COURSE DESCRIPTION
Few events in world history have had as profound an impact on political institutions, society, and culture as the “Great War.” This course will begin with an examination of prewar European society and an analysis of the stress zones—diplomatic, political, and cultural—that brought Europe to war in 1914. Next we will examine the course of the war, focusing not only on the battlefield but on the mobilization of the enormous human and material resources that were required to fight a “total war.” Attention will be paid to the impact of total war on society, an impact that included challenging gender traditional roles, rapid technological changes, an increased role for the state, and an intensification of ideological conflicts. Finally, we will attempt to evaluate the consequences of the war for Western societies. These consequences extended beyond the peace treaties—which ratified the breakup of empires and reconfigured European power relations—to world historic events such as the Russian Revolution, the rise of Fascism, a misfired attempt to bring a new order to the Middle East, and, not least, a major sea change in Western intellectual and cultural attitudes.

READING LIST
Texts (to be purchased):
- Remarque, Eric. *All Quiet on the Western Front* (originally published, 1929)

Selections from the following books on Electronic Reserve (indicated “ER” on class schedule and can be downloaded through Blackboard):
- Brittain, Vera. *Testament of Youth* (originally published, 1933)
- Graves, Robert. *Good-Bye to All That* (originally published, 1929)
COURSE REQUIREMENTS

Attendance is required, not optional. Only officially certified absences will be accepted. All unexcused absences will affect your grade. Also, as a courtesy to both the instructor and your fellow students, please be on time and turn off all cell phones before class starts.

Examinations. There will be two examinations: a mid-term and a final (see class schedule below for dates). Both exams will have the same format: one part short essays, one part long essay.

Research-Intensive Exercises. This course receives a Research-Intensive marker (RI). All courses with the RI marker are required to introduce students to basic research tools and approaches to help prepare them for HIS 511 (the capstone course for History majors in which they write a major research paper). This introduction will take two forms. First, one class session will meet in Jackson Library on October 21, where two librarians will introduce you to the Library’s archives and the printed and electronic materials available. I will give you more information about the library meeting later in the semester. Second, you will be expected to complete three exercises intended to give you hands-on experience in dealing with historical terms and sources.

1. Exercise #1: Basic Distinctions. The goal of this exercise is to give you an understanding of the differences between: first, a primary and a secondary historical source; and second, between a historiographical essay and a historical research paper. For this exercise, you will be asked to describe in your own words the differences between primary and secondary sources and between a historiographical essay and a research paper, and to give examples of each. You can find basic information about these distinctions in the many short guides to historical writing (one such guide is Mary Lynn Rampolla, A Pocket Guide to Writing in History; others are available through the Library or on-line).

2. Exercise #2: Documentation. All historical research is “documented”--that is, the source of an argument or a quotation is indicated in a footnote or endnote. Most historians use The Chicago Manual of Style as a guide to documentation (you can download from the web a highly abbreviated version by using the search term “Chicago Manual of Style” and clicking on “Quick Guide” in the second column of the home page). For this exercise, you will be asked to pick a topic from the course syllabus and, using the Library’s on-line catalog, to locate
a book, a journal article, and one other source (e.g., a dissertation, a thesis, a book review, or an on-line article), and, using the “Quick Guide” recommended format, to properly cite each of your three sources.

3. Exercise #3: Historical Resources. Three tools that are particularly useful to historians in finding resources are JSTOR, Historical Abstracts, and WORLDCAT. For this exercise, you will first be asked to find out about these tools (if you are not already familiar with them) by going to Jackson Library’s home page and clicking on “Research Guides by Subject” (left column), then on “History.” You will then be asked, after you have looked at each of these sites, to briefly describe how they might be useful in writing a research paper in history. Finally, you will be asked to pick a topic from the course syllabus, and, using each of the research guides, to find and document a source related to your selected topic.

These exercises will be graded on the following scale: check (satisfactory); check minus (unsatisfactory); and check plus (very well done). Due dates for each of these exercises is indicated below; no late exercises will be accepted (exceptions only in the case of certified medical excuse).

Class Discussion. Due in large part to the size of the class, most of the course will be in a lecture format. However, I hope we can engage in at least some discussion. From time to time, I'll pose questions and, in turn, I would encourage you to ask questions or offer comments on the material. Also, toward the end of the semester (when we look at the impact of the war), there will be more opportunity for extended discussion.

