

*Department of History  
University of Wisconsin -- Madison  
Semester I, AY 2013-2014*

**History 200  
Historical Studies: World War I**

Tu., Th.: 9:30-10:45 AM  
2251 Humanities

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**First-Year Interest Group**

FIGs give sets up to twenty first-year students with similar intellectual interests the opportunity to interact with each other in more than one course. Each FIG features a seminar on a specific topic. You have chosen to enroll in History 200: Historical Studies – World War I. This document is the syllabus for that course. The second offering is History 120: Europe and the Modern World, 1815 to the Present. Members of the FIG will have their own discussion section in History 120.

Through the FIG experience, students should come to see that learning entails not only acquisition of facts but also recognition of continuing arguments about disputed information and about the interpretation of events. No discipline, especially none dealing with human behavior, will routinely give definitive answers to questions that involve conflicts between competing values, such as the proper balance between personal freedom and collective societal interests. The educated person, however, is one who has learned how to use evidence to establish facts, to employ that knowledge to reduce interpretive disagreements to the extent possible, and to contribute to rational balancing among good but not completely compatible goals.

The FIGS initiative also exists to help students stave off feelings of anonymity that sometimes overtake newcomers to large institutions. Your professors hope that you will develop a sense of camaraderie that will be social as well as academic. With time, you will establish a range of friends; at the moment, your FIG classmates constitute a beginning—familiar faces seen on a regular basis several days each week.

In addition to the unique problems each human faces, first-year students at places like UW – Madison confront the common challenge of having to balance adult responsibility with adult freedom. You will have heavy workloads, but parents and teachers will not be closely supervising whether or not you carry them out properly or on time. Although few, if any, of you are old enough to drink legally, alcohol will be available – sometimes in dangerous amounts. Illegal drugs will also be present. The likelihood of romantic involvement will increase and, with it, opportunities for myriad risks. Discouragement will also be a possibility. Like you, the other members of the first-year class will also have been top students at their high schools; the competition will be intense, and former levels of effort may prove inadequate to obtain the results you desire.

Each of you will be a reference point for his or her FIG peers. Help one another establish high, but reasonable, expectations about what it means to be a responsible student. Protect each other from the temptation to lose focus in the looser atmosphere of college life. Share with one another your concerns with work load, study techniques, and the difficulties you are facing.

College should not feel like high school, and the FIG experience will serve, I hope, as a “rite of passage” helping you through that change. The volume of information covered in each course will rise dramatically. More important, education will become increasingly an active endeavor of discovering information rather than a passive one of receiving it. You will soon realize that knowing everything even about a limited topic is impossible. You will come to understand that some of what you hear in classes will soon be rendered outdated by new information. The most important thing you will learn should be how to continue learning—on your own, for the rest of your lives.

My goals are not only to teach you about the subject of the seminar but also to introduce you to skills that will help you in all your classes across your college years. History will be the medium used to convey them, but the abilities you acquire will often not be specific to that discipline. The seminar sometimes may seem disturbingly different from what your high school experience taught you to expect in a history course. On those occasions, do not hesitate to ask for explanations and reasons.

## **World War I**

The centenary or one hundredth anniversary of World War I should have great significance for those now coming of age. The conflict lasted from August 1914 until November 1918 and, until the outbreak of a second global struggle in 1939, writers referred to it as “The Great War.” Both

names are appropriate. The Great War was truly a worldwide phenomenon, with nations around the globe participating in it and fighting taking place in Europe, Africa, the Middle East, and Asia as well as on the high seas. The World War was truly a great war in terms of its costs and consequences. According to official estimates, it took the lives of almost ten million soldiers and more than six million civilians. An influenza epidemic that began during its final phase and lasted until 1919 added another twenty to forty million dead to the toll.

The United States entered the Great War late, in 1917, and its soldiers did not see action until 1918. The country accordingly suffered little during the conflict relative to other nations. For Americans, World War II is more memorable. For Europeans, however, World War I remains the event that brought the end of one era of human existence and the beginning of the “modern age.” For them, World War II is, in many respects, a reprise of the Great War. Recognizing that difference of perspective is important.

