup> He summarizes his argument by stating that warfare and its advanced preparation have shaped the development and organization of the human experience. He recognizes the benefits humanity has gained as a result of warfare and its developments, but also acknowledges the high costs that have been paid in the end and warns that these prices are accelerating with time.<sup>8</sup>

Jacob Hamblin provides an outline of the previous scholarship on the larger field of war and the environment, using the Second World War as a case study for his argument. He describes the lack of abundant scholarship about the specific relationship of the environment and war, but recognizes those authors who have made contributions to the field. Using general themes as organizational tools, Hamblin is able to analyze the previously established scholarship and draw his own conclusions in some cases. He uses a wide approach, including not only environmental effects of the war, but also social and political influences and the technological innovation that has been driven by war.

Hamblin shows that contemporary historians have a tendency to shy away from overly simple environmentally deterministic theories, such as claiming that environmental influences have been the primary deciding factor on the path of human history. He claims that most

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<sup>7</sup> Tucker, 330-1.

<sup>8</sup> Tucker, 332.

historians opt to employ more multi-causational explanations with wider social and political considerations.<sup>9</sup> Hamblin shows that even authors who offer relatively simple explanations for major historical developments offer the opinion that minor events could have altered the outcome of history overall. This is a useful approach when trying to understand such a complicated matter as war and these additional considerations provide a more complete understanding of warfare and its various motivations.

While the political and social developments and the advancements in scientific understanding and technological innovation are often addressed using theories of modernization as explanation, it must be clarified that this is not an issue that can be explained using simple and deterministic theories. The question of warfare in relation to the environment is an extremely complicated and multi-layered issue, and there are many inadequate theories that do not account for the multiplicity of influencing factors of human development and understanding. Hamblin shows that most environmental scholars use post-modern critiques against the modernization of war under state control.<sup>10</sup>

Hamblin also shows the tendency of previous environmental history to employ Malthusian theories regarding natural resources and population problems, and he illustrates how war further complicates a system that is already quite complex. The complications of trade systems during war brought the need for nations to turn to their own natural resources in order to fulfill basic needs. In this way, nations that were not specifically affected by direct fighting on the ground still saw great deals of natural exploitation and reorganization as a result of the war.<sup>11</sup>

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<sup>9</sup> Hamblin, 699.

<sup>10</sup> Hamblin, 700.

<sup>11</sup> Hamblin, 701.

Hamblin brings up an interesting theory of William Tsutsui, who argued against the common belief that war is harmful to the environment. In this, Tsutsui claims that the distraction caused by the war disrupted the daily living of people and their constant harm to the environment, specifically with the Second World War in domestic Japan. With this interruption, the natural environment was able to recover from the abuses of human exploitation and use.<sup>12</sup> Tsutsui also included consideration of the positive effects brought about by the motivation of the war, including technological and scientific discoveries and innovations. The failures and occurrences of the war brought a realization of the inadequacies of knowledge and understanding of the natural and scientific worlds. The war ended up acting as motivation for great innovation and a drive for further knowledge.

Hamblin ultimately disagrees with Tsutsui and the belief that war can be seen in a positive light, and shows that in addition to the direct environmental consequences, there were significant indirect consequences as well. These included the social and political tensions, as well as the reorganization of production and community organization in response to war time needs.<sup>13</sup> The purposes of this work are aligned with those of Hamblin in attempting to show the symbiotic relationship of human action and the environment using war as a case study.

Another author argues this point as well, though using a different approach. Using France as an example, Chris Pearson shows the progression of warfare over time in relation to the environment. In addition to discussing the effects of conflict on the natural environment, Pearson also recognizes that the understanding of militarization of the past must include consideration of the environment. Pearson argues that previous scholarship has failed to recognize that

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<sup>12</sup> Tsutsui, William M. "Landscapes in the Dark Valley: Toward an Environmental History of Wartime Japan." *Environmental History* 8, no. 2 (2003): 295.

<sup>13</sup> Hamblin, 705.

militarization was a “‘more-than-human’ process” and he recognized that there was a mobilization of nature in military conflict. He goes on to say that “militarization takes place in, through and, at times, against, the environment.”<sup>14</sup>

Pearson does his best to summarize the perspectives of the military on environmental concerns, stating that the military has primarily been interested in gaining the maximum benefit possible by exploiting the land and using it for their own gain.<sup>15</sup> He further argues that the environment has a role in militarization, and that militarization has played a part in shaping the environment. He also shows that the use of the particular word “environment” carries implications of human presence within their surroundings.<sup>16</sup> Pearson goes in a different direction as a military historian, and discusses the differences and interactions between civilian and militarized environments, but he shares the common understanding the militarization was influenced by a variety of political, social and economic factors in addition to those of the environment separate from humans.

Barry Sanders, another author of militarization and environmental consequence, makes claims that are much stronger than those of Pearson regarding the environmental threats of war and militarization. He says that he is writing as a civilian, and he is providing information that is generally not shared openly with the public. In providing an analysis of the environmental destruction of human beings, Sanders specifically targets the military, calling them evil, and he urges the need for everyone to work together in order to stop the destruction brought as a result

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<sup>14</sup> Chris Pearson. *Mobilizing Nature: The Environmental History of War and Militarization in Modern France*, (New York: Manchester University Press, 2012), 4.

<sup>15</sup> Pearson, 7.

<sup>16</sup> Pearson, 8-9.

of military actions. He is extremely critical of the developments of weapon technology and military developments over time.

Sanders is also much more politically inclined in his arguments, illustrating the weaknesses of the government and their actions concerning the environment. He brings this conversation up to the present, criticizing current leaders of the United States and providing scenarios of possible outcomes due to environmental destruction. Overall, Sanders criticizes United States warfare and military actions for being more ecologically destructive than all the actions of citizens combined.<sup>17</sup>

Lisa Brady offers another perspective of military history in relation to the environment in *War Upon the Land*. Using the United States Civil War she shows the ravaging effects of war on the physical land. In addition, there is a focus on the developments and engineering of the military and the ideas of control over the environment that come as a result. Brady shows that the contributions of war and military have accelerated the movement from ideas of improvement to those of mastery and control of the environment. Using the Civil War, known as the first modern war, as a case study provides very useful information and Brady argues that the Civil War played a part in and was affected by the transition to mastery.<sup>18</sup>

Brady recognizes that there are many elements not included in the book that some may expect in relation to the aspect of the particular topic, but argues that this was not the intention of the work and was excluded intentionally.<sup>19</sup> Brady also brings attention to the differences between the fields of military and environmental history, but urges for the bridging of these differences

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<sup>17</sup> Barry Sanders, *The Green Zone: The Environmental Costs of Militarism*, (Oakland: AK Press, 2009).

<sup>18</sup> Lisa M. Brady *War Upon the Land: Military Strategy and the Transformation of Southern Landscapes During the American Civil War*, (Athens: University of Georgia Press, 2012).

<sup>19</sup> Brady, 5.

using more inclusive arguments. In addition to analyzing the strategies of war and the effects on the land, Brady goes further by including an analysis of how humans interacted with and felt about their natural surroundings. While this is an interesting element to introduce to the field, it is not one that explains much about the past, but is more of a matter of contemporary concerns.

While contemporary concerns are important in their own respect, the understanding of the historical past is also a matter of great importance. The inclusion of the influence of the environment on the outcome of warfare in addition to the historical account of the effects of war on the natural world is necessary in order to create a more complete understanding of this field of historical scholarship. Military historians would greatly benefit from placing more emphasis on the role of the environment on the military campaigns of the past. While it is sometimes mentioned as a factor of influence, it is not often provided the amount of attention that it should be. In addition, it would also benefit environmental historians to include within their accounts of the devastation of warfare the additional element of the role of the environment within the military campaigns of history.

A greater appreciation of this symbiotic relationship between the environment and war will contribute to a greater understanding of the roles of both the environment and mankind as agents influencing the tales of history. While it is arguably impossible to truly explain the past as it was, it is still important to conduct research and attempt to gain insight into the historical past. Not only for the age old concern of history repeating itself, but also to gain a greater appreciation of the complexity and multi-faceted nature of the human and environmental past.

## **CASE STUDIES**

The following two case studies of the battles of Moscow and Kursk provide photographs showing this symbiotic relationship between nature and war, specifically in the Soviet Union on the eastern front of the Second World War. These battles illustrate the damaging effects of war on the landscape with remaining explosives and destroyed weaponry along with defenses left over after battle. Multiple images show the wreckage and carnage that was left after battle, including weapons and vehicles along with bodies of soldiers. A great amount of time was spent after the war disposing of the ruined equipment and returning the land to its former status. Additionally, there were efforts made to locate and extract unexploded bombs and mines that were left behind after the war.

The studies also display the drastic effects of weather and the environment on the progression of war, from struggles through mud and difficult roadways, to soldiers freezing to death and falling by the wayside in the snow. These encounters also provide multiple examples of human manipulation of nature in order to better defend their own position, specifically with the digging of trenches and strategic placement of explosives. The eastern front as a whole provides representation of excellent defensive strategies on the part of the Soviet Union, partly due to the use of the physical landscape and the bolstering of these natural defenses.



## **BATTLE OF MOSCOW 1941-1942**

The initial stages of the German mobilization against the Soviet Union were largely successful and the German troops made major gains, coming within close range of Moscow within a matter of a few months. This offensive was intended to be a quick campaign with rapid success for the German troops, but nature was against them and the conditions greatly hindered their efforts. Hitler had planned on pushing into the Soviet Union and destroying the capital before the winter of 1941.<sup>20</sup>

A major turning point in the German offensive on the Eastern Front was the Battle of Moscow starting in October and continuing into the winter of 1941. The Battle of Moscow was a major operation that was conducted over a vast amount of land, encompassing much more than just the city of Moscow. Dozens of cities and villages surrounding Moscow were included within the operation that spanned 250 miles wide and 180 miles deep.<sup>21</sup>

The Soviet Union was ill prepared for the major gains that the German armies had made, but the halting of German advancement allowed the Soviet Union two months of highly useful preparation time. During this time the total involvement that was inspired by the war can be seen as the remaining Soviet civilian population mobilized and made major efforts in attempts to thwart the German aggression and preserve the city of Moscow. Some of these efforts included manipulations of the natural terrain as a defensive measure. Soviet women and elderly men

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<sup>20</sup> Nicholas Bethell, *Russia Besieged*, (Alexandria, VA: Time-Life Books, 1977), 162.

