HISTORY 457.001 - World War I
Fall, 2018; Tuesday, 6-8:30 in Ferguson 475, Dr. Jackson

I. Course Description:
The First World War is the watershed event of the 20th century, not World War II. It shaped the modern world by making possible the rise of Soviet communism in Russia, Nazism in Germany, and the end to American isolationism. The breakup of the Ottoman Empire during the war brought the Middle East into the center stage it holds today by fanning Jewish and Arab nationalism. The course will discuss the origins, tactics, technology, politics, and diplomacy of the war. It will also study the debates and controversies in Great War history by viewing and discussing the ways three generations of historians, literary scholars, film directors, artists and writers have interpreted the massive conflict.

The class will view the war through vast amount of documentary films, printed images, posters, and propaganda generated by the war. The course will use the BBC and CBS film series done in 1964, the PBS series on the Shaping of the 20th Century, the British Series on the Great War in 1998, and French and German film presentations from the war period itself. The class will not only discuss traditional images of the war (such gas attacks, the Red Baron, No-Man's Land, the Christmas truce, the recruiting posters), but it will also look at the role of the everyday soldier who bore the burdens, the non-European offensives such as Gallipoli, the naval war, the race on all sides to create new weapons and tactics, and the collapse of the multi-national empires of Russian, Austro-Hungarian, and Turkish Empires. The course will end with an analysis of the Armistice and the Treaty of Versailles.

II. Contact Information
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E-mail: jjackson@sfasu.edu
Office Hours: Tuesday-Thursday, 1-2, 3:30-6 PM, or by appointment on MWF.

III. Texts and DVDs (Recommended)
- DVDs on the GREAT WAR
  Lewis, The First World War: The Complete Series (British) (3 DVDs)
  CBS, The Complete Story: World War I (American, Robert Ryan narrated) (3 DVDs)
  BBC, The Great War (36 Episodes) 1964
- BOOKs: Introductory
  Margaret MacMillan, The War That Ended Peace: The Road to 1914
  Barbara W. Tuchman, The Guns of August

IV. Testing and Course Policies
- There will be a mid-term exam, Internet assignments, reports, discussions, and final exam.
- The grade distribution will be as follows:
  Mid-term Essay Exam (Approximately Oct. 19) 35%
  Internet Assignments, Reports, Class Discussions 30%
  Final Essay Exam Dec. 11 35%
  100%

Course Specific Policies:
- Students are responsible for the material covered in the class sessions.
• No tape recorders are allowed unless special permission is granted.
• Regular attendance is necessary to achieve satisfactory discussion grades.
• No make-ups test will be given unless arrangements have been made with the instructor prior to the test.
• Exams must be taken in bluebooks. All tests must be written in blue or black ink. NO PENCILS!
• No one will pass the course who fails the final exam.
• Exam dates are estimates and may be changed with a three-day notice.
• Plagiarism or cheating will result in an automatic failing grade. (See University Policies below)
• Literacy is a requirement in this course; if a minimum level of literacy is not exhibited, a failing grade will be given on this basis alone.

V. Course Calendar (Subject to Change)

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture/Subject</th>
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<tbody>
<tr>
<td>Aug 28</td>
<td>Introduction &amp; Europe before 1914; Bismarckian Alliance System; the Intellectual Revolution of the 1890s; Breakdown of Peace after 1905; the Long Range Causes of the Great War.</td>
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<td>Sept 4</td>
<td>The Short Range Causes: The Reemergence of the Eastern Question; The Explosive Balkans; the July Crisis.</td>
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<td>Sept 11</td>
<td>The Outbreak of the War; Great Expectations and Illusions</td>
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<td>Sept 18</td>
<td>1914: Stalemates: Deadlocks on the Western &amp; Eastern Fronts</td>
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<td>Sept 25</td>
<td>1915: The Western Front and Gallipoli; Stalemate in the South, Allied Disaster in East</td>
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<td>Oct 2</td>
<td>MID TERM EXAM</td>
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<td>Oct 9</td>
<td>The War at Sea and in the Air; The War in the Middle East; The War Outside Europe</td>
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<td>Oct 16</td>
<td>The Expansion of the War</td>
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<td>Oct 23</td>
<td>War Aims and Total War</td>
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<td>Oct 30</td>
<td>The Year of Desperation – 1917; German Dictatorship, Russian Revolution, and American Entry;</td>
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<td>Nov 6</td>
<td>Russian Revolution and the War in the East</td>
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<td>Nov 13</td>
<td>Spring Offensives in 1918: Germany’s Last Bid for Victory</td>
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<td>Nov 20</td>
<td>The Collapse of the Central Powers; The Armistice.</td>
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<td>Nov 27</td>
<td>The Postwar Settlements in Europe; the Troubled Aftermath of Versailles Treaty</td>
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<td>Dec 4</td>
<td>The Postwar Settlements in the Middle East; The Great War in Perspective</td>
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<tr>
<td>Dec 11</td>
<td>FINAL EXAM</td>
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VI. Use of the Internet