World War I replaced Germany’s monarchy with a short-lived republic that the Nazis made the scapegoat for the nation’s defeat as they brought another catastrophe upon the globe. It helped trigger the communist revolution that turned Russia into the Soviet Union, whose eventual confrontation with the United States dominated the world stage in the second half of the twentieth century. The war initiated the decline of the imperial system under which much of the underdeveloped world existed as colonies of European powers, and it brought changes to the political order of the Middle East that still affect the region’s stability. Machine guns, tanks, airplanes, submarines, and chemical weapons played major roles in warfare for the first time, and casualties among civilians as well as combatants soared while leaders altered strategy and tactics too slowly to match the innovations. In response to the horrors of the conflict, participants tried to create institutions that would make it “the war to end all wars.” So substantial were the social changes associated with the Great War that commentators spoke of a “Lost Generation.” The term, which applied directly to those in Europe who were young adults between 1914 and 1918, carried multiple meanings. It described literally the millions who had died and figuratively the even greater numbers attempting to survive in and adjust to a world where old values were in disarray and new ones were competing for dominance.

### **Office Hours and Beyond**

My office is 4135 Humanities; it is located at the northeast corner of the fourth floor. My scheduled office hours are on Tuesdays from 2:15 to 3:15 PM and Wednesdays from 3:15 to 4:15 PM. I am often available at other times as well, and you are free to stop by whenever I am present. I shall be ready to talk with you if unavoidable obligations are not pending.

E-mail is the best way to contact me outside of class. The address is [tjarchde@wisc.edu](mailto:tjarchde@wisc.edu). I monitor it throughout the day and usually in the evening as well. To make appointments for times other than the scheduled office hours, email me, see me at class, or call me at 263-1778 (office) or at 251-7264 (home). Both phones have answering machines; leave a message if necessary.

## **Courseware**

Learn@UW is the principal on-line courseware used to support FIG Seminar on World War I. The URL is <https://learnuw.wisc.edu>. Your user name is your UW-Madison NetID, and your password is your UW-Madison NetID password. Once you have logged in, you will see a list of the courses you are taking that are using Learn@UW. If you do not see that list, click on the ">" to the right of the heading "2013–Fall." Our course is listed as "History 200: Historical Studies (001)/World War I."

An icon labeled "Syllabus" appears near the top of the course home page. Clicking on it will lead you to a PDF (Portable Document Format) version of this syllabus. Further to the right is an icon labeled "E-mail T. Archdeacon, Prof." Clicking on it will open a blank e-mail message addressed to me. The remainder of the home page describes topics and assignments for each week of the course.

## **Meetings**

History 200: World War I will routinely meet two times a week, for 75-minute sessions beginning at 9:30 AM on Tuesdays and Thursdays. The format for each meeting will depend on the task for the day. The meetings in the first week will deal with introductory material. Those in the last three weeks will feature student presentations on special topics they have studied. The meetings in the intervening weeks will cover the principal content of the course. We shall also use two meetings for visits to the Memorial Library and to the Wisconsin Veterans Museum.

At the core of the course is John Keegan's *The First World War* (New York: Vintage Books, 2000). It has a list price of \$17.00, but you can obtain it online at a discount from sites such as Amazon and Barnes and Noble. Electronic versions of the book, including those for Kindle, Nook, iPad, and iPhone, will also serve the purpose. The University Bookstore will also have the book. All other required reading materials for the course are online, and you can obtain them free of charge by clicking on the highlighted links on the course home page.

John Keegan, who died in August 2012, was a prominent military historian active during the late twentieth century and the early twenty-first. His interests included not only the study of strategy and tactics but also the political and economic contexts of war as well as the psychological impact of conflicts on those who fought and on those who remained at home. Although an occasional visitor to the United States and well disposed toward Americans, Keegan was born in England and brought an essentially European perspective to his study of World War I. That viewpoint can help American-born students avoid exaggerating the role of the United States in the fighting. It, however, can also “drop them in the deep end” in regard to his expectations regarding the readers’ familiarity with European politics, geography, and history. The book will demand your close attention.

Keegan divided his study of World War I into ten chapters. They generally follow the chronology of the conflict, although some adjacent chapters examine the same time period in different geographic regions. My goal is to examine roughly one chapter per week, starting with the first week of the semester. Before you read each chapter of Keegan, I intend provide you with a set of electronic slides related to it. Those will picture key people, provide maps beyond those available in the book, and identify topics to be discussed in class. (They will help you to learn how to distinguish the essential themes in your readings from the less important ones). Students will be assigned to examine closely particular key points. During the discussion of the chapter, the designated students will need to be ready to discuss those topics, and I shall attempt to supply supplemental information that will clarify difficult issues.