<sup>21</sup> Bethell, 162.

worked to dig anti-tank trenches around the city of Moscow in preparation for German invasion as can be seen in Figure 1.<sup>22</sup>

These defensive trenches spanned vast tracts of land, covering a total of about 100 miles of land in trenches.<sup>23</sup> In addition to the anti-tank trenches, other defensive obstacles were created. The presence of steep slopes and trees created natural obstacles for German troops, and were combined with 5000 miles of infantry trenches, 175 miles of wire entanglements, and 11,520 *chevaux de frises* (entanglements).<sup>24</sup> An example of some of the defensive provisions surrounding Moscow can be seen in Figure 2.<sup>25</sup> This shows not only the alteration of the natural terrain, but also illustrates the totality of the Second World War with the involvement of all citizens in the efforts of war, including women and elderly.

The defensive measures of Soviet citizens were not the only obstacles faced by the German troops, as weather and the elements had major effects on the German Army. While the march towards Moscow was initially one of heat and dust as shows in Figure 3, the prolonged length of the conflict brought the onset of the harsh Russian winter changed the situation drastically.<sup>26</sup>

In addition to the general destruction of roadways caused by the transport of heavy machinery and equipment, the weather also contributed greatly to this process of degradation. This greatly complicated troop movement and the drive of the German forces was drastically

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<sup>22</sup> See Appendix 1, Figure 1.

<sup>23</sup> Bethell, 165.

<sup>24</sup> Janus Piekalkiewicz, *Moscow: 1941, The Frozen Offensive*, (Novato, CA: Presidio Press, 1985), 104.

<sup>25</sup> See Appendix 1, Figure 2.

<sup>26</sup> See Appendix 1, Figure 3.

slowed. When roads became too muddy to travel, the Nazi's placed logs along the roads in order to enable the continuation of travel as shown in Figure 4.<sup>27</sup>

Along with logs, other available materials were used in order to aid transportation as the muddy conditions continued. When logs were not available, the corpses of Soviet soldiers were stacked and used as planks across a muddy bog to enable to passing of their vehicles.(Figure 5)<sup>28</sup> The onset of Russian winter was harsh and debilitating, not only for the troops, but for the machinery as well. When tanks were unable to operate in the extreme conditions the soldiers would hitch horses to them in order to continue moving forward.<sup>29</sup>

In addition to the cold affecting the operation of machinery, the snow also played an integral role in the travel of troops. Soviet roads were not friendly to German troops, and between mud and snow, forward travel was greatly hindered at times. German tanks and transport vehicles spent a great deal of time stuck due in snow with winter conditions making the roads and travel even more treacherous. Figures 6 and 7 illustrate the severity of snow as an obstacle for German troop movement and retreat showing both a truck and a tank stuck and being dug out by troops.

The effect of the extremely bitter temperatures severely impacted the German soldiers as they were not adequately supplied for the conditions of Russian winter. As Germany had expected the operation to be a quick success, extra provisions and winter clothing were provided and German troops experienced major struggles and losses.<sup>30</sup> The soldiers experienced frostbite

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<sup>27</sup> Bethell, 166.

<sup>28</sup> See Appendix 1, Figure 4.

<sup>29</sup> Bethell, 170.

<sup>30</sup> Christian Hartmann. *Operation Barbarossa*. (Oxford: Oxford University Press, 2013), 38

in alarmingly high rates, with as many as 113,000 cases reported.<sup>31</sup> Many soldiers on the eastern front suffered from frostbite and other related injuries, and some froze to death as can be seen in Figure 8.<sup>32</sup>

Some German soldiers were not willing to die from exposure and were intent on surviving the cold. They would make efforts to find protection from the elements in whatever way they could, sometimes making use of available materials from their surroundings. Often, this meant using items found in homes along the way, such as tablecloths and other household linens, in an effort to stay warm. (Figure 9)<sup>33</sup>

There were also unseen dangers left over as a result of the war. The use of landmines and explosives were influential in efforts of battle and played a significant part in the success or failure of a campaign. In addition to being influential during the war, undetonated landmines and explosives had a large presence after the conclusion of the war. The obvious danger involved in this is the death of civilians due to unintentional bomb detonations, and there were efforts made to locate and disarm these threats. Figure 10 shows Soviet soldiers probing the ground for landmines which were placed by German troops retreating from Moscow.<sup>34</sup> These leftover landmines and explosives had long term effects on landscapes and rendered mass areas as danger zones in the post war years.

The images of the soldiers during battle show the effects of environmental factors on the battle, while the photographs of the landscape of the battlefield illustrate the great amounts of

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<sup>31</sup> Bethell, 170.

<sup>32</sup> *The Russian War: 1941-1945*, ed. Daniela Mrazkova and Vladimir Remes, (New York: E.P. Dutton, 1977), 33.  
See Appendix 1, Figure 8.

<sup>33</sup> See Appendix 1, Figure 9.

<sup>34</sup> See Appendix 1, Figure 10.

devastation that resulted from the conflict. This is most effectively illustrated by the leftover corpses and debris of warfare lying discarded in the snow, as seen in Figure 11.<sup>35</sup> The elements of weather and the harsh conditions of the Russian winter played a major role in the outcome of the battle of Moscow even before the Red Army's counterattack had been carried out.<sup>36</sup> The failure of the Germany army to take the capital and weaken the Soviet position contributed to the failure of Germany in the Second World War.

The photographs from this particular battle show the severity of the conditions and the extreme variations of weather that the German soldiers experienced on the eastern front in the Soviet Union. Originally planning for a quick and decisive defeat, soldiers suffered through punishing heat and dust in the summer of 1941. With the slowing and eventual halt of German advancement in the east, the soldiers were introduced to the exact opposite conditions of life threatening cold and snow. The Soviet victory at the Battle of Moscow was a deciding factor in the German offensive overall

### **BATTLE OF KURSK JULY-AUGUST 1943**

The Battle of Kursk came later in the war after Germany had a better understanding of the possibilities of the Soviet environment and its significance in efforts of war. The progression of the war up to this point had brought many defeats to the German army, but the battle continued, with a push to gain back lands and achieve success by the Germans. Even with the major losses previously sustained, by mid-March of 1942, German forces were able to restore their control of the Ukraine and most of the southern front, aside from a stronghold of defense

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<sup>35</sup> See Appendix 1, Figure 11.

<sup>36</sup> David Stahel, *The Battle for Moscow*, (Cambridge: Cambridge University Press, 2015), 309.

around Kursk. Despite the urging of his military commanders for swift attack, Hitler failed to seize this opportunity, opting to attack during the summer time after troops had been resupplied with equipment and additional tanks.<sup>37</sup> Considering the previous struggles of German soldiers coping with minimal supplies, this was a factor that did need to be considered. This also kept with the general German technique of launching offensive attacks in the summer time. This was a time when the personal decisions of Hitler greatly influenced the outcome of the war, as this delay enabled the Soviet citizens to respond to the imminent attack and take defensive measures. The timing of the actual attack on Kursk has been heavily discussed in academia, with conjectures being made as to whether or not the offensive would or could have been successful if launched at an earlier date.<sup>38</sup> While this is an interesting question and there could be various arguments made about this, there are too many factors on which warfare is contingent to make assumptions after the fact with any real certainty.

The Battle of Kursk was another example of Soviets taking advantage of natural resources in order to gain an upper hand against advancing German troops. Soviet defense strategies largely depended on trench systems of various sorts, some for communications, troops, and defense. Soviet soldiers also took advantage of natural barriers and reinforced or added to these to strengthen their defensive lines.<sup>39</sup> In this particular battle Soviet camouflaged artillery with netting and straw. With these provisions, the soldiers were able to fire at the unknowing

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<sup>37</sup> Valeriy N. Zamulin, "Could Germany Have Won the Battle of Kursk if It Had Started in Late May or the Beginning of June 1943?" *Journal of Slavic Military Studies* 27, no. 4 (2014): 607-608.

<sup>38</sup> Zamulin.

<sup>39</sup> David M. Glantz, *Soviet defensive tactics at Kursk, July 1943*, Combat Studies Institute, U.S. Army Command and General Staff College Office, 1986.

German troops with well-hidden weapons and gain the upper hand with the element of surprise. (Figure 12)<sup>40</sup>

The utilization of the natural landscape also included drastic manipulations of the environment in efforts to defend the land. In this case, the digging of trenches was largely utilized as a defensive maneuver, much the same as in the preparation for the battle of Moscow. Figure 13 shows Soviet soldiers digging trenches as well as disguising a communications center with sod.<sup>41</sup> Soviet soldiers also used strategic bomb placement in attempts to funnel German movement into the range of their artillery lines.

In addition to basic defensive measures involving the land, vast amounts of Soviet troops and equipment were concentrated on the conflict in Kursk. The Soviet's had been building its forces and had amassed massive amounts of defensive forces in July 1943, especially when compared to the numbers of German troops and resources on the eastern front.<sup>42</sup> This concentration brought massive amounts of German and Soviet forces into the conflict. These forces were made use of in the battle, and Soviet efforts caused major devastation to the German troops from the very beginning of the engagement in July 1943. Further troop movements were underway in the area, and the two opposing armies had vast amounts of forces heading directly towards each other in a corridor created by natural boundaries.<sup>43</sup>

The opposing forces came together in “the largest dogfight ever” and fought fiercely for control.<sup>44</sup> In addition to the troops on the ground, both sides called in air support and there was a

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<sup>40</sup> See Appendix 1, Figure 12.

<sup>41</sup> See Appendix 1, Figure 13.

<sup>42</sup> Alexander Hill, *The Red Army and the Second World War*, (Cambridge: Cambridge University Press, 2016), 430.

<sup>43</sup> *The World at War*, 67.

<sup>44</sup> *The World at War*, 67.

great battle for the control of the airspace above Kursk. Many planes were downed in this process, leaving metal and debris strewn about a vast area of land. Figure 14 shows a burning Soviet plane shot down by the German Luftwaffe near a road with an advancing German column passing by.<sup>45</sup>

The struggle to maintain control of the airspace was of great importance to the ground troops, distracting enemies from possible bombings of the ground offensive. The consequences of air attacks were major, with German supply vehicles burning after attacks from Soviet aircraft as seen in Figure 15.<sup>46</sup> The destruction of supplies and backup for the soldiers on the front line was detrimental to the German ground troops and cost them valuable resources. In addition to supplies and resources, German forces lost a great number of tanks and vehicles overall. While this a loss of equipment and weaponry, often times this also carried with it the loss of the soldiers who were operating these machines or were in close proximity when bombs exploded. Figure 16 depicts a German soldier jumping and running for safety from his tank after it had caught on fire from an enemy shell.<sup>47</sup>

This conflict eventually reached a standstill, with major losses on both sides. This was not an obvious defeat of German forces when looking solely at the numbers of losses, but when considering the overall German position in the war, this battle halted the capacity for further progression on the eastern front overall. This battle was a major turning point in the timeline of the war, and also provides an opportunity to analyze the environmental aspects of war. As previously discussed in relation to the battle of Moscow, the German tanks and machinery had high rates of unreliability throughout the war due to weather conditions. This took a major toll on

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<sup>45</sup> See Appendix 1, Figure 14.

