

# History 348

## World War I: Origins, Experience, Aftermath

Dr. Paul W. Werth

Monday/Wednesday 8.30-9.45 AM, CBC-C216

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### Course Description and Objectives

This course treats World War I as a crucial set of formative moments in the political, economic, social, and cultural history of twentieth-century Europe. By exploring developments in diplomacy, incorporating experiences from both military front and home front, and considering the ways in which people have sought to organize and articulate their memories about the war, the course aspires to introduce students to the complexities of historical process and to understand war as something broader (and more profound) than a set of military engagements. This is therefore a course on the *entire experience of war* and is not limited strictly to military history. The course is guaranteed to be mind-blowing and profoundly intense, and in diligently fulfilling all the requirements for this course, students will

- gain a basic and fundamental understanding of the reasons for the war's outbreak;
- explore different dimensions of the experience of war (including both combat and the home front);
- analyze the complexities of the post-war situation, including the peace treaties, continued violence in East-Central Europe after 1918, and the efforts of survivors of the war to mourn the dead;
- acquire basic geographical knowledge of Europe and the Middle East;
- develop core skills in representing the subjective outlooks of historical actors;
- improve their writing and analytical skills;
- develop new capacities for summarizing and making historical connections;
- and learn how to access scholarly articles in electronic form through the on-line library catalog.

This course addresses University Undergraduate Learning Outcomes (UULOs) in the following fashion:

- **Intellectual breadth and lifelong learning**—by developing in-depth knowledge of a critical episode in world history and by thinking about complex problems in historical context;
- **Inquiry and Critical Thinking**—by using triads™ to connect historical events and ideas and by articulating theses about complex problems;
- **Communication**—by presenting work in both written and oral forms, including two diplomatic conferences;
- **Global Knowledge and Awareness**—by studying European and Middle Eastern geography and by seeking to understand the motivations of historical actors in relation to specific cultures;
- **Citizenship and Ethics**—by systematically considering the reasons for the outbreak of World War I, the nature of the settlement after the war, and the dilemmas that faced historical actors of diverse social backgrounds.

### Required Texts

- Vera Brittain, *Testament of Youth* (Penguin, 2005, though any edition is OK). ISBN-13: 978-0143039235.
- Michael S. Neiberg, *Dance of the Furies: Europe and the Outbreak of World War I* (Harvard University Press, 2011). ISBN-13: 978-0674725935.
- William Kelleher Storey, *The First World War: A Concise Global History*, 2<sup>nd</sup> ed. (Rowman & Littlefield, 2010). ISBN-13: 978-1442226814.
- Susan, Grayzel, ed., *The First World War: A Brief History with Documents* (Bedford/St Martin's, 2012). ISBN-13: 978-0312458874.
- Roger Chickering, *Imperial Germany and the Great War, 1914-1918*, 3<sup>rd</sup> ed. (Cambridge, 2014). ISBN-13: 978-1107691520
- Eric Goldstein, *The First World War Peace Settlements, 1919-1925* (Routledge, 2002). ISBN-13: 978-0582311459.

### Requirements & Grades

**Flawless attendance and vigorous, animated participation (10%):** Excessive absences will be detrimental if not fatal to your final grade. You should be animated in discussions and prepared to demonstrate your serious engagement with the material. All listed readings are obligatory. Vegetating students will be shown the door.

**Geography quizzes (10%):** These quizzes are designed to ensure that students have a grasp of the geographic features essential to understanding the developments of the war. I allow students to take each quiz a second time, counting both the original score and the new one as 50% of the final grade for that quiz. But in order to take a quiz a second time, *you must do so within one week of its first offering*, and you must do so on your own time. If you miss a quiz and have not made arrangements with me, *you will receive a zero, and you forfeit the opportunity to retake it*. Details on the geography quizzes may be found on the web site.

**Content Quiz (5%):** There is one content quiz later on in the semester just to be sure that no one is slacking on the reading or losing touch with the course. There will be some element of choice, and my assumption is that if you are attending class and staying on top of the readings you should do fine.

