Course Syllabus

Course Description: This course examines the causes, course, and consequences of World War I in the light of political, social, and military forces. Topics addressed include, but are not limited to, how the war started in Europe; the development of trench warfare and its strategic implications; combat at sea, in Africa, and in Asia; wartime societies and economies; why the United States joined the war; and the peace created by the Treaty of Versailles.

Course Readings: The following books are required. They can be purchased through the Rutgers bookstore, through Internet booksellers, or special-ordered at your local bookstore.


You will also be asked to read the following articles on Sakai:


Grading: Students will complete three written assignments, each worth 10%; a midterm examination, worth 25%; and a final examination, also worth 25%. Students will also be graded on preparation for and participation in weekly class discussions, worth the remaining 20%. The grade breakdown, therefore, is:
Written Assignments: In each assignment, you will be asked to answer the posed question(s) using evidence from readings, discussions, and lecture. The purpose of these assignments is to display your ability to dissect historical works and offer complex interpretations of their meanings.

All late papers will be penalized ten points for each class late, up to a maximum of fifty points. That said, any points earned on a late paper will help your final grade more than a zero. Except by prior arrangement between the student and the instructor, the instructor will not accept assignments e-mailed to him.

Assignment #1 due February 17. Length: 4 – 6 pages. Is the 1915 Allied offensive at Gallipoli best characterized as a flawed idea, or as a failure of execution?

Assignment #2 due March 31. Length: 4 – 6 pages. Should historians emphasize continuities between the Passchendaele offensive and those it followed, or instead emphasize what was different about it?

Assignment #3 due April 28. Length: 4 – 6 pages. What factor or factors most influenced the construction of popular memories of the Great War?

Each paper will be evaluated in six separate categories: Mechanics (10 points), Thesis (25 points), Argument & Organization (20 points), Evidence (20 points), Citations (10 points), and Proofreading (15 points). For more details on the instructor’s expectations and tips on writing, see the “Writing a History Paper” handout posted on the course Sakai site.

Midterm and Final Examinations: You will be responsible for both a midterm and a final exam. The midterm will take place in class on March 3 and the final on May 5.

The exams will be divided into two sections. You will be asked to make ten identifications. The instructor will distribute a list of possible ID terms before each exam. You will choose which IDs to answer from a pool drawn from the possible term list. Each ID should be answered in a manner that clearly indicates who, what, and/or where the term is, and its overall importance in the context of this course.

You will also be asked to answer two short essay questions. Each question will cover an important event, policy, or theme from the relevant portion of the course. You will be allowed to choose the two short essay questions you answer from a list on the exam.

Students will not be allowed to make up missed examinations unless a) their absence would otherwise be excused (including but not limited to a doctor’s appointment, funeral
of a loved one, religious observance, or performing military service) or b) arrangements
to make up the exam are made in advance of the absence.

Class Participation: The instructor will lecture more some weeks than others. He will
never lecture for 160 minutes, lest his voice give out, he lose the students’ attention
completely, or both. In any event the lectures are designed to supplement the course
readings. Reading assignments should be completed on time for every week of the class.

Class discussions are designed to facilitate a deeper understanding of the readings and
their overall relevance to the course, as well as to give you a chance to voice your opinion
on the subjects we will be covering. Consequently, the instructor expects you to come to
class on time and fully prepared to debate and discuss. The instructor reserves the right to
call on a student to summarize the readings and open discussion if necessary.

The participation portion of the grade will be determined both by the frequency of one’s
participation in and the quality of one’s contributions to our classroom discussions. Class
participation will be graded in the following way:

A (100%): You come on time and participate frequently. Your comments make many
intelligent insights, and demonstrate an excellent command of the reading or awareness
of the discussion.

B (85%): You come on time and participate, either commenting on the work under
discussion or asking intelligent questions about it. You are trying and contributing useful
information to our class dialogue.

C (75%): You come to class on time but do not participate.

D (65%): You otherwise would earn a C, but you are also excessively late or leave early.
In general, tardiness or leaving early will reduce your daily grade one level. The
instructor reserves the right to waive these penalties as he deems appropriate, so it is in
your best interest to explain your lateness or early departure.

F (50%): You are unprepared, disrespectful, and/or disruptive. All unexcused absences
will also result in an F (if you are not in class, you cannot participate in discussion!).

Excused absences will not hurt or help your class participation grade. If you know you
will be absent ahead of time, please inform the instructor. Don’t forget to provide
documentation of your absence (where available) on your return.

At times during the semester, the instructor will offer students a chance to complete extra
credit assignments. These assignments will increase class participation grades (including
past 100% if applicable).

Academic Integrity Statement: Academic integrity is essential to the success of the
educational enterprise and breaches of academic integrity constitute serious offenses
against the academic community. Violations of academic integrity include but are not limited to cheating, fabrication, plagiarism, denying others access to information or material, and facilitating others’ violations of academic integrity. The instructor assumes students will familiarize themselves with the policies and information posted by Rutgers at [http://academicintegrity.rutgers.edu/](http://academicintegrity.rutgers.edu/) at the earliest opportunity.