<sup>46</sup> See Appendix 1, Figure 15.

<sup>47</sup> See Appendix 1, Figure 16.



the German army, especially when their tanks and equipment malfunctioned in the face of new and superior models of Soviet tanks.<sup>48</sup> The Battle of Kursk left behind a graveyard of damaged and destroyed tanks and other various debris of war, some of which can be seen burning and billowing smoke in Figure 17.<sup>49</sup>

The density and force of this conflict had a major impact on the land where it took place, which was especially evident in such a small area. Figure 18 shows a German tank and soldier moving forward, with a raging fire consuming the building shown in the background.<sup>50</sup> The physical landscape surrounding the battle area was devastated by the various fighting that was taking place and this devastation included infrastructure. Buildings were often damaged and can be seen exploding and being destroyed as a result of the battle in Figure 19.<sup>51</sup>

The retreating German troops purposely destroyed the land as they were retreating and they also left behind bombs in this campaign. The laying of bombs and destruction of land and infrastructure is shown in a photograph of German soldiers sabotaging Soviet railways in Figure 20.<sup>52</sup> This was done in a measure to deter the Soviet army following them, as well as to disable the Soviets from taking advantage of any natural resources or utilizing any physical structures.

Overall, the Battle of Kursk caused massive amounts of destruction and carried great consequences for the local natural environment. This study also shows the manipulation of natural resources for measures of defense by Soviet troops and civilians alike. Weather and other environmental conditions hindered German advances and troop movements and halted the

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<sup>48</sup> *The World at War*, 67.

<sup>49</sup> See Appendix 1, Figure 17.

<sup>50</sup> See Appendix 1, Figure 18.

<sup>51</sup> See Appendix 1, Figure 19.

<sup>52</sup> See Appendix 1, Figure 20.

movement of troops. Additionally, this battle provides evidence of intentional German destruction of Soviet lands in their retreats.

## **CONCLUSION**

The eastern front of World War Two in the Soviet Union illustrates the symbiosis between war and nature. These two case studies in particular provide visual evidence of the destruction and desolation of warfare while they also show the extreme influence of environmental factors on the progression of troop movement and the outcome of the war overall.

Heat and dust initially suffered by German soldiers turned into snow and bitter cold, and the lack of supplies and adequate winter gear made troop movement extremely difficult. In addition to the difficulty of cold to the troops themselves with threats of frostbite and even death, the advancement of German forces was largely determined by the ability to transport their vast collections of vehicles and weapons. Without proper oil and cold weather materials for vehicle maintenance, troops were unable to keep the machinery running and advancing towards success.

While there was obvious damage and destruction caused to the natural environment and surrounding infrastructure, the eastern front of the Second World War provides an example of intentional environmental destruction by humans. This was not a practice that was solely exercised by German troops at this time, but evidence for this is widely available in this area and can be seen specifically in these case studies.

This is an area of study that has considerable potential for more research and growth of environmental understanding. As there is a symbiosis present between the environment and

military aggression, there should also be an interactive relationship between the research and academic materials of military historians and environmental scholars. Elements of this influence are shown in the study of the impacts of war on the natural environment, but there is more opportunity in the field for expansion and better explanation of the interdependence and tangled relationship between war and nature.

Further, there is room for the expansion of aspects to consider, as each of the involved factors are multifaceted and complicated issues in and of themselves. Scholars could further investigate weather patterns prior to specific battles of wars throughout time to determine whether or not the weather and climate changes do influence the development of conflict. These patterns could also be analyzed during the battles to determine if even minor environmental occurrences could have had an impact on the events and overall outcomes of battles. Analyses such as these could provide insight into the extremely complex nature of understanding war and patterns of conflict throughout history. This could also potentially be used to determine future predictions regarding conflicts and natural events that could bring about conflict or determine the outcome of such conflicts.

As it is obvious and largely realized that war greatly alters the daily activities and priorities of humans, a study about the alterations of war on environmental policies of nations and peoples would be enlightening to this issue. Most authors agree that war has an overall negative impact on the natural environment, but some authors, such as Tsutsui, have argued that the disruption of daily life by war actually provides nature with a break from the destructive habits of mankind.

The study of war and environment would be greatly improved by a better understanding of the differences between environmental policies during times of peace as well as times of war. This could lead to a better understanding of the motivation behind human interaction with and destruction of the environment. Improved understandings of human motivation could also lend insight into the impetus behind conflict and war. As stated earlier, this subject and area of study is multi-faceted and cannot be explained using simple or deterministic theories. This is a topic that requires the consideration of a wide variety of factors and influences in order to fully understand all of the material involved.

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## Appendix 1: Figures



*Figure 1: Women and elderly men of Moscow digging a tank trap outside the capital city.  
Source: Nicholas Bethell, *Russia Besieged*, (Alexandria, VA: Time-Life Books, 1977), 165.*



*Figure 2: Photograph of new remote control flame-throwers buried in the ground along the front line of Moscow defense.  
Source: Janus Piekalkiewicz, *Moscow: 1941, The Frozen Offensive*, (Novato, CA: Presidio Press, 1985), 136.*



*Figure 3: German soldier experiencing conditions of heat and dust during the advance on Moscow.*  
*Source: Janus Piekalkiewicz, Moscow: 1941, The Frozen Offensive, (Novato, CA: Presidio Press, 1985), 121.*



*Figure 4: German troop movement slowed by mud, logs used when roads were impassible as make-shift roadways.*  
*Source: Nicholas Bethell, Russia Besieged, (Alexandria, VA: Time-Life Books, 1977), 166.*



Figure 5: Photograph of corpses of Soviet soldiers used as planks to enable continued travel through the muddy conditions.  
Source: Janus Piekalkiewicz, *Moscow: 1941, The Frozen Offensive*, (Novato, CA: Presidio Press, 1985), 145.



Figure 6: German troops stuck in a snowbank retreating from Moscow trying to get free before Soviet troops could catch up.  
Source: Nicholas Bethell, *Russia Besieged*, (Alexandria, VA: Time-Life Books, 1977), 174.





*Figure 7: German soldiers digging out tank stuck in the snow.*

*Source: Nicholas Bethell, Russia Besieged, (Alexandria, VA: Time-Life Books, 1977), 174.*



*Figure 8: Photograph of frozen corpses of soldiers "Ill-Equipped for Russian Soil."*

*Source: The Russian War: 1941-1945, ed. Daniela Mrazkova and Vladimir Remes, (New York: E.P. Dutton, 1977), 33.*

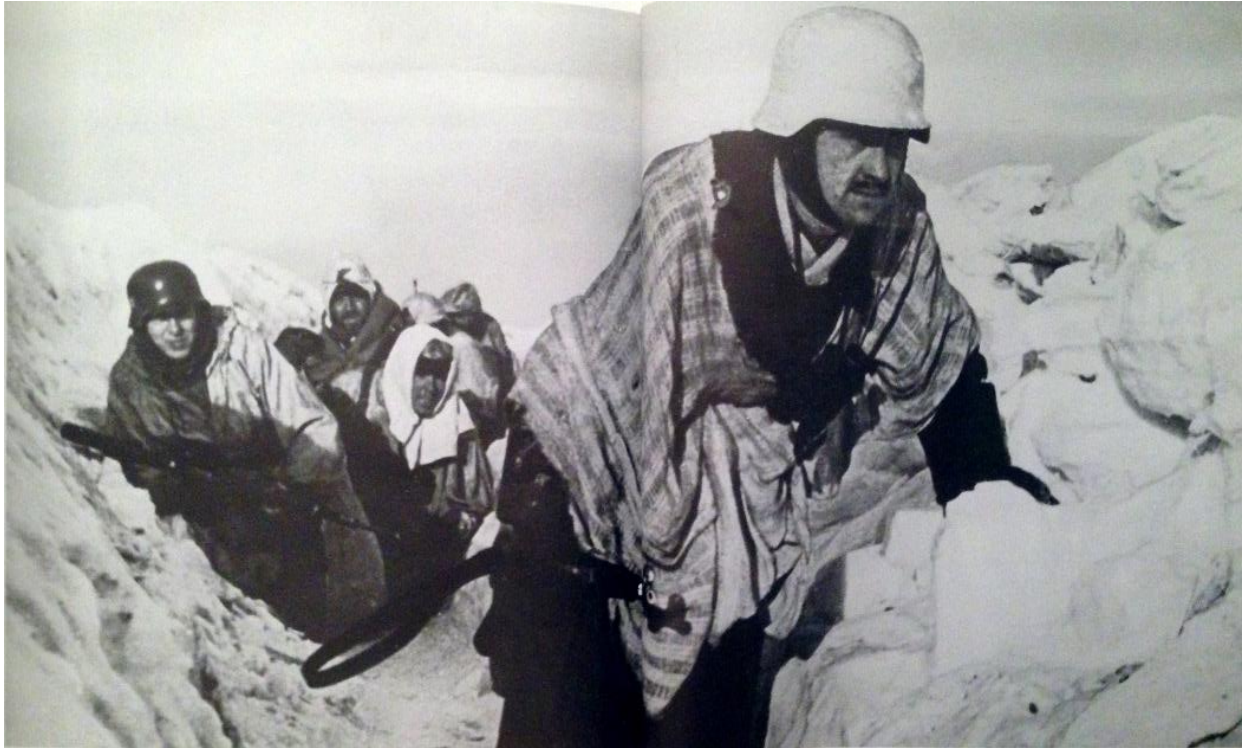


Figure 9: German troops wearing tablecloths and other household linens to stay warm.  
Source: Nicholas Bethell, *Russia Besieged*, (Alexandria, VA: Time-Life Books, 1977), 179.



Figure 10: Soviet troops searching for landmines placed by German troops retreating from Moscow.  
Source: Source: Nicholas Bethell, *Russia Besieged*, (Alexandria, VA: Time-Life Books, 1977), 196.



*Figure 11: Photograph of bodies and wreckage of the battle of Moscow.*

Source: *The Russian War: 1941-1945*, ed. Daniela Mrazkova and Vladimir Remes, (New York: E.P. Dutton, 1977), 31.



*Figure 12: Artillery on the front line of Kursk camouflaged with netting and straw.*

Source: Earl F. Ziemke, *The Soviet Juggernaut*, (Chicago: Time-Life Books, 1980), 44.



