

University of Wisconsin - Madison

History 350: The First World War and the Shaping of Twentieth-Century Europe

Spring 2021

Instructional Modality: Online asynchronous / Remote synchronous discussion section
4 credits

Prof. Daniel Ussishkin

5112 Mosse Humanities Building

Phone: (608) 263 1839

Email: ussishkin@wisc.edu

Virtual Office hours: Tuesday, 2PM-3PM (on Microsoft Teams; ping or call) or by appointment; optional synchronous discussion and chat hours will be scheduled early in the semester.

Teaching Assistant:

Conrad Allen

4269 Mosse Humanities Building

Email: callen25@wisc.edu

Virtual Office Hours: Wednesday, 3PM-4PM (through Canvas – BB Collaborate link) or by appointment

The Great War has been linked to nearly every social, cultural, and political transformation that marked the short century that followed: mobilization and the experience of total war transformed the relations between governments and citizens, between men and women, and between social classes. Europeans experienced death on an unprecedented scale and came to terms with new forms of industrialized warfare, from the use of poison gas to modern practices of genocide. Europeans now learned to live with violence, both during as well as after the war, and found new ways to mourn or remember the dead.

This course will situate the upheaval of 1914-1918 within the larger framework of twentieth-century European history. Using a wide variety of sources – memoirs, essays, poems, literary and cinematic representations, among others – we will try to understand how historians have approached the cultural and political history of the war, and the problem of the relation between war and social transformation more broadly.

Course Designations and Attributes

Breadth - Either Humanities or Social Science

Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

Learning Objectives:

The course is an advanced engagement with the fields of modern European history and war and society more broadly. By the end of the semester, students will be able to:

- 1) Identify and explain the major trajectories in twentieth-century European history and the ways in which they were affected by the First World War, and more broadly, engage critical questions that animate the field of war and society studies today.
- 2) Identify and critically engage with the major interpretive frameworks that historians have used in their study of the First World War, and of total war more broadly
- 3) Analyze primary sources from the history of the First World War, both written and visual, and evaluate or critique interpretations of these sources.
- 4) Produce original historical arguments, in both written and oral communication, and properly mobilize evidence to support these arguments.
- 5) Evaluate interpretive frameworks, in both the historiography as well as the popular cultural memory of the war, and situate the emergence of such frameworks within a broader history of representations of the war and contestations over such representations.

Course Mechanics:

The course consists of **online content** (instructor's podcasts, online readings, documentaries, and film), printed material (books and a course reader), as well as weekly in-class discussion sections. Material and assignments for each week are listed on each week's page on Canvas.

Students who are not familiar with Canvas are encouraged to take the online tutorial at <https://canvas.wisc.edu/courses/13> (this will be useful for other courses as well!).

Instructor's podcasts: To listen to the podcasts, click on the relevant page link on Canvas; there you will find: an embedded podcast, followed by an outline and relevant images (scroll down the page to see them). You will also find a link to a Word version of the outline, to facilitate note taking (for those who wish to print it out or save the file to your computer and type your notes as you listen to the podcast). Close captioning is available by clicking on the cc button.

It is best to listen to the podcasts in a dedicated study space, where you can concentrate, and make sure that you are not interrupted. The system of a greater number of shorter podcasts (rather fewer but longer ones) allows for a better engagement with the material. At the end of each podcast, take a quick break to summarize for yourself the main points of the argument. This class format requires self-discipline and a good system of note taking.

Online sources and film – all are hyperlinked on Canvas (on the relevant week's page).

Printed Materials:

Books: The following books are available at the bookstore. Cheap used copies are easily found online (any edition is fine). Copies of the books have been placed in the Library course reserve.

Pat Barker, *Regeneration* (1993).

Vera Brittain, *Testament of Youth* (1933)

Joe Lunn, *Memoirs of a Maelstrom: A Senegalese Oral History of the First World War* (1999).

Recommended text: Michael Howard, *The First World War: A Very Short Introduction* (Oxford, 2002, reissued 2007); a digital copy is available through UW Memorial library.

