

# THE FIRST WORLD WAR

Fall 2018

Dr. Pretty

History 550, Section 002. 14519. 3 credit hours. Tuesday and Thursday, 9:30–10:45. Kinard 204.

*Office Hours:* Monday and Wednesday, 10–11; Tuesday and Thursday, 8:30–9:30, or by appointment

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We are still living today with the legacy of the First World War, which destroyed Europe's hegemony of the world, and its confidence in itself; created new political units whose artificial nature continues to wreak havoc on international politics (Yugoslavia, Rwanda, Iraq); led directly to the establishment of the first communist state and two fascist states, whose rivalry with Western powers would shape much of the world's history for the rest of the century.

**Goals of the course.** This course satisfies the historical perspectives requirement of the general education program. It also satisfies the first ("Winthrop students think critically and solve problems"), third ("Winthrop students understand the interconnected nature of the world and time in which they live"), and fourth ("Winthrop graduates communicate effectively") university-level competencies.

This course also satisfies various core requirements for both history majors (as an upper-division course and as a course in European history) and minors (as an upper-division course). For that reason, students will satisfy the fourth and fifth student learning outcomes of the history department's B.A. degrees.

## **History Department goals:**

Student Learning Outcome 4: History majors communicate effectively core themes, ideas, and subject matter, in both written and oral form.

Student Learning Outcome 5: History majors understand and critically discuss important developments of global history, especially issues and events significant to areas outside the United States.

As discussed below, 70 percent of the student's grade will be based on written argumentative essays, which are the best vehicle for fulfilling SLO 4. These occur in the form of two short papers, a research paper, and two essay examinations. They must identify core issues, make an argument about those issues, present evidence applicable to those issues, and weave both evidence and argument together.

All of those arguments, and indeed all the material in this course, pertain directly to the issues addressed by SLO 5.

## **University-level competencies:**

- 1) Winthrop graduates think critically and solve problems.
- 3) Winthrop graduates understand the interconnected nature of the world and the time in which they live.
- 4) Winthrop graduates communicate effectively.

The first and fourth ULCs are addressed through the stress on argumentative essays, in which students identify core issues, make an argument about those issues, present evidence applicable to those issues, and weave both evidence and argument together.

The third ULC is addressed by the course's very subject matter. We still live in a world largely created by the First World War and the second great conflict which it helped bring about.

## **Students in this course are expected to achieve the following learning objectives related to the historical perspective component:**

1. Must clearly demonstrate throughout the course that historical perspective is its primary focus
2. Enable students to demonstrate an understanding of history that emphasizes
  1. the dynamics of cause and effect in historical events and concepts
  2. the ways that change and continuity influence human experience
  3. the historical significance of people, places, events, and concepts, including diverse cultures, intellectual viewpoints, and aesthetic milieus
3. Enable students to recognize that different conceptions of historical events and concepts exist. This must include:
  1. an understanding of how interpretations of history have changed over time
  2. an understanding of how sources are employed and interpreted in different contexts to develop an understanding of history
  3. an ability to recognize sound and unsound historical reasoning
4. Include a writing component that requires either a single paper or combination of assignments consisting of eight (8) pages of evaluated writing (normally two thousand [2000] words) or at least four (4) evaluated assignments. The writing component should be

weighted enough that a student would not be able to receive a passing grade in the course without making a legitimate effort to complete the required written work.

All these criteria are measured through the written essay exams and formal written papers. Students will address important historical issues by sifting through evidence provided both in lecture and through reading, communicating arguments that demonstrate an ability to think historically, and which demonstrate an understanding of historical change and historical causality. The nontextbook readings, which include primary sources from period and places studied, will particularly provide very diverse cultural, aesthetic, and intellectual viewpoints. The third criterion is in particular met through an annotated bibliography in which the student sets the topic they are researching firmly within the field's historiography, and a short paper on a major historiographical issue.

In addition, in compliance with **the general education writing requirements**, this course requires two short formal papers, a research paper, an annotated bibliography, and two argumentative essay examinations.

