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HISTORY 425: WORLD WAR I  
**PROSPECTIVE: SUBJECT TO CHANGE**

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Canadian stretcher bearers in Flanders “fields,” ca. May 1915

“In Flanders Fields”

In Flanders fields the poppies blow  
Between the crosses, row on row,  
That mark our place; and in the sky  
The larks, still bravely singing, fly  
Scarce heard amid the guns below.

We are the Dead. Short days ago  
We lived, felt dawn, saw sunset glow,  
Loved, and were loved, and now we lie  
In Flanders fields.

Take up our quarrel with the foe:  
To you from failing hands we throw  
The torch; be yours to hold it high.  
If ye break faith with us who die  
We shall not sleep, though poppies grow  
In Flanders fields.

John McCrae, Doctor, Canadian 1st Field Artillery Brigade, 3 May 1915 (d., 28 Jan. 1918)

**COURSE GOALS:** For this course, no prior knowledge of the First World War is assumed or required—only an interest in exploring it.

Many have said that the First World War marked the end of the “long nineteenth century” (1789-1914), and marked the beginning of the “short twentieth century” (1914-1991). It was, nearly all observers at the time and afterward agree, a major rupture in world history. In many ways, it marked the birth of the world we inhabit today.

We will study this period as *history*. History is the discipline which examines the past and seeks to explain why certain outcomes occurred. History seeks to make sense of why a particular event or process took place—to explain analytically *specific* outcomes. History, I believe, is the most essential discipline to understand our society, other societies, and the world today.

History does so by examining past events, both in our society and in other societies. For much of this course, we will be examining societies beyond our own, and at a time removed from our own. L. P. Hartley famously wrote: “The past is a foreign country. They do things differently there.” And this course will proceed from a *comparative* approach: it will ask why certain states and societies conducted diplomacy and war in certain ways, and why other states and societies did so differently.

We will seek to explain why historical actors believed it was right and reasonable to undertake certain actions: why did certain leaders decide to declare war in July 1914? Why did the German government decide to embark on Unrestricted Submarine Warfare (USW) in 1915 and then again in 1917? Why did some countries—after millions of dead and wounded—finally decide to sue for peace rather than continue fighting? Why did these decisions seem to make sense at the time? How can we account for the mindset and motivation of actors—both in the past, and in the present?

A major component of this course will be the analysis of primary documents—documents from the time we are studying. We will learn how to closely and critically analyze such documents—to identify their authors, their genre (document type), their intended audience.

The following required books are available for purchase at the Penn Bookstore (3601 Walnut Street, Walnut and 36<sup>th</sup> Street).

- James Joll and Gordon Martel, *The Origins of the First World War*, third ed.
- Annika Mombauer, ed. and trans., *The Origins of the First World War: Diplomatic and Military Documents*
- Hew Strachan, *The First World War*
- Hew Strachan, ed., *The Oxford Illustrated History of the First World War* [= *OIH FWW*]

**NOTE: The Penn Bookstore has a “price matching program,” and will match the price of any book with an identical ISBN offered directly from amazon.com or bn.com. So please check those sites for price quotes when you go to purchase your books! (At the moment of composing the syllabus, for instance, the Mombauer volume is at least \$6 cheaper than list price if you quote the Amazon price; and the Joll and Martel is also \$10 cheaper; and the Strachan, ed., *Oxford Illustrated History* is \$5 cheaper... So please check!)**

Additional readings will be posted on the course’s Canvas site.

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**Readings:** Readings will average ca. 100-150 pp./week. I will expect that you have completed the readings prior to the lecture for which it is assigned. Allow yourself sufficient time to read through—and to think about!—the assigned materials before class.

**Academic integrity:** Out of considerations of fairness to other students in the course, and on the grounds of basic ethics, this course will view any violations of academic integrity as serious issues. All students are expected to adhere to the University of Pennsylvania's Code of Academic Integrity. If you have not yet done so, please consult it at: <https://catalog.upenn.edu/pennbook/code-of-academic-integrity/>In this course, any suspected violation of academic integrity or plagiarism will be submitted to the College's Office of Student Conduct (OSC).

#### **Course requirements:**

The requirements for this course are: 1) attendance at lectures and recitation sections; for both, this means having completed the assigned readings prior to each meeting; 2) participation in class discussion, both in lecture and recitation; and, 3) three written assignments (two exams and a paper).