**Disability Services Statement:** Rutgers, the State University of New Jersey, abides by Section 504 of the Rehabilitation Act of 1973, Section 508 of the Disabilities Act of 1998, the Americans with Disabilities Act of 1990, and the Americans with Disabilities Act Amendments of 2008. These mandate that reasonable accommodations be provided for qualified students with disabilities and accessibility of online information. If you have a disability and may require some type of instructional and/or examination accommodation, please contact the instructor early in the semester so that he can provide or facilitate in providing accommodations you may need. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services and administer exams with accommodations for students with disabilities. The Rutgers-Camden Office of Disability Services can be contacted by phone at 856-225-6442 or on the web at [http://learn.camden.rutgers.edu/disability-services](http://learn.camden.rutgers.edu/disability-services). The instructor looks forward to talking with you soon to learn how he may be helpful in enhancing your academic success in this course.

**Pet Peeves:** On top of his general expectations that you will treat him, your classmates, and your work with respect, the instructor asks you to avoid these two particularly irritating behaviors.

1) Using your cell phones or smartphones during lectures or class discussions. When the instructor sees you texting, or sees you staring at your lap intently for no obvious reason, he tends to believe you are not paying attention to him or your classmates. You will see the instructor turn off his cell phone before lecture begins. You should do the same.

2) Ignoring directions. The instructor assumes you are competent enough to follow directions precisely and responsible enough to suffer the consequences of not doing so. No one will ever be reprimanded for asking where to find the directions for an assignment, or for asking for clarification of those directions.

**Contacting the Instructor:** After final grades are submitted, the instructor will not allow students to raise their course grade via additional assignments or alternative assessments of course knowledge. You may ask the instructor about your course standing at any time during the semester. If you are dissatisfied with the grades you have earned, it is upon you to contact the instructor for advice or help towards improving.

E-mail is the best way to contact the instructor. He will acknowledge receipt of your message with a reply. If you do not receive a reply within 24 hours, you should assume the instructor has not received your message and write again. Please include “History 510:335” in your subject line. *E-mails sent without a subject will be ignored.*
Everyone, professors included, can benefit from reviewing e-mail etiquette from time to time. Wellesley College has published a handy guide at http://web.wellesley.edu/SocialComputing/Netiquette/netiqueteprofessor.html.

In addition to his office hours, the instructor will usually be available after class to interact with students. If you would like to discuss matters with the instructor but are not available at those times, he encourages you to make an appointment to talk at a time which is convenient for you.

**Class Schedule**

Note that the instructor reserves the right to change the schedule, readings, and assignments.

- **Week 1 (January 20):** Course Introduction.

- **Week 2 (January 27):** Outbreak of War; Serbia 1914; Russia attacks Austro-Hungary.
  Readings: Strachan, ch. 1.

- **Week 3 (February 3):** Germany invades the West; War in Asia and Africa [1914 – 18].
  Readings: Strachan, chs. 2 & 3.

- **Week 4 (February 10):** The Ottoman Front, 1914 – 16.
  Readings: Strachan, ch. 4; Hart, *Gallipoli*, all.

- **Week 5 (February 17):** Austro-German attacks on Russia and Serbia, 1914 – 15; Italy joins the War [1915 – 16]; Trench Warfare; Western Front 1915.
  Readings: Strachan, chs. 5 (all) & 6 (pp. 157 – 63, 169 – 79).
  Writing Assignment #1 DUE.

- **Week 6 (February 24):** 1916
  Readings: Strachan, chs. 6 (pp. 163 – 9, 179 – 91) & 8 (pp. 249 – 50).

- **Week 7 (March 3):** Midterm Examination

- **Week 8 (March 10):** The War at Sea, 1914 – 17; the United States Joins the War.
  Readings: Strachan, ch. 7.

- **NO CLASS March 17 – Spring Recess**

- **Week 9 (March 24):** Western Front 1917.
  Readings: Strachan, ch. 8 (pp. 227 – 32, 238 – 49); Prior and Wilson, *Passchendaele: The Untold Story*, all.
Week 10 (March 31): The Russian Collapse; German Offensives 1918.
Readings: Strachan, chs. 8 (pp. 232 – 7, 254 – 7) & 9 (all).
Writing Assignment #2 DUE.

Week 11 (April 7): Italian Front 1917 – 18; Ottoman Front 1917 – 18; Allied Offensives 1918 & War’s End.
Readings: Strachan, chs. 8 (pp. 250 – 4) & 10 (pp. 295 – 320).

Week 12 (April 14): Versailles & Other Treaties.
Readings: Strachan, ch. 10 (pp. 320 – 7).

Week 13 (April 21): Communism, Fascism, & Chaos; Meaning, Memory, and the Great War.
Readings: Strachan, ch. 10 (pp. 328 – 31); Fussell, Great War and Modern Memory, all; Chambers article & Inglis article, both on Sakai.

Week 14 (April 28): Course Conclusion.
Writing Assignment #3 DUE.

Final Examination, Tuesday, May 5, 6:00 – 8:40 pm.