• Contact Information

You are expected to use the Internet in this course. The Internet will be used to contact and send you assignments. This will be done through the Desire 2 Learn System (D2L). Your name on the roster of the class gives me access to an official email contact with you.

In the next 24 hours: In order to know that we are connected, please send me a brief e-mail message of introduction within the D2L system. Please include something about your standing and major; history courses taken; an address and phone number, maybe an alternate e-mail account, in case I need to get any message to you. My response will let you know we are connected.

My regular e-mail address, outside D2L, is jjackson@sfasu.edu While I ask you not to use this unless absolutely necessary, you may use it to get my attention. Please always put 457 (plus any subject) in the subject heading; this will keep it from getting lost.

Websites to be used in the course for supplements and reports.

• 1914–1918-online International Encyclopedia of the First World War
• European Newspapers from the start of the First World War and the end of the war
• World War I Document Archive at Brigham Young University. http://www.lib.byu.edu/~rdh/wwi/
• An Internet History of The Great War http://www.worldwar1.com/
• Aerodrome (war in the air). http://www.theaerodrome.com/
• PBS World at War series. http://www.pbs.org/greatwar/
• The Great War Webring Page of Links: http://hub.webring.org/hub/thegreatwar
• BBC History of World War One https://www.bbc.co.uk/programmes/p01nb93y
• "World War I Crossroads" current discussions by scholars
• WWI Films on the European Film Gateway
• The British Pathé WW1 Film Archive
• World War I British press photograph collection – A sampling of images distributed by the British government during the war to diplomats overseas, from the UBC Library Digital Collections
• Personal accounts of American World War I veterans, Veterans History Project, Library of Congress.
• What did the war do for women? http://www.bbc.co.uk/guides/z9bf9j6

Animated maps
An animated map “Europe plunges into war”
An animated map of Europe at the end of the war
Maps of Europe covering the history of World War I at omniatlas.com

Powerpoint summary of the war

• Internet Assignments will include: Reading selections, small individual research assignments to report in class, preparations for using the Internet in research, films to watch and report.

VII. Program and Course Learning Objectives
There is more to history than the accumulation of knowledge. That is, there is more to a history course than remembering, memorizing, recognizing, and recalling information. All of these things can be assessed by using multiple choice and identification questions on a test. These knowledge-based questions are not bad, but we need as students of history to move beyond these elementary “facts” (Who?, What?, When?, Where?) to try to utilize higher levels of our brains to ask more important questions (How? and Why?). These higher levels of the brain will move us toward comprehension of what we have studied and, through analysis of this information, we will learn to apply, evaluate, and synthesize the information.

The Department of History Program Learning Outcome in this course is #2: "The student will assess the significance of historical events/phenomena and analyze their historical contexts." In meeting this objective, students in History 457 should work to achieve understand of the following concepts:
• The complex context of the great powers after the Franco-Prussian War, in particular, the Bismarckian Alliance System
• The long range causes for the Great War of 1914-1918: nationalism, arms races, imperialism, on Europe and Germany in particular.
• The nature of the Western Front and the horrors of trench warfare.
• The Eastern and Southern Fronts – the lesser known theaters of the war including the fight for oil in the Middle East.
• The war in the air, at sea, and around the globe.
• Internal politics within the fighting countries: the home front with the privation, the stress and the propaganda.
• The last campaigns, the end of the war, the Armistice and the Versailles Treaty.
• The dramatic impact of the war on Europe, especially Germany, the Middle East, and the world.

VIII. University Policies

Academic Integrity (A-9.1)
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention
of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades (Semester Grades Policy, A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed. http://www.sfasu.edu/policies/student_conduct_code.asp