Grading percentages are:

- attendance and participation in lectures (10%)
- participation in recitation sections (15%)
- midterm exam (Oct. 11) (25%)
- seven-page paper (Nov. 8) (25%)
- take-home final exam (due noon, Friday Dec. 17) (25%).

You are expected to attend all lectures. If you cannot attend lecture, it is your responsibility to get the notes on the content which you have missed. Please come to lecture prepared. I will lecture a good bit—but we will also discuss readings and documents in class. Please bear in mind that active participation means asking good questions as well as proposing good answers.

I welcome your questions and comments in the course of the lecture.

Written work must be turned in on the designated due dates. I will accept late work only with prior approval in documented emergencies. If you have a problem, please discuss it with me before the assignment is due.

#### **Papers:**

To receive full credit, a paper must have the following elements.

- **Title.** The title should be catchy but also explain your thesis. This can be done by having an attention-getting *title* and an explanatory *subtitle*. Example: “The July Crisis: War by Timetable.”
- **Introduction.** The introduction should *NOT* provide background information or simply proclaim that your topic is important. Instead, it should explain what your topic is and provide a preview of your argument. A good introduction can be written only once the paper itself is finished and you know what your argument actually is.
- **The body of the paper.**
  - Your topic probably has more aspects than you have space to discuss. The solution: early in the paper, briefly describe all the significant aspects, so the reader knows that you are aware that they exist; then, choose a few aspects, explain why they are of particular interest, and discuss them in depth.
  - Write clearly, using correct grammar and appropriate vocabulary
  - Your argument should be documented with footnotes (not endnotes).

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- **Conclusion.** The conclusion should sum up your argument and indicate its wider significance for historical scholarship, e.g., that it supports some larger point relevant to wider areas of history, or what kinds of future research might be helpful to flesh out the issues raised by your argument.
- **Know your audience:** Your readers are historians, not the general public. Hence, don't justify your topic on the grounds that it is of universal human interest ("people have always wanted to know . . .") or that it is relevant to current events ("learning from the past will help us solve the problem of . . ."). Instead, explain why people who seek a better understanding of history should be interested in your topic
- We will provide a stylesheet for both the paper and final exam. Please observe the guidelines!

**FREE PASSES (3):** I frequently call on students during class to discuss material we are covering. But I also understand that life is complicated. As long as it does not become a regular issue, I would rather have students attend class—even if they have not done the reading—than to skip class. So: every student has THREE FREE PASSES. All you have to do is write me before class and say that you were not able to get to the reading, and I won't call on you with questions about the reading. You don't need to provide any reason at all when you write to me to inform me that you will be using one of your three passes. Just "Prof. Holquist, I want to use one of my free passes for tomorrow's class" is sufficient. But: your pass only counts if you write me *before* class!

**COURSE ABSENCE REPORT:** if you will be missing a class for any reason, students are required to submit a Course Absence Report via the CAR system.

**COMPUTERS:** considering both the effect on the general classroom environment and on how computers affect note-taking, I ask that you not use computers during class. I of course will make exceptions in cases of demonstrated need—please speak with me. (Please see the articles that I have posted at the Canvas site: "Why I am Asking You Not to Use Laptops.")

**RESOURCES:** please note the following sites, which are highly recommended:

- 1914-1918 ONLINE: INTERNATIONAL ENCYCLOPEDIA OF THE FIRST WORLD WAR  
<http://www.1914-1918-online.net/>
- THE WORLD WAR ONE DOCUMENT ARCHIVE:  
[https://wwi.lib.byu.edu/index.php/Main\\_Page](https://wwi.lib.byu.edu/index.php/Main_Page)
- DAY-BY-DAY INTERACTIVE MAP OF THE WESTERN FRONT (AT DIVISION LEVEL)  
(French language) <http://carto1418.fr/index.php>
- PROF. HELMUT WALSER SMITH'S "GERMAN HISTORY MAPS II: 1870-1945":  
<https://storymaps.arcgis.com/stories/3274916b05a9445da6d677bbca8e6e88>
- THE FIRST WORLD WAR AND THE END OF THE HABSBURG MONARCHY:  
<https://ww1.habsburger.net/en>

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## Recommended Academic Resources

- The Marks Family Writing Center: <http://writing.upenn.edu/critical/wc/>
- Weingarten Learning Resources Center: <http://www.vpul.upenn.edu/lrc/>  
Help with academic reading, writing, study strategies, and time management.
- Student Disabilities Services: <http://www.vpul.upenn.edu/lrc/sds/>  
If you have a disability or temporary injury, SDS will help you acquire documentation and secure accommodations.
- Penn College Achievement Program: <http://www.vpul.upenn.edu/eap/penncap/>  
PENNCAP works with a diverse group of students, many from low-income and/or first-generation backgrounds, to support their academic success. Staff provide coaching, counseling, and academic assistance.

