



HIST 407
 THE ROAD TO WORLD WAR I: EUROPE 1870-1919
 Fall 2020

Professor Whitney Walton

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Virtual office hours: MWF 10:30 -11:30 A.M. and feel free to email me at any time

This course focuses on three related themes of the period 1870-1919 in European history, namely: empire, modernity, and war. Students will read and discuss primary sources (works produced by eyewitnesses who lived during a particular historical moment) to learn how Europeans lived and thought from 1870 to 1919. Students will also read and discuss secondary sources (works written by scholars with the benefit of research and hindsight) to gain an understanding of how historians do research, analyze primary sources, and conceptualize these key subjects. Students will also learn some ways that historians disagree with one another and advance historical understanding through debates about research, subject matter, evidence, and interpretation.

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 (including the global influenza pandemic of 1918-19). Additionally, this course intends to develop students' analytical, verbal communication, writing, teamwork, and digital technology skills. To achieve this, reading the assigned works, participating in class discussion, and writing several papers are required. Occasional lectures and films will guide students through this body of learning, and add to it. Class time will also be devoted to research methods appropriate for this subject matter. Students in small groups will choose topics, with the professor's approval, and construct a digital history project.

Textbooks that are required reading for the class:

Scott B. Cook, *Colonial Encounters in the Age of High Imperialism*

Bram Stoker, *Dracula*

Ernst Jünger, *Storm of Steel*

Martha Hanna, *Your Death Would Be Mine: Paul and Marie Pireaud in the Great War*

Additional required reading will be posted on Brightspace or available online.

Learning outcomes:

- Identify transformative political, economic, social, and cultural developments 1870-1919
- Critically analyze primary sources to understand their purpose, context, and information
- Read secondary historical sources in depth for information, evidence, and argument
- Compose analytical essays with thesis statement and supporting claims based on evidence

- Verbally communicate historical arguments and the meaning of historical data
- Collaborate with others to construct an informative digital history project

Course requirements:

Participation in class discussions	15%
2 short reviews	10%
4 short papers on assigned readings	60%
Digital history project (bib and final)	15%

M Aug 24	Introduction to course and to one another; lecture outlining Europe, 1870-1919 First group of 15 students *Complete the questionnaire assignment on Brightspace sometime this day
W Aug 26	Introduction to course and to one another; lecture outlining Europe, 1870-1919 Second group of 15 students *Complete the questionnaire assignment on Brightspace sometime this day
F Aug 28	Europe in the world; significance and legacies of imperialism Cook, preface and intro, pp. ix-xv (posted on Brightspace)
M Aug 31	Europeans in Africa in the late 19 th century Cook, ch. 1 (posted on Brightspace)
W Sep 2	Europeans and indigenous societies in the Congo – a case study of imperialism Cook, ch. 2
F Sep 4	Compare/contrast imperialism on film and in historical scholarship Watch the last scene of the film <i>Zulu</i> https://www.youtube.com/watch?v=YrZbUS0MaY4 and read the article about the Anglo-Zulu Wars of 1879 by Lieven (on Brightspace)
M Sep 7	Technologies of empire Cook, ch. 3
W Sep 9	Lecture on society and politics in turn-of-the century Europe *short (1 page) review of Lieven due: thesis, argument, evidence
F Sep 11	Empire and demographic changes Cook, ch. 5
M Sep 14	Ideologies of empire in India Cook, ch. 6
W Sep 16	Women, gender, and empire Cook, ch. 7 and conclusion
F Sep 18	Lecture on New Women, sexuality – freedoms and anxieties of modernity *paper (4-5 pages) due that presents Cook's main points, arguments, and evidence, and develops a theme or topic from Cook with a primary source
M Sep 21	Analyzing a novel as a source for history; an Englishman in Transylvania Stoker, chs. I-V
W Sep 23	Modern women, science, superstition, and masculinity Stoker, chs. VI-X

- F Sep 25 Sexuality and the defense of civilization and womanhood
Stoker, chs. XI-XVI
- M Sep 28 Film: *Cult of Progress* (available on Kanopy)
Catch up on reading *Dracula*
- W Sep 30 Saving Victorian Britain
Stoker, chs. XVII-XXII
- F Oct 2 Triumph of western modernity
Stoker, chs. XXIII-XXVII
- M Oct 5 Murder and mayhem in late Victorian England
Walkowitz (on Brightspace)
- W Oct 7 Lecture World War I, including film clips
*Paper (4-5 pages) due on *Dracula*, Walkowitz
- F Oct 9 Modernity in Austrian politics
Schorske (on Brightspace)
- M Oct 12 Growing up in turn-of-the century Vienna
Zweig, on Brightspace
- W Oct 14 Film: *Rite of Spring* (on Kanopy)
*Short (1 page) review of Schorske/Zweig due
- F Oct 16 Lab session for research
*email topic idea(s) before class
- M Oct 19 Lab session for bibliography and drafting digital history project content/text
- W Oct 21 Lab session for collecting data
- F Oct 23 Lecture and film clips on analyzing personal narratives of WWI
*Submit annotated bibliography and/or draft content/text of DH project
- M Oct 26 A personal narrative of the Great War
Jünger, Introduction and pp. 5-90
- W Oct 28 German soldiers in battle
Jünger, pp. 91-191
- F Oct 30 Losing war
Jünger, pp. 192-289
- M Nov 2 Analyzing soldiers' accounts and rethinking World War I
Audoin-Rouzeau and Becker, on Brightspace
- W Nov 4 Film clips from *The First World War* (available on Brightspace)
*Paper (4-5 pages) due on Jünger
- F Nov 6 Film: *They Shall Not Grow Old* (optional, available on Prime \$3.99)
- M Nov 9 Letters as a source for WWI; life on the home front in rural France
Hanna, Introduction and ch. 1