*The First World War* may overwhelm you with detail, but it is only a survey of the subject. Although he had conducted much original research over his career, Keegan’s book mainly presents, with his own interpretive contributions, a summary of the most reliable findings based on the recent work of other scholars. Note, for example, how heavily his footnotes rely on books, chapters in collections, and articles in academic journals rather than on original sources. Almost every treatment of a particular event that Keegan put forward was a distillation of evidence and interpretation drawn from multiple, even more detailed, specialized studies.

The “nitty-gritty” of historians’ work appears in the kind of secondary sources on which Keegan depended. On those meeting days not directly devoted directly to discussing Keegan’s book, the class will examine more closely sub-topics touched upon in recently reviewed chapters. The medium used will typically be scholarly articles. While books attempt to obliterate a subject with full coverage, articles attempt to provide insight into it by taking apart a particular aspect of it.

Articles generally pursue a standard format in which the author identifies a historical problem, summarizes existing arguments about it, and offers fresh evidence supporting a new or existing thesis. That organization and the brevity of articles can efficiently expose students to the process of historical argumentation. Because they play an important role in the interpretation of events, articles offer insight into how historians' choice of topics and points of view change over time. Finally, using articles enables us to examine core arguments about more topics, albeit at the cost of giving less thorough coverage to any single one of them.

Whenever the class assignment includes more than reading, I shall divide the coverage of them. For each article or other item, one student in particular will be responsible for orally presenting a summary of its contents. Additional students may be expected to make additions or improvements to the report. After the class, students will receive copies of all reports presented that day.

## **Writing**

The most important skill that students can acquire in this seminar is the ability to write a college-level essay. Students entering the university usually have not yet developed the necessary mental outlook and the tools to produce such papers. Writing will be a constant subject of discussion during the semester. I expect to use a block of time toward the end of many class meetings for instruction on carrying out research, organizing information, and citing sources as well as on writing grammatically correct and stylistically appealing prose.

You will have four writing assignments. The first involves the set of official "papers" issued by various governments in August and September 1914 to justify to the world their participation in the war that had begun. Each student will write a 750-word summary of one of those documents. I plan to use that report to identify whatever problems each of you may have with producing written presentations. My editing of the essays will likely dispense criticism of your writing more intense than any you have experienced to this point in your schooling. The goal of the exercise, however, is primarily to create an opportunity for learning; grading for the paper will be done on a generous curve.

Each student's second and third papers will come out of the articles for which he or she is the primary reporter. For their oral presentations, students will develop a list of major points that lay out the content and logic of the reading. (Estimate seven to ten as the typical number of such points). They will also prepare a written paper of approximately 1,000 words, using those points as an outline and as a source of topic sentences for the paragraphs in the essay. I plan to comment extensively on the essays and to revise a portion of each one as an example of neces-

sary or useful changes. The due dates for the paper will vary from student to student, depending on the timing of assignments. Each student will then have an opportunity to rewrite the remainder of his or her paper before receiving a grade.

The fourth and final paper is the main project for the semester. Each student will select a subtopic from the World War I era and use multiple sources to analyze it. You will receive support throughout the semester in connection with its creation. Each student will make an oral presentation about his or her project during a class meeting in the final weeks of the semester. Finally, he or she will submit a fully cited paper approximately 2,000 words in length by 15 December, the date set for the final examination.

All written assignments should be placed in the Dropbox folder for it under the Learn@UW course page. We shall discuss how to find and use the Dropbox and its folders. We shall also learn how to use Google Docs for sharing materials. The processes for uploading your work to Learn@UW and to Google Docs are simple and straightforward.

### **Quizzes**

Online quizzes will help students retain the information gained from reading and discussion. Quizzes will become available on the days of Lessons 10, 20, and 28. They will pose objective questions based on the chapters of Keegan's book read and on the articles reviewed between Lessons 1-8, 9-18, and 19-24, respectively. The questions will be basic and will come solely from information discussed in class and from the summaries of articles prepared by students. Students may check their notes while taking the quizzes, but time limits will work against those who have not prepared. Students may redo any test as many times as necessary to obtain a passing grade of 80 percent. Completing and passing the quizzes will contribute to students' grades for the participation portion of the course.