## Other Recommended Resources

- Counseling and Psychological Services: <http://www.vpul.upenn.edu/caps/>  
Free, confidential services from mental health professionals.
- RAP Line (Reach A Peer): 215.573.2RAP  
9 p.m.-1 a.m. Peer support, information, and referrals.
- DACA and Undocumented Student Resources:  
<https://www.vpul.upenn.edu/undocumented.php>

### If you experience violence, stalking, sexual harassment, or sexual violence:

- Special Services, Division of Public Safety: 4040 Chestnut St, 215.898.6600  
Advocates can discuss reporting options, provide hospital and court accompaniment, and assist with implementing any necessary safety measures.
- Penn Women's Center: 3643 Locust Walk, 215.898.8611  
Education, advocacy, crisis counseling, support group for survivors. Serving all students regardless of gender identity.
- Student Health Service: 3535 Market St., Suite 100, 215.746.3535  
Medical examinations, testing and treatment of STIs, emergency contraception, and referrals. Office visits are covered in full by the Clinical Fee and the Penn Student Insurance Plan (PSIP). Charges for lab tests related to sexual assault are waived.

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### COVID-19 and Our Classroom

The pandemic will fundamentally shape what the semester looks like, how we inhabit the class, and how we relate to each other and the course material. As I write this syllabus, the Delta variant is worsening the crisis. We are a community and are thus dependent on, and are affected by, the actions, precautions, and protections each of us takes to mitigate the spread of COVID-19. Many around us either are not yet eligible for the vaccine, or are immunocompromised. Our classroom provides a direct link to such people via our broader contacts and interactions. As such, I ask that you take reasonable efforts to protect yourselves, your fellow students, our campus, and the broader community from the spread of COVID-19.

As the pandemic continues, I want to share with you some thoughts about our collective experience:

- Some of our lives may be relatively unaffected by the pandemic, while others have experienced profound tragedies. We cannot make assumptions about others' experience with the virus.
- We should be compassionate with each other and ourselves.
- Together, we will make this semester as safe, thoughtful, rigorous, and insightful as we can—this applies both to our intellectual efforts and adherence to COVID-19 protocols.
- All students are expected to follow the guidance provided by the University with regard to COVID-19 precautions, masks, and vaccinations.

#### On symptoms:

If you are sick, particularly with symptoms of COVID-19, do not come to class. I will work with you to make sure that you have the opportunity to learn material you missed because of illness.

#### On masks:

With the spread of the Delta Variant of COVID-19 and the reality of breakthrough cases becomes clear, the University has mandated the wearing of masks in all indoor settings.



The US 39<sup>th</sup> Regiment wears masks as protection from the Spanish flu epidemic  
Seattle, 1918

Schedule of Lectures and Required Readings  
**Readings posted to the Canvas site are marked with an asterisk (\*).**

STATES AND THE INTERNATIONAL SYSTEM: The world the war will break

Weds., Sept. 1: Introductions: Why study the First World War? How will we study it?

Mon., Sept. 6: LABOR DAY: NO CLASS

Weds., Sept. 8: Great Britain

- Hew Strachan, "Introduction," in *The Oxford Illustrated History of the First World War* [=OIH FWW], pp. 1-10.
- \*Bernard Porter, *The Lion's Share: a Short History of British Imperialism 1850-1970* (London: Longman, 1984), Ch. 3: 74-105, 108-118 [NB: not whole chapter].

**ASSIGNMENT OF GREAT POWERS TO EACH STUDENT**

Mon., Sept. 13: France and Russia

- \*A. J. P. Taylor, *The Struggle for Mastery in Europe* (Oxford, UK: Clarendon Press, 1954), "Introduction," pp. xix-xxxvi.
- \*D.C.B. Lieven, "Russia as a Great Power" and "Who Ruled in St. Petersburg," chs. 1 and 3 of *Russia and the Origins of the First World War* (New York: St. Martin's Press, 1984), pp. 5-27, 50-64.