*Figure 13: Soviet soldiers dig trenches and lay sod to disguise a communications center near of Kursk in defensive measures.*  
*Source: Earl F. Ziemke, The Soviet Juggernaut, (Chicago: Time-Life Books, 1980), 43.*



*Figure 14: Black smoke rolling from a burning Soviet plane on the side of a road with advancing German troops.*  
*Source: Earl F. Ziemke, The Soviet Juggernaut, (Chicago: Time-Life Books, 1980), 46.*



*Figure 15: Burning trucks of a German supply column attacked by Soviet aircraft.*  
Source: Earl F. Ziemke, *The Soviet Juggernaut*, (Chicago: Time-Life Books, 1980), 47.



*Figure 16: German soldier jumping from his tank after an enemy shell set it on fire.*  
Source: Earl F. Ziemke, *The Soviet Juggernaut*, (Chicago: Time-Life Books, 1980), 50.



*Figure 17:* Photograph of black smoke billowing from a burning Soviet tank after the end of the battle.  
*Source:* Earl F. Ziemke, *The Soviet Juggernaut*, (Chicago: Time-Life Books, 1980), 51.



*Figure 18:* Soldier passing by a tank halted by mechanical difficulties with burning buildings in the background.  
*Source:* Reader's Digest. *The World at War: 1939-45*. (New York: The Readers Digest Association, 1999), 67.



*Figure 19: Photograph of buildings exploding in a city northwest of Kursk.  
Source: Earl F. Ziemke, *The Soviet Juggernaut*, (Chicago: Time-Life Books, 1980), 79.*



*Figure 20: Retreating German soldiers laying explosives on the train tracks in a Soviet train yard.  
Source: Earl F. Ziemke, *The Soviet Juggernaut*, (Chicago: Time-Life Books, 1980), 78.*

# RATIONED FLAVORS: A TIMELINE OF AMERICAN CONSUMPTION DURING WORLD WAR II

The twentieth century was a time of great change and conflict in the world. The First and Second World Wars were largely influential in the development of the twentieth century and the world as a whole. International relationships were strained and many global interactions and trade were disturbed as a result of these conflicts. With this interruption of trade, in addition to the focus on wartime production, various consumer goods and materials became unavailable or were limited in their quantity. These situations were varied according to time and location around the world.

During the Second World War, many foods and goods that were available prior to American involvement in the conflict became limited in their supply and availability. This timeline will provide dated entries for various events in an attempt to show how the food situation on the home front changed throughout the war. While the United States was not the most drastically affected country during the war, daily life on the home front was altered due to the stresses of war. The amounts of specific foods that were available for citizens were limited through rationing programs, and normal eating habits were altered as a result of the war time economy.

created by Breanne Jacobsen





"Newspaper headlines about U.S. declaration of war.," photograph, 1941. State Archives of Florida, Florida Memory, available from: [www.floridamemory.com/items/sh...](http://www.floridamemory.com/items/sh...); accessed 5 March 2017.

DECEMBER 8, 1941

## UNITED STATES ENTERS THE WAR

The United States declared war on Japan on December 8, 1941, directly following the attack on Pearl Harbor on December 7. After a declaration of war by Germany and Italy, the United States became directly engaged in war with all of the Axis powers. This altered the state of American involvement, going from providing aid to the Allies as a neutral party, to being a direct combatant in the war. The United States engaged in the war in Europe as well as the war in the Pacific. In addition to the normal stresses of wartime economy, the Pacific front and the issues of international travel brought complications to obtaining and transporting food supplies across the ocean.

# Americans! SHARE THE MEAT as a wartime necessity

*To meet the needs of our armed forces and fighting allies, a Government order limits the amount of meat delivered to stores and restaurants.*

*To share the supply fairly, all civilians are asked to limit their consumption of beef, veal, lamb, mutton and pork to 2½ lbs. per person per week.*

## YOUR FAIR WEEKLY SHARE

|   |    |                    |
|---|----|--------------------|
| Men, women and children<br>over 12 yrs. old . . . . . | 2½ | Pounds<br>per week |
| Children 6 to 12 yrs. old . . . . .                   | 1½ | Pounds<br>per week |
| Children under 6 yrs. old . . . . .                   | ¾  | Pound<br>per week  |

*You can add these foods to your share: liver, sweetbreads, kidneys, brains and other curiety meats; also poultry and fish.*

**HELP WIN THE WAR!**

## Keep within your share

FOODS REQUIREMENT COMMITTEE  
War Production Board

*Claude R. Wickard*  
Chairman

1942

# "SHARE THE MEAT" CAMPAIGN INTRODUCED

This campaign was started by the government in hopes of persuading American citizens to cut down on their meat consumption willingly. Red meat was considered a staple of most American households at this time and was eaten regularly. The "Share the Meat" campaign was directed by the government in an effort to decrease meat intake of Americans. Wartime planners were constantly evaluating consumption rates and the government was pushing for a lower average consumption of meat, but the goal was not low enough after all. While it may not have been successful in alleviating the need for limitation altogether, this campaign helped to prepare citizens for the rationing of meat that came later in the war.

Amy Bentley, *Eating for Victory: Food Rationing and the Politics of Domesticity*, (Chicago: University of Illinois Press, 1998), 92.

"Americans! Share the meat as a wartime necessity," O-489556, United States War Production Board Foods Requirement Committee, (Washington DC: U.S. Government Printing Office, 1942). Library of Congress, available from: [www.loc.gov/pictures/resource/](http://www.loc.gov/pictures/resource/) accessed April 16, 2017

JANUARY 24, 1942

# ESTABLISHMENT OF THE OPA

Rationing of general consumer goods was delegated to the Office of Price Administration (OPA) by War Production Board Directive 1. The Rationing Department was established in the following months. The OPA regulated many programs on the home front and was responsible for setting price ceilings on goods and determining ration values based on supply and demand of the home front and soldiers. These regulations were created in an effort to stop inflation, prevent hoarding, and to maintain the availability and affordability of goods for every citizen. The OPA was organized at the federal level, but there were various boards and volunteer committees that managed rationing and price control affairs at the local level. Many people volunteered for these positions, as this was another way to assist the conservation effort at home to help the soldiers abroad. Harvey C. Mansfield, *A Short History of OPA*, Office of Temporary Controls, Office of Price Administration, (Washington DC:1948).



**RATIONING MEANS A FAIR SHARE FOR ALL OF US**



Herbert Roese, "Rationing means a fair share for all of us," poster, 1943, (Washington DC). University of North Texas, available from: [digital.library.unt.edu/ark:/6...](http://digital.library.unt.edu/ark:/6...); accessed March 30, 2017.

## PRICE CEILINGS

These are some of the commodities on which U.S. has frozen prices for the duration of World War II

Here are a list of the broadly classified items included in Price Administration's list of commodities on which U.S. has frozen prices for the duration of World War II. The list includes many items on which the Office of Price Administration has classified all "cost-of-living commodities." Items included are: "non-commodities" such as automobiles, tires, radios, gramophones, recorders, cameras, typewriters, and other electrical appliances; "commodities" such as food, clothing, shoes, and other necessities; and "services" such as hairdressing, laundry, and other personal services. The list also includes: fuel and gas, primary raw materials, life and health insurance, and a host of other items. The list is subject to change at any time.

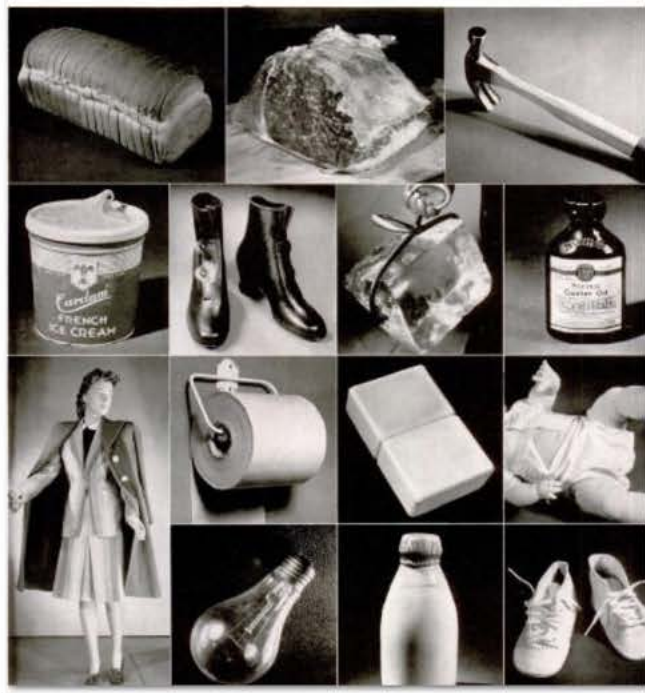
Prices on selected items will vary from 10% to 25% and from time to time. OPA's list of commodities is not an index or schedule of prices. It may change from time to time. The highest price is not the price that should be paid for the commodity. It is the price that should be paid for the commodity at the time it is required to pay. The price of a commodity may vary from time to time. It is not a price that should be paid for the commodity. It is the price that should be paid for the commodity at the time it is required to pay. The price of a commodity may vary from time to time. It is not a price that should be paid for the commodity. It is the price that should be paid for the commodity at the time it is required to pay.

APRIL 28, 1942

# PRICE CEILINGS PLACED ON VARIOUS ITEMS

The OPA regulated rations as well as price ceilings. Thousands of various items had price limits set on their sale, some of which were food goods and other items required for cooking. The goods that were on this list were termed "cost-of-living commodities." "Non-commodities" and other various products were exempted from price ceilings, such as fish, game, and seasonal food goods like fresh fruits and vegetables. Ceilings were set on prices for goods in order to avoid inflation and control the sale of goods during the war. These price ceilings combined with rationing and conservation programs were all done to ensure that consumer goods and necessities remained available to all American citizens at affordable costs. The amounts of the price limits and ration allowances were determined and announced by the OPA.

Harvey C. Mansfield, *A Short History of OPA*, Office of Temporary Controls, Office of Price Administration, (Washington DC:1948), 42.



"Price Ceilings," *LIFE Magazine*, May 11, 1942, 20.



Stamps must not be detached except in the presence of the retailer, his employee, or person authorized by him to make delivery.