### **Grading**

Each student's grade will reflect his or her performance on the combination of written and oral work as well as on his or her participation in the classroom. Participation refers to the student's attendance, readiness to answer questions about the readings, overall contribution to discussions, and successful completion of the quizzes. The various components of the final grade have the following weights:

First writing assignment (750 words)	10
Second writing assignment (1000 words)	15
Third writing assignment (1000 words)	15
Fourth writing assignment (2000 words)	25
Oral report on final project	5
Participation (including quizzes)	30
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Total Points	100

## Schedule

3 September            Introduction

Lesson 1 will be an opportunity for the instructor and the students to meet each other. We shall also examine the syllabus, discuss assignments and expectations, and touch on the basics of Learn@UW, which is the software supporting the course.

5 September            “A European Tragedy”

Lesson 2 introduces the class to the leaders and the nations involved in World War I, which fundamentally changed or even destroyed their political and social worlds. The latter part of the class will involve a discussion of the Balkan region of Europe in the late nineteenth century. If time runs out, coverage of the material may carry over into the following class.

Assignment:

John Keegan, *The First World War* (NY: Vintage Books, 2000), Chapter One

10 September        “War Plans”

Lesson 3 discusses the rivalries among the main European nations at the beginning of the twentieth century and the assumptions that underlay their plans for national security and defense. The class will need additional information in order properly to understand the reading. For that reason, instruction will include an introduction to various European governing regimes and to the alliances dividing them into two camps.

Assignment:

Keegan, *The First World War*, Chapter Two

12 September            Domestic Politics

Lesson 4 takes a break from Keegan's book to consider some background information about the Balkan region where the events immediately leading to the war would erupt. It also examines some of the other political issues that were on the minds of politicians and people in France and Great Britain. Because the reading and discussion load is not heavy, taking time to look ahead to the first writing assignment should be possible.

Assignment:

1. Edward Berenson, "The Politics of Divorce in France of the Belle Epoque: The Case of Joseph and Henriette Caillaux," *American Historical Review* 93, no. 1 (1988): 31 – 55.
2. Jeremy Smith, "Bluff, Bluster and Brinkmanship: Andrew Bonar Law and the Third Home Rule Bill," *Historical Journal* 36, no.1 (1993): 161 – 178.

17 September            "The Crisis of 1914"

Lesson 5 examines what some historians have called the "July Crisis." The reference is to the month of political, diplomatic, and military maneuvers sparked by the assassination of Archduke Franz Ferdinand of Austria-Hungary. Common sense argues that the event should not have led to a major war, and The class will attempt to understand why leaders in several nations ultimately concluded that war was the only alternative, a despite deep desire among many of them to find a common sense solution short that would make violence unnecessary or at least limit it.

Assignment:

Keegan, *The First World War*, Chapter Three

19 September            Memorial Library Visit

Lesson 6 will take place in Memorial Library, Room 231. Ms. Rebecca Payne will introduce students to basic sources about World War I and to several electronic tools for finding primary and

secondary sources. Primary sources are documents or records that contain firsthand information or original data on a topic. Secondary sources are books, articles, and other media produced through subsequent study of an event or subject. The knowledge you gain will assist you in preparing not only the term paper for this course but also reports and essays throughout your college career.

24 September            “The Battle of the Frontiers and the Marne”

Lesson 7 focuses on the initial months of the fighting, particularly on the Western Front. The failure of Germany’s Schlieffen Plan and of the Allies’ hopes to break through the lines of their opponents dashed expectations that the war would end quickly. The initial battles set the stage for the next four years of trench warfare that would shape much of the popular memory of the Great War.

Assignment:

Keegan, *The First World War*, Chapter Four

26 September            Interpreting World War I

Lesson 8 offers three different readings. Ferguson raises doubts that the many popular demonstrations in different capitals in favor of war truly reflected the spirit of the people. (Is his evaluation of the popular mood different from Keegan’s?) Remak, in an old but still important reading, revisions the question of “war guilt.” Lambert examines how financial realities impinged on war planning. Please note that your first paper is due by the end of the day.