Weds., Sept. 15.: Germany and Austria-Hungary

- \*Volker B. Berghahn, *Germany and the Approach of War in 1914* (New York: St. Martin's, 1993), ch. 1, pp. 15-37.
- \*Laurence LaFore, *The Long Fuse: An Interpretation of the Origins of World War I* (Philadelphia: Lippincott, 1965), ch. 2, pp. 55-82.

Mon., Sept. 20: The Pax Britannica and the Concert of Europe

- Joll and Martel, *Origins of the First World War*, ch. 3, "The Alliance System and the Old Diplomacy" (37 pp.)
- \*F. R. Bridge & Roger Bullen, *The Great Powers and the European States System, 1815-1914* (New York: Longman, 1980), ch. 1, "The Character of International Relations," pp. 1-19.

Weds., Sept. 22: International relations, 1892-1908: Breakdown of the old order

- \*G. W. Monger, *The End of Isolation: British Foreign Policy, 1900-1907* (Edinburgh: Thomas Nelson & Sons, 1963), ch. 1, pp. 1-20.
- Joll and Martel, *Origins of the First World War*, chs. 5, 6, "The Primacy of Domestic Politics" and "The International Economy" (pp. 138-218)
- DOCUMENT: The "Risk Fleet." Excerpt from a Draft Memo from the Budget Department of the Imperial German Naval Office (February 1900) [OVER] [[https://germanhistorydocs.ghi-dc.org/sub\\_document.cfm?document\\_id=792](https://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=792)]

- \*DOCUMENT: Eyre Crowe Memorandum (1907)
- DOCUMENT: David Lloyd George's Mansion House Speech (1911), Mombauer, ed., *Origins-Documents*, Doc. no. 3. (Become familiar with using the "Glossary of Names," pp. xvi-xxiv).

### THE BACKGROUND TO WAR

Mon., Sept. 27: Alliances and the Approach of war

- Joll and Martel, *Origins of the First World War*, ch. 7: "Imperial Rivalries" (pp. 219-53.)
- Mombauer, "The Period of 'Avoided Wars'," 1911-1914," in Mombauer, ed., *Origins-Documents*, pp. 31-43.
- \*Paul Kennedy, *The Rise of Anglo-German Antagonism, 1860-1914* (London: George Allen & Unwin, 1980) "The Impulse and Orchestration of Patriotism," and "The Role of the 'Official Mind' and Questions of Balance and Comparison" (pp. 361-85, 432-37).
- DOCUMENTS: Haldane Mission (1912): Mombauer, ed., *Origins-Documents*, Docs. 19, 23, 24.

Weds., Sept. 29.: Militaries as Institutions and the Emergence of Industrial Warfare

- Joll and Martel, *The Origins of the First World War*, ch. 4, "Militarism, Armaments and Strategy" (pp. 87-115) [NB: only first part of chapter]
- \*Isabel Hull, *Absolute Destruction: Military Culture and the Practices of War in Imperial Germany* (Ithaca, NY: Cornell University Press, 2005), "Military Culture of Late-Nineteenth Century European Armies" (pp. 98-103)

Mon., Oct. 4: The International law of war

- Joll and Martel, *The Origins of the First World War*, ch. 8, "The Mood of 1914" (pp. 254-98)
- DOCUMENT: "The Laws and Customs of War on Land" (July 29, 1899) (Hague Convention II), The First Hague Conference, found at: The Avalon Project at Yale Law School: [http://avalon.law.yale.edu/19th\\_century/hague02.asp](http://avalon.law.yale.edu/19th_century/hague02.asp). Pay particular attention to:
  - Section I, Chapter 1
  - Section III

Weds., Oct. 6: Arms races and destabilization: 1911-1914.

- Joll and Martel, *Origins of the First World War*, chs. 1-2 (pp. 1-48)
- DOCUMENTS: Franco-British Military "Planning" and British perspectives: Mombauer, ed., *Origins-Documents*, Docs. 1, 10, 11, 14, 38
- DOCUMENTS: French military planning and government thinking (1911-1912): Mombauer, ed., *Origins-Documents*, Doc. 12, 17, 29, 57
- DOCUMENTS: German thinking: Mombauer, ed., *Origins-Documents*, Doc. 36, 39, 44, 46-47, 49, 51-52, 84, 93 [OVER]

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- DOCUMENTS: Russian measures: Mombauer, ed., *Origins-Documents*, Docs., 74-75, 77
- Austria-Hungary: Document 117 (be sure to read note 6!).