**Readings and Participation:** Each student must read the following books, which are available at the Bookworm.

Eric Dorn Brose, *A History of the Great War* (textbook below)  
Sean McMeekin, *The Russian Origins of the First World War*  
Erich Maria Remarque, *All Quiet on the Western Front* (Ballantine edition only)  
Virginia Woolf, *Mrs. Dalloway*

All of these must be completely read by all students, and will be the subject of discussions, quizzes, and examination questions. For purposes of the quizzes (see below) students must complete readings and viewings **by** the beginning of the week for which they are assigned. There will also be class periods set aside to discuss the readings and the movie; both the quality and quantity of students' participation in the discussions **will account for 10 percent of the final grade.**

**Measuring student outcomes.** The primary method of measuring learning outcomes will be in-class essay exams, specifically a midterm and a final (both of which will also have a short identification section). About a week before each exam, students will receive study sheets containing potential identification and essay questions from those on the exam itself will be drawn. Student essay responses will be critically reasoned, well-organized arguments using evidence from the course materials, most importantly the lectures. Both exams will be worth 20 percent of the students' grade. No one will pass the course without taking both required examinations.

Because these examinations account for so much of the grade, and because the most important source of the evidence necessary to construct essay responses to examination questions will come from lectures, students must attend all class sessions. The instructor will take roll regularly. Students are permitted two unexcused absences without penalty; every unexcused absence more than that will result in points being subtracted from your grade. For an excuse to be valid, it must state that the student could not attend class. For example, if the student obtains a blue note from Crawford, the student should ask for a written notation that the student was in fact too ill to attend class, else it probably will not be accepted. **Please note that it is always at the instructor's discretion whether or not to accept an excuse. This is especially true for examination. Any excuse for examinations will have to be both trustworthy and verifiable, and even then the instructor is not obligated to accept it.** Excuses may also be accepted for deaths in the family, but must be supported by such evidence as an obituary or a funeral program containing the student's surname.

As explained above, the information presented in lectures will be necessary to successful student outcomes in the course. The lectures, however, presuppose that students have completed the reading, in particular the textbook (Brose) readings. The instructor assumes that students already have the knowledge base available in the textbook, and that the instructor can elaborate on and add to that evidentiary base in lecture; metaphorically, there is an assumption that students have already read in the textbook about the wheel, and that the instructor can thus discuss hubcaps in lecture. In order to assure that students are obtaining this evidentiary base, there will be quizzes at the beginning of the first class session of almost every week on the required readings for that week. This will last only five minutes, and comprise of ten multiple choice questions. There will be no makeups of quizzes, so the student must be prompt. Each week's quiz will cover the readings located to the right of that date in the schedule of classes below. The quiz component of the class will account for 15 percent of the course grade.

Student outcomes will also be measured through formal papers and class discussion. There will be a class discussion for each of the three nontextbook works (McMeekin, Remarque, and Woolf). These dates are noted in the syllabus. Students are expected to be able to make critical arguments about these works and respond to other students' arguments in oral form. All students will write a paper on either Remarque or Woolf. At the beginning of class on the discussion day that a paper is due, students will hand in a hard copy, with a cover page, of a paper with three to five pages of text (i.e., between 800 and 1400 words). A copy of this paper will also be submitted through turnitin.com. Prior to the due dates, more detailed assignments for the short papers will be handed out. The paper on either Remarque or Woolf will count for **5 percent** of the grade. The instructor will cover in class the procedure for determining which book a student will write on.

Students will also write a three-to-five-page (800–1400 words) paper on the McMeekin book, addressing its place in the contentious historiography of the war’s causes. This paper will be worth **5 percent** of the course grade. The process for handing in this paper—and discussing it—is the same as for the other paper discussed above.

Finally, student outcomes will additionally be measured through a ten-page ( between 2,750- and 3,000-word) research paper. A list of topics will be circulated during the second week of class, and at the end of the week, topics will be assigned through a procedure that the instructor will discuss in class. On October 2, students will hand in a four-hundred-word annotated bibliography discussing at least three sources for the paper. A rough draft of this paper of at least 1,500 words will be due on October 30. The rough draft will not count toward the grade, but the student will not pass the course unless it is submitted. The paper itself will be due, both through turnitin.com and in hard copy, by the beginning of class on November 29. The paper will be written according to CMS style, and submitted through turnitin.com. This paper will account for **20 percent** of the grade.