Course packet (hard copy / digital): a course packet will be available for purchase at the L&S Copy Center in the Social Science Building, Sewell Hall Room 6120, 1180 Observatory Drive. All readings will also be available on Canvas. It is highly recommended to use a paper copy.

Discussion Section (Zoom):

For each week, discussion section takes place on the following Monday; for example, discussion section for week 2 takes place on Monday 02/08 (the relevant discussion section is listed for each week on the syllabus). Your TA will send you the link to the Zoom meeting in advance of the meeting. You are required to attend all sections; you have a “free pass” for one unaccounted absence; two or more unaccounted and/or undocumented absences will severely affect your grade. Five or more such absences will result in a failure to pass the entire class. Your section grade reflects effort and engagement (merely showing up is not enough...) Additional information will be given during the first meeting of your discussion section.

Optional Synchronous Discussion, and Chat Hours:

At the beginning of the semester, we will survey the students for their availabilities, and schedule additional synchronous discussion and chat hours with your professor. Participation in these is optional. These meetings will be held on Zoom.

Requirements:

The course consists of online content and discussion sections. The success of both depends on your active participation. Read the assigned pages **before** class and bring them with you to the meeting.

Weekly Discussion Board: The purpose of the discussion board is to invite you to reflect on the new material collectively and prepare for discussion section. There are 12 weekly discussion boards (up to 0.5 points each); you are asked to post (at least once per discussion board) a short and thoughtful reflection; you are encouraged to use the opportunity to read what your classmates had written and respectfully engage with their thoughts while adding your own. The discussion boards are divided according to sections. Your responses are due on the relevant **Sunday** (before the Monday section) by **11:59PM**. The discussion board will close after the deadline and late submissions will not be accepted.

Weekly Question (text entry on Canvas): for each week, at the bottom of the page, you will be required to briefly answer a question related to the readings or the podcasts; your answer should be no more than a paragraph long. These questions are designed to facilitate comprehension and retention of the material; it is best to complete them immediately after completing the required listening and readings for the week. There are 9 weeks with weekly questions, earning up to 0.5 points per question. Completing all 9 Weekly questions will earn you 0.5 bonus point. Weekly questions **Monday 1:00PM**, before the relevant discussion section (to avoid confusion, you can simply complete both the discussion board and the weekly question by Sunday night). Late entries will not receive credit.

WWI Chronology Quiz: In section, 02/22.

First essay: 03/01; 4 pages; based only on sources discussed in class.

Midterm Assignment: 03/14; 3 pages; critical engagement with scholarly arguments; you are strongly encouraged (but not required) to pair up with another student and submit jointly.

Film analysis: 04/22; 3 pages; based only on sources discussed in class.

Group research project: Each group (3 students) will be required to conduct research on one of the topics below and present their findings in class (12 minutes). Creativity is greatly encouraged. Each group will need to submit its presentation material (such as slides) electronically on Canvas before the presentation. You will be able to sign up for a presentation on the second discussion section (01/28). With the exception of unusual circumstances, the presenters are graded as a group. The topics for group presentations are:

| | |
|--|-------|
| <i>Conscientious Objectors and/or Pacifism</i> | 02/15 |
| <i>Trench Life</i> | 03/01 |
| <i>Gas Warfare</i> | 03/08 |
| <i>The Indian Army</i> | 03/22 |
| <i>Australia and New Zealand</i> | 03/29 |
| <i>Veterans and Disabled Soldiers</i> | 04/19 |

Post-presentation pitch: following the group presentation, each student in the group will upload a short video (1-2 minutes), making the case for producing educational material on the topic for college student. The deadline for submission is a week after the presentation.

Peer Review: at least 2 days before the deadline for the first essay and film review, students are required to meet virtually (in pairs) and review each other's drafts. Each student is then required to report on Canvas the time and date of the meeting, and in **1-2** sentences what they have learned from the review that will help them complete the assignment.

Final Exam: online; 2 essay questions, 120 minutes; open books; no proctoring required; must be completed (in one sitting) before 05/06/2021 7:05PM.