Mon., Oct. 11: **IN-CLASS EXAM**

Weds. Oct. 13: Military Planning

- Joll and Martel, *The Origins of the First World War*, ch. 4 (pp. 115-37) [conclusion of chapter].
- \*Annika Mombauer, “German War Plans,” in *War Planning, 1914*, eds. Richard Hamilton and Holger Herwig (New York: Cambridge University Press, 2010), pp. 48-79.

Mon., Oct. 18: The July Crisis: **“The lamps are going out all over Europe; we shall not see them lit again in our lifetime”** (Sir Edward Grey, Foreign Secretary of Great Britain, 3 August 1914)

- Review:
  - \*The Reference Lists for the rulers, foreign ministers, and ambassadors of the leading powers.
  - \*The “Chronology of July 1914.”
- DOCUMENTS: Mombauer, ed., *Origins-Documents*
  - Refer to the “Glossary of Names,” pp. xvi-xxiv
  - Early Decisions: Docs. 108, 119-120, 123, 130, 134-35, 139
  - Planning the ultimatum: Docs. 153-154, 156, 165, 171 172, 179, 186
  - Reactions to the ultimatum: Docs. 196, 198, 201, 205, 206, 212, 225, 251, 257, 264
  - Approaching the abyss: Docs. 290, 291, 296, 301, 305, 316, 322, 355, 358, 361, 367, 378, 386, 399, 416
- DOCUMENTS (Canvas): Chancellor Bethmann Hollweg to German Amb. Tschirschky in Vienna, 28 July 1914 no. 174, and 30 July 1914, no. 200

**COMPOSE A ONE-PAGE MEMORANDUM “ON THE PRESENT CRISIS: JULY 1914” FOR “YOUR” COUNTRY** (not graded: it will count as part of your general participation component).

### THE WAR WORKS ITS LOGIC

Weds., Oct. 20: The war of movement to stalemate, East and West

- Hew Strachan, *The First World War*, chs. 1-2, 5 (pp. 1-64, 129-60).
- Strachan, ed., *OIH FWW*, ch. 2: Holger Afflerbach, “The Strategy of the Central Powers, 1914-1917” (pp. 28-38).
- Strachan, ed., *OIH FWW*, ch. 3: Dennis Showalter, “Manoeuvre Warfare: The Eastern and Western Fronts, 1914-1915” (pp. 39-53).
- Strachan, ed., *OIH FWW*, ch. 4: David French, “The Strategy of the Entente Powers, 1914-1917” (pp. 54-65).

Mon., Oct. 25: War Aims and the failure of diplomacy

- Hew Strachan, *The First World War*, ch. 3 (pp. 65-96)
- Strachan, ed., *OIH FWW*, ch. 15: David Stevenson, “War Aims and Peace Negotiations” (pp. 204-215) [OVER]
- \*DOCUMENT: “Bethmann Hollweg, September Program” in Fritz Fischer, *Germany’s Aims in the First World War* (New York: W.W. Norton, 1967), pp. 103-119.
- \*DOCUMENT: “German War Aims of the 6 Economic Organizations” and “The Peace Proposal of 1916,” in *German Imperialism, 1914-1918*, ed. Gerald Feldman (New York: John Wiley, 1972), 16-23, 27-29.

**PAPER TOPIC DISTRIBUTED**

Weds., Oct. 27: Military solutions? Ypres, Gallipoli, Verdun, Somme

- Hew Strachan, *The First World War*, chs. 4, 6 (pp. 97-128, 161-98)
- Strachan, ed., *OIH FWW*, ch. 13: Robin Prior and Trevor Wilson, “Eastern Front and Western Front, 1916-1917” (pp. 179-90)
- \*David Stevenson, “The Land War in Europe: Strategy” and “Technology, Logistics, Tactics,” in *Cataclysm: The First World War as Political Tragedy* (New York: Basic Books, 2004), chs. 6-7 (pp. 123-160)
- SELECT ONE BATTLE (Ypres, Gallipoli, Verdun, or the Somme) and be able to describe it, based on reading in Strachan, Stevenson, and the *OIH FWW*.

