

DEPARTMENT OF HISTORY, UW-MADISON
SPRING SEMESTER, 2019-2020

HISTORY 201: THE JULY CRISIS, 1914 AND THE COMING OF THE GREAT WAR

Lectures: MW, 2:30-3:45; 1217 HUMANITIES

Section 304: T, 9:55-10:45, 2631 Humanities

Section 305: T, 11-11:50, 2125 Humanities

Section 306: T, 1:20-2:10, 2125 Humanities

Instructor: Professor David McDonald

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Course Overview:

This class seeks to meet two related objectives. First, as an introduction to “the historian’s craft” which offers Comm-B credit, it will acquaint students with the primary elements of historical research, writing and exposition. The course does so through the pursuit of its second objective, a careful reconstruction of the events during the six-odd weeks spanning the assassination of Archduke Franz Ferdinand, the heir to the Habsburg throne, and the outbreak of what contemporaries called The Great War during the summer of 1914. The instructors and the students will work toward both sets of objectives through twice-weekly lectures and weekly discussion/workshop meetings. Lectures will provide broad background and context, examining the germane aspects of European history from 1871 until 1914; students will conduct assigned readings in connection with this part of the course. As important, the weekly discussion/workshop will serve as forums in which participants will discuss assigned section readings, in addition to the techniques of research and historical writing that the course teaches. Attendance at the latter is mandatory.

As the semester progresses, students will follow the development of the “July crisis” by using translated diplomatic correspondence from the Great Powers (Germany, France, Russia, Austria-Hungary, Italy, and the United Kingdom), as well as Serbia. In addition, you will contextualize these documents with other sorts of readings. These include newspaper and magazine accounts from the time, which provided information and perspectives absent from diplomatic reports. In the final three weeks of the course, you will also read limited auxiliary materials—memoirs and “secondary” literature. These activities should teach you how to weigh and use evidence in reconstructing “what really happened” in particular historical circumstances. Learning the difficulties of such reconstruction will also introduce you to what historians do: draw upon primary evidence to advance arguments about what they think happened and why.

This research will help you fulfill the other objectives that attach to this course as a Communications-B class. By the date set for the final examination, you will hand in a 12-15 page paper discussing the events that precipitated the Great War. This paper will represent the final distillation of several other shorter papers that you will write and often revise during the semester. Some of these papers you will share with your colleagues in

the class; others you will give to the instructors for evaluation and editing. In addition, you will make one formal oral presentation to the class; you will also contribute to each week's ongoing discussions. All of these exercises seek, directly and indirectly, to deepen and strengthen your understanding of the interactions that brought Europe into a general war in August 1914. To lend further focus to this understanding, and to help orient your final paper, early in the semester you will draw, by lottery, the name of one of the participants in the diplomacy leading to the declarations of war in August. You will follow events from this character's point of view, which you will incorporate into your final paper. In addition, you will keep a dossier composed of all your written assignments for this course. When you submit your final paper, you will also submit a brief (400-600 word) assessment of what you learned about historical writing during the semester.

Course Objectives/Learning Outcomes:

By the time you have completed your required work for this semester, you should accomplish the following objectives:

1. Learn to identify, locate and assess the relative reliability of different sorts of historical sources, including primary sources, memoirs, publicistic and journalistic materials, and secondary sources.
2. Analyze and combine the evidence in these sources into a clear and coherent narrative, relying on evidence drawn from the sources you have used.
3. Learn how to incorporate complex developments, interactions or processes in a clear well-organized argument or interpretation about their meaning and/or significance.
4. Acquire an understanding of the events and contexts out of which World War I resulted, in the course of which you will
5. Gain knowledge about different social, political, economic and cultural systems exemplified in Europe before the Great War.
6. Understand the causes that alter historical perspectives.
8. Learn about historical change, its causes and the various sorts of effects it can produce.
9. Most importantly, gain an understanding of what makes for effective oral and written communication as a set of identifiable skills that develop through practice and critical (self-)assessment; and thus, develop self-set standards for expressing ideas, concepts or arguments in forms accessible to multiple audiences.
10. Finally, develop a useful set of "tools"—defining a topic, devising a research strategy and constructing an argument—for use in more advanced courses and in post-academic life.

Assessment

Your grade from the course will reflect your performance in various phases of its activities. Your final paper will count for 25%, as will your participation in weekly discussions, combined with your final self-assessment. Your formal oral presentation will count for 15%. The mid-term test will also amount to 15% and the balance of your grade comes from your briefer assignments. Assessment will reflect your levels of achievement *and progress* in presenting the materials dealt with by your readings in clearly expressed and well-organized prose, eventually in the form of clear and convincing argument.