General instructions for written assignments:

* For more detailed instructions, go to the relevant page on Canvas. Assignments will also be discussed in section.

* Some assignments will require Turnitin Plagiarism Review; these assignments are later stored in the provider’s repository.

* Dates for all written assignment are final; as a rule of thumb, there will be no extensions. Plan ahead!

Grade Structure:

| | |
|-----------------------------------|-----|
| Weekly short questions (x9) | 5% |
| Weekly Discussion Board (x12) | 6% |
| Chronology Quiz: | 2% |
| Conrad’s Primary Source Module | 5% |
| Peer Review (meet and report, x2) | 4% |
| First essay | 12% |
| Midterm Assignment | 12% |
| Film Analysis | 12% |
| Group presentation (12 minutes) | 10% |
| Post Presentation Pitch | 5% |
| Final Exam | 12% |
| Section Participation Grade | 15% |

Extra credits (1-3 points): One appointment with the History Lab and a short paragraph reflecting on what came out of the meeting (for example – plans for revision of the paper, or further research into a particular question); see details under Assignments on Canvas. Each reported appointment will earn you one point, up to **three** extra credits allowed (although more visits to the Lab are highly encouraged!)

Final Grade Scale: The final grade, calculated as points, will be converted to a letter grade according to the following scheme:

| | |
|----|-----------|
| A | 94-100 |
| AB | 88 to <94 |
| B | 84 to <88 |
| BC | 78 to <84 |
| C | 68 to <78 |
| D | 61 to <68 |
| F | 0 to <61 |

Important: Please note that active, constant, and collegial participation, and genuine effort and engagement (in section as well as online) – will be rewarded! The grades in this class are **not** curved.

What if I have a question or want to share my thoughts with the class?

At the bottom of each module, you will find a discussion thread titled “Discussions, Reaction, Questions.” This is the place to ask questions about the material, related issues you came across during the week, or post your comments and thoughts. You can reply to an existing thread or start a new one. You are strongly encouraged to do both (online participation will go a long way towards your participation grade!). Please note, that this is the space to ask questions about the material or the class that would be of interest to the entire class (rather than emailing your instructors, which should be reserved to personal or particular matters).

Technology in this course:

Canvas: course content, weekly pages, assignment posts and submissions, discussion threads, and grades; TA office hours.

Zoom: Discussion section; optional synchronous discussion hour with the professor

Microsoft Teams: Professor U.’s office hour; download through DoIT.

Campus Spaces for Virtual Learning & Testing

Dedicated on-campus spaces with high-speed internet are available for students to reserve for any exam/quiz taken during the semester. Computers can also be requested.

Credit Hours and Workload

The credit standard for this 4-credit course is met by an expectation of a total of 180 hours of student engagement with the course learning activities (at least 45 hours per credit), which include regularly scheduled instructor - student meeting times [group discussion of 50 minutes per week], dedicated online time, reading, writing, completing individual and group assignments, individual consultations with the instructor, and other student work as described in the syllabus.

Regular and Substantive Student-Instructor Interaction

This course requires regular and substantive student-instructor interaction: regular interaction through weekly online assignments and discussions; feedback on written and other assignments; scheduled study and office hours, and weekly required discussion section. You are also encouraged to attend optional synchronous discussion hours with the professor.

Privacy of Student Information & Digital Tools: Teaching & Learning Analytics & Proctoring Statement

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used to support teaching and learning, to help support success through [learning analytics](#), and to enable proctoring capabilities. UW-Madison takes necessary steps to ensure that the providers of such tools prioritize proper handling of sensitive data in alignment with FERPA, industry standards and best practices.

Under the Family Educational Rights and Privacy Act (FERPA which protects the privacy of student education records), student consent is not required for the university to share with school officials those student education records necessary for carrying out those university functions in which they have legitimate educational interest. 34 CFR 99.31(a)(1)(i)(B). FERPA specifically allows universities to designate vendors such as digital tool providers as school officials, and accordingly to share with them personally identifiable information from student education records if they perform appropriate services for the university and are subject to all applicable requirements governing the use, disclosure and protection of student data.