W Nov 11	A peasant soldier writes of war Hanna, ch. 2
F Nov 13	Family life in the midst of war; discouragement and persistence Hanna, chs. 3-4
M Nov 16	Complaints, resignation, survival Hanna, ch. 5 and conclusion
W Nov 18	Ending a global war Robert Gerwarth and Erez Manela, "The Great War as a Global War: Imperial Conflict and the Reconfiguration of World Order, 1911-1923," <i>Diplomatic History</i> 38, 4 (September 2014): 786-800. https://doi-org.ezproxy.lib.purdue.edu/10.1093/dh/dhu027
F Nov 20	Wrap-up; reflections on empire, modernity, and war
M Nov 23	*Paper (4-5 pages) due on Hanna
Th Nov 26	Thanksgiving, end of in-person class
M Nov 30 -S Dec 5	Students will work on group DH projects
W Dec 9	*Submit DH project if not submitted earlier

Course Policies and procedures

Participation

As much as possible this course will resemble an in-person class with WebEx or Zoom sessions scheduled MWF 12:30-1:20 PM. Therefore, students should be prepared to "attend" class regularly. However, accommodations are in place for absences due to sickness and quarantine (for example, recording and posting class sessions), and further accommodations might also be necessary (for example, extending deadlines and changing to a weekly framework of discussion posts and assignments). Students should stay home and contact the Protect Purdue Health Center (496-INFO) if they feel ill, have any symptoms associated with COVID-19, or suspect they have been exposed to the virus. Please let me know as soon as possible if you are sick, quarantined, or must miss class for other reasons.

Engagement

Additionally, students are expected to have done assigned reading and be prepared to discuss it on designated class days. Students will work in small groups, and/or submit short, written answers/responses as designated within Brightspace. 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. Different options for fulfilling class requirements will be available. All of our interactions must strive to be courteous and respectful.

Evaluation

Since there are no exams in this course, participation in class discussion, assigned papers, and the digital history project are the means of conveying knowledge and assessing learning. Students who are unable to meet deadlines or complete assignments should contact me, and the Office of the Dean of Students.

Responsibilities

The [Protect Purdue Plan](#), which includes the [Protect Purdue Pledge](#), is campus policy and as such all members of the Purdue community must comply with the required health and safety guidelines.

All students will abide by the Purdue Honors Pledge: “As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together – we are Purdue.” See more at [Purdue’s Honor Pledge](#). 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 and online 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. For more information, see: http://www.purdue.edu/studentregulations/student_conduct/regulations.html

Emergencies

In the event of a major campus emergency, course requirement, 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 Brightspace and the professor’s e-mail address (awhitney@purdue.edu). I will also send e-mails to class members as necessary. If the University must close due to the pandemic, we will continue class with appropriate adjustments for technological issues, different time zones, and other eventualities. See also: http://www.purdue.edu/emergency_preparedness/

Communication

This syllabus provides a basic schedule for the semester; however, small modifications are possible. Such changes would be announced on Brightspace and in time to benefit rather than inconvenience students. All relevant information will be available on Brightspace, and students must regularly log into Brightspace. Please email me if a problem arises.

Brightspace is a new learning platform for most of us, so we will all learn as we go. Please communicate to me at any time questions or concerns that arise, or just feedback about what is working and what needs adjustment.

Throughout the semester I am always available to students via email, and we can arrange WebEx or Zoom sessions. Please feel free to contact me at any time, and I will reply via email in a timely fashion. During these challenging times communication is especially important. I am receptive to hearing from students about individual issues and suggestions for alternatives or improvements to make our learning experience positive and productive.

Suggestions for additional background information totally optional, not required!:

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

Felix Gilbert and David Clay Large, *The End of the European Era: 1890 to the Present*, 6th ed., is a helpful, straightforward history; the first four chapters are relevant to this course.

Leo A Loubère, *Nineteenth-Century Europe: The Revolution of Life* is thematically arranged and covers the period from the French Revolution to 1914; the latter half of the book is relevant to this course, though it does not cover World War I. It is quite up to date, though not exactly a page turner.

Richard J. Evans, *The Pursuit of Power: Europe 1815-1914* addresses power on several different levels with people rather than impersonal forces; the last two chapters are most relevant for this course.

Margaret MacMillan, *The War that Ended Peace: How Europe Abandoned Peace for the First World War* explains the leadership decisions that narrowed options in international relations and led to war.

Stéphane Audoin-Rouzeau and Annette Becker, *14-18: Understanding the Great War* is a recent reconsideration of World War I, offering an international perspective and focusing on the themes of violence, crusade, and mourning.

Michael Howard, *The First World War: A Very Short Introduction*, is a concise summary.

John Keegan, *The First World War*, is a fine military history.

Alan Kramer, *Dynamic of Destruction: Culture and Mass Killing in the First World War* is sort of a modernist analysis of World War I.

Hew Strachan, *The Oxford Illustrated History of the First World War* contains separate essays on a wide and diverse range of war topics with great illustrations.

Just about any textbook of European or global history (for example, those assigned for HIST 104 or HIST 105) can provide basic information relevant to this course in the chapters that address 1870-1919.