Assignment:

1. Niall Ferguson, *The Pity of War* (New York: Basic Books, 1999), chapter 7: “The August Days: The Myth of War Enthusiasm.”
2. Joachim Remak, “1914—Third Balkan War: Origins Reconsidered,” *The Journal of Modern History* 43, no. 3 (1971): 353 – 356.
3. Nicholas A. Lambert, “British Naval Policy, 1913-1914: Financial Limitation and Strategic Revolution,” *Journal of Modern History* 67, no. 3 (1995): 595–626.
4. **Turn in 750-word paper by 11:59 PM.**

1 October "Victory and Defeat in the East"

Much of the English-language coverage with World War I concentrates on the "Western Front" stretching from Belgium to the border of Switzerland. Existence for the term, however, implies that there were other fronts. The most notable of those was the "Eastern Front," which stretched from the Baltic Sea to the Balkans. The first battles on the Eastern Front in 1914 are the subject of Lesson 9. There the war primarily pitted Russians against Germans and Austro-Hungarians, although other nationalities also had roles.

Assignment:

Keegan, *The First World War*, Chapter Five

3 October War and Truth

Lesson 10 includes two readings related to the fighting on the Eastern Front. Both are concerned as much with the often distorted interpretation that participants took from events as with what actually happened. Dubeski's article examines the myths that grew around the Battle of Tannenberg in 1914. Indeed, the process began even with the geographically misleading name of the encounter, which was chosen to evoke memories of an event from the Middle Ages. Crim's article covers a broader span of time and a more controversial topic—the origins of the German anti-Semitism that became such an important dimension of World War II.

Assignment:

1. Norman Dubeski, "Victory Myths and the Battle of Tannenberg," *Journal of Political and Military Sociology* 29, no. 2 (2001): 282-292.
2. Brian E. Crim, "'Our Most Serious Enemy': The Specter of Judeo-Bolshevism in the German Military Community, 1919-1923," *Central European History* 44, no. 4 (2011): 624-641.
3. **Quiz available for Lessons 1-8.**

8 October "Stalemate"

Lesson 11 confronts the failure of both sides to make progress on the Western Front during 1915. The emergence of that stalemate gradually convinced participants that, contrary to expectations, the war would not be brief. They, however, continued to search for ways in which to

create a “breakthrough,” including the use of new weapons such as poison gas. The phenomenon known as “trench warfare” became indelibly associated with World War I.

Assignment:

Keegan, *The First World War*, Chapter Six

10 October                      Visit to the Wisconsin Veterans Museum

Assemble before 9:30 AM at the museum, which is located at 30 West Mifflin Street (around the corner from the east end of State Street and across from the Capitol). Staff members Russ and Jennifer Kollath will show us artifacts and archival materials from World War I. The museum focuses on the history of American wars in which men and women from Wisconsin have served.

Assignment:

Examine the Wisconsin Veterans Museum website: <http://www.wisvetsmuseum.com/>

15 October                      “The War beyond the Western Front”

Lesson 13 illustrates why the “Great War” was a “World War.” Most people may not realize that fighting took place in Africa, Asia, and the Middle East as well as in Europe. The lesson also examines the entry of the Ottoman Empire into the conflict on the side of Germany and Austria-Hungary. That development led not only to the Battle of Gallipoli, one of the most famous and futile of the war, but also to the end of Ottoman rule, the emergence of modern Turkey, and the transformation of the map of the Middle East.

Assignment:

Keegan, *The First World War*, Chapter Seven

17 October                      Gallipoli and Armenia

The three readings for Lesson 14 examine issues rooted in the Ottomans’ involvement in World War I. Curran blames Winston Churchill, the First Lord of the Admiralty at the time, for the disaster that the attack on the Strait of the Dardanelles and the Gallipoli Peninsula became. The role of troops from Australia and New Zealand in the campaign reinforced the worldwide dimension of the war. Before World War I, the Ottoman Empire was considered “the Sick Man of

Europe," a political entity on its way to dissolution. The image was partly true, but Erickson rehabilitates the image of the Ottomans' Turkish-dominated military. Consequent and subsequent to fighting between Ottomans and Russians in the Caucasus, many of the Armenian population in the region suffered dislocation, starvation, and death. Bloxham analyzes the still contentious argument over whether the disaster was an unfortunate byproduct of warfare or a conscious effort at genocide.

Assignment:

1. Tom Curran, "Who was Responsible for the Dardanelles Naval Fiasco?" *Australian Journal of Politics & History* 57, no.1 (2011):17–33.
2. Edward J. Erickson, "Strength against Weakness: Ottoman Military Effectiveness at Gallipoli, 1915," *The Journal of Military History* 65, no. 4 (2001): 981–1011.
3. Donald Bloxham, "The Armenian Genocide of 1915–1916: Cumulative Radicalization and the Development of a Destruction Policy," *Past and Present* no. 181 (2003): 141–191.