Privacy of Student Records & the Use of Audio Recorded Lectures

See information about [privacy of student records and the usage of audio-recorded lectures](#).

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Campus Resources:

- [University Health Services](#)
- [Undergraduate Academic Advising and Career Services](#)
- [Office of the Registrar](#)
- [Office of Student Financial Aid](#)
- [Dean of Students Office](#)

Course Evaluations

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your confidential feedback is important to me. I strongly encourage you to participate in the course evaluation.

Digital Course Evaluation (AEFIS)

For instructors using the campus digital course evaluation survey tool, [AEFIS](#).

UW-Madison now uses an online course evaluation survey tool, [AEFIS](#). In most instances, you will receive an official email two weeks prior to the end of the semester when your course evaluation is available. You will receive a link to log into the course evaluation with your NetID where you can complete the evaluation and submit it, anonymously. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

Students' Rules, Rights & Responsibilities

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

UW-Madison Badger Pledge

Quarantine or Isolation Due to COVID-19

Student should continually monitor themselves for COVID-19 symptoms and get tested for the virus if they have symptoms or have been in close contact with someone with COVID-19. Student should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their Instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

Diversity & Inclusion Statement

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

Academic Integrity Statement

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Accommodations for Students with Disabilities Statement

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

Academic Calendar & Religious Observances

See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>

Course Schedule

01/25: First section meeting; introductions and course mechanics

I Why WWI?

Online:

- 1.1 Why World War I?
- 1.2 Course Mechanics

Recommended readings:

Michael Howard, *The First World War, a very short introduction*; or any other source; will give you a good background on the war and help you prepare for the short quiz on week III.

Do:

Introduce yourself (online): on the Introduce Yourself discussion thread on Canvas.

Discussion Board Etiquette: read what your peers suggest and participate at least once.

Complete: Conrad's Primary Source Module (all parts; peer review part of the last assignment will be completed in section).

Section: 02/01:

- Workshop on Primary Sources
- Assignment of group presentations

II To Arms

Online:

- 2.1 Europe before the war
- 2.2 Nations and empires
- 2.3 The "Spirit of 1914"
- 2.4 War culture and propaganda

Read:

*Michael Howard, *The First World War* (Oxford, 2002), chapters 1-2, "Europe in 1914" and "The Coming of War," pp. 1-26.

*Stefan Zweig, *The World of Yesterday* (1942), chapter 9, "The First Hours of the War of 1914," pp. 214-237.

*Filippo Marinetti, "The War as the Catharsis of Italian Society" (November 1914)

*Nicoletta Gullace, *The Blood of our Sons: Men, Women, and the Renegotiation of British Citizenship during the Great War* (New York, 2004), chapter 1, "The Rape of Belgium and Wartime Imagination," 17-33.

-The Bryce Committee Report on German Atrocities, Part II (b): "Treatment of Women and Children" (no more than a quick look online).

Do:

Discussion board + weekly question

Section: 02/08

III Women and Men

Online:

- 3.1 War and gender: an introduction
- 3.2 Military mobilization: men
- 3.3 Military mobilization: women
- 3.4 A short introduction to the literary history of WWI

Read:

Vera Brittain, *Testament of Youth* (at least up to page 289).

Do:

Discussion board + weekly question

Section: 02/15

- *Group Presentation: Conscientious Objectors and/or Pacifism*

IV Home Fronts

Online:

- 4.1 WWI and the making of the Home Front
- 4.2 European socialisms and WWI
- 4.3 "War Socialism" and its legacies
- 4.4 The new ecology of production

Read:

- * Roger Chickering, *Imperial Germany and the Great War, 1914-1918* (Cambridge, 1998), 32-40.
- * Belinda Davis, "Home Front: Food, Politics, and Women's Everyday Life during the First World War," in *Home/Front: The Military, War, and Gender in Twentieth-Century Germany*, 115-138 (2002), 115-138

Do:

Discussion board + weekly question

Section: 02/22:

- WWI Chronology Quiz
- First essay workshop

V Armageddon

Online:

- 5.1 The “cult of the offensive”
- 5.2 Industrialized warfare
- 5.3 Discipline and collapse

Read:

*War Poems: Siegfried Sassoon, “The Attack;” Wilfred Owen, “Dulce et Decorum Est”

Watch:

- * Strachan on the Somme and Verdun (documentary)
- * Stanley Kubrick’s *Paths of Glory* (1957)

Do:

Discussion board + weekly question
First Essay Peer Review (02/26)

Section: 03/01:

- *Group Presentation: Trench Life*

****First essay due Monday 03/01 1:00PM ****

VI Faces of War

Online:

- 6.1 War in the Air
- 6.2 The Politics of Shellshock

Read:

Pat Barker, *Regeneration* (entire)
Peter Taylor Whiffen on the “Shot at Dawn” campaign.

Do:

Discussion board + weekly question

Section: 03/08

- *Group Presentation: Gas Warfare*

VII Midterm Assignment Week

Section: 03/15

- Midterm workshop

**** Midterm assignments due Thursday 03/18 11:59 PM ****

VIII Colonial Conscripts

Online:

7.1 Colonial Conscripts

Read:

Joe Lunn, *Memoirs of a Maelstrom: A Senegalese Oral History of the First World War* (Introduction, chapters 1-3, 5-7, and conclusion)

Do:

Discussion board + weekly question

Section 03/22

- *Group presentation: The Indian Army*

IX: Global, Imperial, Total War

Online:

9.1.1 The War in Africa and the Middle East

9.1.2 War and the Imperial Project

9.2.1 Civilians in war: occupation, atrocities, refugees

9.2.2. War and genocide

10.1.1. Ireland before the war

10.1.2 Ireland's War

Read:

*Michelle Tusan, "Genocide, Famine, and Refugees on Film: Humanitarianism and the First World War," *Past and Present* 237 (2017).

*Proclamation of the Irish Republic

*Yeats, "A Terrible Beauty is Born"

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Do:

Discussion board + weekly question

Section: 03/29

- *Group Presentation: Australia and New Zealand*

Week X The Search for Stability

Online:

11.1 The failures of economic reconstruction

11.2 The failures of democracy

10.2.1 War and the Vote

10.2.2 Gender, citizenship, and postwar reconstruction

Watch:

Documentary on war and revolution

Read:

*Ernst Jünger, *The Storm of Steel* (1929), pp. 315-319.

*Sebastian Haffner, *Defying Hitler: A Memoir*, pp.29-45.

*Hindenburg on the “Stab in the Back,” 1918.

-Mary Louise Roberts, “Samson and Delilah Revisited: the Politics of Women’s Fashion in 1920s France,” *American Historical Review* 98:3 (1987): 657-684. [JSTOR]

Do:

Discussion board + weekly question

Section: 04/05

XI The War on Film

Watch:

(1) Required:

- La Grande Illusion (1937)

(2) At least one of the following:

- Black and White in Color (1978)
- Blackadder (first and last episodes, at least)

(3) Refresh your memory:

- Paths of Glory (1957)

Do:

Discussion board

Section: 04/12

XII: Cultures of Commemoration

Online:

12.1 The bodies and names of fallen soldiers

12.2 War Memorials

Read:

*Jay Winter, *Sites of Memory, Sites of Mourning: The Great War in European Cultural History* (1995), chapter 1, “Homecomings: the return of the dead,” and chapter 3, “Spiritualism and the “lost generation,” pp 15-28 & 54-77.

Do:

Discussion board + weekly question
Film Analysis Peer Review (04/16)

Section: 04/19

- *Group Presentation: Veterans and disabled soldiers*

*****Film Analysis due 04/19 1:00PM*****

XIII WWI and the 20th Century

Online:

13.1 Total War and the Twentieth Century
- WWI and its legacies, Oxford University Debate.

Section 04/26

- Final Exam workshop

*****Final Exam (online) due 05/06, 7:05PM*****