(City or town) \_\_\_\_\_ (County) \_\_\_\_\_  
 (Street No. or R. F. D.) \_\_\_\_\_  
 (Last name) \_\_\_\_\_ (First name) \_\_\_\_\_  
 (Middle name) \_\_\_\_\_  
 (Name, Address, and Description of person to whom the book is loaned)

\_\_\_\_\_ (Name of R. F. D.)  
 \_\_\_\_\_ (First name)  
 \_\_\_\_\_ (Middle name)

(State of issue) \_\_\_\_\_  
 \_\_\_\_\_ (City or town)  
 \_\_\_\_\_ (County)  
 \_\_\_\_\_ (State)

Local Board No. \_\_\_\_\_  
 County \_\_\_\_\_  
 State \_\_\_\_\_

(Signature) \_\_\_\_\_  
 \_\_\_\_\_ (Print name)  
 \_\_\_\_\_ (Print name)  
 \_\_\_\_\_ (Print name)  
 \_\_\_\_\_ (Print name)  
 \_\_\_\_\_ (Print name)

has been issued the attached War Ration Stamps the \_\_\_\_\_ day of \_\_\_\_\_, 1942, upon the back of an application signed by himself \_\_\_\_\_, heretofore \_\_\_\_\_, or on his or her behalf by his or her husband \_\_\_\_\_, wife \_\_\_\_\_, father \_\_\_\_\_, mother \_\_\_\_\_, or another \_\_\_\_\_, (Check one)

Male  Female  
 (Color of hair) \_\_\_\_\_ (Color of eyes) \_\_\_\_\_  
 (Height) \_\_\_\_\_ (Weight) \_\_\_\_\_  
 (Occupation) \_\_\_\_\_ (Place of birth) \_\_\_\_\_  
 (Age) \_\_\_\_\_ (Married) \_\_\_\_\_ (Single) \_\_\_\_\_

**Certificate of Registrar**

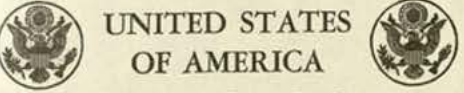
FOLO BACK → FORO BACK ←

The Stamps contained in this Book are valid only after the lawful holder of this Book has signed the certificate below, and are void if detached contrary to the Regulations. (A father, mother, or other person named in the name of a person named in the Regulations.) In case of questions or complaints, consult your local Ration Board.

**Certificate of Book Holder**

I, the undersigned, do hereby certify that I have observed all the conditions and regulations governing the issuance of this War Ration Book; that the "Description of Book Holder" contained herein is correct; that an application for issuance of this book has been duly made by me or on my behalf; and that the statements contained in said application are true to the best of my knowledge and belief.

\_\_\_\_\_  
 (Signature of, or on behalf of, Book Holder)  
 Any person signing on behalf of Book Holder must sign his or her own name below and indicate relationship to Book Holder \_\_\_\_\_  
 \_\_\_\_\_  
 (Father, Mother, or Guardian)



**War Ration Book One**

**WARNING**

- Penalments ranging as high as Ten Years' Imprisonment or \$10,000 Fine, or Both, may be imposed under United States Statutes for violations thereof arising out of infractions of Rationing Orders and Regulations.
- This book must not be transferred. It must be held and used only by or on behalf of the person to whom it has been issued, and presented to the Office of Price Administration, an agency of the United States Government, that it is being so held and so used. For any misuse of this book it may be taken from the holder by the Office of Price Administration.
- In the event either of the departure from the United States of the person to whom this book is issued, or his or her death, the book must be surrendered in accordance with the Regulations.
- Any person finding a lost book must deliver it promptly to the nearest Ration Board.

OFFICE OF PRICE ADMINISTRATION

NO 32821 -278

MAY 4, 1942

# REGISTRATION FOR RATION BOOK ONE

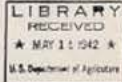
Registration for the first ration book issued during the war began on May 4, 1942 through local schools and volunteer workers. In order to register for this, citizens were required to go before the War Price and Rationing Board for classification and evaluation. These books were the first in a series that would regulate the purchase of various goods throughout the war. After this date, people were unable to purchase sugar without providing their ration book in addition to money. Sugar was the primary use of this ration book, but the later rationing of coffee was also regulated in this book.

"U.S. Consumers register for first ration books," *LIFE Magazine*, May 11, 1942, 22.

World War II Rationing Stamps Program. USU COLL MSS 088, Box 1, Food Ration Certificate and Coupons Folder. Special Collections and Archives. Utah State University Merrill-Cazier Library. Logan, Utah.

VICTORY BEGINS AT HOME!

# RECIPES TO MATCH YOUR SUGAR RATION



PREPARED JOINTLY BY THE BUREAU OF HOME  
ECONOMICS, UNITED STATES DEPARTMENT OF  
AGRICULTURE, AND THE CONSUMER DIVISION,  
OFFICE OF PRICE ADMINISTRATION

MAY 1942

## Recipes to Match Your Sugar Ration

### FRUITS AND FRUIT DESSERTS

#### SCALLOPED APPLES

Peel, core, and slice tart, firm apples. Place a layer of the sliced apples in a baking dish, sprinkle lightly with sugar, and dot with butter or other fat. If the fat has no salt, add a few grains. Put in another layer of apples and press down, add more seasoning, and repeat until the dish is heaping full. Cover, cook slowly for about a hour in a moderate oven (350° F.) to brown the crumbs. Scalloped apples are good served hot with a meal or as a dessert.

#### BAKED APPLES

Wash the apples and core them without cutting through the blossom end. Place the apples in a baking dish. Fill the cores with syrup, and raisins or nuts, if desired. Cover the dish. Bake in a moderate oven (350° F.) until the apples are soft. Serve hot or cold, with or without cream.

#### BAKED BANANAS

Select ripe bananas. Peel, and scrape off the stringy fibers. Slice in half lengthwise and arrange cut side up in a shallow baking dish. Sprinkle with sugar and lemon juice and melted table fat. Bake in a moderate oven (350° F.) for 20 to 25 minutes. Remove from the baking dish.

#### BROILED PEACHES OR APRICOTS

Place in a shallow baking dish halves of fresh, canned, or stewed dried fruit, put side up. Pour over the fruit a little melted table fat

5

Sugar rationing is here!

For most of us it will mean little change in eating habits.

For others it will mean cutting down on those sweets that had experts say aren't too good for us anyway.

It is going to mean more fruit desserts. Use fresh fruits liberally in place of desserts that call for sugar. Dried fruits are rich in sugar and can be used to enrich many cooked foods.

Baking and cooking of other desserts can be done with less sugar. The recipes in this bulletin will show you how. Many of these recipes call for no sugar at all. Others call for only small amounts. And for those who happen to have sugar substitutes on hand, such as maple products, sorghum, or cane and corn syrup, this bulletin will tell how to use them in place of sugar, in preparing the family's favorite desserts.

MAY 5, 1942

# SUGAR RATIONED IN THE US

On May 5, 1942, sugar became the first food product that was rationed in the United States. With this ration, each person was allotted 1/2 pound of sugar each week. This was about half of the normal sugar consumption for American citizens. Sugar shortages were experienced partly because of transportation issues with the war in the Pacific, but there was also a shortage because sugar was used in the process of making explosives. Not only was sugar in short supply, but the demand was much higher as it was determined not only by consumption by soldiers and civilians, but also by the need for more explosives on the war front. As sugar was the first food rationed, many alternatives and substitutes were devised and suggested for civilian use. Recipes were developed and distributed to aid in cooking on rationed supplies of sugar. The limited availability of sugar brought a change in the average consumption of Americans and led to the creation of alternative methods for many daily activities, especially cooking and canning.

"Sugar: U.S. consumers register for first ration books," *LIFE Magazine*, Nov 30, 1942, 22.

"Victory begins at home!: Recipes to match your sugar ration," 8-7671. United States Bureau of Human Nutrition and Home Economics. (Washington DC: Government Printing Office, 1942). National Agricultural Library, available from: [naldc.nal.usda.gov/naldc/catalog](http://naldc.nal.usda.gov/naldc/catalog)...

AM I PROUD! . . .



I'm fighting famine . . .  
by canning food at home

U.S. DEPARTMENT OF AGRICULTURE

Dick Williams, "Am I proud! : I'm fighting famine-- by canning food at home," poster, 1946, (Washington DC). University of North Texas, available from: [digital.library.unt.edu/ark:/6...](http://digital.library.unt.edu/ark:/6...); accessed April 14, 2017.

SUMMER 1942

## HOME CANNING CAMPAIGNS

Home canning was initially stressed as wartime obligation in the summer of 1942. By 1943, 75% of women surveyed reported canning food at home for their family to eat. Foods canned at home helped the war effort because most of the canned goods available for sale were sent overseas to feed the soldiers on the war front. Extra food grown in Victory Gardens was often canned and saved to be eaten during the winter to help alleviate strain on rationed goods. The government produced a number of various pamphlets and posters encouraging home canning, offering advice and guides showing citizens how to can specific foods properly. By canning at home and eating their own food, citizens on the home front were able to help alleviate pressure and allowed more canned foods to be sent to the soldiers at war.

Amy Bentley, *Eating for Victory: Food Rationing and the Politics of Domesticity*, (Chicago: University of Illinois Press, 1998), 131.

# For Gunpowder



**Rush Them to Your Meat Dealer**

"For Gunpowder - Save Waste Fats," poster, Office of War Information, (Washington DC). National Archives and Records Administration, available from: [catalog.archives.gov/id/514286](https://catalog.archives.gov/id/514286); accessed April 14, 2017.

JULY 1942

## FAT SALVAGE PROGRAM BEGINS

The Fat Salvage Program was a campaign encouraging citizens on the home front to save their left-over fats and waste to help aid in the war effort. This was a way for citizens to fight for the soldiers and the war effort from home. The scraps and other goods gathered in salvage programs were used to help make weapons and provide aid to the soldiers. Fats and sugars were used in the production of explosives and were especially important. Citizens were urged to save their leftover fats and take their supplies to their local butcher to be sent off and used. Fats were also used for other products such as soaps, medicines, and foods. The Fat Salvage Program produced multiple pictures, graphs, and cartoons in order to influence people to save their fats and aid the war effort.

"Fact sheet on fat salvage," United States Department of Agriculture, National Archives and Records Administration, (Washington DC).

Available from: [archive.org/details/CAT1108472...](https://archive.org/details/CAT1108472...)



Do with less—  
so they'll have  
enough!



**RATIONING GIVES YOU YOUR FAIR SHARE**

NOVEMBER 29, 1942

## COFFEE RATIONING BEGINS

Coffee was added to the list of rationed foods on November 29, 1942. This limited each person to 1 lb of coffee for every 5 weeks. Children under the age of 16 were not eligible for the allotted coffee rations. This was about half of average US consumption previous to the ration. Tips were offered about how to stretch these coffee rations and make them last, with various methods of how to dilute it or add other fillers to extend the ration as much as possible. Coffee was only rationed for a very short time and was available again without restriction before the war was over.

"Coffee Rationing," *LIFE Magazine*, Nov 30, 1942, 64.

"Do with less, so they'll have enough! rationing gives you your fair share," poster, 1943, United States Office of War Information, Division of Public Inquiries, (Washington, DC). University of North Texas, available from: [digital.library.unt.edu/ark:/61903/3:1/66983/p166661](http://digital.library.unt.edu/ark:/61903/3:1/66983/p166661); accessed April 14, 2017.