22 October

Review of the First Assignment

My intention is to use this meeting to discuss writing skills with the class. I shall call your attention to a number of common errors. At appropriate points, I shall use examples from the papers submitted for the first assignment but without revealing the identity of any individual student. Please take this lesson very seriously. With few exceptions, first-year students have much to learn about writing. Do not be surprised — or overly upset — if you receive more criticism than you expected. Expectations are higher in college than in high school. Writing good papers requires hard work and a willingness to rewrite. Learning to write clearly and cogently, however, is perhaps the most important skill you can develop in college.

Assignment:

Familiarize yourself with the following aids:

1. The UW Writing Center, "The Writer's Handbook"  
<http://writing.wisc.edu/Handbook/index.html>
2. Purdue University Online Writing Lab (OWL)<http://owl.english.purdue.edu>

24 October

## Citations

Lesson 16 will discuss the use of citations in the written presentation of research results. Scholars use footnotes or endnotes to cite sources of evidence within the body of the text. They use bibliographies, which appear at the end of the product, to make available to readers an alphabetized summary of the primary and secondary materials consulted.

Citations help researchers verify and build on each other's efforts. Failure to cite is, at best, a disservice and, at worst, evidence of plagiarism, or the unethical appropriation of work done by others. Learning to distinguish between what must be cited and what need not be takes experience. Despite student fears, however, they are not at the risk of being accused of plagiarism except in cases of the most outrageous copying of existing work.

To help students organize their sources and even automate creation of their citations and bibliographies, the lesson will include an introduction to EndNote Web, a citation manager available at no cost through UW Libraries.

### Assignment:

Familiarize yourself with EndNote Web:

<http://library.wisc.edu/citation-managers/endnote-web/index.html#create-library>

Familiarize yourself with the Writing Center's "Acknowledging, Paraphrasing, and Quoting Sources:" <http://writing.wisc.edu/Handbook/QuotingSources.html>

29 October

## "The Year of Battles"

Lesson 17 retells the stories of campaigns that took place during 1916. The fighting that took place during that year was among the most intense of the war. The battles at Verdun and along the Somme River became symbols of the futility of contemporary military strategy and of the unbelievable waste of human lives entailed. That year and those battles substantially shaped how the popular memory of the Great War for those who fought and for those who awaited their return home.

### Assignment:

Keegan, *The First World War*, Chapter Eight

The readings for Lesson 18 touch on topics directly relevant to the conduct of fighting during World War I and with implications for warfare since then. Gas made its debut as a weapon in 1915, when the Germans used tear-producing agent against the Russians. Both sides continued to use chemical agents, including lethal ones, for the remainder of the war. Cook explores popular and governmental responses to the development, which he compares to a “weapon of mass destruction,” a term much more associated with our own times. The Stephenson reading is a chapter from a book rather than an article. Its macabre subjects are the ways in which soldiers died during the Great War and who among them were most at risk. Cemeteries from World War I are prominent features of the landscape of Europe. Wilson discusses how British soldiers treated the remains of the fallen during a war in which whatever caused their demise entombed, disintegrated, or otherwise rendered unrecoverable the bodies of half the dead.

Assignment:

1. Tim Cook, “‘Against God-Inspired Conscience’: The Perception of Gas Warfare as a Weapon of Mass Destruction, 1915-1939” *War & Society* 18, no. 1 (2000): 47–69.
2. Michael Stephenson, *The Last Full Measure: How Soldiers Die in Battle* (New York: Crown Publishers, 2012), chapter 6: “‘This High Place of Sacrifice’: ‘Going West’ in World War I.”
3. Ross Wilson, “The Burial of the Dead: the British Army on the Western Front, 1914-18,” *War and Society* 31, no. 1 (2012): 22-41.
4. Joel Hayward, “Air Power, Ethics, and Civilian Immunity during the First World War and Its Aftermath,” *Global War Studies* 7, no. 2 (2010): 102–130.
5. Richard Carr and Bradley W. Hart, “Old Etonians, Great War Demographics and the Interpretations of British Eugenics, c.1914-1939,” *First World War Studies* 3, no. 2 (2012): 217-239.