The instructor reserves the right to make other short assignments, in response to events or opportunities not foreseeable at the beginning of the semester. If assigned, these assignments will be very short and will count as part of the class participation grade.

**Grade Summary:**

Midterm exam	20 percent
Final exam	20 percent
Short papers (2)	10 percent
Weekly quizzes	10 percent
Class participation	15 percent
Annotated bibliography	5 percent
Research paper rough draft	0 percent
Research paper	20 percent

**Grading system:** This course will be graded on a plus/minus basis. All course components will receive a letter grade, the numerical value of which is equal to the grade points as listed in the Winthrop University Catalog (e.g., a C- equals 1.67). The final grade will result from a weighted average of those grades. I will only give incompletes in extraordinary circumstances.

**Classroom behavior:** The instructor will not tolerate disruptive behavior, such as personal conversations; such behavior may result in a student being counted as absent. The same applies for those whose cell phones disrupt class.

**Ethical behavior:** The instructor will not tolerate unethical behavior, and any student caught cheating will receive an F for the course.

**Remember, even if you cite the sources, but do not use your own words, it is plagiarism, and is thus cheating. USE YOUR OWN WORDS.** To aid in this process, all papers will be submitted through turnitin.com. Students must supply bluebooks with their names on them to the instructor by the evening before the exams, or risk not being allowed to take the exam. In addition, because of past abuses, baseball caps and shorts will not be permitted during exams.

**Use of Handheld and Wireless Technology:** Students must turn off ALL ELECTRONIC DEVICES before the class begins. During class, these devices must be kept out of sight in a book bag, purse, or pocket. Any student who violates this policy will receive one warning. For subsequent violations the student’s final grade will be reduced one full-letter grade for EACH violation. If this policy is violated during any exam or quiz, the student must leave the classroom immediately and receive a grade of zero on the exam or quiz. Students may not use laptop computers or notebooks for taking notes unless coordinated through the Office of Disability Services.

**Students with Disabilities/Need of Accommodations for Access:** Winthrop University is committed to providing access to education. If you have a condition which may adversely impact your ability to access academics and/or campus life, and you require specific accommodations to complete this course, contact the Office of Accessibility (OA) at 803-323-3290, or, [accessibility@winthrop.edu](mailto:accessibility@winthrop.edu), as early as possible to discuss your concerns.

**Syllabus Change Policy:** The instructor does his best to adhere to the syllabus, but circumstances, whether based in the class’s own experiences, in world events, in weather conditions, or health conditions, may require a change in the syllabus. The syllabus posted on the History Department website will be always be considered the active one.

## SCHEDULE OF LECTURES AND READINGS

August 21: Liberal Europe  
August 23: Illiberal Europe

August 28:	Entangling Alliances	Textbook, 1–43
August 30:	Summer 1914	
September 4:	To the Marne	Textbook, 47–86
September 6:	The Eastern Front in 1914	
September 11:	The Ottomans' War	Textbook, 97–104, 160–77; <i>Russian Origins</i>
September 13:	Discussion of McMeekin	
September 18:	Italy's War	Textbook, 119–59, 177–79, 198–228
September 20:	Trench Warfare	
September 25:	1916 in the West	
September 27:	Midterm Examination	
October 2:	Total War: the Allies	Textbook, 87–97, 228–37
October 4:	Total War: the Central Powers	
October 9:	The War outside Europe	Textbook, 105–18, 180–97, 283–306
October 11:	New Types of Warfare	
October 16:	Discussion of Remarque	Textbook, 247–54; <i>All Quiet</i>
October 18:	The United States and the War	
October 23:	Russia's War	Textbook, 238–47, 275–82, 306–18
October 25:	Russia Leaves the War	
October 30:	1917 in the West	Textbook, 254–75, 319–35
November 1:	1918: the German Offensive	
November 8:	1918: the Allied Offensive	Textbook, 335–64
November 13:	Peace in Europe	
November 15:	Peace outside Europe	Textbook, 365–414
November 20:	The World after the War	Textbook, 415–22
November 27:	Discussion of Woolf	<i>Mrs. Dalloway</i>
November 29:	Legacy	
Final examination: Friday December 7, 11:30 a.m.		