

**HISTORY 348**

**THE WORLD AT WAR, 1914-1918**

**FALL 2010**

**INSTRUCTOR:** Paul Mazgaj

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**OFFICE HOURS:** Tuesday 8:30-9:00 & 3:15-3:45

And by Appointment

### **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):

Neiberg, Michael. *Fighting the Great War* (Harvard University Press, 2005)

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):

Blinkhorn, Martin. *Fascism and the Right in Europe, 1919-1945* (Longman, 2000)

Brittain, Vera. *Testament of Youth* (originally published, 1933)

Eatwell, Roger. *Fascism* (Penguin, 1995)

Eksteins, Modris. *Rites of Spring* (Houghton Mifflin, 1989)

Graves, Robert. *Good-Bye to All That* (originally published, 1929)

Habeck, Mary. "Technology in the First World War: The View from Below" in Jay

Hynes, Samuel. *A War Imagined: The First World War and English Culture* (Anthe

Keylor, William. *Twentieth Century World: An International History* (Oxford Univer

Laurence Lafore. *The Long Fuse* (Lippicott, 1965)

Lyons, Michael. *World War I: A Short History* (Prentice Hall, 2000)

MacMillan, Margaret. *Paris 1919* (Random House, 2001)

Paxton, Robert. *Europe in the Twentieth Century* (Thomson-Wadsworth, Fourth Edition

Schmitt, Bernadotte and Harold Vedeler. *The World in the Crucible, 1914-1919*  
Stevenson, David. *Cataclysm: The First World War as Political Tragedy* (Basic  
Tzara, Tristan. "Dada" in Eugen Weber, *Movements, Currents, Trends:*  
Valéry, Paul. "The Intellectual Crisis" in Eugen Weber, *Movements, Currents,*  
Wilkinson, James and Hughes, H. Stuart. *Contemporary Europe* (10<sup>th</sup> ed.,  
Williams, Oscar. *Little Treasury of Modern Poetry* (Scribner's, 1952)

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Books,  
Aspect  
Trends  
Pearso

## **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:

A+	97	C	73
A	93	C-	70
A-	90	D+	67
B+	87	D	63
B	83	D-	60
B-	80	F	59
C+	77		

**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)