Course Workload and Expectations:

This 4-credit course meets as a group for 4 hours per week (according to UW-Madison's credit hour policy, each lecture counts as 1.5 hours and each discussion counts as an hour). The course also carries the expectation that you will spend an average of at least 2 hours outside of class for every hour in the classroom. In other words, in addition to class time, plan to allot an average of at least 8 hours per week for reading, writing, preparing for discussions, and/or studying for quizzes and exams for this course.

Plagiarism and Academic Misconduct

Finally, as most participants are within one or two semesters of graduating, they should be very well acquainted with academic standards regarding academic integrity and such forms of misconduct as plagiarism. To refresh their memories of the university's rules in these matters and the procedures for dealing with cases of plagiarism, participants can use the following link: <http://www.students.wisc.edu/doso/academic-integrity/>.

History Lab

Those requiring assistance or extra guidance in framing and writing research papers should consult with the department's History Lab. A representative of this valuable resource will visit our class early in the semester. As the Lab's web-site states:

The History Lab is a resource center where experts (PhD students) will assist you with your history papers. No matter what stage you are at in the writing process — choosing a topic, conducting research, composing a thesis, outlining your argument, revising your drafts — the History Lab staff can help you sharpen your skills and become a more successful writer. Drop by Humanities 4255 or schedule a one-on-one consultation at <http://go.wisc.edu/hlab>.

The following list contains a calendar of assignments and readings for the semester. Your readings are located in several spots. The bulk of the diplomatic

correspondence is online, as you will see when beginning your work for the class. The instructors will emphasize the importance of finding journalistic accounts of events both online, *but also* in the stacks of Memorial Library or in the Microforms Collection on the library's fourth floor. Later in the semester, you will find secondary materials in both Memorial and College Libraries. Each week, you will receive a list of readings, offering several options, so as to ensure that all participants have access to relevant material. In the course of the semester, you should become well acquainted with the library as your most valued research tool.

Date Lecture Topics; Discussion/Workshop assignments

1/22 *LECTURES:*

1. INTRODUCTION—COURSE OVERVIEW, INTRODUCTIONS OF INSTRUCTORS AND STUDENTS.

For next week: Write a 2pp. paper on what you know about this the outbreak of World War I. Submit at the beginning of class on Jan. 27 [See assignment sheets each week.]

NB: NO SECTION MEETINGS THIS WEEK

1/27-29 *LECTURES*

2. THE PLAYERS—PART I, THE TRIPLE ALLIES (GERMANY, AUSTRIA-HUNGARY, ITALY)

3. THE PLAYERS, PART I [CONT'D]

SECTION: INTRODUCTIONS, GOALS FOR WORK IN SECTIONS; TYPES OF HISTORICAL SOURCES; PROBLEMS OF HISTORICAL SOURCE-WORK.

For next week: Write a 3pp. paper on the events of 28 June, based on assigned readings; hand in to instructor at beginning of class on 2/3.

2/3-5 *LECTURES:*

4. THE PLAYERS—PART II, THE “ENTENTE” POWERS (UK, FRANCE, RUSSIA)

5. INTRODUCTION TO RESOURCES IN MEMORIAL LIBRARY—
meet in Room 126, Memorial Library at 2:25.

SECTION: CONTINUE DISCUSSION OF SOURCES, WITH
REFERENCE TO EVENTS OF 28 JUNE. CHALLENGES OF
WRITING

For next week: Revise your paper, incorporating accounts from
newspapers and magazines noted in this week's assigned readings (expand
to 5-6pp.). Submit to instructor at beginning of class on 2/10.

2/10-12

LECTURES:

6 & 7. FOOTNOTING AND CITATIONS, CONCEPTS AND
MECHANICS; THE PLAYERS—PART III, THE OTTOMAN EMPIRE
AND THE BALKAN NATION-STATES

SECTION: DISCUSSION OF PRESS ACCOUNTS IN RELATION TO
DIPLOMATIC DOCUMENTS (28 June-7 July). SELECTION OF
ALTER EGOS FOR PARTICIPANTS.

2/17-19

LECTURES:

8. MASS SOCIETY AND POLITICS IN EUROPE, 1890-1914.

9. GREAT POWER NATIONALISM

SECTION: DISCUSSION OF ASSIGNED DOCUMENT READINGS

For next week: Read assigned diplomatic documents, covering period
from 7 July until the end of 22 July. Pay attention to your character, if he
occurs.