**Diplomatic Conferences (20%):** We will conduct two conferences designed to simulate the atmosphere and diplomatic positions of various states/groups on the eve of the war's outbreak and during the peace negotiations after the war. Each student will choose either a state or some population group that he or she will represent at the conference. In preparation, she or he will write a short, three-page "position paper" outlining the principal aspirations and concerns of his/her state/group. Details are available on the web site. Because the conferences depend crucially on your serious and timely preparation, *no late position papers whatsoever will be accepted*, and your failure to prepare for the conference will be treated as a most heinous crime.

**Book Review (20%):** You will be asked to write a paper of 4-5 pages on the Vera Brittain memoir. Details are available on the web.

**Mid-Term Examination (15%).** The mid-term will test all knowledge accumulated by the date of the exam.

**Final Exam (20%):** This will be an in-class exercise that comprehensively reviews the material for the entire course. Details on the final will be available later in the semester.

Written assignments are due at class time on the day indicated in the syllabus, unless otherwise specified. Students are encouraged to submit written work to the instructor electronically, using Microsoft Word or a compatible program. Electronic submissions will be considered on time if they were sent prior to the start of class on the day that they are due. Late submissions will be downgraded seven points (on a 100-point scale) for each day that they are late and will be accepted only with an accompanying one-page explanation for why they are late and why the instructor should accept them. All written submissions must be typed, using a 12-point font, double space, and one-inch margins. Each submission must also have a title. Papers that exhibit a complete absence of proofreading may be returned to the author as unacceptable. Any submission not conforming to these guidelines may be rejected entirely. A full description of my guidelines is available on the web site. Unless *prior* arrangements have been made with the instructor, students will not be permitted to make up any missed exam or quiz.

### Course Schedule With Readings

#### TOPIC A: EUROPEAN VALUES, ASSUMPTIONS, & ATTITUDES

- MON (Jan 18):           **NO CLASS: MARTIN LUTHER KING, Jr. DAY**
- WED (Jan 20):           Introduction
- MON (Jan 25):           Michael S. Neiberg, *Dance of the Furies*, pp. 1-35  
William Storey, *First World War*, pp. 1-4
- WED (Jan 27):           Neiberg, *Dance of the Furies*, pp. 36-65  
Roger Chickering, *Imperial Germany*, pp. 1-9

#### TOPIC B: DIPLOMACY & OUTBREAK OF WAR

- MON (Feb 1):           Neiberg, *Dance of the Furies*, pp. 66-120  
**GEO QUIZ #1: Europe in 1914**
- WED (Feb 3):           Neiberg, *Dance of the Furies*, pp. 121-149
- MON (Feb 8):           Storey, *First World War*, pp. 5-34  
Susan Grayzel, *The First World War*, pp. 1-11, 41-53
- WED (Feb 10):           DIPLOMATIC CONFERENCE: The “July Crisis”  
No collective reading, but read for your papers (see guide)  
**CONFERENCE PAPERS DUE at time of class**

## TOPIC C: FROM MOBILIZATION TO STALEMATE

- MON (Feb 15):        **NO CLASS: PRESIDENTS' DAY**  
                               But you should have started Vera Brittain, *Testament of Youth*
- WED (Feb 17):        Neiberg, *Dance of the Furies*, pp. 150-207  
                               Grayzel, *First World War*, pp. 54-56
- MON (Feb 22):        Film presentation in class  
                               Neiberg, *Dance of the Furies*, pp. 208-237  
                               Chickering, *Imperial Germany*, pp. 10-31
- WED (Feb 24):        **MID-TERM EXAM IN CLASS**