Lesson 19 centers on the year 1917, but Keegan is only partly concerned with examining the battles of that year. He is equally interested in demonstrating the impact of approximately three years of combat on the troops. At least temporary collapses affected the armies of France, Italy, and Russia, and strains were apparent among British and German troops as well. Keegan is careful to point out not only the existence of resistance but also the limits on the demands made by the protestors.

Assignment:

Keegan, *The First World War*, Chapter Nine

7 November "Shell-Shock" and Other Trauma

The readings for Lesson 20 examine breakdowns in military morale and in the ability of soldiers to cope with the dangers to which they have been subjected. Ashworth investigates the response of Russian soldiers to the popular disturbances that took place in Petrograd. Smith adds to the treatment of the French mutinies. Loughran discusses how the medical community attempted to deal with phenomena that commentators today would describe as instances of post-traumatic stress disorder (PTSD). Bourke notes that much of society was not sympathetic with those who seemed not to have carried out their duty.

Assignment:

1. Tony Ashworth, "Soldiers Not Peasants: The Moral Basis of the February Revolution of 1917," *Sociology* 26, no. 3 (1992): 455–470.
2. Leonard V. Smith, "War and 'Politics': The French Army Mutinies of 1917," *War in History* 2, no. 2 (1995): 180–201.
3. Tracey Loughran, "Shell Shock, Trauma, and the First World War: The Making of a Diagnosis and Its Histories," *Journal of the History of Medicine and Allied Sciences* 67, no. 1 (2012): 94–119.
4. Joanna Bourke, "Effeminacy, Ethnicity and the End of Trauma: The Sufferings of 'Shell-shocked' Men in Great Britain and Ireland, 1914–39," *Journal of Contemporary History* 35, no. 1 (2000): 57–69.
5. **Quiz available for Lessons 9-18.**

12 November "America and Armageddon"

Lesson 21 concludes the class's study of Keegan's book. In his tenth chapter, Keegan recounts the final year of the Great War. The limited but important role of the United States in bringing the conflict to an end is central to his story. To wrap up his story, Keegan includes a number of disparate events and developments, some of which will not receive immediate discussion. Later lessons will deal with the most important omissions.

Assignment:

Keegan, *The First World War*, Chapter Ten

The readings for Lesson 22 touch upon several topics dealing with the final year of the war and the intervention of the United States in it. Foley analyzes how German military leaders adapted their tactics after the experienced Britain's launch of a massive attack at the Somme in 1916. Tate examines the psychological impact of the creation of the tank but not its increasing strategic role after an ineffectual, early introduction to battle in 1916. Using an academic example, Cain treats a darker side of America's entry into World War I, the repression of domestic dissent that supporters of participation believed was necessary to move a nation whose people and government had initially espoused neutrality. Levi discusses the introduction of conscription ("the draft") in the United States and other English-speaking nations. Jespersen presents the clash between the idealistic goals that the United States espoused as a rationalization for its role with the perceptions by the European victors of what they had attained to justify the sacrifice of the preceding years.

Assignment:

1. Robert T. Foley, "Learning War's Lessons: The German Army and the Battle of the Somme 1916," *Journal of Military History* 75, no. 2 (2011): 471–504.
2. Trudi Tate, "The Culture of the Tank, 1916-1918," *Modernism/Modernity* 4 no. 1 (1997): 69–87.
3. Timothy Reese Cain, "'Silence and Cowardice' at the University of Michigan: World War I and the Pursuit of Un-American Faculty," *History of Education Quarterly* 51, no. 3 (2011): 296–329.
4. Margaret Levi, "The Institution of Conscription," *Social Science History* 20, no. 1 (1996): 133–167.
5. T. Christopher Jespersen, "Pride, Prejudice, and Transatlantic Relations: The Case of Woodrow Wilson Reconsidered," *Journal of Transatlantic Studies* 8, no. 3 (2010): 213–223.

