

HIST 407H
THE ROAD TO WORLD WAR I: EUROPE 1870-1919
Fall 2012

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Office hours: MF 11:30 AM -12:30 PM, and by appointment

This course is a social and cultural history of the road to World War I and of the war itself. It addresses three related themes relevant to the period 1870-1919 in European history, namely: empire, modernity, and war. Students will read and discuss significant historical works on these subjects as well as a few primary sources, that is, works produced at a particular moment in history or by individuals who lived at a particular moment in history. The objective is to gain an understanding of how historians do research, analyze primary sources, and conceptualize issues related to empire, modernity, and World War I. Students will also learn how historians disagree with one another, and how historical scholarship participates in debates about research and interpretation. Each student will lead at least one discussion, most likely as part of a team of two.

The goal of this course is to engage students in learning and questioning the latest findings and interpretations of this formative period in recent history. Additionally, this course intends to develop students' analytical, verbal communication, and writing skills. Occasional lectures will guide students through this body of learning, and add to it. Short papers will be assigned on the readings. A lengthy research paper based on primary sources will allow students to apply the knowledge and debates covered in class, and to write history themselves.

Textbooks to be purchased at Folletts or University Bookstore:

Hochschild, *King Leopold's Ghost* (also on reserve in Hicks Undergraduate Library)

Kern, *Culture of Time and Space*

Eksteins, *Rites of Spring*

Hanna, *Your Death Would Be Mine*

Additional required readings will be posted on Blackboard, or available online.

Course requirements:

Participation in class discussions 30%

Short papers on assigned readings 40%

Research paper (including incremental assignments) 30%

M Aug 20	Introduction to course; lecture outlining key facets of Europe, 1870-1919
W Aug 22	An author's explanation and background to colonization in Africa Hochschild, pp. 1-18
F Aug 24	Empire as adventure Hochschild, chs. 1-3
M Aug 27	International diplomacy in empire building Hochschild, chs. 4-6 Student leaders:
W Aug 29	Information literacy with Larry Mykytiuk (HSSE library) Consider research paper topics and primary source resources
F Aug 31	Encounters in the contact zone; abuse and outrage Hochschild, chs. 7-11 Student leaders:

- M Sep 3 Labor Day holiday – no class
- W Sep 5 A literary interlude
Conrad, *Heart of Darkness* (available online in Purdue libraries)
*Topic proposal and preliminary bibliography due; use the model bibliography below:
http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch10_s1-0007.html
- F Sep 7 Challenging empire; what is genocide?
Hochschild, chs. 12-15
Student leaders:
- M Sep 10 Empire and memory
Hochschild, chs. 16-19
- W Sep 12 Film: *Zulu*
*one-page summary of Hochschild due
- F Sep 14 Film: *Zulu*
- M Sep 17 Debates over historical interpretations
Lieven, on Blackboard
Student leaders:
- W Sep 19 Information literacy with Larry Mykytiuk (HSSE library)
*Paper due on Lieven, *Zulu*, and Hochschild
- F Sep 21 Film: *Mechanical Paradise*
*Revised topic proposal and bibliography due
- M Sep 24 An introduction to modernity
Kern, pp. 1-35
Student leaders:
- W Sep 26 Thinking about European culture and modernity; changing views of time
Kern, pp. 36-108
Student leaders:
- F Sep 28 Changing views of space; assessing Kern's cultural history
Kern, pp. 109-210
- M Oct 1 A modern man in traditional Vienna; analyzing personal narratives
Zweig (on blackboard)
Student leaders:
- W Oct 3 Review of referencing form and discussion of organizing a research paper
*One-page reflection on Zweig due
- F Oct 5 Modernity in Austrian politics and aesthetics
Schorske (on Blackboard)
- M Oct 8 Fall break – no class
- W Oct 10 *Students will present and discuss primary sources (bring copies of 1 page of source)
- F Oct 12 No class (work on research paper)

M Oct 15	Film: <i>Rite of Spring</i> *Paper due on Kern, Schorske, Zweig
W Oct 17	A modernist war Kern, pp. 259-318
F Oct 19	A different take on a modernist war Eksteins, pp. 1-94
M Oct 22	No class: individual meetings with students
W Oct 24	Lecture and documentary film on World War I *Narrative outline or prospectus and bibliography due
F Oct 26	Outbreak of war: modernist Germany and traditional Britain Eksteins, chs. 2-3 Student leaders:
M Oct 29	A soldier's account Jünger, on Blackboard Student leaders:
W Oct 31	Understanding war through modernism Eksteins, chs. 4-5
F Nov 2	Understanding war through modernism, continued Eksteins, chs. 6-7
M Nov 5	Challenging Eksteins Braybon, "Introduction" (on Blackboard)
W Nov 7	Student presentations of research
F Nov 9	Student presentations of research
M Nov 12	Film: <i>Gallipoli</i> *Paper due on Eksteins, Braybon
W Nov 14	Letters as a source for WWI Hanna, Introduction
F Nov 16	Life on the home front in rural France Hanna, ch. 1
M Nov 19	*Drafts of research papers due
W Nov 21	No class – Thanksgiving break
F Nov 23	No class – Thanksgiving break
M Nov 26	A peasant soldier writes of war Hanna, ch. 2
W Nov 28	Family life in the midst of war Hanna, ch. 3