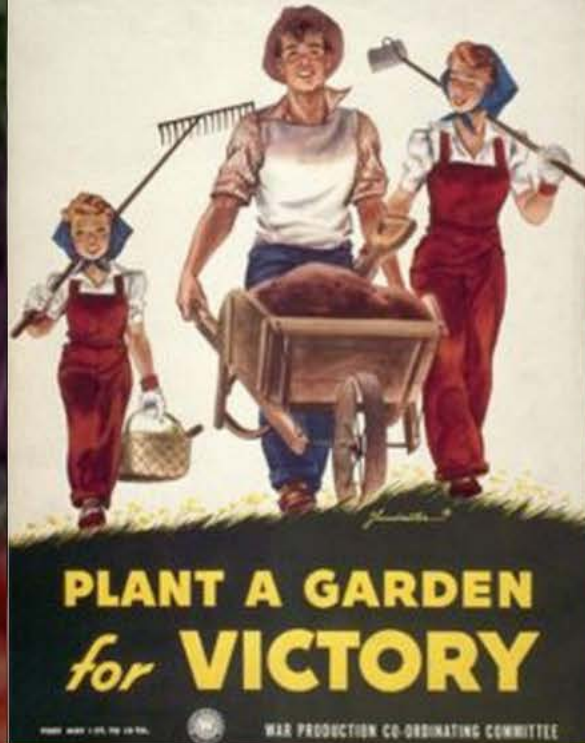
1943

# VICTORY GARDENS

The government was urging citizens to consume more fruits and vegetables throughout the war in order to sustain a well-rounded diet. The consumption of vegetables and fruits also alleviated some of the need for other food goods and helped to ease wartime shortages. 1943 saw the height of the Victory Garden campaign with 42% of fresh vegetables consumed on the home front supplied by victory garden production. Families who produced high outputs of foods in their victory gardens were given awards and other incentives to grow their own food. Extra food that was grown in the gardens was canned and saved to be eaten during winter. This was a way for citizens on the home front to alleviate the need of food at home in order to provide more food for the soldiers on the front. Victory gardens became a symbol of wartime patriotism in America.

Franklin D. Roosevelt: "Statement Encouraging Victory Gardens," speech, April 1, 1944. The American Presidency Project, transcription available from: [www.presidency.ucsb.edu/ws/?pi...](http://www.presidency.ucsb.edu/ws/?pi...): accessed April 16, 2017.

Amy Bentley, *Eating for Victory: Food Rationing and the Politics of Domesticity*, (Chicago: University of Illinois Press, 1998), 120.



"Plant a Garden for Victory," poster, United States War Production Co-Ordinating Committee. National Museum of American History, available from: [amhistory.si.edu/militaryhisto...](http://amhistory.si.edu/militaryhisto...): accessed April 16, 2017.



AMERICAN CANNED FOODS ARE WORLD'S BEST AND MOST ABUNDANT, BUT NOW THEY MUST BE RATIONED SO THAT CIVILIANS MAY HAVE AN ADEQUATE AND EQUAL SUPPLY

## CANNED FOODS ON RATION LIST

FEBRUARY 1943

# CANNED FOODS ADDED TO RATION LIST

More strict rationing brought the regulation of canned goods in early February of 1943. Supplies and military demand determined the amount of goods allotted through rationing and, in 1943, estimates showed that each citizen would be allowed 33 pounds of canned goods. This was 13 pounds less per year than they were accustomed to. In addition to basic shortages of availability, canned goods were also limited partly due to the shortage of tin. Tin was used in war time production, and many recycling and conservation programs asked for these to be saved along with other scraps to be turned to help with the war.

"To buy canned foods and meat," *LIFE Magazine*, January 11, 1943, 23.

FEBRUARY 23, 1943

# RATION BOOK TWO RELEASED

The point rationing system announced to begin in February with the release of Ration Book Two. Blue stamps were used to buy canned goods which went into effect immediately, and red stamps were for the purchase of meats, butter, fats, and oils. The red stamps went into effect after the initial release of the book. In addition to being color coded, the stamps in these books had letters and numbers on them. The letters indicated the rationing period during which the stamp could be used, the availability of specific goods during these rationing periods was announced later by the OPA. The numbers on the stamps were a bit more simple as they represented the point value of the stamp. This ration book was distributed to every individual citizen who turned in their first ration book in order to receive the second.

"Shoppers will use 'food money,'" *LIFE Magazine*, Jan 11, 1943, 22.

"Rationing at a Glance," *New York Times*, (New York, NY), Feb 11, 1943. Available from: [search.proquest.com/dist.lib.u...](http://search.proquest.com/dist.lib.u...): accessed April 17, 2017.



World War II Rationing Stamps Program. USU COLL MSS 088, Box 1. Special Collections and Archives. Utah State University Merrill-Cazier Library. Logan, Utah.

MARCH 1, 1943

# NEW POINT RATION SYSTEM

A new system of rationing centered on point values and counting was introduced in December 1942 for use in 1943. The development of the point system required house wives and shoppers to calculate ration point values in addition to the regular prices when planning meals and shopping. The point values along with the time periods during which goods were available were determined by the OPA. The values and time periods were announced in newspapers and radio broadcasts routinely. The determination of the point values were made partly based on supply and demand and the values were constantly changing. The point system allowed the customer a bit more freedom than the original stamps that were used for rationing sugar. With the point system, each ration book contained stamps of specific point values and ration periods. Depending on availability of goods, people were able to decide what foods to spend their points on. There were no regulations regarding what specific items were to be bought, and this decision was left to the house wives and consumers on the home front. By assigning point values to specific products, the government was able to encourage or discourage the sale of goods according to availability.

"Rationing at a Glance," *New York Times*, (New York, NY), Feb 11, 1943. Available from: [search.proquest.com/dist.lib.u...](http://search.proquest.com/dist.lib.u...); accessed April 17, 2017.

## POINT RATION PLAN COMING NEXT MONTH

Meats Will Be First to Be Put  
Under System Which Can Be  
Extended to Other Items

### SALES CAN BE INFLUENCED

High Unit 'Price' for One Type  
of Product Can Switch Call  
to One at Lower Figure

Special to The New York Times.  
WASHINGTON, Dec. 2.—A advanced system of rationing, the "point" method, is to be introduced to consumers about Jan. 1, when beef, pork, lamb and veal are put under Federal distribution curtailment.

Meats will be first to come under the new system, but the point plan is so designed that it can be applied to such products as canned goods, apparel or other groups of items which might be rationed in the future.

Officials of the Office of Price Administration explained that the point plan differed from the coupon system, with which consumers have become familiar through the rationing of sugar, gasoline, coffee and fuel oil, in that it is made to cover a group of related products rather than a single item.

Through the system, the sale of one item which might be in short supply could be curbed by fixing a high "price" in points for the reserve product and making the "point price" for another item on which the supply is adequate so low that consumers would be inclined to revise their buying.

"Point ration plan  
coming next month,"  
York, NY), Dec 2, 1942.



*"The task we manage our food supply will have a lot to do with how soon we win this war. Food is a weapon—a most powerful weapon. And the food we consume here at home is just as much a material of war as the food we send abroad to our soldiers and fighting allies."*

*Claude A. Wickard*

SECRETARY OF AGRICULTURE

Announcing the Rationing of Processed Foods  
December 27, 1942

The appearance of Secretary Wickard's picture and statements in this advertisement does not constitute an endorsement of any concern or product.

*is winning*

**FOOD ~~WILL~~ WIN THE WAR**

MARCH 1, 1943

## PROCESSED FOODS RATIONED

The Secretary of Agriculture made a statement describing food as a weapon of war, stating that the war could be won faster with better management of the food supply on the home front. This was an appeal to citizens to follow the rationing regulations and do their part to aid the war effort. The statement was made with the announcement of the rationing of processed foods on December 27, 1942. Processed foods included: "juices and canned, frozen, and dried fruits and vegetables." The ration for processed goods was effective from March 1 1943 to August 1945.

Amy Bentley, *Eating for Victory: Food Rationing and the Politics of Domesticity*, (Chicago: University of Illinois Press, 1998), 16.



"Ladies! Ladies! I find I have two steaks!"

MARCH 29, 1943

## RATION ON MEAT AND FATS

The rationing of meat in March of 1943 was a restriction that many American civilians disliked. There had been earlier appeals to Americans to cut down on meat consumption, but the rationing of meat came with anxiety for American home makers. The meats that were available for civilian purchase were lower quality cuts of red meats, pork, poultry and fish. The ration of meat remained in effect until November 1945. Meat was not the only food that was added to the ration list, but a number of other sources of protein and fat were included. These included, but were not limited to, cheeses, canned milk, canned fish, and fat products such as butter and oil.

Harvey C. Mansfield, *A Short History of OPA*, Office of Temporary Controls, Office of Price Administration, (Washington DC:1948), 149.

Lizzie Collingham. *The Taste of War: World War II and the battle for food*, (New York: Penguin Press, 2012), 431.

# Our Country's Crisis in MEAT

The facts reported here concern the supply of meat for your family. Read them carefully. Use every bit of your influence to wake up your neighbors, your community, and your law enforcers to the serious situation.

The rationing of meat and other vital foods has been announced by the government.

The government's aim is rationing, of course, in to apportion the available civilian supply of meat on a share-and-share-alike basis.

It should be understood, however, that rationing is no cure-all for the Black Market and actually can increase its evil.

Rationing cannot succeed if the Black Market is not curbed, and the menace of the Black Market can be controlled only by strict enforcement of the laws, backed by the sentiment of an informed, aroused and fighting nation.

## What is the Black Market?

The Black Market is any method of getting meat to the consumer that willfully evades government wartime food regulations.

Under the Black Market, an important percentage of the livestock supply that meat packers, processors and other livestock raisers supply to

have often bid more than meat packers expecting within the law could pay.

## A CONSUMER PLEDGE

I will have no part of the Black Market.  
I will not encourage it by demanding meats that are not legitimately available.  
I will not attempt to purchase illegal prices for live or Black Market dealer in business or to encourage any dealer to do so.  
I will require any person who thinks it is worth it to do so to obtain Black Market meat.  
I will tell all the facts of my activities and influence to that of millions of other honest, patriotic Americans to stamp out the evil of the Black Market.  
I will have no part of the Black Market — and neither shall you!

What are the violations that contribute to the growth of the Black Market?

1. When a meat packer of any size knowingly shortchanges and sells more than his quota. (There is a quota for everyone from the farmer who kills a single hog up to the largest company in the business.)
2. When a meat packer, wholesaler or retailer willfully charges more than the ceiling price

is anything further being done to prevent the growth of the Black Market?

Yes, The U. S. Department of Agriculture has announced a plan under which all slaughterers and livestock dealers must be licensed. Every slaughterer, no matter how small, will be assigned a permit number and will be required to carry it on every wholesale lot of meat.