RE-MOBILIZING FOR TOTAL WAR: THE WAR’S SECOND PHASE

Mon. Nov. 1: Total Mobilization and the Home Front

- \*John Horne “Labor and Labor Movements in World War I” in *The Great War and the Twentieth Century*, eds. Jay Winter, Geoffrey Parker & Mary R. Habeck (New Haven, CT: Yale University Press, 2000), 187-218.
- Strachan, ed., *OIH FWW*, ch. 12: J. A. Turner, “The Challenge to Liberalism: The Politics of Home Fronts” (pp. 163-78)
- Strachan, ed., *OIH FWW*, ch. 16: J. M. Winter, “Propaganda and the Mobilization of Consent” (pp. 216-225)
- \*DOCUMENTS: Erich Ludendorff, *My War Memories, 1914-1918* (London: Hutchinson, 1919), Vol. 1: pp. 328-36; 343-49; Vol. 2: pp. 583-88.

Weds., Nov. 3: Occupation and blockade

- Hew Strachan, *The First World War*, ch. 7 (pp. 199-230)
- Strachan, ed., *OIH FWW*, Ch. 9: B. J. C. McKercher, “Economic Warfare” (pp. 119-33).
- \*Vejas Liulevicius, “The Military Utopia” in *War Land on the Eastern Front: Culture, National Identity, and German Occupation in World War I* (New York: Cambridge University Press, 2000), (27 pp.).
- \*DOCUMENT: The London Declaration Concerning the Laws of Naval Warfare, 26 Feb. 1909. [OVER]  
[https://wwi.lib.byu.edu/index.php/The\\_London\\_Naval\\_Conference](https://wwi.lib.byu.edu/index.php/The_London_Naval_Conference)

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- \*DOCUMENT: German government’s deliberations concerning unrestricted submarine warfare, Jan. 9, 1917.  
[https://wwi.lib.byu.edu/index.php/German\\_Discussions\\_Concerning\\_Unrestricted\\_Submarine\\_Warfare](https://wwi.lib.byu.edu/index.php/German_Discussions_Concerning_Unrestricted_Submarine_Warfare)
- \*DOCUMENT: German note to the United States regarding the Submarine Blockade, Jan. 31, 1917.  
[https://wwi.lib.byu.edu/index.php/German\\_Note\\_to\\_the\\_United\\_States\\_regarding\\_the\\_Submarine\\_Blockade,\\_January\\_31,\\_1917](https://wwi.lib.byu.edu/index.php/German_Note_to_the_United_States_regarding_the_Submarine_Blockade,_January_31,_1917)

Mon., Nov. 8: Genocide, ethnic cleansing, concentration camps

- Strachan, ed., *OIH FWW*, ch. 6: Ulrich Trumpener, “Turkey’s War” (pp. 80-91)
- \*DOCUMENT: Viscount Bryce, *The Treatment of Armenians in the Ottoman Empire, 1915-1916: Documents Presented to Viscount Grey of Fallodon* (London: Sir Joseph Causton and Sons, 1916) [available on line:  
<http://net.lib.byu.edu/~rdh7/wwi/1915/bryce/>]
  - “Preface by Viscount Bryce” (pp. xvi-xviii)
  - Documents 1, 27, 53, 73, 146

## PAPER DUE

Weds., Nov. 10: Intentional radicalization

- Hew Strachan, *The First World War*, ch. 8 (pp. 231-66)
- \*Aviel Roshwald, “New Arenas of Action, Nationalisms of Occupation and Exile, 1914-1918,” ch. 5 of *Ethnic Nationalism and the Fall of Empires* (London: Routledge, 2001), 116-55.
- \*DOCUMENTS: Decrees on the new diplomacy and self determination of peoples. (All documents are available as a consolidated pdf at Canvas site; texts from *Documents of Russian History, 1914-1917* are also available at:  
<https://archive.org/details/documentsofrussi027937mbp>)
  - Grand Duke Nikolai Nikolaevich on Poland (Aug. 14, 1914) in *Documents of Russian History, 1914-1917*, ed. Frank Golder (New York: Century, 1927), pp. 37-38.
  - \*Central Powers’ Declaration on Poland (Nov. 5, 1916) in *Fall of the German Empire, 1914-1918*, ed. Ralph Lutz, 2 vols. (Stanford, CA: Stanford University Press, 1927), 1: 760.
  - [Review (from Oct. 25) the Peace Proposal of 1916, found in *German Imperialism, 1914-1918*, ed. Gerald Feldman (New York: John Wiley, 1972), pp. 25-29.]
  - Miliukov’s Note on the Policy of the Russian Provisional Government (March 18, 1917), in Golder, ed., *Documents of Russian History, 1914-1917*, pp. 323-24.
  - Petrograd Soviet Appeal to the Peoples of the World (March 27, 1917), in Golder, ed., *Documents of Russian History, 1914-1917*, pp. 325-26.
  - Provisional Government on War Aims (April 10, 1917), in Golder, ed., *Documents of Russian History, 1914-1917*, pp. 329-31. [OVER]