	Student leaders:
F Nov 30	Discouragement and persistence Hanna, chs. 4-5
M Dec 3	Reevaluating WWI and its historiography; social and personal impacts Hanna, conclusion *One-page summary of Hanna due
W Dec 5	Memory, mourning, and unresolved issues Eksteins, ch. 8-10 Student leaders:
F Dec 7	Modernity and tradition in interpreting WWI Wrap-up discussion; film clips
M Dec 10	*Final versions of research papers due by 5:00 PM at the latest

Policies and comments

Regular attendance is required. Additionally, students are expected to have done assigned reading and be prepared to discuss it on designated class days. The professor will provide guidance on preparing for discussions either orally in the previous class or with a handout. Additionally, students will be called upon to prepare discussion questions in advance and lead discussions themselves. At least once during the semester, and more often on request, students will be informed of their approximate class participation grades. Criteria for grading class participation include the following: frequency (or quantity), accuracy in answering questions provided in advance, evidence of thoughtful engagement with the reading, appropriate application of knowledge from other class materials, ability to further discussion in new, appropriate directions. Active and engaged participation is essential for each student's success and for the success of the class as a whole. **More than 4 unexcused absences will result in a full grade reduction in the final grade. Excessive absences (7 or more) will result in an overall failing grade.**

Short papers vary in length from 1 page to 3- 5 pages, and specific topics will be articulated in class or in a handout.

The research paper allows students to use the knowledge accumulated in the course for the writing of a work of original historical analysis based on primary sources. Incremental assignments will be due throughout the semester; these build toward the final version of the research paper. The incremental assignments will be graded, and included in the final grade for the research paper. Students should be prepared to submit to the professor the books and articles they use for the research paper.

The professor is always glad to meet with students outside of class to discuss paper drafts, research paper topics, class participation grades, the content of assigned readings, letters of recommendation, or other matters relevant to the course. If office hours are inconvenient, an appointment at another time is easily arranged.

Students must submit papers in class on the designated days. Early submissions are welcome. Late papers will not be accepted. All written assignments must be submitted on time in order to pass the course. Failure to do so will result in an F for the course.

Plagiarism or any other form of academic dishonesty will be punished as much as Purdue University policies allow. A likely consequence for a finding of academic dishonesty is an F for the course and materials given to the Dean of Students office. Plagiarism means reproducing or paraphrasing the words or ideas of someone else without proper attribution, and passing this work off as one's own. There are no excuses for plagiarism (i.e., ignorance, time pressure, lack of original ideas, etc.) All of the written assignments for this course are designed to help students avoid plagiarism, and handouts will offer specific information on proper referencing of other people's words and ideas.

This syllabus provides a basic schedule for the semester; however, changes are possible. Such changes would be announced in class and in time to benefit rather than inconvenience students. Students are individually responsible for learning about any changes in the schedule even if they are absent from

class the day a change is announced. In general, students are individually responsible for everything that transpires in class whether or not they are in class; absence is not an excuse.

In the event of a major campus emergency, course requirements, deadlines, and grading policies are subject to changes that may be required by a revised semester calendar or other circumstances. Ways to get information about such changes are via the professor's e-mail address (awhitney@purdue.edu) or Blackboard.

Contact information for Larry Mykytiuk, History Bibliographer
 HSSE Library, Room 241 494-3605 larrym@purdue.edu

Further reading

Students who wish to consult a textbook covering this period of history for background information confront a difficulty. I know of no textbook that covers the periodization of this course in European history, 1870-1919. Those books that cover the nineteenth century end with the outbreak of World War I, and those that cover World War I usually start with the war, or around 1900. The parameters of this course were set long before I arrived at Purdue University, and they raise an interesting question about periodization generally, and the meaning of World War I in particular.

With this in mind, here are a few suggestions.

Eric Hobsbawm, *The Age of Empire, 1875-1914* is a good, dense, chronological social history of most of the period covered in this course.

Marc Ferro, *The Great War 1914-1918* is a good overview of the war in Europe, though not much on women or empire.

Hew Strachan, ed., *World War I: A History* is a collection of essays by distinguished historians on different aspects of the war, including origins, the war in Africa, economic mobilization, women, politics, air war, and many more.

Felix Gilbert and David Clay Large, *The End of the European Era: 1890 to the present* is a traditional but updated narrative of European history; relevant to this course are chapters 1-3.

A useful website on how to document your research papers is listed below. Note the difference between reference notes (endnotes) and bibliography.

http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch10_s1-0001.html

A helpful book is Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 7th ed. Boston/New York: Bedford St. Martin's, 2012. The cost is \$18.49 on Amazon.