2/24-26

LECTURES:

10. THE "NATIONAL QUESTION" IN THE BALKANS, RUSSIA
AND AUSTRIA-HUNGARY

11. CULTURE, THOUGHT, SCIENCE AND ART: THE CRISIS OF
THE "POSITIVIST CONSENSUS"

SECTION: ABUSE OF PASSIVE VOICE, RUN-ON SENTENCES AND
OTHER STYLISTIC LAPSES.

For next week: Read press accounts of the period from early July until 22 July. Write a 5pp. summary of diplomatic and press reactions; you will hand these to a classmate at the end of section. You can use the passive voice *no more than* twice per page. Submit your paper *in section* for peer review of papers in the week of 2 March.

3/2-4

LECTURES:

12. THE “NEW” IMPERIALISM, ECONOMIC GLOBALIZATION AND INTERNATIONAL CONFLICT, 1874-1905

13. THE EMERGENCE OF THE ALLIANCE SYSTEM, 1871-1911.

SECTION: DISCUSSION OF DEVELOPMENTS, 28 JUNE-22 JULY 1914; WORKSHOP—ASSESSMENT OF WRITING AND RESEARCH.

For next week: Assigned readings from diplomatic documents and journalistic reportage, including Austro-Hungarian ultimatum to Serbian government and responses through 26 July. Read from the point of view of your character. Edit classmate’s work to be returned at beginning of section on 3/10.

3/9-11

LECTURES:

14. MASS CULTURE AND INTERNATIONAL COMPETITION

15. IN-CLASS DISCUSSION OF PEER ASSESSMENTS AND PREPARATION FOR ORAL PRESENTATIONS.

SECTION: DISCUSSION OF THE ULTIMATUM AND REACTIONS

3/16-18

SPRING BREAK

3/23-25

LECTURES:

16. DOMESTIC CHALLENGES AND INTERNATIONAL ORDER IN THE GREAT POWER STATES

17. THINKING ABOUT WAR—MILITARY PLANNING AND THE ARMS RACE

SECTION: ORAL PRESENTATIONS

3/30-4/1

LECTURES:

18. CRISES IN MOROCCO AND NORTH AFRICA, 1906-1911

19. *IN-CLASS MID-TERM*

SECTION: ORAL PRESENTATIONS AND CRITIQUE

For next week: Read assigned press and journalistic accounts on developments from 27 through 30 July. Write a 5pp. account summarizing these events from your character's viewpoint. Submit the essay at the beginning of class, 4/6.

4/6-8

LECTURES:

20. TBA

21. CHALLENGES TO THE OTTOMAN EMPIRE AND THEN THE "CONCERT": THE BALKAN WARS, AND GREAT POWER POLITICS UNTIL 1914.

SECTION: DISCUSSION OF ONGOING EVENTS.

For next week: Follow developments from 30 July until 6 August as covered in the diplomatic and press sources. This time, you have the option of writing in your character's voice or your own, Submit a 5pp. summary of those developments at the beginning of class on 4/13.

Choose ONE secondary source and ONE memoir to guide your work on your final paper. Begin to read these works, but do not include them in your writing until you prepare your final paper.

4/13-15

LECTURES:

22. INTRA-COALITION TENSIONS—ITALY IN THE TRIPLE ALLIANCE, RUSSIA AND THE ENTENTE POWERS.

23. SUMMARY: THINKING OF ORIGINS, TELEOLOGY, INEVITABILITY. PREPARING FOR LAST PHASE OF COURSE-
WORK

SECTION: USING MEMOIRS AS HISTORICAL SOURCES; THE STRENGTHS AND CHALLENGES OF SECONDARY SOURCES

For next week: Follow the same week's events in the

press. How do the two sets of accounts vary? How do you explain those variations? Combine your last paper with its predecessor to build a narrative reflecting both diplomatic and journalistic sources, while addressing problems or oversights noted by your instructor. Submit the revised and expanded paper at the beginning of section, 4/21.

4/20-22

LECTURES:

24. DEBATES—ROUND 1

25. DEBATES—ROUND 2

SECTION: DISCUSSION OF PROGRESS TO DATE, DIFFICULTIES, DISCOVERIES AND SURPRISES

4/27-29

LECTURES:

26. DEBATES—ROUND 3 (IF NECESSARY)

27. SUMMARY—BALANCING SHORT- AND LONG-TERM CAUSATION

SECTION: DISCUSSION OF FINAL PAPER

SUBMISSION OF FINAL PAPER

Please submit the final copy of your paper, accompanied by your written self-assessment and the full portfolio of the semester's written work by
5PM on 6 MAY.