What are the dangers of the Black Market?

If the Black Market gets a foothold on meat — rationing will be impossible and unworkable — the consumer will pay more and more — the dealer will be forced to sell and trade to deal with tax evasion — the meat packer will be too old and too able to take care of government requirements and the retail trade — the producer will be put under more and more regulations — eventually, more and more people will be deprived of the protein, B vitamins and minerals of meat needed for strength and efficiency.

What can you as a consumer do to check the Black Market?

# FIGHTING THE BLACK MARKET

While most people were willing to do their part and were compliant in the rationing process, this was not true of every American. Some people simply ignored the regulations and limitations put in place, and went about business as they wished. Black market activities included, but were not limited to, selling goods at prices higher than the ceilings set by the OPA, selling goods without collecting ration stamps, or slaughtering and selling unauthorized meat without meeting the proper stipulations. These sales threatened to undermine the very intentions of the OPA by causing hoarding and driving prices higher. Citizens were urged to do their part to fight black market transactions, especially by joining local committees against black market operations. Additionally, the government constantly appealed to the people to "stamp out the black market" and do their part to keep the rationing systems in place. Black market operations were not limited to the sale of foods, but also included the production and distribution of counterfeit ration stamps. This became a problem and led the OPA to mandate that in order to purchase a specific good, only stamps which were removed from the ration book in the presence of the retailer were to be accepted as valid. Most ration books and publications of the OPA came with an attached warning about improper rationing and threat of imprisonment and/or large fines.



### INSTRUCTIONS

- 1 This book is valuable. Do not lose it.
- 2 Each stamp authorizes you to purchase rationed goods in the quantities and at the times designated by the Office of Price Administration. Without the stamps you will be unable to purchase those goods.
- 3 Detail of instructions concerning the use of the book and the stamps will be issued. Watch for these instructions so that you will know how to use your book and stamps. Your Local War Price and Rationing Board can give you full information.
- 4 Do not throw this book away when all of the stamps have been used, or when the time for their use has expired. You may be required to present this book when you apply for subsequent books.

Rationing is a vital part of your country's war effort. Any attempt to violate the rules is an effort to deny someone his share and will create hardship and help the enemy.

This book is your Government's assurance of your right to buy your fair share of certain goods made scarce by war. Price ceilings have also been established for your protection. Dealers must post these prices conspicuously. Don't pay more.

Give your whole support to rationing and thereby conserve our vital goods. Be guided by the rules.

"If you don't need it, DON'T BUY IT."

16-50200-1 © U. S. GOVERNMENT PRINTING OFFICE: 1943

UNITED STATES OF AMERICA  
OFFICE OF PRICE ADMINISTRATION

## WAR RATION BOOK No. 3

Field if allowed

Identification of person to whom issued: PRINT IN FULL

(First name) (Middle name) (Last name)

Street number or rural route

City or post office State

| AGE | SEX | WEIGHT<br>Lbs. | HEIGHT<br>Ft. In. | OCCUPATION |
|-----|-----|----------------|-------------------|------------|
|     |     |                |                   |            |

SIGNATURE (Print name whose book is issued. If each person is unable to sign because of age or incapacity, another may sign in his behalf.)

**WARNING**  
This book is the property of the United States Government. It is loaned to you in its own right and is not to be used in any way except as authorized by the Office of Price Administration. Any person who fails to use it in accordance with the rules which issued it, because the violation involves the purchase and delivery of \$10,000 worth of merchandise, or both.

**LOCAL BOARD ACTION**  
Issued by: (Local board number) (Date)  
Street address  
City State  
(Signature of issuing officer)

OPA Form No. R-100

674948 N

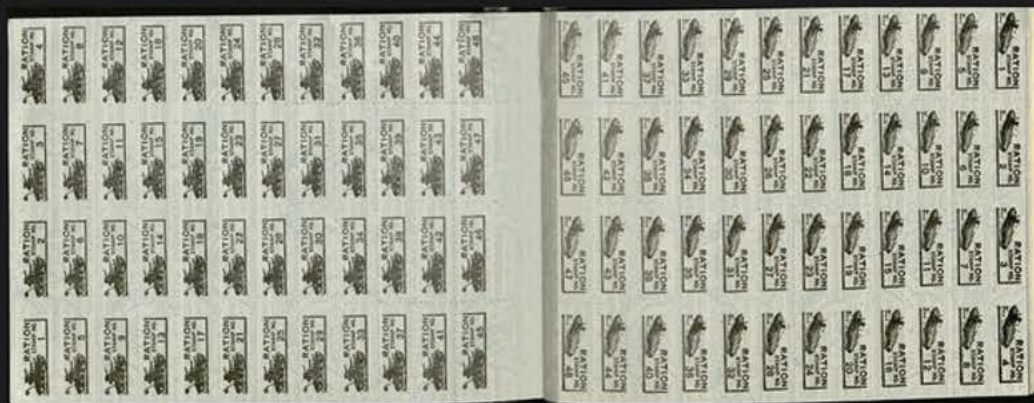
NOT  
VALID  
WITHOUT  
STAMP

JULY-AUGUST 1943

# RATION BOOK THREE ISSUED

Between July and August of 1943, Ration Book 3 was distributed to American citizens. The book contained 4 pages of stamps that were originally designed for clothing rations, but the OPA decided against this ration and only a few of the stamps were used for shoe rations. The other 4 pages contained brown stamps that were used in the purchase of meats and fats. The method of distribution for Ration Book 3 was different than that of the past with the people receiving their books in the mail. The application was mailed to each house, filled out, and mailed back to the local OPA centers. The ration book was then mailed to the consumer. There were some minor mistakes made in mailing these out and this method of issuing ration books was not as satisfactory as the previous school registrations.

Harvey C. Mansfield, *A Short History of OPA*, Office of Temporary Controls, Office of Price Administration, (Washington DC:1948), 174



## WHEN MARKETING IN WARTIME

Plan menus so that some foods from each MAIN group are served daily.  
If certain foods are not available, or if you cannot afford them in cash or ration points, choose other foods from the SAME group which serve similar needs in food value and in menu planning.



In addition to the basic 7... eat any other food you want.

JULY 1943

# NATIONAL WARTIME NUTRITION GUIDE PRODUCED

This pamphlet was produced by the Nutrition and Conservation Branch of the War Food Administration under the United States Department of Agriculture in July 1943. This pamphlet was a resource for citizens to use in planning their daily meals. The plans consider daily needs and nutritional values of specific foods. Along with providing detailed explanations of meal planning and advising the consumption of one food from each of the 7 groups, there were 12 conservation tips printed on the back. In this way, the government and various war time organizations were attempting to aid the citizens in their adjustments to wartime consumption and rationing systems.

"Seven Food Groups are Keys to Good Health," *Millbrook Round Table*, (Millbrook, NY), Oct 8, 1943. Available from: [fultonhistory.com/Newspapers%2...](http://fultonhistory.com/Newspapers%2...): accessed April 17, 2017.

*National Wartime Nutrition Guide*, United States Department of Agriculture, War Food Administration, Nutrition and Food Conservation Branch. (Washington DC: Government Printing Office, July 1943). Available from: [archive.org/details/nationalwa...](http://archive.org/details/nationalwa...): accessed April 16, 2017.

## COFFEE RATIONING ENDED SUMMARILY

WASHINGTON, July 28 (AP)—The suspension of coffee rationing will take effect tomorrow, it was announced tonight by the War Food Administration and the Office of Price Administration. In a joint statement they said:

"The nation's stocks of green coffee are at satisfactory level."

The two agencies declared that the action marked "the first time that a major food commodity could be released from rationing," and

**Continued on Page Twenty-two**

### Continued From Page One

said that it illustrated "the policy of adjusting the rationing program whenever circumstances permit."

Purchases and sale of coffee, the two agencies said, may be made at all trade and consumer levels without the surrender or collection of coffee ration stamps or other ration currency, and banks no longer will accept coffee ration currency.

They reported that "continued improvement in the supply situation has made it safe to suspend rationing [of coffee] at this time."

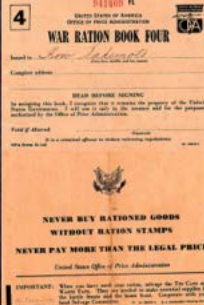
JULY 1943

## END OF COFFEE RATIONING

The rationing of coffee was primarily based on issues of the international transportation of the goods during times of war and unsafe waters. OPA planners had to determine how far the current supply could stretch between soldiers as well as civilians without knowing when more supply would become available. Coffee was rationed in Ration Book One and continued to be rationed until July of 1943. The third ration book included printed stamps for coffee, but they were never used. Luckily, the limited availability of coffee was a short lived experience. With more peaceful circumstances in the South Atlantic, coffee was once again able to be imported from Latin America and the ration was officially lifted.

Doris Weatherford, *American Women During World War II: An Encyclopedia*, (New York: Routledge, 2010), 374.

OCTOBER 20, 1943



"War Ration Book #4," United States of America Office of Price Administration (Washington, DC: Government Printing Office, 1943). National Museum of American History, available from: [americanhistory.si.edu/collect](http://americanhistory.si.edu/collect); accessed April 16, 2017.

# RATION BOOK FOUR SIMPLIFIES RATION SYSTEM

While the need for rationing was often understood as a necessity, the system and itself was often times difficult for American civilians to understand. Ration book four was designed in an attempt to simplify the system and use of ration books, and eliminate struggles for consumers as well as grocers. This book was not created for rationing any new items, but it was designed to simplify the system of rationing and the process of purchasing goods. This book was used for the rationing of shoes, sugar, processed foods, and, with time, meats and fats.

This ration book contained red, blue, green, and black stamps. There were black coffee stamps in the book, as the printing of the books had already been started before the ration on coffee was lifted. These black stamps were to be ignored by consumers until later notice. The OPA had decided that rather than spending the time and money to remove them and start the print job over, the stamps would remain in the book to be available for later uses that could arise.

Leading up to its release, people were concerned with having ration stamps removed when registering for this ration book. While no stamps were taken from book four, citizens were asked in previous registrations if they possessed stocks of coffee, canned, or processed foods at home. Those who possessed supplies at home had their stamps removed from their books equal to the amounts of goods they had in storage. With no stamps taken, those who did have extra supplies of canned and processed foods at home were urged to utilize these supplies during the winter months in order to help offset the need of those who did not.

Coffee in Book 4 Is Explained by the OPA," *New York Times*, (New York, NY), Oct 23, 1943. Available from: [search.proquest.com/dist.lib.u...](http://search.proquest.com/dist.lib.u...); accessed April 17, 2017.