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- Manifesto of the Ukrainian Rada (June 24, 1917), in Golder, ed., *Documents of Russian History, 1914-1917*, pp. 436-37.
- Reichstag Peace Resolution (July 19, 1917), from Lutz, ed., *Fall of the German Empire*, 2: 282-85.
- Soviet Decree on Peace (Nov. 8, 1917), in Golder, ed., *Documents of Russian History, 1914-1917*, pp. 620-23.
- Third Universal of the Ukrainian Rada (Nov. 20, 1917), from *The Bolshevik Revolution, 1917-1918: Documents and Materials*, eds. James Bunyan and H. H. Fisher (Stanford, CA: Stanford University Press, 1934), pp. 435-37.
- The Soviet Government's Appeal to Muslims of Russia and the East (Dec. 7, 1917), from Bunyan and Fisher, eds., *The Bolshevik Revolution, 1917-1918*, pp. 467-69.
- DOCUMENT: Entente Reply on War Aims, Jan. 10, 1917  
[https://wwi.lib.byu.edu/index.php/Entente Reply to President Wilson%27s Peace Note, January 10, 1917](https://wwi.lib.byu.edu/index.php/Entente_Reply_to_President_Wilson%27s_Peace_Note,_January_10,_1917)
- \*DOCUMENT: Imperial War Cabinet. Lord Curzon of Kedleston: Indian Reforms, June 27, 1917 (Secret).

Mon., Nov. 15: Brave new world: 1917, Russian Revolution and US Entry

- Strachan, ed., *OIH FWW*, ch. 14: Alexander Watson, "Mutinies and Military Morale" (pp. 191-203)
- Strachan, ed., *OIH FWW*, ch. 17: John Horne, "Socialism, Peace and Revolution, 1917-1918" (pp. 226-37).
- Strachan, ed., *OIH FWW*, ch. 18: David Trask, "The Entry of the USA into the War and its Effects" (pp. 238-51).
- Adam Tooze, "The War Grave of Russian Democracy," ch. 3 of *The Deluge: The Great War, America, and the Remaking of the Global Order, 1916-1931*, pp. 68-86.
- \*DOCUMENTS: Woodrow Wilson's Speech to Congress, urging it to declare war (April 2, 1917)

[http://wwi.lib.byu.edu/index.php/Wilson%27s War Message to Congress](http://wwi.lib.byu.edu/index.php/Wilson%27s_War_Message_to_Congress)

#### ENDING IT ALL

Weds., Nov. 17: The Devastation of Societies and Economies

- Strachan, ed., *OIH FWW*, ch. 10: Hew Strachan, "Mobilization: Money, Munitions and Machines" (pp. 134-48)
- Strachan, ed., *OIH FWW*, ch. 11: Susan R. Grayzel, "The Role of Women in the War" (pp. 149-62)
- Strachan, ed., *OIH FWW*, ch. 16: J. M. Winter, "Propaganda and the Mobilization of Consent" (pp. 216-225)
- \*Richard Bessel, "Mobilizing German Society for War" in *Great War, Total War: Combat and Mobilization on the Western Front, 1914-1918*, eds. Roger Chickering and Stig Förster, eds., (New York: Cambridge, University Press, 2000), pp. 437-451.

Mon., Nov. 22: The final campaigns: 1917-1918

- Hew Strachan, *The First World War*, chs. 9-10 (pp. 267-340)
- Strachan, ed., *OIH FWW*, ch. 19: Holger Herwig, “The German Victories, 1917-1918” (pp. 252-63)
- Strachan, ed., *OIH FWW*, ch. 21: Tim Travers, “The Allied Victories, 1918” (pp. 277-89).
- \*Adam Tooze, ch. 6 “Making a Brutal Peace” in *The Deluge: The Great War, America, and the Remaking of the Global Order, 1916-1931* (pp. 124-40)
- DOCUMENT: Woodrow Wilson's Fourteen Points (Jan. 8, 1918) (be sure to read the preamble!!)
  - [http://wwi.lib.byu.edu/index.php/President\\_Wilson%27s\\_Fourteen\\_Points](http://wwi.lib.byu.edu/index.php/President_Wilson%27s_Fourteen_Points)

Weds. Nov. 24: NO CLASS (Thurs-Fri class schedule)  
**HAPPY THANKSGIVING!!!**

Mon., Nov. 29: Armistice and “peace”