## TOPIC D: THE WAR GROWS TOTAL

- MON (Feb 29):        Storey, *First World War*, pp. 35-62  
                               Grayzel, pp. 10-29
- WED (Mar 2):         Chickering, *Imperial Germany*, pp. 32-65  
                               Grayzel, 57-58, 78-80, 85-86, 92-100
- MON (Mar 7):         Storey, *First World War*, pp. 63-92  
                               Grayzel, 87-92
- WED (Mar 9):         Storey, *First World War*, pp. 93-106  
                               Chickering, *Imperial Germany*, pp. 66-110
- MON (Mar 14):        Storey, *First World War*, pp. 107-113  
                               Chickering, *Imperial Germany*, pp. 110-53  
                               Grayzel, 65-78

## TOPIC E: ERODING DISCIPLINE: PROTEST, DESERTION, REVOLUTION

- WED (Mar 16):        Storey, *First World War*, pp. 115-128  
                               Chickering, *Imperial Germany*, pp. 154-73  
                               **CONTENT QUIZ**

**NO CLASS 21 & 23 MARCH: SPRING BREAK**

- MON (Mar 28): Storey, *First World War*, pp. 129-50  
Grayzel, 59-64, 80-84, 101-108
- WED (Mar 30): Grayzel, 114-125  
Chickering, *Imperial Germany*, pp. 173-91
- MON (April 4): Grayzel, 109-113  
Josh Sanborn, "The Russian Empire," in *Empires at War, 1911-1923*  
(Oxford University Press, 2014).

### TOPIC F: 1918: FROM BREST-LITOVSK TO 11 NOVEMBER

- WED (April 6): C. F. Wargelin, "A High Price for Bread: The First Treaty of Brest-Litovsk and the Break-Up of Austria-Hungary," *International History Review* 19.4 (1997): 757-788 [library].
- MON (April 11): Storey, *First World War*, pp. 151-160  
Chickering, *Imperial Germany*, pp. 192-218
- WED (April 13): Chickering, *Imperial Germany*, pp. 219-38  
Grayzel, pp. 125-132  
Eric Goldstein, *The First World War Peace Settlements*, pp. 1-8

### TOPIC G: PEACEMAKING (AND WARFARE PROLONGED)

- MON (April 18): Storey, *First World War*, pp. 161-172  
Goldstein, *Peace Settlements*, pp. 9-21 + docs 1-3  
Grayzel, pp. 133-143
- WED (April 20): Goldstein, *Peace Settlements*, pp. 22-68 + docs 4-13  
**GEO QUIZ #2: Europe, Africa, & Middle East in 1922**
- MON (April 25): Goldstein, *Peace Settlements*, pp. 69-95 + docs 14-20.  
**DIPLOMATIC CONFERENCE: The Paris Peace Conference**  
**CONFERENCE PAPERS DUE**

## TOPIC H: MEMORY & MOURNING

- WED (April 27): Storey, *First World War*, pp. 173-180  
 Jay Winter, "War Memorials and the Mourning Process," in Winter, *Sites of Memory, Sites of Mourning* (Cambridge, 1995), pp. 78-116.
- MON (May 2): Maria Bucur, "Mourning, Burying, and Remembering the War Dead," in Bucur, *Heroes and Victims: Remembering War in Twentieth-Century Romania* (Bloomington, 2009), pp. 49-72.
- WED (May 4): Open session for Review

**PAPERS ON VERA BRITTAIN DUE 6 May 2016 at 11.59 PM\***

**FINAL EXAM: Wednesday, 11 May 2016, 8.00-10.10 AM**

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\* Papers may be submitted electronically to werthp@unlv.nevada.edu by the designated time in Microsoft Word or some comparable program. Students are responsible for ensuring that papers arrive in a readable format.

## Various University Policies

**Academic Misconduct** – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <http://studentconduct.unlv.edu/misconduct/policy.html>.

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**Religious Holidays Policy** – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, September 7, 2012, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship on the instructor or the university which could have been avoided. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=4&navoid=164>.

**Tutoring** – The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex, #22 on the current UNLV map. Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at: <http://academicsuccess.unlv.edu/tutoring/>.

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**Rebelmail** – By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always [@unlv.nevada.edu](mailto:@unlv.nevada.edu).