Grades. Your final grade will be composed of the following components:

mid-term exam: 40%
final exam: 40%
RI exercises and class discussion: 20%

Grading Scale. The undergraduate grading scale cut-offs are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97</td>
</tr>
<tr>
<td>A</td>
<td>93</td>
</tr>
<tr>
<td>A-</td>
<td>90</td>
</tr>
<tr>
<td>B+</td>
<td>87</td>
</tr>
<tr>
<td>B</td>
<td>83</td>
</tr>
<tr>
<td>B-</td>
<td>80</td>
</tr>
<tr>
<td>C+</td>
<td>77</td>
</tr>
<tr>
<td>C</td>
<td>73</td>
</tr>
<tr>
<td>C-</td>
<td>70</td>
</tr>
<tr>
<td>D+</td>
<td>67</td>
</tr>
<tr>
<td>D</td>
<td>63</td>
</tr>
<tr>
<td>D-</td>
<td>60</td>
</tr>
<tr>
<td>F</td>
<td>59</td>
</tr>
</tbody>
</table>

Plagiarism and the Academic Honor Code. Plagiarism is a serious academic crime that occurs when someone uses the words or ideas of someone else without giving that person credit in a formal citation. Punishment for violations are outlined in the Academic Integrity Policy. For an explanation see the UNCG website under “Academic Integrity Policy.”
CLASS SCHEDULE AND READING ASSIGNMENTS
ER=reading on electronic reserve; can be downloaded from Blackboard (all other readings from Neiberg text or All Quiet on the Western Front, which are to be purchased)

Week 1
Aug. 24: Introduction
Aug. 26: Europe in 1914: Society and Politics
Readings: Wilkinson and Hughes, “Europe in 1914” ER

Week 2
Aug. 31: Long-Term Origins of World War I: Great Power Rivalries
Readings: Lafore, “The Austrian Anomaly” ER
Sept. 2: Short-Term Causes of World War I: Crisis in the Balkans
Readings: Paxton, “The Coming of the War” ER

Week 3
Sept. 7: From War of Movement to Stalemate
Readings: Neiberg, chap. 1 and Brittain, “Testament of Youth” ER
Sept. 9: The Early War in the East
Readings: Neiberg, chap. 2 and chap. 4, pp. 111-17 (section on Gorlice-Tarnów)

Week 4
Sept. 14: The Early War in the West
Readings: Neiberg, chap. 3
Due: RI Exercise #1
Sept. 16: The Experience of Battle
Readings: Eksteins, “Rites of War” and “Reason in Madness” ER

Week 5
Sept. 21: The War Widens: The Ottoman Front
Readings: Neiberg, chap. 4, pp. 95-111; 117-22
Sept. 23: The Great Bloodlettings: Verdun and the Somme
Readings: Neiberg, chaps. 6 and 7

Week 6
Sept. 28: Mobilization for Total War
Readings: Lyons, “Total War and the Home Fronts” ER
Sept. 30: A War of Machines
Readings: Habek, “Technology in the First World War” ER
Week 7
Oct. 5: The War Widens Again: America Joins the Allies
  Readings: Schmitt and Vedeler, “Crisis at Sea and American
  Involvement” ER
  Due: RI Exercise #2
Oct. 7: The Crises of 1917: The Nivelle Offensive and the French Army
  Mutinies
  Readings: Neiberg, chap. 9, pp. 229-49

Week 8
Oct. 12: FALL BREAK
Oct. 14: MID-TERM EXAMINATION (bring blue book)

Week 9
Oct. 19: The Crises of 1917: Passchendaele and Caporetto
  Readings: Neiberg, chap. 9, pp. 250-53 and chap. 10
Oct. 21: LIBRARY SESSION (class will meet in Library)

Week 10
Oct. 26: The Crises of 1917: The Collapse of Russia
  Readings: Neiberg, chap. 8
Oct. 28: Germany’s Great Gamble: The Ludendorff Offensives of 1918
  Readings: Neiberg, chaps. 11-12

Week 11
Nov. 2: The Allies Counteroffensives and the Collapse of the Central Powers
  Readings: Neiberg, chap. 13 and Conclusion
Nov. 4: The Peace of Paris I
  Readings: Keylor, “The Peace of Paris and the New International
  Order” ER

Week 12
Nov. 9: The Peace of Paris II
  Readings: MacMillan, “The Middle East Settlement” ER
Nov. 11: The Specter of Revolution
  Readings: Paxton, “Revolution, 1917-21” ER
  Due: RI Exercise #3

Week 13
Nov. 16: The Counterrevolutionary Contagion
  Readings: Blinkhorn, “Rise of Fascism” ER
Nov. 18: The Great War in Fiction
  Readings: Remarque, *All Quiet on the Western Front* (complete)
**Week 14**

Nov. 23: The Great War and European Culture: “An Old Bitch Gone in the Teeth”

**Readings:** Williams, “War Poetry” ER; Tzara, “Dada” ER; Valéry, “The Intellectual Crisis” ER

Nov. 25: THANKSGIVING

**Week 15**

Nov. 30: The Great War in Memory and Myth

**Readings:** Hynes, “The War Becomes Myth” ER

Dec. 2: FINAL EXAMINATION (bring blue book)