Scholars have claimed that that the First World War and the peace imposed on Germany by the Treaty of Versailles sowed the seeds of the Second. Their comment offers much insight, although historians will be careful not to assert that the coming of World War II was inevitable. The readings for Lesson 23 touch on the Paris Peace Conference of 1919 and a series of issues that emerged at least partly from the war. Lentin investigates one aspect of the charge that the Versailles Treaty was unfair and that the European allies duped President Woodrow Wilson in-

to supporting it. Barros examines divisions between Britain and France over the meaning of the peace provision requiring the disarmament of Germany. Moorhouse analyzes the origins of the Polish Corridor, a strip of land that gave the new state of Poland access to the Baltic Sea at Danzig, but angered Germans by separating East Prussia from the rest of their nation. Donson pursues the theme of German dissatisfaction leading to the ascent of the Nazis by studying the party's attraction among males too young to have experienced the war. Holden questions various assumptions historians have made about the domestic effects of wartime losses among males on the lives of British women.

Assignment:

1. Anthony Lentin, "Maynard Keynes and the 'Bamboozlement' of Woodrow Wilson: What Really Happened at Paris? (Wilson, Lloyd George, Pensions and Pre-armistice Agreement)," *Diplomacy & Statecraft* 15, no. 4 (2004): 725–763.
2. Andrew Barros, "Disarmament as a Weapon: Anglo-French Relations and the Problems of Enforcing German Disarmament, 1919–28," *Journal of Strategic Studies* 29, no. 2 (2006): 301–321.
3. Roger Moorhouse, "'The Sore That Would Never Heal': The Genesis of the Polish Corridor," *Diplomacy & Statecraft* 16, no. 3 (2005): 603–613.
4. Andrew Donson, "Why Did German Youth Become Fascists? Nationalist Males Born 1900 to 1908 in War and Revolution," *Social History* 31, no. 3 (2006): 337–358.
5. Katherine Holden, "Imaginary Widows: Spinsters, Marriage, and the 'Lost Generation' in Britain after the Great War," *Journal of Family History* 30, no. 4 (2005): 388–409.

21 November

Postwar Issues Elsewhere

Lesson 24 is the final one that based relies primarily on the reading of scholarly literature. It focuses on issues connected with the dissolution of the Ottoman Empire, the rise of Turkey, and the efforts of western powers to establish stability in the Middle East. Were more time available, the class could consider a number of other topics, including the civil war in Russia. Students interested in subjects that have escaped attention in the course can pursue them while writing their term papers. İçduygu, Toktaş, and Soner address the population relocations between Turkey and Greece that occurred due to the establishment of the Turkish state and a war between those nations. Watenpaugh treats another dimension of the relocation of populations after the war, in particular the development of regimes to safeguard refugees. Brown introduces Lawrence of Arabia, a British soldier-diplomat important in the defeat of the Ottomans and the emergence of Arab nationalism. Levene examines the issuance of the Balfour Declaration, under which the British government promised the eventual creation of a Jewish homeland, and its impact on the Middle East. Gil-Har traces the efforts to define the boundaries among states

and peoples in the Middle East, particularly those that come to mind when the words Israel, Palestine, and Jordan come into play.

Assignment:

1. Ahmet İçduygu, Şule Toktaş, and B. Ali Soner, "The Politics of Population in a Nation-building process: Emigration of Non-Muslims from Turkey," *Ethnic and Racial Studies* 31, no. 2 (2008): 358–389.
2. Keith David Watenpaugh, "The League of Nations' Rescue of Armenian Genocide Survivors and the Making of Modern Humanitarianism, 1920–1927," *American Historical Review* 115, no. 5 (2010): 1315–1339.
3. O'Brien Browne, "Creating Chaos," *MHQ: Quarterly Journal of Military History* 23, no. 1 (2010): 14–25.
4. Mark Levene, "The Balfour Declaration: A Case of Mistaken Identity," *English Historical Review* 107, no. 422 (1992): 54–77.
5. Yitzhak Gil-Har, "Boundaries Delimitation: Palestine and Trans-Jordan," *Middle Eastern Studies* 36, no. 1 (2000): 68–81.

26 November; 3, 5, 10, and 12 December      Reports

Lessons 25, 27, 28, 29, and 30 will afford students the opportunity to present reports on the research they undertook during the semester. Scheduling for individual reports will occur in the second half of the semester. Each student can expect to make a presentation that is no longer than fifteen minutes long. Determining how to convey the essential information within that amount of time will be an important part of the assignment.

Assignment:

1. *Quiz available for Lessons 19-24 on 5 December.*
2. *Final papers due on 15 December.*

28 November              Thanksgiving

Lesson 26 would normally take place on 28 November. That day, however is Thanksgiving, and there is no class.