Lawrence J. Bresnahan, OPA Director for Massachusetts, "Talking about Ration Book Four," October 20, 1943. Transcripts of Radio Broadcasts, Information Division, Records of Region 1 (Boston). Available from the National Archive. [www.archives.gov/boston/exhibi...](http://www.archives.gov/boston/exhibi...); accessed April 16, 2017.

While the need for rationing was often understood as a necessity, the system and itself was often times difficult for American civilians to understand. Ration book 4 was developed in order to ease some of the confusion and frustration of citizens and make the use of stamps more efficient overall.

FEBRUARY 27, 1944

## RATION TOKENS INTRODUCED

The various systems of rationing were improvised and often times planned under strenuous circumstances. Methods that worked for some goods were not always practical for the use of another. With the point values of the new ration stamps, calculations had to be made by the buyer in order to reach the correct number of points. If this did not come out even, the purchase became much more complicated. Additionally, the ration stamps themselves were small flimsy pieces of paper that were difficult to handle. Tokens were developed to alleviate this issue and make the rationing system better and easier to manage for grocers and retailers. Red and blue ration tokens were released on February 27, 1944, providing a way for shops to give back change for ration stamps. These were small hard circles that were marked and stamped according to color and value. Red tokens were used as change for buying meats and fats and the blue tokens were used for canned goods.

"Bowles Predicts Savings by Tokens," *New York Times*, (New York, NY), Jan 7, 1944. Available from: [search.proquest.com/dist.lib.u...](http://search.proquest.com/dist.lib.u...); accessed April 17, 2017.

"OPA Will Open Bids for Ration Tokens," *New York Times*, (New York, NY), Oct 3, 1943. Available from: [search.proquest.com/dist.lib.u...](http://search.proquest.com/dist.lib.u...); accessed April 17, 2017.

"Local Bank Receives Ration Token Supply," *Waterville Times*, (Waterville, NY), Feb 17, 1944. Available from: [www.fultonhistory.com/Fulton.h...](http://www.fultonhistory.com/Fulton.h...); accessed April 17, 2017.



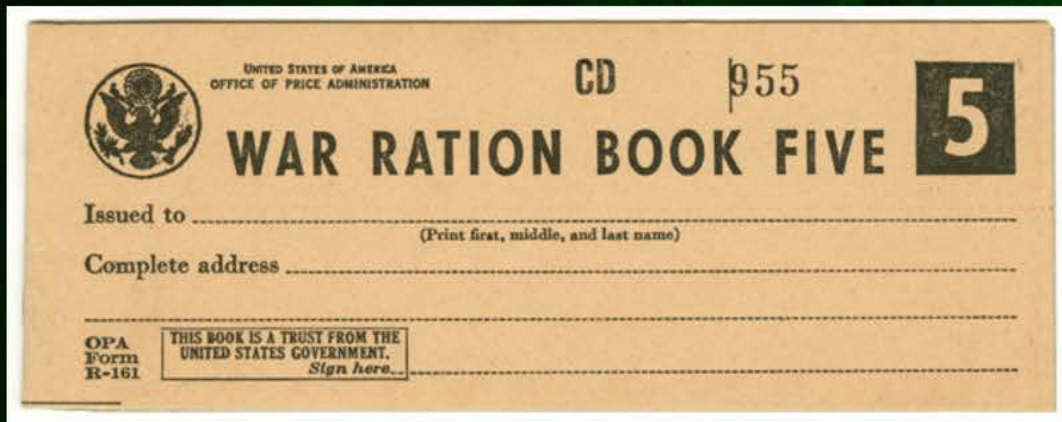
"75-358-D Office of Price Administration Coin, 'Token,' photograph, Office of Price Administration. Flickr Commons, available from: [www.flickr.com/photos/ushisto...](http://www.flickr.com/photos/ushisto...); accessed April 17, 2017.

MARCH 13, 1944

# "LOW-RATION-POINT DISHES" ADVERTISED FOR ENTERTAINING GUESTS

The war greatly altered daily life for Americans, and rationing made it even more difficult for those at home to try to maintain habits from before the war. Recipes and other pieces of advice about cooking on rations were offered to housewives during the war. These were printed and distributed in a variety of ways, but were primarily printed in magazines and newspapers. These recipes offered solutions to cooking dilemmas on wartime rations. The recipes provided nutritious meals that could be cooked using the goods that were available at that specific time. Often times, these recipes were simple adaptations of common pre-war foods, and some recipes from other countries and regions were provided, but there were also simple solutions offered, such as adding an ingredient to otherwise bland and boring foods. These were not only provided for daily family meals in the home, but there were also suggestions for special circumstances, such as hosting guests for dinner. While there was a war going on abroad, people were still living their lives on the domestic front, and that sometimes meant having dinner guests over or attending social events.

"Wine adds savor to the simple foods of war," *LIFE Magazine*,  
March 3, 1944, 17.



EARLY 1945

## RATION BOOK FIVE PUSHED FOR PRODUCTION

Although it was never used, a fifth ration book was designed and was in the process of production in early 1945. There were thousands of copies printed, but they were never distributed as Victory Day in Europe came and ended the war in Europe. The end of the war in Europe brought a turning point in the rationing program and cancelled the need to print Ration Book Five.

Harvey C. Mansfield, *A Short History of OPA*, Office of Temporary Controls, Office of Price Administration, (Washington DC:1948), 176.

"War Ration book 5," United States of America Office of Price Administration, (Washington DC: Government Printing Office, 1945). Duke University Library, available from: [library.duke.edu/digitalcollec...](http://library.duke.edu/digitalcollec...): accessed April 17, 2017.

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VOL. XCIV—No. 1481

THURSDAY

NEW YORK, THURSDAY, MAY 8, 1945

THREE CENTS

## THE WAR IN EUROPE IS ENDED! SURRENDER IS UNCONDITIONAL; V-E WILL BE PROCLAIMED TODAY; OUR TROOPS ON OKINAWA GAIN

### ISLAND-WIDE DRIVE

Marines Reach Village a  
Mile From Naha and  
Army Lines Advance

### 7 MORE SHIPS SUNK

Search Planes Again Hit  
Japan's Life Line—  
Kyushu Bomb

BY WARREN BROWNE  
OKINAWA, Tuesday, May 8.—The  
island-wide drive to capture  
Naha, Okinawa, the last of  
the four main islands in the  
Ryukyus chain, the capital  
of the Japanese empire, is  
under way. In the course of  
the drive, seven Japanese  
ships were sunk, and the  
island's main air base is  
under attack.

### MOLOTOFF HAILS BASIC UNANIMITY

He Stresses Five Points in  
World Charter, but His View  
on One Is Questioned

BY ARNOLD B. BROWN  
MOSCOW, Tuesday, May 8.—The  
Soviet Union has received Germany's  
unconditional surrender  
today, and the Soviet  
Union has declared  
victory.

### The Pulitzer Awards For 1944 Announced

The Pulitzer Prize awards  
announced yesterday by the  
board of Columbia University  
include five distinguished  
honors, the "Pulitzer Prize for  
Literature" to John  
Steinbeck, for an original story  
can play of the recent years,  
in "Of Mice and Men."

Among the newspaper awards  
were those for the Daily  
Associated Press war reporter, for  
his photographs of marine  
troops in the Pacific, and to  
the Daily Free Press for  
"editorial and editorial  
public service" in the  
coverage of Japanese  
atrocities in Manila,  
Philippines.

### GERMANY SURRENDERS; NEW YORKERS MASSES UNDER SYMBOL OF LIBERTY



Thousands filling Times Square in spontaneous jubilation yesterday.

### PRAGUE SAYS POGS ACCEPT SURRENDER

BY FRANK G. ADAMS  
PRAGUE, Tuesday, May 8.—The  
Czechs here today received  
Germany's unconditional  
surrender with  
joyful relief.

### Wild Crowds Greet News In City While Others Pray

BY FRANK G. ADAMS  
NEW YORK, Tuesday, May 8.—The  
city today was divided  
into two camps  
by the news of  
Germany's  
surrender.

### GERMANS CAPITULATE ON ALL FRONTS

American, Russian and French  
Generals Accept Surrender in  
Eisenhower Headquarters, a  
Reims School

### REICH CHIEF OF STAFF ASKS FOR MERCY

Doenitz Orders All Military Forces  
of Germany To Drop Arms—Troops  
in Norway Give Up  
—Churchill and Truman on Radio Today

By EDWARD KENNEDY  
Associated Press Correspondent

REIMS, France, May 7.—Germany  
surrendered unconditionally to  
the Western Allies and the Soviet  
Union at 2:41 A. M. French time  
today. (This was at 8:41 P. M.  
Eastern War-time Sunday.)

The surrender took place at a  
little red schoolhouse that is the  
headquarters of Gen. Dwight D.  
Eisenhower.

The surrender, which brought the  
war in Europe to a formal end  
after five years, eight months  
and six days of bloodshed and  
destruction, was signed for  
Germany by Col. Gen. Gutzav  
Jodl, General Jodl's new Chief  
of Staff of the German Army.

The surrender was signed for  
the Supreme Allied Command by  
Lieut. Gen. Walter Bedell  
Smith,

MAY 8, 1945

# THE END OF THE WAR

Victory in Europe Day on May 8, 1945, marks the end of the Second World War in Europe. This alleviated a great deal of pressure on the American government. Soldiers would be coming home, and many of the aid programs that were in place would no longer be necessary. The end of the war in Europe gave Americans a sense of relief from being out of the war, as well as a sense of hope for a return to normalcy.

"Germans capitulate on all fronts," *New York Times*, (New York, NY), May 8, 1945. search.proquest.com.dist.lib.u...: accessed April 14, 2017.



1946

# END OF RATIONING IN UNITED STATES

The end of war did not bring with it an immediate end of all American war time economy. Many supply shortages were still present, requiring continued control and regulation of goods. Most rationing programs carried on through the end of the year and remained in effect until 1946. Rationing programs were continued after the end of the war to ensure the continued availability of goods for all citizens until trade and production levels were back to normal.

Food rationing in the United States was only one component of an extremely complicated historical event. The Second World War brought great change for many countries, and to the world as a whole. Some countries were better able to adapt to the changing conditions of war than others. The United States was able to maintain effective management of the civilian issues on the domestic front as well as the soldiers on the war front. Overall, American soldiers were better fed and supplied than those of any other country overall and the conservation and rationing efforts of civilians on the home front was partially responsible. In addition to maintaining its own population, the United States was able to provide assistance and aid to other countries both during and after the war. The management of resources of the United States government during the Second World War was carried out efficiently and effectively, ensuring the availability of food for every citizen and soldier throughout the war.

Lizzie Collingham, *The Taste of War: World War II and the battle for food*, (New York: Penguin Press, 2012), 415-16.