- \*David Stevenson, *Cataclysm: The First World War as Political Tragedy* (New York: Basic Books, 2004), ch. 17, “Ceasefire” (pp. 379-406)
- \*DOCUMENT: Diary Entry by Albrecht von Thaer (October 1, 1918), found on-line at *GHDI: German History in Documents and Images* [http://germanhistorydocs.ghi-dc.org/sub\\_document.cfm?document\\_id=814](http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=814)
- \*DOCUMENTS: U.S. and German Armistice Notes, and the Armistice text, in *U.S. State Department, Papers Relating to the Foreign Relations of the United States*, Supplement 1, The World War, Volume 1 (Washington, D.C.: U.S. Government Printing Office, 1933), available on-line at: <https://history.state.gov/historicaldocuments/frus1918Supp01v01>
  - Document 279 (pp. 337-38): German request for Armistice (Oederlin to Wilson, 6 Oct. 1918)
  - Doc. 284 (p. 343): Wilson’s First Note (Lansing to Oederlin, 8 Oct. 1918)
  - Doc. 287 (pp. 345-46): French attitudes (Frazier to Lansing, 8 Oct. 1918)
  - Doc. 291 (pp. 351-52): Allied responses (Frazier to Lansing, 9 Oct. 1918)
  - Doc. 294 (p. 353): Allied responses (Frazier to Lansing, 9 Oct. 1918)
  - Doc. 303 (pp. 357-58): German reply to US First Note (Oederlin to Lansing, 14 Oct. 1918)
  - Doc. 304 (pp. 358-59): Wilson’s Second Note (Lansing to Oederlin, 14 Oct. 1918)
  - Doc. 311 (pp. 363-65): Allied military response (Sharp to Lansing, 16 Oct. 1918)
  - Doc. 312 (pp. 365-67): Britain’s response (Laughlin to Lansing, 15 Oct. 1918)
  - Doc. 326 (pp. 380-81): German reply to US Second Note (Oederlin to Lansing, 20 Oct. 1918) [OVER]

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- Doc. 327 (pp. 381-83): Wilson's Third Note (Lansing to Oederlin, 23 Oct. 1918)
- Doc. 335 (pp. 395-96): German reply to Third Note (Oederlin to Lansing, 28 Oct. 1918)
- Doc. 384 (pp. 463-68): The Armistice Conditions (Col. House to Lansing, 5 Nov. 1918)
- Doc. 385 (pp. 468-69): US cover letter to Armistice (Lansing to Sulzer, 5 Nov. 1918)
- Doc. 401 (pp. 481-82): Armistice negotiations continue (House to Lansing, 7 Nov. 1918)
- Doc. 413 (pp. 489-90): Response of the German Armistice Negotiators (House to Lansing, 9 Nov. 1918)

Weds., Dec. 1: Peace? The Paris Peace Conference (the Versailles Treaty included).

- In class, we will discuss the merits and drawbacks of the Paris Peace Settlement.
- Strachan, ed., *OIH FWW*, ch. 22: Zara Steiner, "The Peace Settlement" (pp. 290-303)
- Alan Sharp, "The Paris Peace Conference and its Consequences," *1914-1918 Online*: [https://encyclopedia.1914-1918-online.net/article/the\\_paris\\_peace\\_conference\\_and\\_its\\_consequences](https://encyclopedia.1914-1918-online.net/article/the_paris_peace_conference_and_its_consequences)

Mon., Dec. 6: Demobilization (?) and Civil Wars

- Strachan, ed., *OIH FWW*, ch. 22: Robert Gerwarth, "No End to War" (pp. 304-316)
- \*Mark Mazower, "Empires, Nations and Minorities," ch. 2 of *Dark Continent: Europe's Twentieth Century* (New York: Knopf, 1999), pp. 41-69 [NB: not the entire chapter!!]

## **TAKE HOME FINAL POSTED**

Weds., Dec. 8: War without end? Dreams and Disaster. What it all means. . . .

- Strachan, ed., *OIH FWW*, ch. 23: Modris Eksteins, "Memory and the Great War" (pp. 317-329)
- \*Richard Bessel, "The Legacy of the First World War and Weimar Politics," in Bessel, *Germany after the First World War* (Oxford: Oxford University Press, 1993), pp. 254-84.
- What did we learn? What were the big themes of the course?

## **TAKE HOME FINAL DUE DEC. 17**